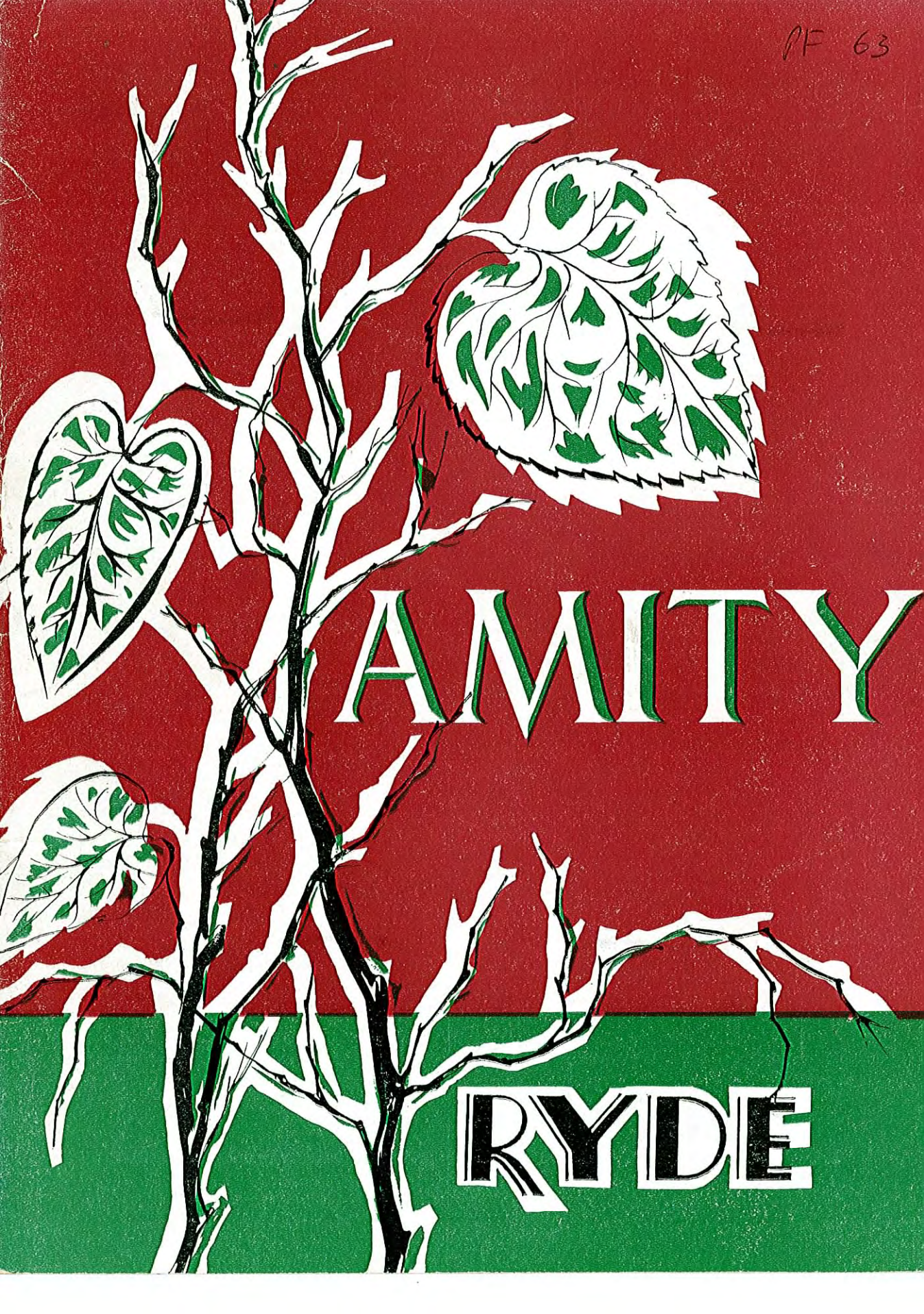
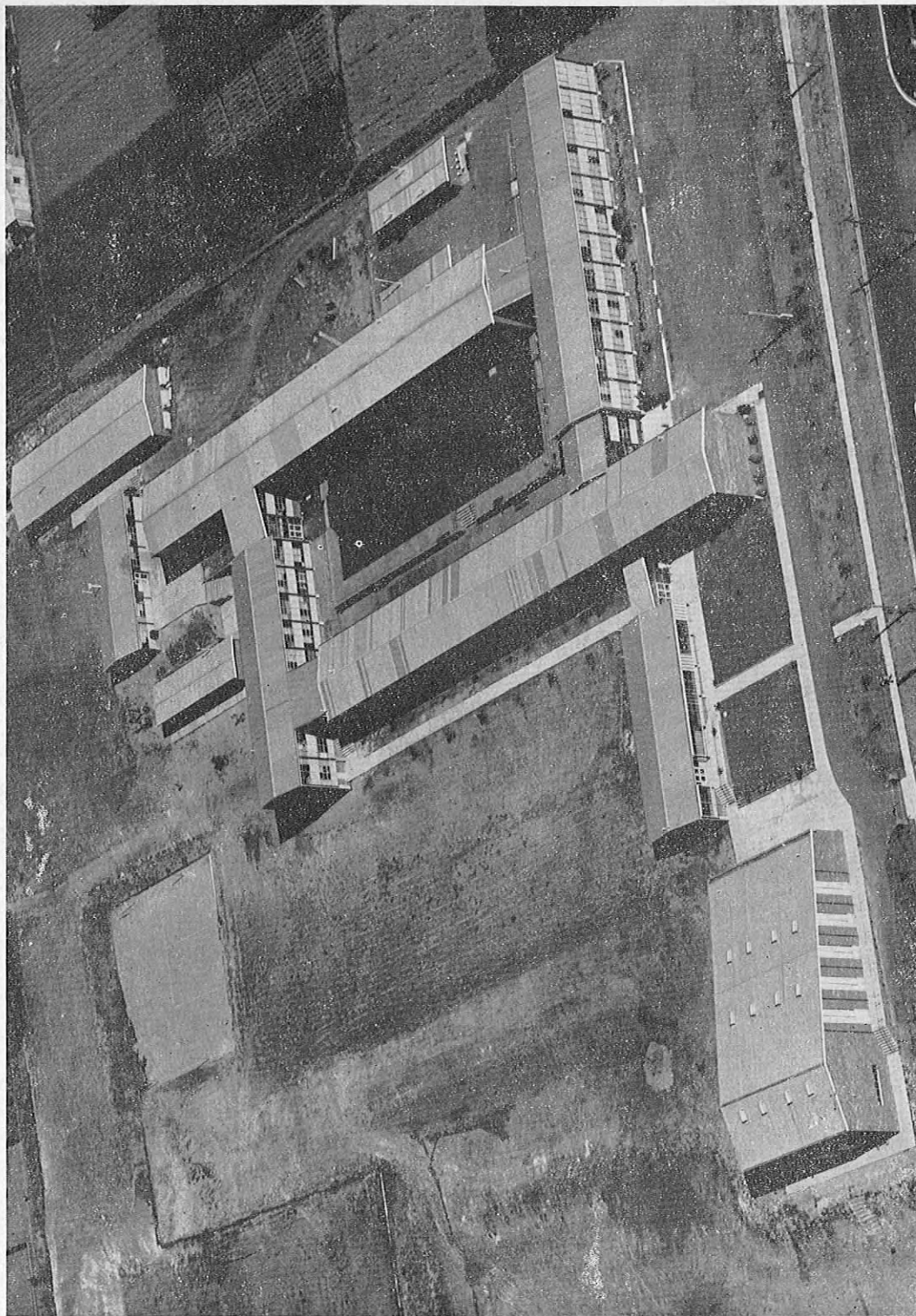




AMITY

RYDE



AMITY

MAGAZINE OF RYDE HIGH SCHOOL

*R. N. Quallin
Crawford*

1963



The School Motto is:

Ad Meliora

"Onward to Better Things"

THE SYMBOLIC COVER DESIGN

by Joseph Klimek

The Ancients used the "Tree of Life" as a symbol of ever increasing growth. This has inspired us to select for our cover design the Young Branches of a Tree and Three Leaves symbolising Pupils, Parents and Teachers, united in close Friendship to further the growth of our School.

School Directory

Principal: Mr. R. N. CRAWFORD, B.A., Dip.Ed., M.A.C.E.

Deputy-Principal: Mr. R. L. RUSHBROOKE, B.Sc.

English-History Department:

Mr. M. E. P. Lakeman, B.A., B.Ec., Dip.Ed. (Master); Miss M. C. Coffey, B.A., Dip.Ed.; Mr. E. A. Doyle, B.A.; Miss M. S. Hill; Mr. F. McLaughlin; Mr. W. G. Priest, B.A.; Mrs. J. Sloman, B.A., Dip.Ed.; Miss D. E. Snape; Mr. B. J. Trainor, B.A.; Mr. V. J. Williams, B.A.; Mrs. M. E. Wood, B.A., Dip.Ed.

Mathematics Department:

Mr. J. E. Penman, B.A. (Master); Mr. E. Aked; Mrs. N. Laker, B.Sc.; Mr. I. Mears, B.Sc.; Miss A. N. Michie (till May); Mr. A. S. Ottery; Mr. J. W. Paterson; Mrs. P. Walker, B.A., Dip.Ed.

Science Department:

Mr. R. Rassack, M.Sc. (Master); Mr. L. Bishop; Mrs. R. Bishop, B.Sc.; Mrs. R. Davis; Mr. P. Elliott; Miss B. Hansell; Mr. J. Howard; Mr. R. L. Rushbrooke, B.Sc.

Languages Department:

Mr. R. G. Anderson, M.A. (Master—till March); Mr. H. W. Taylor, B.A., Dip.Ed. (Master); Mrs. G. Dalglish, B.A., Dip.Ed.; Mrs. A. Gaut, B.A., Dip.Ed.; Mr. R. Sadler.

Commercial Department:

Mr. A. R. Kneale, B.Ec. (Master); Mr. J. S. Connor, B.Ec. (till May); Miss M. S. Hill; Mr. J. D. Reid; Mr. J. S. Richards; Mr. A. R. Sloman; Mr. J. Sparks, B.Ec.

Manual Arts Department:

Messrs. L. W. Pinson, A.S.T.C. (Master); R. Bradley; N. T. Byrne; J. E. Howard; A. Jones; A. G. Liddle; A. W. Poole, A.S.T.C.; B. F. Reece, A.S.T.C.

Home Science Department:

Miss K. Morrow, (S.S.A.); Miss H. J. Cole; Miss B. Chapman; Mrs. I. Dunkley, (till August); Mrs. H. McDonald, A.S.T.C.; Mrs. E. McManus.

Music Department:

Messrs. M. W. Gray, B.A., Dip.Mus. (Sp. Master); C. K. Baxter, D.S.C.M.

Art Department:

Miss D. Juknaitis, Sp.Art; Mr. J. Gibbs; Mrs. D. B. Hood, A.S.T.C.; Mr. J. Klimek, M.A. (till March).

Physical Education Department:

Mr. E. R. Flanders, Dip.P.E.; Miss G. Johnston, Dip. P.E.

Class Teachers:

Messrs. B. W. Maitland; V. Whiting.

Librarian:

Miss M. C. Coffey, B.A., Dip.Ed.

Secretarial Staff:

Mrs. J. E. Lugton; Mrs. L. N. Stowe.

Career Advisers:

Mr. F. McLaughlin (Boys).
Mrs. N. Laker, B.Sc. (Girls).

Sportsmasters:

Mr. E. R. Flanders, Dip.P.E.
Mr. A. W. Poole, A.S.T.C.

Sportsmistress:

Miss G. Johnston, Dip. P.E.

Assistant Sports Mistress:

Miss H. J. Cole.

School Treasurer:

Mr. J. Sparks, B.Ec.

Assistant School Treasurer:

Mrs. J. E. Lugton

Supervisor of Girls:

Mrs. J. Sloman, B.A., Dip.Ed.

Textbooks:

Messrs. F. McLaughlin, B. W. Maitland.

Transport Officer:

Mr. J. E. Penman, B.A.

THE AMITY STAFF

Editors: Mr. W. G. Priest, B.A.; Mr. B. J. Trainor, B.A.

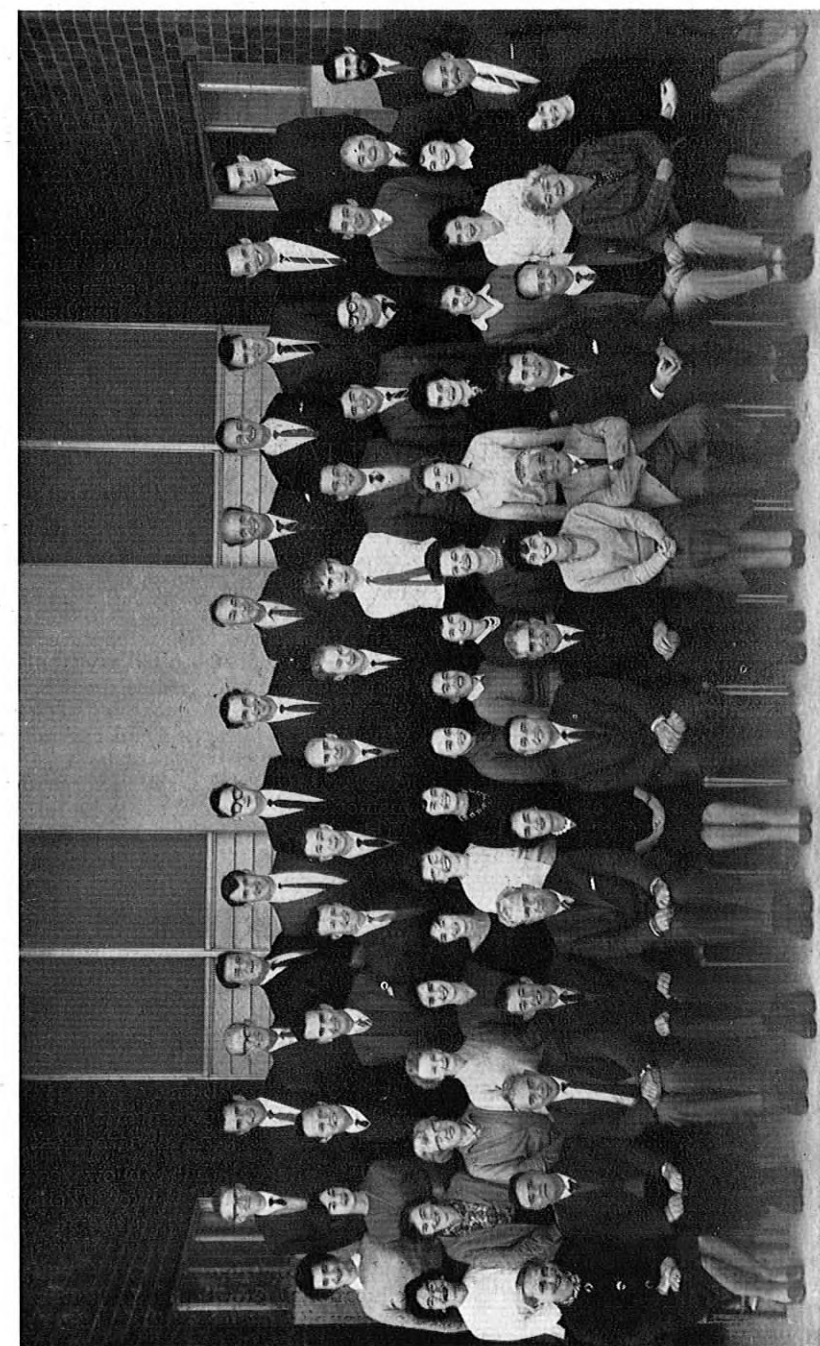
Boys' Sports Editor: Mr. E. Flanders, Dip. P.E.

Girls' Sports Editor: Miss G. Johnson, Dip. P.E.

Photographer: Mr. K. Kohler

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STAFF 1963

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Half page donated by Goodman & Bowley, 120 Blaxland Road, Ryde

HEADMASTER'S MESSAGE

Four years ago I stood and gazed at what was destined to become Ryde High School — at that time a gaunt steel skeleton of a building rising from a sea of mud and surrounded by a wild jungle of blackberry bushes and rubbish.

But as I looked, I could see in imagination the makings of a fine school — pleasant surroundings, well-planned, well-equipped buildings, spacious grounds and gardens, a model "school of the future".

Ryde High School is a new-type school in an old-established area. But I believe that what matters is not so much the type but the quality of a school; whether it is a good school, of which pupils, parents and teachers can be proud. Thus, the school motto and emblem

chosen aimed not only at preservation of worthwhile Traditions, but at the positive ideals of Enlightenment and Betterment.

I leave Ryde High School with many happy memories and with many regrets. However, I feel that the task I set myself will be completed by the end of this year, when the full range of school activities has been covered and the school has seen its first Fifth Year through the Leaving Certificate.

Ryde High School is already a good school, accepted, supported and commended. I am sure that it will rapidly become a great school, and that it will continue in the spirit of its Motto:

ONWARD TO BETTER THINGS.

A TRIBUTE FROM STAFF AND PARENTS

R. N. Crawford, B.A., Dip.Ed., M.A.C.E.

Members of the P. and C. Association and the Staff of this School congratulate Mr. Crawford on his appointment as Headmaster of North Sydney Boys' High School. We are pleased that he will be going to this very fine school, but farewell him with considerable regret.

Mr. Crawford came to this school in 1960 — to a very large and impressive new building, with very little in it, and from his first days as Headmaster he has applied himself to the task of making this school one of the best Comprehensive High Schools in Sydney. Under Mr. Crawford's leadership we have seen this school grow rapidly and from it has emerged a wonderful spirit of co-operation and high standards. By his constant efforts, valued

equipment has been added to the school. The beautiful and spacious playing fields will always stand as a mark of his untiring efforts.

Mr. Crawford has at all times had the full support of his staff, members of the P. and C. and the Ladies' Auxiliary, and we cannot let this opportunity pass without thanking Mrs. Crawford for her gracious co-operation — always willing to attend and assist at all school functions. I am sure that both Mr. and Mrs. Crawford will take away very many happy memories of their four years stay at Ryde High School.

To both of them we, as parents, and the Staff, extend our thanks and deepest gratitude and wish them every happiness in the future.

Editorial

Any formula for success in education must contain three vitally important parts: effort on the part of the student; encouragement from the teacher; and a sense of achievement for both. That states it in an abstract way. Does it follow that success is an intangible?

No, there is nothing abstract about success. It is as real as the people whose inspiration and determination make it possible; as solid as the wills that forge it. In short, success is a measurable quantity.

Like all sensible people, from time to time we take stock, and pose this difficult question: Have we succeeded in our task? We would

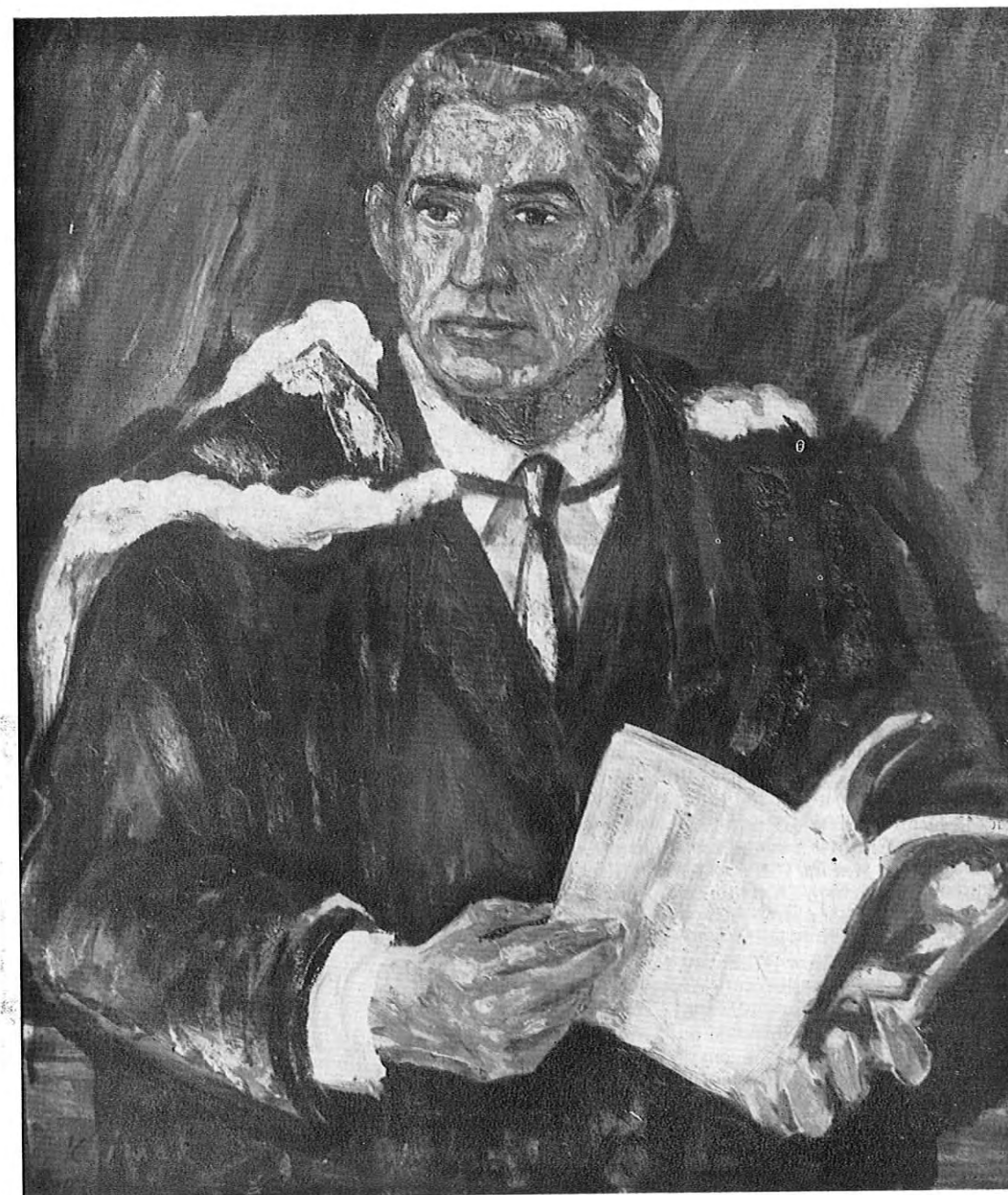
like to answer bluntly, Yes, we have, but without concrete evidence to present we could hardly expect general agreement.

The pages that follow comprise that evidence. We would like to show ourselves and our many interested friends that what we have been doing at Ryde High School has indeed contributed significantly to the educational growth of its pupils and to the community status of their school.

The editors wish to congratulate the many whose efforts have enabled us to produce Amity 1963, our record of achievement.

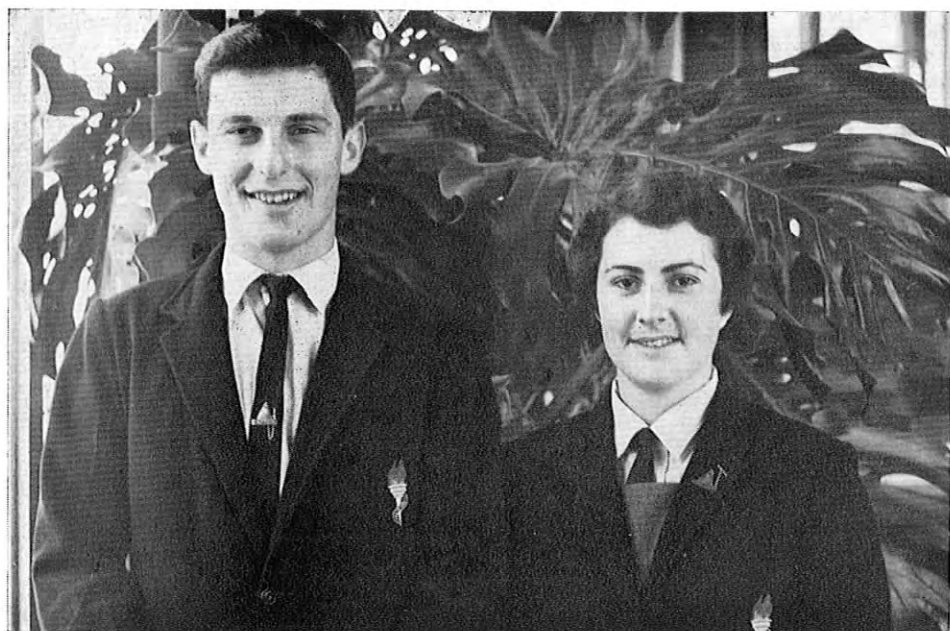
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R. N. CRAWFORD
First Headmaster (1960-1963).

SCHOOL CAPTAINS



Brian Noble and Maralyn Adams

OUTSTANDING PERFORMANCE BY SUB-JUNIOR ATHLETES

Katrina Graham, Class 2A is the first Ryde High School pupil to win an event at the Girls' Secondary Schools' Sports Association Athletic Championships. She put up an outstanding record in winning four individual events at the carnival held at the Sydney Cricket Ground on 25th and 26th September, 1963, and as the last runner was instrumental in the school's win in the sub-junior Relay.

The events which Katrina won were the sub-junior long jump, the 13 years 75 yards championship, the sub-junior 75 yards Championship, the sub-junior 80 metres hurdles, and was final runner in the sub-junior relay. It would be impossible to better this record as each competitor was limited to five events, and Katrina completed the carnival with five firsts, a record of which the school is very proud.

Perhaps the most outstanding of all events was the victory in the sub-junior relay, finally decided in the last few strides. Other members of this team were Susan Laird 2B, Wendy Kerr 1C and Judith Hamilton 2B.

Our competitors were thrilled that North-east Suburbs Co-Ed. Zone finished second in the overall total, and first in the sub-junior Cup and the sub-junior Relay Shield.

Congratulations to all Ryde pupils who represented the School and the Zone.



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Half page donated by A. & R. Burton, 93 Blaxland Road, Ryde

MESSAGE FROM THE BOYS' CAPTAIN

Looking back over my five years of secondary schooling, which is rapidly drawing to a close, I cannot help but acknowledge the sound educational and social training that I have been given during my years at Ryde High School. Now I am beginning to realise and appreciate the work done and the time spent by the teachers to enable me to reach Leaving Certificate standard, and the wonderful opportunities that have been available to me while at Ryde High.

These include varied activities such as: an array of interesting sports to choose from; physical education, for which there is a large stock of equipment for many different kinds of sports; inter-school competition and swimming and athletics carnivals; different school clubs which meet at lunch-time; an efficient and comprehensive library with books covering a wide range of subjects; choir and stage productions; excursions to places of educational interest; careers advising which offers help and guidance to all in selecting their particular occupations for later life; debating, which gives students the opportunity of learning how to express themselves; and life-saving instruction. (Incidentally, this year Ryde High School has again won the handsome cup presented annually to the school in N.S.W. which gains the greatest number of life-saving awards — three successive wins for us. A most creditable performance for such a young school). Last, but certainly not least, is the education each pupil receives in a variety of subjects from which some choice is possible.

When I come to leave Ryde High, I will have the satisfaction of knowing that I have been thoroughly prepared to meet the outside world. This preparation has been in the form of a complete education and a social training. The latter is made available to students through the socials held at the end of each term and also by that fact that boys and girls mix freely during the time they are at school. This is an attribute clearly characteristic of the new co-educational area high schools, for such an opportunity is not available to those attending segregated schools.

I am proud to have attended a school such as Ryde High, which has made a good name for itself in only a comparatively short time. The school started with virtually nothing, but in a matter of three or four years has reached a standard that has taken other schools many years to attain. Therefore, if Ryde High School has been able to develop to such an extent and gain its good reputation in such a short time, it is evident that there are the makings of an exceptionally good school about it. The next few years will show how the school's traditions can be consolidated.

Brian Noble.

MESSAGE FROM THE GIRLS' CAPTAIN

The New Education

In bygone days education was a source of wonder and amazement, offering a great wealth of knowledge only to those of a relatively sound financial position. In spite of the cost, the standard of education overall was very poor. A writer of the sixteenth century declared: "For every discreet and able teacher, you will find twenty ignorant and careless; whereas they make one scholar, they mar ten." Education was also regarded with fear by ignorant parents who believed that educated boys would become "saucy rogues and control their fathers."

However, the picture of education to-day is in complete contrast with that of previous years. The public now realises the inestimable value of a comprehensive education. It is no longer regarded with fear and contempt, but accepted and greatly appreciated. Its importance is continually increasing, as education is always the essence of achievement.

To attain a sufficient standard for an adolescent to enter the hazardous life of adulthood, comprehensive high schools have been established. Ryde High is such a school. Its vast range of subjects allows students to prepare for any future occupation.

Both academically and socially, Ryde High School has important advantages over many other schools because of the principle of co-education. Boys are given the opportunity to study a subject like Home Economics as basic training to be Chefs and Pastrycooks, a subject not available at segregated boys' high school.

Although segregated schools provide a high standard of education, their courses are not as comprehensive as those of a co-educational school, and they lack an important aspect of social training. At Ryde High School, boys and girls lose their self-consciousness and embarrassment and are taught to mix naturally with each other. At an early age they realise the importance of respect for one another which is vital in preparing them for social responsibility.

Numerous educational activities, although not academic, are offered to the students—debates, to encourage and illustrate the importance of verbal tactics; sporting activities, to emphasise physical fitness; Red Cross and dramatic societies, photographic and chess clubs — all providing scope for the many varied interests of pupils.

Ryde High School's teaching staff is highly trained (quite the opposite of the teachers of the sixteenth century), conscientious in their endeavours to interest and impart knowledge to the students, most of whom in their turn are eager to receive it.

Maralyn Adams.

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SPEECH NIGHT PRIZE LIST, 1962

STUDIES

- 1A—Katrina Graham
Malcolm Stewart
1B—Paul Frederickson
1C—Stephen Moore
1D—Ross Robinson
1E—Vicki Bennett
1F—D'Anne Raschke
1G—Margaret Allen
2A—John Boyes
2B—Michael Davis
2C—Denise Church
2D—Christopher Robinson
2E—Dallas Rivers
2F—Judith Shand
2G—John Sims
2H—Roma Smith
2J—Jeanette Scofield
3A—Keith Emery
3B—Marilyn Macdonald
3C—Lynette Freestone; Kerry Field.
3D—Lorraine Buggie
3E—Lynette Paul
3F—Jil Parker
3G—Rae Watts
3H—Carol Chisholm
3J—Ian Wright
4th—Richard Davey.

Typing (Scott and Underwood): Janet Burgess.

German (Consul General's Prize): Keith Foulcher, Graham Parry, Lesley Johnson.

CITIZENSHIP AND SCHOOL SERVICE

Headmaster's Prizes: School Captains: Brian Noble and Maralyn Adams.

Certificates of Merit

Library: Janette Parkes.

Music: Richard Davey, Wendy Christey, Elizabeth Prees, Margaret Carew.

Sporting Organisation: Mary Calver.

Modern Languages: Graham Blackadder.

Art: Naida Brumfield, Carol Bickerton, Elizabeth Cimoshevich.

Gardening: Brian McDonald, Ray Jaques.

General Service: Joe Mesiti.

House Service: Alan Wildman, Gaisma Briedis.

SPORT

Certificates of Merit

SWIMMING —

Sub-Junior Championship:

Boys: Anthony Chapman.

Girls: Lesley Johnson.

Junior Championship:

Boys: Christopher Jourdan and Malcolm Ryan.

Girls: Pamela Byrne.

Open Championship:

Boys: Peter White.

Girls: Diane Trembath.

ATHLETICS —

Sub-Junior Championship:

Boys: Allan Cooper

Girls: Katrina Graham

Junior Championship:

Boys: Ronald Adams

Girls: Roslyn Felder

Open Championship:

Boys: William Inabinet

Girls: Diane Trembath

Kirkwood Shield (for highest individual point score): William Inabinet and Diane Trembath.

Soccer: C.H.S. Pockets for Metropolitan Representatives: Colin Usher and Allan Cooper

Rugby Union: Best and Fairest Player Trophy: David Tonkin.

Rugby League: Gould Shield: Ryedale House, (Robert Bland, Team Captain).

Boys' Basketball, Championship Cup: Blaxland House (Andrew White, Team Captain).

Champion House (Scholarship, Sport and Service)—Midway Trophy: Blaxland House (Alan Wildman and Lynette Schofield — House Captains).

SCHOLARSHIP WINNERS

Congratulations to the following students:

National Mutual Scholarship: Keith Foulcher.

Intermediate Bursaries—1962: Joy Davey, Keith Foulcher, Lynette Freestone, Brian Hudson (three other students qualified also but were declared ineligible).

Ryde High School Scholarships: Lorraine Buggie, Keith Emery, Kerry Field, Colin Rodgers.

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PARENTS AND CITIZENS' ASSOCIATION

Although this is a School magazine, I think it proper for us as parents to share a small corner. As our school draws its population from a small geographical area, so do we parents come from a small geographical area, but this should not mean that the interests, talents and abilities of the parents are limited. The day-to-day business of the Association is carried on by a Representative Committee designed to provide a stable, active nucleus, but any parent is always welcome at the regular meetings, and this Committee is not meant to exclude anyone. The monthly meetings would gain from the attendance of more people with a greater diversity of interests.

We are still plagued by inadequate vehicular access to the school and also by the extreme dangers of some of the pedestrian and cycle approaches. A sub-committee will, it is hoped, succeed in achieving some positive improvements in this situation.

It is gratifying to see that the grounds are now progressing well. When properly grassed they should be a fine asset to the school and an attractive feature of the district. No doubt the grounds will require our attention still, but our funds should more and more be available for activities closely associated with the classroom. This year we have been able to provide a large number of smaller items to assist teachers in many subjects. It is not quite so easy to

show you spectacular items this year, but we have little cash left from almost £3,000 raised so far and will have much to work for in future years. The provision of text-books may be one item requiring attention if all subjects follow the pattern set by Science.

This year the fete realised a record profit, one which I hope will only stand for one year, but which was due to much hard work by parents, children and teachers. All concerned deserve our thanks, but there are also some rewards in these activities. You make new friends and have the satisfaction of a job well done. If you did not work this year, please join us next year.

This is necessarily but a brief sketch of some of our problems and aspirations. There are also some relaxations, for example a very successful Ball was held in June, but in closing there are certain words of thanks which must be said. On behalf of the parents, I wish to thank the Principal and staff for their achievements this year, and we look forward to many years of co-operation. The parents and citizens who have worked so hard also deserve a special word of thanks for banding together to help the school over its formative years. Finally, a word of thanks to the children who have made the effort worthwhile, and good wishes for their examinations, particularly those in the school's first Leaving Certificate class.

L. G. Parry, Secretary.

LADIES' AUXILIARY REPORT

organised by these bodies.

A change in the procedure of the Auxiliary took place this year when the monthly meeting time was changed from 1.00 p.m. to 11.30 a.m. on the third Tuesday of each month. This will, we understand, enable many friends and members to attend who were previously faced with transport difficulties.

These meetings are being followed at 1.00 p.m. by demonstrations of varying interests (ie. cooking, sewing and fashion) and will, we hope, bring more interested mothers and friends into closer contact with each other and the school.

We thank all the many parents who have responded to our requests in the past, and it is our endeavour to enlarge this number of willing helpers each year, for as the school grows so must the Ladies' Auxiliary. May next year's effort make this year's great success appear a small one.

M. Clark, President.

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INTERMEDIATE PASSES RYDE HIGH SCHOOL — 1962

LIST ONE

Adams, Maralyn	Connelly, Gail	Kelly, Yvonne	Reid, Peta
Alce, David	Copson, Robyn	Kelso, Marilyn	Ristuccia, Joseph
Amos, Christine	Crowley, John	Kent, Robert	Robertson, Dale
Anderson, Brian	Cunningham, Peter	Kimpton, Noeline	Robison, Janette
Anderson, Paul	Davey, Joy	Kocass, Wayne	Robison, Roger
Anderson, Trevor	Dennis, Leslie	Kuzis, Alec	Rodgers, Colin
Andersen, Warwick	Dick, Pamela	Langham, Jacqueline	Rogan, Patricia
Angwin, Susan	Dingwall, Ian	Lassman, Jeffrey	Rose, Arthur
Archer, Grant	Dodd, Dianne	Leeder, Kerry	Russell, Elizabeth
Arnold, Margaret	Doherty, Irwin	Livingstone, Barbara	Sandell, Keith
Arnott, Alan	Dudley, Margaret	Lloyd, Barbara	Satchell, Lynette
Ashwood, Terry	Durrant, Kristine	Lloyd, Ruth	Sheehy, Christine
Audsley, Peter	Eager, Geoffrey	Loevendie, Leroy	Smon, Beverley
Bale, Robyn	Edwards, Robert	Lovett, Diane	Simpson, Marilyn
Bamford, David	Edworthy, Carol	Lovett, Heather	Sinclair, Graham
Barker, Pauline	Eliasson, Pamela	Lukins, Sydney	Sinclair, Kevin
Bassett, Robyn	Elliott, William	Luland, Rhonda	Skuja, Margers
Beal, Sandra	Emery, Keith	McBride, John	Smith, Dennis
Beale, Lorraine	Ernst, Robyn	McCormack, Ross	Smith, Leroy
Beaumont, Claire	Etty, Frances	McDonald, Brian	Smith, Peter
Bennett, Charmaine	Farr, Dianne	McDonald, Marilyn	Smith, Raymond
Berghofer, Robyn	Ferns, Valerie	McFarlane, Cynthia	Smith, Brent
Bignold, Margaret	Field, Kerry	McKenzie, Graham	Southgate, Diane
Blackadder, Graham	Foulcher, Keith	Maclaren, Donald	Southwell, Ian
Bland, Robert	Francis, Valerie	McLean, Robert	Spence, Angela
Bowden, Roderick	Freestone, Lynette	McLean, Ross	Spratt, Margaret
Brady, Diane	Friend, Douglas	Marks, Judith	Stanton, Robyn
Bragg, Marilyn	Fry, Joan	Marler, James	Stevenson, Gilbert
Braham, Patricia	Gale, Margaret	Millington, Helen	Stone, Roderick
Brandon, Lorraine	Gallahar, Lynette	Minnikin, Lawrence	Swan, Geoffrey
Braun, Stephen	Garratt, Janet	Mitchell, Gary	Theakstone, Terry
Bridge, Barbara	Garratt, Kenneth	Moore, John	Thom, Alan
Briedis, Gaisma	Graham, Cherralyne	Morgan, Cheryl	Thomas, Beatrice
Britten, Ross	Graham, Clifford	Morrisby, Stephen	Thompson, Kay
Brown, Peter	Grant, Elizabeth	Morrison, Kenneth	Thornton, John
Brown, Ronald	Grey, Caroline	Moss, Allan	Tonkin, David
Brumfield, Malcolm	Hamill, Janette	Moss, Pamela	Tuckwell, Kevin
Bryan, Suzanne	Harris, Barbara	Newman, Carol	Tulloch, Gayle
Buckham, Jean	Harris, Lynette	Nixon, Barry	Turner, Graeme
Buggie, John	Hart, Anthony	Nordish, Vicki	Turner, Ross
Buggie, Lorraine	Hart, Geoffrey	Notting, Carolyn	Van Heythuysen, Rex
Burgess, Janet	Hartley, Eunice	Palmer, Robert	Walker, Hugh
Burns, Robyn	Hartstrom, Karen	Panayidou, Nitsa	Wall, Richard
Bush, Delwyn	Harvey, Heydon	Parker, Garry	Walsh, Sandra
Butler, Denis	Hawkins, Ronald	Parker, Jil	Walton, Richard
Byrne, Pamela	Hawkless, Keith	Parkes, Janette	Ward, Graeme
Byrom, Terence	Herd, Peter	Paterson, Diane	Wardrop, Lynette
Carpenter, Kerry	Hill, Allyson	Paton, John	Watt, Carol
Carr, Diana	Hill, Beverley	Paul, Lynette	Watts, Rae
Carter, Susan	Hills, Gregory	Paull, Sue	Welch, Carolynne
Casper, Phillip	Hirst, Ian	Philip, Keith	White, David
Chalcraft, Ross	Hoffman, Kenneth	Phillips, Bruce	Whitney, Suzanne
Chalk, Cheryl	Hogbin, Bruce	Phillips, Jill	Wicks, Kerrie
Chapman, Alan	Hudson, Brian	Phillips, Jocelyn	Wildman, Jan
Chapman, Peter	Hutchings, Susan	Plumb, Catherine	Williams, Russell
Christey, Wendy	Irvin, Eugene	Pomfret, Kathleen	Wilson, Frank
Clarke, Kevin	Ives, Margaret	Porter, Ross	Wilson, James
Clarke, Leonie	Jennings, Marilyn	Potter, Linda	Winter, Pamela
Clark, Terence	Johnson, Dianne	Potts, Alana	Workman, Geoffrey
Cliff, Cheryl	Johnson, Graham	Powell, Lynne	Wright, William
Cole, Lorraine	Johnson, Peter	Powers, Kerry	Yeatman, Sandra
Coles, Gregory	Johnston, Kenneth	Pyle, Helen	Yeo, Brian
Coles, Susan	Jourdant, Christopher	Redfern, Gregory	

LIST TWO

Aldridge, Leslie	Frew, Lorraine	McCully, Denise	Seabrook, Graham
Bofinger, Jennifer	Garraway, David	McDonald, Donald	Shaw, Laurence
Bosward, John	Gelling, Jennifer	Mesiti, Guiseppe	Silberschnidt, Carlene
Camilleri, Margaret	Gooch, Robert	Miller, Ian	Smith, Janice
Chisholm, Carol	Greer, Marion	Nelson, Bruce	Stafford, Susan
Chivas, Lorraine	Hanby, Helen	Osmond, David	Surace, Louis
Cole, Geoffrey	Hannaford, Rosemarie	Paterson, Suzette	Theobald, Sandra
Crowley, Jeffrey	Higginbotham, William	Perry, June	Tory, Patricia
Culbert, Margaret	Isackson, James	Peters, Sula	Vince, Diane
Dean, Margaret	Jaques, Raymond	Rees, Robert	White, John
De Paoli, Bianca	Kirkwood, Judith	Robertson, Margaret	Williams, John
Dowswell, Sandra	Lorber, Edeltraud	Ryan, Peter	Williams, Lynette
English, Robyn	Mallett, Graeme	Schofield, Elizabeth	Wood, Wayne
Finniss, Trevor	Manwaring, Keith	Schofield, Lynette	Wright, Ian
Franklin, Donald	May, Margaret	Schofield, Edward	Wright, Mavis

List of Acting Prefects, 1964

GIRLS

Maralyn Adams	Pamela Dick	Barbara Livingstone
Lorraine Buggie	Frances Etty	Helen Millington
Robyn Burns	Kerry Field	Pamela Moss
Diana Carr	Lynette Freestone	Sue Paull
Joy Davey	Cherralyne Graham	Angela Spence
	Barbara Harris	

BOYS

Alan Arnott	Peter Cunningham	Graham McKenzie
Graham Blackadder	Keith Foulcher	Colin Rodgers
Tony Carpenter	Rex van Heythuysen	Terry Theakstone
Alan Chapman	Brian Hudson	Graeme Turner
Terry Clark	Sidney Lukins	Brian Webb

SCHOOL ACTIVITIES

BOOK WEEK COMPETITIONS

Book review, poster and dust-jacket competitions were organised by our Librarian, Miss Coffey, as part of Book Week activities. Successful pupils were:

Senior Book Review:

1st: Susan Bickford 3rd Year
2nd: Anne McNally 3rd Year
3rd: Rowena McGuigan 3rd Year

Junior Book Review:

1st: Linda Key 1st Year
2nd: Ann Thomson 2nd Year
3rd: Carolyn Moore 1st Year

Book Week Poster, Junior:

1st: Katrina Graham 2nd Year
2nd: Cheryl Hayman 2nd Year
3rd: Nikki Thomas 2nd Year

Book Week Poster, Senior:

1st: Anne Burgess 3rd Year
Highly commended:
Chris Ruhle 3rd Year
Laurel Hoffman 3rd Year

Dust-jacket Competition:

1st: Lynette Halse 2nd Year
2nd: Lynette Lardelli 1st Year
3rd: Helen Gover 2nd Year
Highly commended:
Paul Godfrey 1st Year

The book reviews of Susan Bickford and Linda Key, winners in the Senior and Junior sections, are published here with our congratulations.



WINNING BOOK REVIEW —

SENIOR SECTION

The World of the Pharaohs - Hans Baumann

This is the absorbing story by Hans Baumann of the young Egyptian boy Megdi, who, thrilled by the secrets of the world of the Pharaohs lying beneath the desert sands, seeks knowledge from and is instructed by Gurgar, who has spent his lifetime associated with archaeology. In this one book Baumann has skilfully intertwined fact and fiction to form a realistic and colourful story, based on actual characters.

Baumann's years of experience in the field of Egyptology are clearly noticeable in the detail he gives, lending romance, yet not distorting the truth, thus making the book very suitable for project data on life under the Pharaohs and for research on the great Egyptologists such as Champollion, Brugsh, Reisner, Petrie and Howard Carter.

There is a truly surprising climax to this story of an ancient civilization which still lives on to-day in books such as *The World of the Pharaohs*. The vivid colour plates and many black and white line illustrations help to provide the reader with a clearer insight into a way of life that has passed.

I would recommend this highly engrossing book to any boy or girl, whether interested in archaeology or not. The book is well written, and ideas are easy to follow. *The World of the Pharaohs* need not be read purely for its information, but rather for the story, one which the author makes appear delightfully real.

Susan Bickford, 3A.

WINNING BOOK REVIEW —

JUNIOR SECTION

Africa's Garden of Eden - Katherine Drake

Here is a novel which will excite the interest of all animal lovers in particular and all readers of every age.

Its theme is a day spent in the great crater of Tanganyika named Ngorongoro. This is a great natural amphitheatre in which every kind of animal exists in complete naturalness without the presence of man.

The authoress takes us on a day's trip through this great marvel of the world in such a way that the reader imagines himself as one of the animal inhabitants. The beauty of birds and the gracefulness of animals such as the antelope are not allowed to hide the fact that there can be tragedy such as the lion's killing for food. Herds of elephants are encountered, and a mother cheetah teaches her three cubs the "three S's": spotting, stalking and springing. The reader is even present at the birth of a baby wildebeeste.

As the authoress takes us into the sunset, out of the crater, we regretfully close the book and return to our own jungle of steel and concrete.

The essence of a good book is to make its reader live within the story, and in *Africa's Garden of Eden*, Miss Drake certainly achieves this. I can recommend this book as first-class light entertainment.

Linda Kay, 1A.

Half page donated by O.P.S.M. Pty. Ltd., 30a Regional Centre, Top Ryde
Half page donated by E. G. & N. M. Kemp, 128a Quarry Road, Ryde

MUSIC

Musical life within the school continued the activities of the many groups established in previous years. An excursion arranged for the choir to see the visiting English Company's production of *Trial by Jury* and *The Pirates of Penzance* helped us in our choice of production for this year. *The Pirates* was enjoyed so much by our pupils that the choice was obvious. The school choir again provided a wealth of talent for our major production.

The formation of a senior choir is a significant addition to the variety of spontaneous group activity flourishing within the school. The senior choir represented our school in the Combined Choral Concert at the Sydney Town Hall and was selected to take part in the Education Week telecasts shown by Channel 2. The difficulty of the work presented at these concerts was a challenge.

Worthy of special mention was the selection of the school recorder trio—Margaret Carew (Descant), Wendy Christey (Treble), and

Elizabeth Prees (Tenor)—for one of the prized solo parts on the programme for the Town Hall concert. Our girls played with the poise and artistry of seasoned performers and were presented with attractive soloist badges as a memento of the occasion. An L.P. recording is being made of the concert.

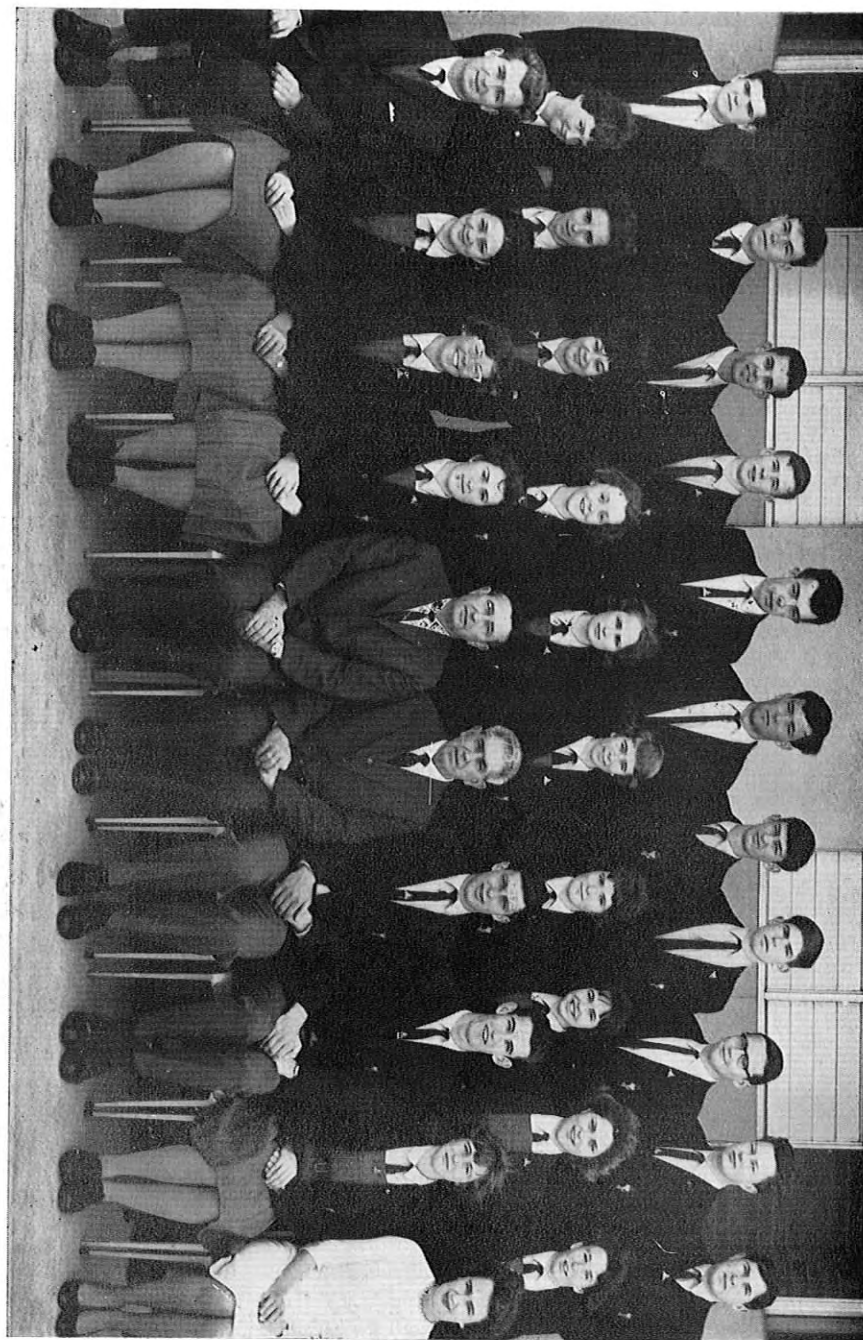
Second Form and Fourth Year pupils have again been given the opportunity of attending the A.B.C. schools orchestral concerts. The enthusiastic response to these concerts has led the music staff to organise a senior group of pupils to attend the 1964 Youth Concert series which are held in the Town Hall at 6.30 p.m. and which feature many of the celebrity artists.

Our school was invited to provide soloists for the Combined Primary Schools Concert held in the School Assembly Hall during third term. Lynette Lardelli, Chris Souter, the recorder trio and the choral group are to be congratulated on the uniformly high standard of their musical offering.



SCHOOL CHOIR, 1963

Page donated by Community Service Shop, 6 Doig Avenue, Denistone East



SCHOOL PREFECTS, 1963

Back Row: B. Grant, W. Inabinet, G. Hughes, R. Davey, P. Small, G. James, P. Buchanan, K. Foulcher, C. Rodgers, G. White, P. White.
 Centre Row: L. Buggie, B. Harris, R. Burns, S. Paul, F. Ety, J. Davey, D. Carr, L. Freestone, M. Calver, D. Trembath.
 Front Row: Mr. M. Grey (Prefect Master), R. Paartalu, K. Field (Vice-Captain), M. Adams (Captain), Mr. R. Rushbrooke (Deputy-Principal), Mr. R. Crawford (Principal), B. Noble (Captain), A. Wildman (Vice-Captain), C. Bickerton, Mrs. J. Sloman (Supervisor of Girls).

ART

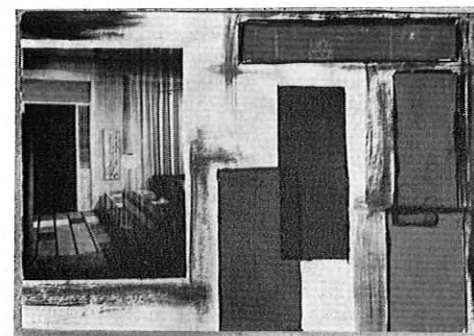
Art goes much further than drawing, painting, sculpture and the creation of minor crafts. Forms of art can be found in nature and in our every-day surroundings provided that our visual sense is aware of their aesthetic qualities. Developing an awareness of what can be used decoratively or what is visually stimulating is one of the idealistic aims of the art course.

To achieve this first aim, the child's ability to observe is developed by drawing from posed or memorised figures, attention being directed to proportion and an understanding of what the figure is doing. Children are required to recall what they have seen at home, in the street, the shopping area, the bus, etc. This requires memory and selectivity; questions help those who are unable to recall. Individual qualities are found in the point of view taken by the child in the final pictorial composition. Discussion by the children decides whether something has been achieved by the finished work or not, or what needs to be checked or understood when trying to make a picture.

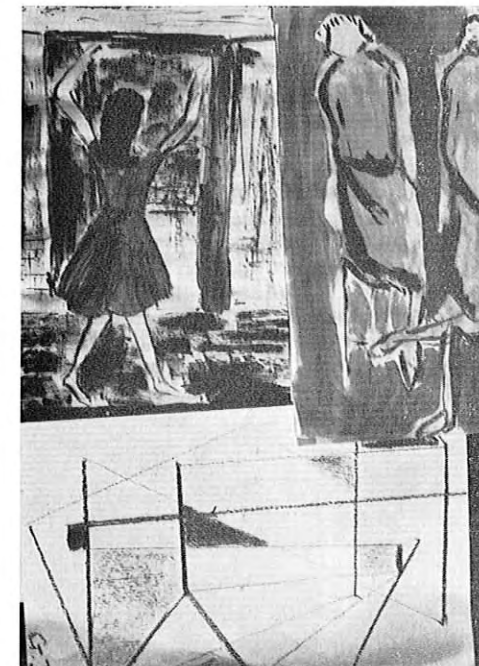
Reproductions of paintings are studied so that children can see the way artists have viewed and interpreted certain actions of figures and aspects of pictorial compositions. In first year, we encourage the children to recognise what the artist has tried to achieve in order to gain a certain confidence in their own ability to render visual impressions of objects and ideas reasonably well.

No inherited or inborn talent is required for any of this activity, as an aesthetic appreciation and even enjoyment can be achieved by this participation in visual expression. Without this, a part of the senses will be left undeveloped and perhaps frustrated for life.

In each succeeding year the degree of skill is enlarged as pupils solve problems of composition, learn to add detail, and achieve control over what is desired rather than an accidental pictorial effect.



A home decoration fabric design related to a photograph of a room.



First Year black and white drawings

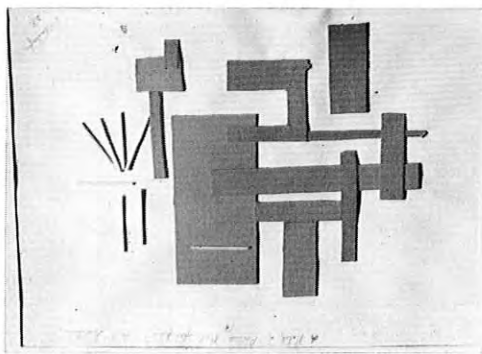
In second year and thereafter, design is treated as a separate section and is directed towards decoration and applied functional uses, such as in home decoration, e.g. in the model of a room. Other applied forms are fabric printing, pottery, and for 1964 copper jewellery. Mosaic table tops have been made by many third year pupils.



Wire Sculpture Experiment

The artist's work is subjected to mental processes, influenced by his inherited traditions and present environment. This forms the history of painting, sculpture and architecture, all being linked to man's individual observational abilities and his materials of work. The study of examples of artists' work means more than recognition for a knowledge of why and how gives understanding.

To help improve the techniques of the many forms of art, practical work is given in various media; e.g., drawing with a stick dipped in ink, constructing with cardboard and wire, cutting into blocks of clay, or painting. The experimentation develops appreciation and frees the mind from the restricting "I can't"



A Second Year constructional relief exercise in cut cardboard.

INTER-SCHOOL CHRISTIAN FELLOWSHIP

The I.S.C.F. of Australia, like the Crusader Union, was formed in 1929, as a result of a religious movement in the schools and universities of the Commonwealth. Either at that time or since, the I.S.C.F. has become linked with the Scripture Union. This movement is not confined to Australia alone; it is world wide.

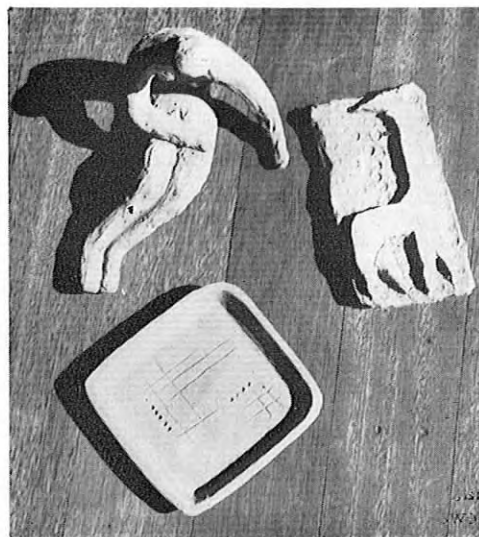
Our I.S.C.F. at Ryde High offers a welcome to all, whether connected with Church activities or not, to come along and join in the spirit of the meetings held weekly in Room 18. These are conducted by one of our Counsellors, Mr. Baxter, Mr. Jones, or Mr. Sparks, with the help of a committee trying its utmost to make these meetings attractive and intelligible to all. The outsider does not find himself overwhelmed by

JUNIOR RED CROSS

The Red Cross Club inaugurated last year is expanding rapidly. With the help of our Patron, Mrs. Bishop, the Ryde High School branch is trying to help by raising as much money as it possibly can. The members, earnest and willing to help in any way, are making such articles as stuffed toys, quilts, dolls' and children's clothes. We sell toffees, comics and magazines, too, and collect books and old toys. These articles are used in Children's Hospitals.

of some children who are unable to find success in painting. Certain disciplines are learnt as the final work must be interpreted into something that has visual qualities. The illustrations show the wideness and scope of the work.

D. Juknaitis.



CLAY WORK

- (1) A First Year relief carving
- (2) A Third Year built-up figure
- (3) A Third Year moulded dish

new terms and subtle thoughts. Instead, he is impressed by the discovery that he can enter into fellowship with other students, as well as join in camps and other group activities.

Over the past few years, members have been offered the opportunity of joining in Camp programmes which include Agriculture, Art, Canoeing, Cruising, Swimming, Skiing, Sports, House Parties, Beach outings, Picnics and Hikes, which are organised by the committee for all members.

Missionary work is another important activity of the I.S.C.F. Funds and parcels sent overseas by various members have been greatly appreciated and used by the Missions to help those less fortunate than ourselves.

Robyn Stanton.

The office-bearers elected for 1963 are:

Joan Fry, President.

Lynne Hamill, Secretary.

Elizabeth Watson, Treasurer.

We have had a most enjoyable year, with such excursions as hikes and barbecues planned. We find the work we do well worth the effort.

We are always interested to hear from girls who would like to join us. Lynne Hamill.

CAREERS

What career am I most suited for? After I leave school, how am I going to spend the next fifty years? How can I be best advised before making my choice? These are some of the questions that should be passing through every student's mind at all times while at secondary school. Even first and second form pupils should seriously think about these things. They themselves have to make the decision in the end, so the more thought given to it, the better equipped they will be to make a wise decision. "Run straight, my boy. Know where you are going, and go straight for it," is sound advice at any time.

The school's career advisers — Mr. McLaughlin for boys and Mrs. Laker for girls — are always ready to give advice or help when needed.

To assist students at Ryde High School, trips are taken to various places of industry, films are shown, talks are arranged, vocational tests are given, "Careers Nights" are held, and many pamphlets are lent out.

Among the places visited this year were the Railway Workshops at Redfern, the P.M.G. Technician Training School at Strathfield, the A.W.A. works at Ashfield, the School of Sheep and Wool at Ultimo, Cockatoo Dockyards, the Education Department's furniture factory at Five Dock, Automatic Totalisators, T.E.I.,

Hudson's timber factory at Glebe, Sonnerdale's gear-cutting works at Annandale, the head office of the Commonwealth Bank, and many others.

Our first Careers Night, held in July, turned out to be a great success. Over forty counsellors, representing approximately thirty vocations, came along to answer the questions asked them by hundreds of interested parents and pupils. All representatives met in the Assembly Hall, with parents and pupils simply wandering from group to group listening, or asking questions where they wanted to.

Second Form pupils (2D-2F) and third year boys (3D-3F) this year had one lesson per week set aside for actual careers counselling. An interesting course, as set out by leaders in vocational guidance, was followed. During the year the pupils in these classes were given information about many jobs. They were also advised on how to discover their own particular aptitudes and abilities and were encouraged always to work up to their highest possible level of attainment.

Finally, all pupils intending to leave school at the end of the year should remember that the Commonwealth Employment Office at Gladesville will always give help and advice to young people seeking jobs as well as to their parents.

F. McLaughlin.

DEBATING

The inter-school debating contest for 1963 was held rather later than usual because of the more important activities that were crowded into second term. The last debate, between 5A and 4A, was held in the assembly hall and the whole school was able to enjoy it.

Topics debated this year were: "Experience is the best teacher"; "Personality is worth more to you than beauty and talent"; "Considering the other fellow gets you nowhere in this world—you have to look after yourself"; "Australians waste too much time on sport"; and "The truth should always be told".

Once again the school was divided into four divisions:

Division A: 5A, 4A, 4B, 4C, 4D, 4E.

Division B: 3A, 3B, 3C, 3D, 3E, 3F, 3S, 3R.

Division C: 2A, 2B, 2C, 2D, 2E, 2F.

Division D: 1A, 1B, 1C, 1D, 1E, 1F.

With our system of handicapping, each class in the division was given an equal chance of winning.

Pennant winners were:

Division A: 4B; Division B: 3B; Division C: 2D; Division D: 1C.

It was pleasing to note that the standard of debating showed a noticeable improvement.

Particularly was this evident in the higher years.

During Education Week, the Commonwealth Bank at Ryde opened its doors one night to enable parents to view some very fine work done by Ryde High School pupils; the display was laid out and arranged artistically around the bank's walls.

On the same night two teams from the school were also invited to go along and debate some interesting topic for the enjoyment of visitors.

Sue Paull, Joan Fry and Angela Spence put forward very strong arguments why "Boys and men should do more housework" while Graeme Turner, Tony Carpenter and Colin Rodgers rejected this statement most emphatically.

The chairman who so skilfully kept the debaters from each other's throats was Brian Hudson, and the adjudicator, Keith Foulcher, impressed all who attended with his wise summing up and tactful verdict of honours-even.

Perhaps next year some of these students may be called upon to represent the school in the inter-school Hume-Barbour debating contest.

F. McLaughlin

JENOLAN CAVES A Geography Excursion

We left Strathfield on the 8.30 a.m. train. As we advanced towards Mount Victoria, we were able to see at first hand many things of interest such as the various rock structures. Arriving at Mount Victoria, we disembarked to board a bus which took us on the final stage to our destination, Jenolan Caves.

On the journey down we noticed many things that helped us understand what we had read about in text books. We saw the contour banks and grassed waterways that are used to drain the surface water off the land into the dams. These dams are used to conserve the water for stock, so necessary because while there is a lot of rain in the winter, summer is very dry.

We saw, too, the numerous bogs and marshes caused by the poor drainage on the top of the plateau. These bogs and marshes are areas of soft, wet, spongy ground consisting of decaying moss and other vegetable matter. They often form in shallow stagments, lakes or ponds, and are largely produced by sphagnum moss which spreads out from the shore, floats on the surface, and deposits vegetable matter on the bottom. The building of roads along the ridge towards Jenolan Caves has caused erosion, leaving scars on steep hillsides. We saw clearly how landslides are made possible by man's mismanagement.

The last leg of the journey took us round approximately 132 curves. On the way down we passed through the Flora and Fauna Sanctuary where much of the wild life of Australia is to be found. Approaching the Grand Arch, we

were able to see the Blue Lake and the trout, swans and ducks that make the lake their home.

Having arrived at Caves House, we were seated in the ballroom and later shown to our rooms. After that we had time to settle in and change our uniforms for lunch. After lunch we were shown a most instructive film, "Nature's Half Acre". Afterwards we toured the Imperial Cave. Here we saw stalagmites, deposits of carbonate of lime hanging like an icicle from the ceiling of the caves, and stalactites, a cone of carbonate of lime formed on the floor of the cave.

After the inspection we returned to Caves House and went for a walk to the top of Carlotta Arch. At 6.00 p.m. dinner was served.

We then inspected the Lucas Cave and this time saw helectites which grow sideways instead of up and down. Back at the house we had a dance, then to bed. During the night a few of us were visited by possums.

The next morning after breakfast we inspected the Chifley Cave, our last look at the caves. After that we had lunch, then went for a walk to the Blue Lake and watched the ducks and swans feeding. We left the Caves at 2.00 p.m. on the bus returning to Mount Victoria.

Without exception, we had enjoyed ourselves. We boarded the Strathfield-bound train with many regrets.

Ann James

Dorothea Hale—3C.

LIBRARY REPORT

During the past year, about 1,000 books have been added to the school library, bringing the total number of books available for borrowing to 4,800, increasing the ratio of books per student to 4.5 : 1.

Library funds have been available from various sources, including very generous help from the P. and C. Committee.

As in the last two years, the librarian has had the very capable assistance and support of a group of ten mothers organised by Mrs. Betty Johnson. This year their money-making activities have been directed towards a fund to supply the library with curtains.

Many books to the value of £30 were bought and donated to the Library by generous parents and friends on Fete Day.

A display of prize-winning books and a number of Competitions were held during

Children's Book Week to arouse and encourage interest in reading. A party of First Year students was taken to the Dixon Gallery of the Public Library to see the Special Book Week display there.

Interest in novels with an historical background has led to the introduction of a new section devoted entirely to historical fiction.

Library monitors from different classes have been restored to help in the Library during the lunch-hour and have been of invaluable assistance. Besides dealing with borrowing and returning of books, they place the returned books back on the shelves.

Next year we hope that there will be a keener interest in reading, with more use made of the library facilities. Plans are already afoot to have magazines and pamphlets organised into special subject groupings.

M. Coffey

OUR OPERA PRODUCTION

The production of the "Pirates of Penzance" by Gilbert and Sullivan entailed more than just singing.

Comedy Opera or, more correctly, "Opera Buffa", is not the easiest thing in the world to produce because of its changing moods. In the case of "Pirates", the changes of mood are infinite. One moment Frederic and Company were pouring The Pirate Sherry, while the next they were completely bewildered by Frederic's statement that he is going to destroy them. And later on from the dramatic "O False One, You Have Deceived Me" there is a pleasant change to the gracious entry of General Stanley's daughters.

With all these changes and more, plus the huge cast needed for a show like this, is it any wonder that we were all "fagged out" by the end of the last performance?

Mr. Doyle, our producer, took us on four or five Friday evenings, the soloists on a Monday, and a huge dress-rehearsal on a Wednesday. We stayed after school every Wednesday afternoon from the very beginning of work on the production.

Besides production, there was much work to be done on costuming. Mr. Howard, Mrs. McManus and Miss Cole were in charge of

costumes; there were girls' frocks and policemen's uniforms to be made.

Then there were the sets, with at least twenty boys either building or painting. For a time practices could not be held on the stage but had to be held in the body of the hall, because the stage was so cluttered up with building materials.

The very important job of providing effective lighting was in the capable hands of Mr. Bishop and Mr. Poole.

At the evening sessions, magnificent performances were given by our soloists: Annette Landon and Barbara Livingstone as **Mabel**; Brian Hudson and Graham Allport as **Frederic**; Rex van Heythuysen as the **Pirate King**; Richard Davey as **Major-General Stanley**; and Margaret Carew as **Ruth**. The work of the policemen, too, ably led by Graeme Turner, was memorable.

Last but not least, credit is due to the wonderful make-up crew, led by Miss Hill and comprising several of the teachers and the 5th Year students.

Congratulations to our two "Men of Music", Mr. Gray and Mr. Baxter who, with our producer, gave the production precisely what it needed: life. Chris Souter, 3B.

THE S.R.A. READING LABORATORY

Two years ago the school bought an S.R.A. laboratory for the specific purpose of aiding teachers of the General Activities classes to improve their pupils' ability to read, and particularly to comprehend the material being read. It proved to be as singularly successful an aid as had already been demonstrated after its use in other states, as well as in the U.S.A.

Following discussions with the Headmaster, English Master and members of the English staff, it was decided to use several laboratories if they could be obtained, so that every child in both First and Second Form should have the chance of improving his reading performance. It was felt that, in general, most pupils failed to use efficiently the expensive issue of text-books they received each year, mainly because they had not developed their skills of reading, speed and comprehension as fully as they should, and the S.R.A. reading laboratory seemed to offer a possible solution to that problem.

When it was found that the In-service Training Branch of the Department of Education would kindly lend the school two more laboratories to supplement the one we already had, the programme was put into effect.

It consists simply of a box containing nearly five hundred reading and answer cards.

The cards are divided into ten different levels of difficulty, each of which is designated by a different colour. These multi-level materials were developed by a group of teachers and educationists who formed themselves into a corporation called Science Research Associates.

Except for the administration and interpretation of the starting level guide and several listening tests, the entire reading programme is student-operated. The laboratory permits the slow learner, the emotionally retarded, the average learner and the superior student in the same class or form to find success at their present levels. As the material is varied in content and difficulty, the student can seek and attain progressively higher reading levels.

To ascertain whether or not this programme did achieve the results expected, the six hundred boys and girls were given A.C.E.R. (Australian Council for Educational Research) reading tests at the beginning and again at the end of second term during which the laboratories were used.

The standardised results so far tabulated indicate an average improvement of nine months (or nearly one school year of ten months) in each child's reading level.

B. W. Maitland.

SOME THOUGHTS ON SCHOOLS IN FRANCE, GERMANY AND ENGLAND

Although Australian boys and girls would find much in common with pupils of schools in France, Germany and England, they would be surprised and perhaps a little disconcerted if they were suddenly transported to one of these countries to attend school.

If they arrived in France about the 14th July, they would see the streets of all towns and villages gaily decorated; cafes would have engaged orchestras for dancing in the street, and fireworks would be prepared, for this is France's national day and it is celebrated with entertainments of all kinds; for school pupils it is also a happy day, because it marks the beginning of the long summer holidays. But some French children would also be somewhat unhappy; on 13th July they receive their annual reports, and there are many worried looks to be seen on that day, on the faces of both parents and children.

Let me tell you what I saw at the school in Lyon where I taught for a year. I had a room in the school which overlooked the main entrance, and when I came back from my class at mid-day on 13th July, I heard a remarkable sound down in the street. As I looked out of the window, I almost thought that a new French Revolution had broken out. Down there were huge numbers of parents pushing towards the entrance, waiting for their children to come out with their reports. When the doors opened, those with good reports rushed out, only too eager to show their parents the highly prized piece of paper; others were less eager, some even tried to slip away unnoticed, but their parents quickly took hold of them, read the unhappy document, registered disgust and immediately set about giving them a sound box on the ears!

This small incident, which could be seen in most towns and villages in France on this same day, makes us realize how anxious French parents are for their children to succeed at school. The first reason for this is that very few jobs of any kind at all can be obtained without documentary evidence of standards reached at school. Fear of unemployment is so great that the majority of French parents insist on hard and unremitting work from their children.

The second reason is that secondary education is still considered to be a privilege in France. It is only in recent years that the French have been able to keep their children on at school for the full course. Formerly the far lower standard of living prevented them from doing this; now that conditions have greatly improved, secondary education is possible for all, but it is still not taken for granted and hence not valued less, as I fear it often is in Australia.

It is for this last reason, too, that a Frenchman considers the school as a place for work. There is very little place in a French school for outside activities—no organised sport, no musical groups, no clubs. The Frenchman says, "Have such activities by all means, but arrange them yourselves outside school time. When at school, you will work!"

Much the same sort of attitude is found in German schools, and like French schools, they work six days a week, beginning at 8 o'clock. In Germany, however, they do not continue right through the day. Afternoons are free, ostensibly for homework, but it is then that some schools arrange outside activities. But once again, hard and unremitting work is the general theme of schools. A teacher simply walks into class, says that he will give a test to-day, and the results of this one are added to the others, averaged at the end of the year, and this is then the mark on which you receive promotion. You must, therefore, always be prepared, and it is impossible to put off revision and learning until a week or so before the exam.

There is a school regulation in Germany that Australian children think sounds wonderful. If the temperature goes above 85 degrees, it is declared to be too hot to work. Before all our pupils book a passage for Germany, let me say that a teacher who had worked in my school for over 20 years told me that he could only recall one day off because of the heat; this is understandable, since the average summer temperature of the town where I taught was 65 degrees!

In England, our children would not feel very strange at all. Books, courses, customs, exams are very similar to those found here. Perhaps they would like the hot sit-down meal provided by the authorities at mid-day for the modest sum of 1/-. What they would notice, however, just as in both France and Germany, is the tremendous amount of competition for good jobs, and hence, the necessity for working as hard as possible. At the Grammar School just outside London where I spent a year, a number of pupils who had gained what would be the equivalent of three of four 1st Class Honours in Australia had returned to school to improve on this, so that they would be sure of a place in a University.

We in Australia might do well to think that things here will not always be so easy and so casual as they are now; and that especially the pupils of Ryde High School could vastly improve their achievement if they were to work as hard as their opposite numbers in France, Germany or England.

H. W. Taylor (precis of a talk to pupils).

Half page donated by O. & D. Casamento, Watts Road, General Store, Ryde
Half page donated by Moss Bros. (Tyre Specialists), 736 Victoria Road, Ryde

SPORTS REPORTS

BOYS' SPORT 1963

The emphasis on house competition has increased interest and participation in sport and helped to build team spirit. It is paying rewarding dividends.

Ryde High School has the honour of being Zone Champion School in Swimming, having gained the greatest number of points over all events contested at the Zone Carnival.

In addition, our school was declared Junior Division Champion School, placed 3rd in the Senior Division, and 2nd in the Juvenile Division.

This strength among our Juniors, together with our success in open events despite the small numbers of our seniors, gives us cause to believe that we may do well, even better, in the years ahead.

Inter-school grade competitions are held during summer and winter terms for boys; in winter term for girls.

During summer (Terms I and III), boys' teams were entered in competitions in Cricket (4 teams), Tennis (7 teams) and Water Polo (2 teams).

During winter term, boys' teams took part in competition Rugby Union (7 teams), Soccer (5 teams), Baseball (1 team) and Basketball (2 teams).

The success enjoyed by Ryde High in carnivals and grade competitions can justly be credited in the first instance to the good "House" spirit that has developed and is still growing.

CRICKET

Coaches: Mr. R. Bradley, Mr. P. Elliott, Mr. A. Liddle, Mr. A. Jones

Cricket in our zone had its share of poor weather in the first half of the season. Consequently there were some abandoned and one-day matches.

Standards should improve in the latter half of the year because Ryde Council has allowed First and Second Grades the use of the turf wickets in the Municipality.

FIRST GRADE coached by Mr. Bradley have not had a very successful season and are running fourth in the competition. **Russell Smith** and **Ian Southwell** have been the most successful players.

SECOND GRADE coached by Mr. Elliott

During Physical Education lessons children are required to wear their house colours. Boys wear their house-coloured T-shirt, and girls a sash of their house colour as part of their uniform.

At school carnivals points are deducted for children not in their correct uniform. Points are awarded towards the Champion House Competition for pupil participation in carnivals, in grade sports and for successes by House teams in inter-House team competitions. This point system, combined with the enthusiastic co-operation of the House Masters, who hold periodic house meetings to bring together the many pupils and staff members attached to the House, has been the foundation upon which the school has built its achievements this year.

E. Flanders

RESULTS OF BOYS' HOUSE SPORT COMPETITION 1963

Sport	1st place	2nd	3rd	4th
Soccer	Green	Gold	Red	Blue
League	Red	Green	Blue/Gold	
Tennis	Green	Gold	Blue	Red
Jun.Basketball	Red	Green	Blue	Gold
Sen.Basketball	Red	Green	Gold	Blue

Results of Summer Competition of Terms 1 and 2 are not yet available as the competitions have not been finished.

are running third with **Ross Howarth** and **Robert Richards** being best batsmen, the same two also taking bowling honours. **John Boyes** is regarded as best fieldsman.

THIRD GRADE coached by Mr. Liddle are running fifth in competition. **John Sindel**, **Rodney Cook** and **Kevin Sharpe** were considered best bowlers, and **Eric Laing** and **John Sindel** best batsmen.

FOURTH GRADE coached by Mr. Jones are winning their competition with **Ross Sinclair** as their best all rounder, and **Geoff Frankish** as their outstanding batsman.

Good luck in the coming season lads, and no sticky wickets.

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BASKETBALL

Coaches: Mr. J. Reid, Mr. J. Howard

This year, for the first time, basketball was played by members of all five years, the zeal of whom augurs well for the future of the sport within our school. Although inferior to the experience of their opponents, the enthusiasm and determination of the players enabled them to force many hard battles on their practised opponents.

THE OPEN TEAM, under the captaincy of **Tony Carpenter**, and benefiting from the sharp-shooting **Cliff Graham** and defence of **Rex Van Heythuysen**, performed well in their first season together. Perhaps their most thrilling game was the narrow win over the neighbouring Chatswood side, when the victory was snatched by a margin of one point.

THE 15's TEAM fought doggedly all season against much heavier and more experienced teams all year, and finally achieved

their great triumph as they defeated the competition leaders in the last match of the season. The sterling work of **John Panetta**, who always blandly ignored all advice from the sidelines, inspired this team to what was a fitting finish to the competition.

SENIOR HOUSE BASKETBALL on the school courts was played enthusiastically by all but a few boys. Blue and Red House, though limited in numbers, tried hard against bigger numbers in Green and Gold House. Green House members showed team work and individual skill in winning this competition.

JUNIOR HOUSE BASKETBALL was played at the Harris Memorial Fields. Red House were the winners of this competition although this team fielded the smallest number of players.

RUGBY UNION

Coaches: E. Flanders, F. Ottery, B. Maitland, B. Reece, B. Trainor, A. Kneale, J. Paterson.

Seven teams were fielded in the Zone Rugby Competition in 1963.

FIRST GRADE was able to field a full team for the first time in three seasons. This fact, combined with a keen team spirit, resulted in the team's recording 3 wins during the season. Though only a "light" group, our forwards displayed excellent co-operation, often holding and occasionally out-playing the bigger forwards packed against them. Mention must be made of a number of players without whose efforts scores against us would have been much larger: **Brian Webb**, **Joseph Moore** for fine, tight forward work; and **Alan Arnott**, captain, and **Best** and **Fairest Player** for non-stop cover defence and capable leadership.

SECOND GRADE consisted mainly of boys with little experience in Rugby Union. It is to their credit that, although out-played in most departments of the game, attendance at training was maintained and what was lacking in skills was more than made up for in keenness. **Alan Pomfret**, the smallest winger in the competition, must be congratulated for his fine display of fearless defence. To bring down a boy twice his size seemed to be no trouble at all to Alan.

The **15 YEARS TEAM** was the most successful combination from Ryde. Defeated only once in the competition, they ran out Zone Champions. In several games the boys of the team maintained a high standard of team co-ordination which, together with the talents of a few individual members who were able to

capitalise on the team work, resulted in many fine games of football. **John Crowley** for his fine penetrating runs and good quick clearing of the ball from rucks and scrums; **Garth Tanswell** for his all round display of solid football; and **Malcolm Campbell** for fine positional play in attack and defence—three boys worthy of special mention from this team.

In the **14 YEARS** division the "A" Team, playing at one time very good football and at other times scrappy games, was placed third in the competition.

The **14B's** overcame the handicap of inexperience to register some good wins towards the end of the competition. A number of boys from these two teams show promise of developing into good footballers: **Wayne Henderson**, breakaway; **John Lynne**, five-eight; **Ron Donohoe**, outside centre; and **Barry Herbert**, half-back.

The **A and B TEAMS** of the **13 YEARS** division were mainly all from First Form who came from Primary Schools very strong in Soccer. It took no little effort on the part of their coaches to change them from being merely a group of boys to a team of rugby footballers. This they did and with such success that the "A" team went on to become runners up in their division of the Zone Championship. Four boys who should do well in future teams are: **Robert Schofield**, **Eric Backhouse**, **John Dwyer** and **Denis Higginbotham**.

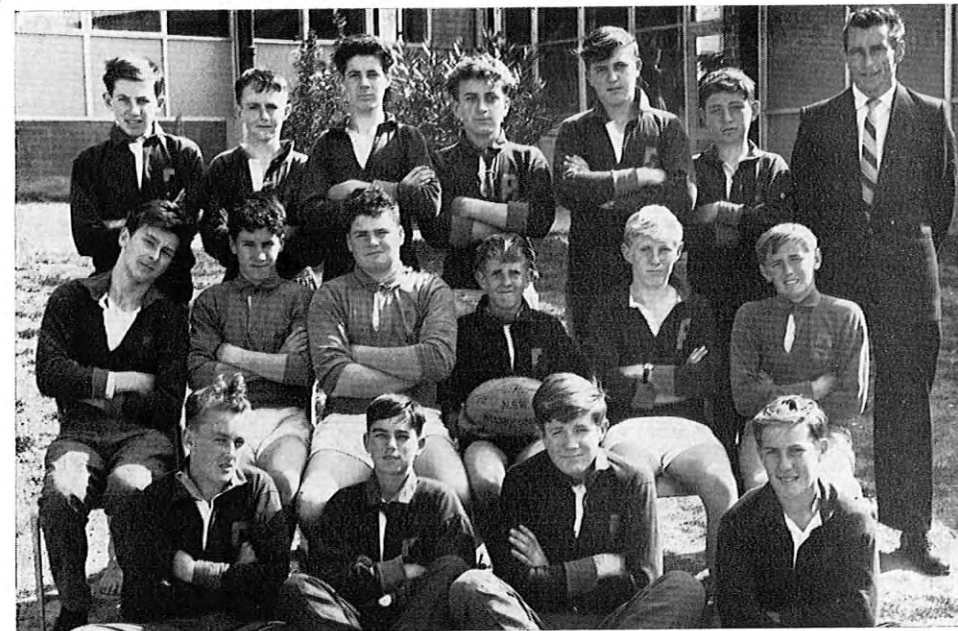
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15 YEARS RUGBY TEAM

Premiers, 1963.

Back Row: D. Macrae, E. Blench, D. Anderson, B. Munday, I. Southwell, Mr. B. W. Maitland
Middle Row: C. Rogers, W. Young, J. Crowley (capt.), R. Fulton, G. Coles, J. Stroke, P. Rudd.
Front Row: G. McKenzie, G. Tanswell, R. Brown, M. Campbell.



14A UNION TEAM

Back Row: I. Dobson, J. Freestone, T. McMillan, P. Jackson, A. Tuckwell, G. Woodford, Mr. Reece
Middle Row: C. Gordon, J. Lynn, R. Donohoe, G. Hunt (capt.), W. Henderson, W. Clark.
Front Row: I. Cannon, R. Richards, B. Williams, P. Caddy.

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SOCCER

Coaches: Messrs. K. Baxter, N. Byrne, P. Elliott, I. Mears, V. Williams

The pupils of Ryde High School have had a very successful season during 1963. For the first time we were able to enter a team in the Tasman Cup State Knock-out Competition. The team played superb football to dispose of Meadowbank High in the first round, but were unfortunate enough to lose 1-0 in the second round to Drummoyne High. All other teams in the Zone Competition did very well and a grand total of 18 Ryde High School boys from all teams were selected to represent the zone in various age groups.

Owing to the large number of boys playing soccer, a House Competition had to be organised to cater for the boys unable to force their way into the representative teams.

The OPEN TEAM acquitted themselves in a pleasing and sportsmanlike manner throughout the competition. Many matches were keenly contested particularly the one against Hunters Hill, and although the results were not always in our favour, a tenacious attitude was maintained till the final whistle of every match.

Outstanding players were: D. Gleave, R. Hankinson, B. Phillips.

The 15A TEAM played some excellent football during the season. They were defeated, however, by Hunters Hill in a play-off for first position in the competition.

THE SWIMMING CARNIVAL

The School Swimming Carnival was held at Ryde Swimming Centre on Tuesday, February 26, and Friday night, March 1. It was pleasing to see the number of interested parents and friends at the Carnival, especially on the Friday night when many exciting finals were contested. House spirit was an outstanding feature, the final House results culminating in a win for Goulding, with Blaxland, Ryedale and Gowrie close behind.

The number of entries was pleasing and even the butterfly and long distance events were keenly contested. The staff versus pupils event was as usual a popular one and although much "cheating" took place ("duckings" of various staff members etc.) the teachers really excelled themselves by winning narrowly. The Relays were also very close and all pupils, whether spectators or participants, shared the excitement of the final lap.

The pupils are grateful for the time spent by Miss Johnston, Miss Cole, Mr. Flanders

Those chosen from this team alone to represent the Zone were: R. Adams, R. McDougall, A. Linsley, C. Usher, T. Woodley, P. Wilkinson and C. Sinclair.

The 14A TEAM had a most successful season in which they won every game. Each player showed in at least one stage remarkable qualities and good sportsmanship. Whenever they looked like being defeated, they made a concentrated and co-operative effort to gain the lead, and even when they won easily they still tried to make the game interesting.

Outstanding players were: A. Cooper, R. Cook and J. Cartwright.

The 13A TEAM played consistently well throughout the both rounds of their competition, winning all matches until the last three weeks. Defeats by Forest and Hunters Hill put us into second place. Hunters Hill, the winners, finished three points ahead. The group as a whole showed excellent team spirit and improved all round during the season.

Outstanding players were: L. Follington, R. Sinclair, B. Joyce, S. Lester.

The 15B TEAM was formed to cater for the extra number of 15 year-old pupils interested in this sport. All players played enthusiastically throughout the season, although only one match was won.

and other members of staff in preparing the large group of school representatives for the zone carnival in which Ryde was extremely successful—winning the point score trophy.

The enthusiasm of our pupils was again apparent and the cheering certainly helped contestants do their best. Ten girls and several boys were honoured to be chosen to compete at the G.S.S.S.A. and C.H.S. Carnivals. The experience gained was invaluable to these pupils and they should do very well next year.

Outstanding swimmers were Jean Buckham, Sue Gardiner and Janet McRae who won the girls' senior, junior and sub-junior divisional championships respectively; Peter White, the boys' Open Champion, Peter Chapman and Colin Usher who tied for the Junior Championship; and Tony Chapman, Lindsay Henry and Bruce Henry who gained equal first place in the Juvenile Section.

Angela Spence 4A

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14A SOCCER TEAM

Back Row: A. Bridger, R. McLaughlin, K. Sharp, R. Cook, S. West, G. Gleeson, Mr. Mears.
Front Row: G. Willard, G. Young, A. Cooper (capt.), J. Cartwright, R. Robinson, C. Nurthen.



13A SOCCER TEAM

Back Row: L. Follington, R. Thompson, Mr. Williams, Ross Sinclair (capt.), G. Edds, Ray Sinclair
Front Row: B. Joyce, A. Ford, A. Vince, S. Lester, C. Wilbraham, B. Holmes.

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RYDE HIGH SCHOOL SWIMMING CARNIVAL

GIRLS' RESULTS 1963

220 Yards Freestyle: 1 J. McRae, 2 L. Harris, 3 J. Angwin.

Open Diving: 1 D. Trembath, 2 S. Gardiner, 3 M. McGrath.

13 Years Freestyle: 1 J. McRae, 2 S. Douglas, 3 J. Haywood.

14 Years Freestyle: 1 L. Johnson, 2 C. Clucas, 3 H. Dean.

15 Years Freestyle: 1 S. Gardiner, 2 P. Forsyth, 3 C. Graham.

16 Years Freestyle: 1 J. Buckham, 2 J. Knight, 3 B. Bridge.

17 Years Freestyle: 1 D. Trembath, 2 M. Calver, 3 J. Makay.

Sub-junior Backstroke: 1 S. Douglas, 2 J. McRae, 3 J. Russell.

Junior Backstroke: 1 S. Gardiner, 2 D. Rivers, 3 C. Graham.

Senior Backstroke: 1 J. Buckham, 2 M. Adams, 3 J. Makay.

Junior Championship: 1 P. Forsyth, 2 C. Graham, 3 L. Harris.

Sub-junior Butterfly: 1 J. Haywood, 2 W. Kerr, 3 R. Gilholm.

Junior Butterfly: 1 C. Williams, 2 C. Clucas, 3 C. Owens.

Senior Butterfly: 1 M. Adams.

Sub-junior Breaststroke: 1 J. McRae, 2 J. Small, 3 K. Nuthall.

Junior Breaststroke: 1 S. Gardiner, 2 J. Fry, 3 H. Dean.

Senior Breaststroke: 1 A. Spence, 2 C. Rothwell, 3 C. McFarlane.

110 Yards Freestyle: 1 J. Buckham, 2 L. Harris, 3 J. Moss.

Senior Relay: 1 Gowrie, 2 Ryedale, 3 Blaxland, 4 Goulding.

Junior Relay: 1 Goulding, 2 Blaxland, 3 Gowrie, 4 Ryedale.

Sub-junior Relay: 1 Goulding, 2 Gowrie, 3 Ryedale, 4 Blaxland.

Sub-Junior Division Champion: Janet McRae.

Junior Division Champion: Susan Gardiner.

Senior Division Champion: Diane Trembath.

Final Point Score for Carnival:

1. Goulding—1162 points.
2. Ryedale—895 points.
3. Blaxland—889 points.
4. Gowrie—865 points.

BOYS' RESULTS 1963

OPEN

880 Yards Freestyle: 1 P. White, 2 R. Crust, 3 T. Theakstone.

440 Yards Freestyle: 1 P. White, 2 P. Williams.

220 Yards Freestyle: 1 P. White, 2 P. Anderson, 3 B. Edds.

110 Yards Freestyle: 1 B. Phillips, 2 R. Smith, 3 B. Inabinet.

110 Yards Backstroke: 1 B. Inabinet.

110 Yards Breaststroke: 1 B. Inabinet, 2 B. Edds.

110 Yards Butterfly: 1 P. White.

440 Yards Medley: 1 J. Chapman.

4x155 Yards Relay: 1 Blue, 2 Red, 3 Green.

Dive: 1 P. Anderson, 2 B. Phillips, 3 B. Inabinet.

16 YEARS

440 Yards Freestyle: 1 P. Chapman, 2 B. Anderson.

220 Yards Freestyle: 1 P. Chapman, 2 B. Anderson.

110 Yards Freestyle: 1 P. Cunningham, 2 P. Chapman, 3 D. Alce.

55 Yards Freestyle: 1 P. Cunningham, 2 D. Alce, 3 T. Clark.

110 Yards Backstroke: 1 P. Chapman, 2 D. Anderson, 3 R. McCormack.

110 Yards Breaststroke: 1 T. Anderson, 2 T. Clark, 3 P. Herd.

110 Yards Butterfly: No starters.

4x55 Yards Relay: 1 Red, 2 Blue, 3 Green.

Dive: 1 J. McBride, 2 D. Butler, 3 G. Workman.

15 YEARS

220 Yards Freestyle: 1 C. Usher, 2 J. Chapman, 3 M. Ryan.

110 Yards Freestyle: 1 C. Usher, 2 P. Anderson, 3 M. Ryan.

55 Yards Freestyle: 1 C. Usher, 2 P. Anderson, 3 M. Ryan.

55 Yards Backstroke: 1 M. Ryan, 2 C. Usher, 3 B. Smith.

55 Yards Breaststroke: 1 R. Brown, 2 G. Parry, 3 J. Chapman.

55 Yards Butterfly: 1 P. Anderson, 2 J. Chapman, 3 R. Howarth.

4x55 Yards Relay: 1 Blue, 2 Red, 3 Green.

Dive: 1 A. Bridger and P. Jackson.

14 YEARS

220 Yards Freestyle: 1 B. Williams, 2 P. Rexstraw, 3 D. McCann.

110 Yards Freestyle: 1 B. Williams, 2 R. McLaughlin, 3 T. Gillett.

55 Yards Freestyle: 1 B. Williams, 2 T. Gillett, 3 J. Lynn.

55 Yards Backstroke: 1 B. Williams, 2 W. Henderson, 3 G. Donovan.

55 Yards Breaststroke: 1 R. Watt, 2 J. Lynn.

55 Yards Butterfly: 1 J. Lynn.

4x55 Yards Relay: 1 Blue, 2 Red, 3 Green.

Dive: 1 S. Francies, 2 C. Beaumont, 3 J. Crawley.

13 YEARS

220 Yards Freestyle: 1 T. Chapman, 2 C. Herron, 3 G. McGee.

110 Yards Freestyle: 1 T. Chapman, 2 C. Herron, 3 P. Cartwright.

55 Yards Freestyle: 1 C. Herron, 2 D. McLaughlin, 3 P. Cartwright.

55 Yards Butterfly: 1 T. Chapman, 2 D. McLaughlin.

55 Yards Backstroke: 1 T. Chapman, 2 C. Herron, 3 J. Buckham.

55 Yards Breast: 1 G. McGee, 2 D. McLaughlin, 3 G. Young.

4x55 Yards Relay: 1 Green, 2 Red, 3 Blue.

Dive: 1 R. Bowie, 2 P. Cartwright, 3 J. D'Arcy.

12 YEARS

220 Yards Freestyle: 1 L. Henry.

110 Yards Backstroke: 1 D. Laing, 2 D. Homel, 3 S. Lester.

55 Yards Freestyle: 1 L. Henry, 2 D. Laing, 3 D. Homel.

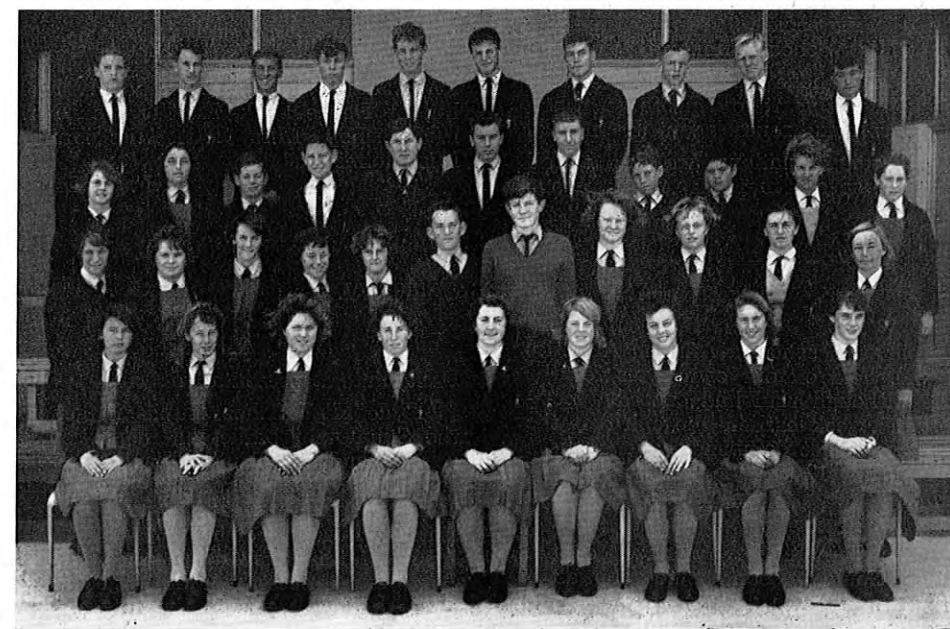
55 Yards Backstroke: 1 L. Henry, 2 D. Homel, 3 R. Main.

55 Yards Breaststroke: 1 L. Henry, 2 S. Lester.

55 Yards Butterfly: No starters.

4x55 Yards Relay: 1 Gold, 2 Green.

Dive: 1 D. Laing, 2 L. Henry, 3 P. Langan.



SWIMMING TEAM 1963

WATER POLO

Coaches: Mr. J. Howard, Mr. J. Paterson

The school again entered four teams in the inter-school Water Polo Competition.

The **SENIOR TEAM** after a scratchy start managed to out-class Hunter's Hill, last year's premiers, in the last game of the first half of the season. Three members of this team, Peter White, Peter Smith and Colin Usher performed very well in the Combined High Schools selection trials to choose the team to visit Victoria and Duntroon Military College, and were among the finalists from which the two actual teams were chosen.

The **JUNIOR TEAM** deserves special mention in that it is made up of First Form boys only, and has won several games against other schools whose junior teams are drawn from groups higher than First Form.

The competition is organised and conducted by Ryde High School and since early this year all games have been played in the diving pool at the Ryde Swimming Centre—for this privilege we wish to thank the manager, Mr. J. Cashman, and Ryde Council.

LIFE-SAVING

Last summer first and second year pupils enjoyed another successful two weeks learning the theory and practice of life-saving. Two pools were used so that pupils would be able to spend more time in the water. First years caught a special bus from school each morning to go to Dence Park, while second years assembled at Ryde Swimming Centre for their instruction.

Although many sunburnt backs and tired limbs resulted, all who took part declared the course to be most enjoyable as well as instructive. The serious attitude our pupils adopted towards these lectures is clearly shown by the fact that our school once again has won the Royal Life-Saving Society's Cup for competition among High Schools similar to our own.

Each year we have won it and we want to win it again this year; so don't forget, when the warm days come round again, be in it!

Although congratulations are due to all who took part, special mention must be made

of Joan Fry, the "Life-Saver of the Year", who not only won all awards the Society has to offer except the final Gold Award, but also spent much of her spare time in training others (including Saturday mornings with the Ryde Swimming Club) to win many awards.

Our record last year was 920 awards won, amounting to 1875 points. Among these awards were 1 silver award, 62 bronze crosses, 74 bronze medallions and 26 instructors' certificates. When we realise that 768 other awards were also won, we see that it was a very fine effort indeed.

The very enthusiastic and capable teachers who helped organise these classes were: at Ryde Swimming Centre, Mrs. Davis, Mrs. Gaut, Miss Hill, Mr. Howard, Mr. Maitland, Mr. Flanders, Mr. Mather and Mr. McLaughlin; at Dence Park, Mr. Trainor, Mr. Reid, Mr. Bishop, Miss Cole, Miss Hansell and Miss Johnston.

F. McLaughlin

THE ATHLETICS CARNIVAL

This year the school's Annual Athletics Carnival was held on our own ovals for the first time. Although rain had caused a postponement one week earlier, the spirit of the competitors were not dampened, and on both Wednesday, July 17 and Thursday, July 18 all events were keenly contested by the four Houses.

Blaxland led in the early stages of the Carnival, but Goulding soon left no doubt as to which House would win. It became the eventual leader by several hundred points.

There were many individual performances worthy of mention in both boys' and girls' events, and winners of the various divisions were:

Girls' Senior Champion—Diane Trembath.
Girls' Junior Champion—Joy Davey.

Girls' Sub-Junior Champion — Katrina Graham.

Boys' Senior Champion—Alan Wildman.

Boys' Junior Champion—Terry Theakstone

Boys' Sub-Junior Champion—Greg Coles.

The Carnival again proved to be a keenly competitive one, and the high standard of previous years was maintained throughout.

Alan Wildman, 5th Year

Athletics Carnival Results next page—

SPECIAL MENTION

First State Representative

Ryde High School pupils in general, and the Sub-Junior basketball in particular, were very proud of **Judith Hamilton** who was chosen as a member of the New South Wales Junior Basketball team to play at the Interstate Carnival in Perth.

Congratulations Judith. We are hoping that your success will be a good omen for many of our pupils in the future.

ZONE CARNIVAL

On Wednesday and Thursday, July 24-25, those who had gained either first or second place at our School Carnival represented the School in the Zone Carnival at North Sydney Oval.

From these competitors, many victories were recorded in the events, many places also being gained. Their efforts were well rewarded for Ryde was placed second in the final tally of points, out of a total of eight schools. Ryde won the **Junior Championship Trophy**.

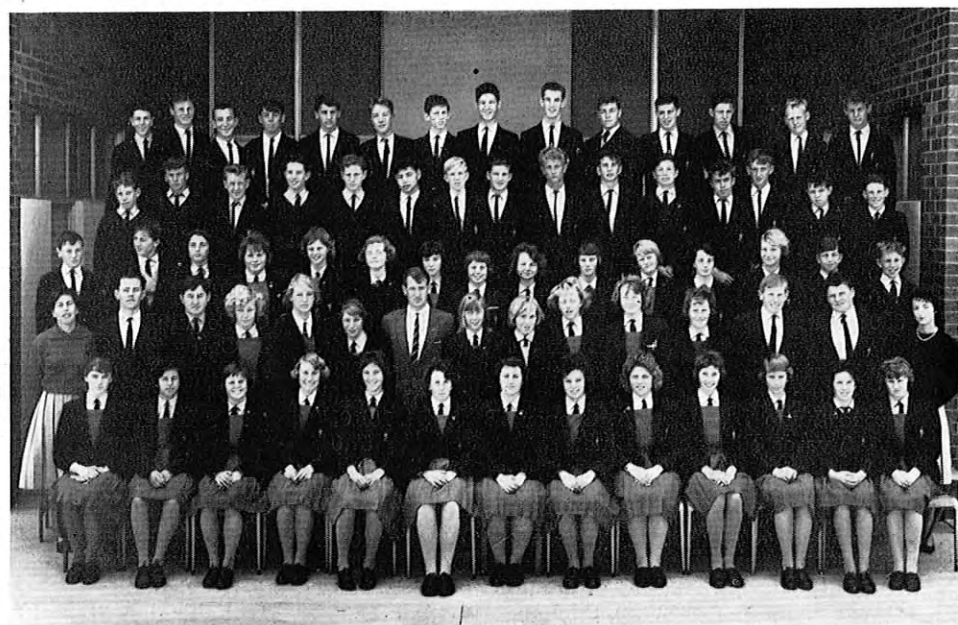
As a result of the Zone Carnival, many competitors from the school were honoured with representation in the Combined High Schools Carnival. Alan Wildman, 5A

RESULTS SCHOOL ATHLETICS CARNIVAL, 1963 — BOYS

Age Division	Events	1st Place	Time or Distance	2nd Place	Time or Distance
Open—	100 yards	A. Wildman 5A	11.9s.	B. Noble 5A	12.0s.
	220 yards	A. Wildman 5A	26.0s.	I. Rae 5A	26.8s.
	440 yards	A. Wildman 5A	57.9s.	I. Smith 5A	59.3s.
	880 yards	R. Smith 5A	2m.31.0s.	A. Wildman 5A	
	1760 yards	R. Smith 5A	6m.6.0s.	P. White 5A	6m.22.3s.
	120 yards Hurdles	W. Inabinet 5A	19.0s.	I. Rae 5A	20.2s.
	Broad Jump	I. Rae 5A	17'7"	A. Wildman 5A	16'8½"
	High Jump	K. Mason 5A	4'4"	J. Fazzolari 1F	4'1"
	Hop, Step & Jump	I. McMahon 5A	33'6"	R. Crust 3H	31'5"
	Shot Putt	W. Inabinet 5A	37'6"	B. Noble 5A	31'6"
	Discus	W. Inabinet 5A	69'9½"	L. Surace 3D	69'7"
	Javelin	B. Edds 5A	102'7"	B. Grant 5A	101'2"
	4x110 yards Relay	Red	51.6s.	Gold	52.4s.
16 years—	100 yards	P. Cunningham 4C	12.6s.	T. Clark 4D	12.7s.
	220 yards	T. Clark 4D	27.8s.	K. Armstrong 3B	28.1s.
	440 yards	T. Theakstone 4C	60.6s.	T. Clark 4D	62.8s.
	880 yards	T. Theakstone 4C	2m.18.7s.	T. Clark 4D	2m.45s.
	1760 yards	T. Theakstone 4C	5m.29.3s.	P. Ward 5A	6m.44.5s.
	90 yards Hurdles	R. McLean 4D	16.0s.	E. Irwin 4B	16.8s.
	Broad Jump	R. Chapman	17'0½"	T. Johnston 4E	16'8½"
	High Jump	T. Johnston 4E	5'3"	T. Rumble 4C	5'1"
	Hop, Step & Jump	A. Chapman 4C	39'5"	G. Hughes 5A	36'9"
	Shot Putt	A. Arnott 4B	35'9"	T. Theakstone 4C	34'9"
	Discus	E. Irvin 4B	99'9"	C. Usher 3C	94'1"
	Javelin	G. Sinclair 4E	128'0"	P. Turnbull 4E	122'9"
	4x110 yards Relay	Red	51.7s.	Blue	52.2s.
15 years—	100 yards	J. Boyes 3A	12.2s.	W. Young 3B	12.3s.
	220 yards	J. Crowley 4E	27.8s.	J. Boyes 3A	28.3s.
	440 yards	G. McKenzie 4B	59.9s.	R. Adams 3C	61.5s.
	880 yards	P. Wilding 3D		W. Young 3B	2m.21.9s.
	1760 yards	W. Young 3B	5m.30.4s.	G. McKenzie 4B	5m.30.8s.
	90 yards Hurdles	M. Campbell 3R	15.3s.	J. Parker 3B	15.8s.
	Broad Jump	J. Boyes 3A	17'3"	D. Grenier 2G	16'9"
	High Jump	B. Munday 3H	4'11"	M. Campbell 3H	4'9"
	Shot Putt (8 lb.)	C. Usher 3C	37'5"	R. Adams 3C	36'5"
	4x110 yards Relay	Blue	52.4s.	Red	52.6s.
14 years—	1760 yards	T. McMillan 2G	5m.44.2s.	K. Sharp 2B	5m.49.2s.
	100 yards	A. Cooper 2C	12.8s.	G. Coles 3D	12.9s.
	220 yards	K. Sharp 2B	28.7s.	G. Coles 3D	28.9s.
	440 yards	G. Coles 3D	1m.4.0s.	S. West 2F	1m.5.5s.
	880 yards	S. West 2F	2m.30.9s.	G. Coles 3D	2m.32.7s.
	90 yards Hurdles	J. Lynn 3E	15.4s.	J. Cartwright 2F	15.7s.
	Shot Putt	R. Donohue 3H	32'3"	I. Thomas 3E	30'3½"
	High Jump	B. Williams 2G	4'10"	M. Elliot 1G	4'7"
	Broad Jump	A. Cooper 2B	15'10½"	B. Williams 2G	15'3"
	4x110 yards Relay	Blue	57.0s.	Green	57.2s.
13 years—	100 yards	G. Buckley 1D	13.0s.	G. Sinclair 1D	13.3s.
	220 yards	C. Miles 1E	30.6s.	R. Griffiths 1F	30.8s.
	440 yards	R. Thompson 2A	1m.10.3s.	R. Harris 2A	1m.12.9s.
	880 yards	R. Thompson 2A	2m.37.5s.	J. Hawkins 2A	
	60 yards Hurdles	G. Edds 2C	11.4s.	J. Buckham 2C	12.0s.
	Broad Jump	D. McLaughlin 1A	14'2½"	L. Follington 2B	13'11½"
	High Jump	L. Follington 2B	4'6"	R. Sinclair 1E	4'4"
	Shot Putt (6 lb.)	R. Sinclair 1E	30'10½"	P. Sorrell 1D	29'9½"
	4x110 yards Relay	Green	59.1s.	Blue	60.4s.

Results School Athletics Carnival, 1963—Boys—continued

Age Division	Events	1st Place	Time or Distance	2nd Place	Time or Distance
12 years	100 yards	G. Flack 1C	13.9s.	C. Low 1A	14.1s.
	220 yards	G. Frankish 1A	32.5s.	D. Flowers 1B	32.5s.
	440 yards	D. Laing 1D	1m.12.9s.	G. Flack 1C	1m.16.5s.
	880 yards	G. Frankish 1A	2m.41.6s.		
	60 yards Hurdles	S. Lester 1D	12.2s.	G. Frankish 1A	12.4s.
	Broad Jump	D. Laing 1D	13'1½"	S. Lester 1D	12'9½"
	High Jump	D. Laing 1D	4'2"	G. Flack 1C	4'1"
	Shot Putt (6 lb.)	L. Henry 1E	23'0½"	S. Lester 1D	22'6"
	4x110 yards Relay	Green	1m.3.3s.	Gold	1m.4.0s.
	Chariot Race	Green	8.4s.	Gold	8.8s.
	Chariot Race	Blue	23 each	Gold, Green	15 each
Open Champion		A. Wildman 5A	30 pts.		
Jun. Champ.—16, 15 yrs.		T. Theakstone 4C	30 pts.	J. Boyes 3A	24pts.
				W. Young 3B	24 pts.
Juvenile—12, 13, 14 yrs.		G. Coles 3D	26 pts.	D. Laing 1D	24 pts.
				G. Frankish 1A	24 pts.



ATHLETICS TEAM 1963

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ATHLETICS CARNIVAL RESULTS, 1963 — GIRLS

FIELD GAMES

Sub-junior Long Jump: 1 K. Graham, 2 G. Pygall, 3 J. Small.

Junior High Jump: 1 J. Hoskin, 2 S. Gardiner, 3 C. Sanders.

Senior High Jump: 1 J. Buckham, 2 L. Cooper, 3 C. Sheehy.

Junior Discus: 1 S. Hay, 2 C. Osborne, 3 F. Moore.

Senior Javelin: 1 R. Paartalu, 2 C. Rothwell, 3 J. Buckham.

Sub-Junior Shot Putt: 1 P. Brooks 2 C. Purdie, 3 L. Bakaric.

Sub-Junior Discus: 1 L. Bakaric, 2 P. Brooks, 3 R. Gilholm.

Senior Discus: 1 C. Rothwell, 2 J. Buckham, 3 C. Sheehy.

Sub-Junior Javelin: 1 P. Blamire, 2 J. Davis, 3 M. Tyerman.

Junior Shot Putt: 1 J. Ellwood, 2 C. Sanders, 3 S. Chenoweth.

Junior Javelin: 1 R. Felder, 2 L. Halse, 3 C. Osborne.

Senior Shot Putt: 1 D. Trembath, 2 D. Lovett, 3 M. Calver.

Sub-Junior High Jump: 1 C. Cottrell, 2 J. Hamilton, 3 L. Jennings.

Junior Long Jump: 1 A. James, 2 M. McGrath, 3 S. Chenoweth.

Senior Long Jump: 1 L. Cooper, 2 C. Rothwell, 3 A. Spence.

Catch the Train Relay: 1 Gowrie, 2 Goulding, 3 Blaxland.

Peanut Scramble: 1 H. McGillvray, 2 S. Spielman, 3 M. Thornton.

TRACK EVENTS

220 Yards Open: 1 D. Trembath, 2 J. Davey, 3 J. Dempsey.

12 Years—75 yards: 1 H. Campbell, 2 S. Allen, 3 J. Davis.

13 Years—75 Yards: 1 K. Graham, 2 S. Laird, 3 J. Hamilton.

14 Years—100 Yards: 1 S. Chenoweth, 2 J. Dempsey, 3 J. Hoskin.

Junior 100 Yards: 1 S. Chenoweth, 2 J. Davey, 3 J. Dempsey.

Open 100 Yards Championship: 1 J. Davey, 2 S. Laird, 3 J. Higgins.

Sub-Junior Hurdles: 1 K. Graham, 2 J. Hamilton, 3 S. Laird.

Junior Hurdles: 1 W. Gill, 2 S. Gardiner, 3 C. Owens.

Senior Hurdles: 1 D. Trembath, 2 J. Buckham, 3 C. Rothwell.

Sub-Junior 75 Yards: 1 K. Graham, 2 J. Hamilton, 3 S. Laird.

15 Years—100 Yards: 1 J. Davey, 2 M. Davidson, 3 C. Sanders.

16 Years—100 Yards: 1 J. Buckham, 2 A. Spence, 3 C. Rothwell.

17 Years—100 Yards: 1 D. Trembath, 2 L. Cooper, 3 C. Bickerton.

Captain Ball: Ryedale, Goulding, Gowrie and Blaxland, tied.

Sub-Junior Relay: 1 Goulding, 2 Blaxland, 3 Ryedale, 4 Gowrie.

Junior Relay: 1 Goulding, 2 Gowrie, 3 Blaxland, 4 Ryedale.

Senior Relay: 1 Blaxland, 2 Goulding, 3 Gowrie, 4 Ryedale.

Final House Result for Carnival:
1st Goulding; 2nd Blue; 3rd Red; 4th Green.

SPORTMISTRESS'S REPORT

Increased interest of all pupils has been the outstanding feature of sports activities this year, resulting in very enthusiastic support for carnivals and inter-school matches throughout the year.

To provide competition for pupils not playing in grade teams, a system of inter-House matches was introduced in all sports during Term II. This has added interest and greatly improved the standard of play in each sport. As a result a visit to play Marsden has been arranged for several House Softball and Basketball teams and we hope this will be the forerunner of many matches in the future.

The generosity of many parents and friends of the school will enable us to purchase trophies for all House sports activities, an incentive that will add to the keen competition among the pupils. I would like to thank all donors of trophies for their help and interest in the sporting activities of the school.

During 1963 pupils have taken an active

part in the organisation of Zone and Girls' Secondary School's Sports Association carnivals, and we have received many compliments about their appearance and efficient help which has added to the smooth conduct of these meetings.

Swimming has again been our main summer activity and it is very pleasing to see so many senior pupils helping with the instruction of learn-to-swim and life-saving groups, as well as taking part in their own swimming and life-saving classes. This attitude of senior or grade team pupils in taking an increasing part in the conduct of each sports activity is to be commended and we hope this will in future lead to Ryde High School pupils' taking a leading part in local sporting activities.

In conclusion I would like to thank all members of staff who have so willingly assisted in all sporting and Physical Education activities during this year.

G. Johnston

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TENNIS

Coaches: Mrs. Laker, Mrs. Wood

For the second year, the **JUNIOR TENNIS TEAM** has progressed through the Zone competition without being defeated.

Throughout the season the standard of play has improved and the enthusiasm of all the girls in the team has made its coaching a pleasure.

Once again Hunters Hill defeated our **OPEN TEAM**, although **Mary Calver** and **Diane Lovett**, our first pair, were undefeated in the whole Zone competition.

The team lived up to its previous reputation of being smartly clad and completing the season as runners-up in the Open Section.

SOFTBALL

Coaches: Mrs. Sloman, Miss Hansell

Our two softball teams, the **OPEN** and the **JUNIOR**, have both enjoyed a successful and pleasant season. The Open team, captained by **Val Saisev**, and the Juniors by **Gay Mitchell**, have shown lively enthusiasm, practising several times per week in the lunchtime break.

Several first years joined the ranks this year, and quickly proved themselves to be worthy players.

Throughout the season a strong team spirit has developed, improving the standard of play tremendously. The Open team showed promise against senior teams of other schools, and the Juniors managed to gain second place in the zone competition.

The coaches are hopeful for an even more successful season next year, with a trophy well within our reach.

**JUNIOR SOFTBALL**

Back Row: Gay Mitchell (Capt.), Lyndall Keene, Oxana Plawajka, Pauline Brooks, Margaret Ireland, Lynne Halse, Miss Hansell.

Front Row: Phillie Kalkman, Lyndall Grant, Wendy Gill, Marika Halasz, Vicki Bennett.

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**OPEN TENNIS TEAM**

Front Row: K. Field, Mrs. Laker, D. Marsh.

Back Row: S. Paull, R. McGillyvray, D. Lovett, M. Calver (capt.), L. Gay.

**JUNIOR TENNIS TEAM**

Back: S. Douglas, L. Clark, J. Dempsey (capt.), K. Ferguson.

Front: R. Bamford, Mrs. Wood, L. Pacey.

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HOCKEY

Coaches: Mrs. McManus, Miss Cole

The progress of the **OPEN HOCKEY TEAM** has not been quite as successful as was hoped. However the team, comprising fourth and fifth year pupils, has played consistently throughout the season to win the majority of its matches.

The highlight of the season's play was the final match against Marsden from which Ryde finally emerged victorious. The fight for victory was a long but enjoyable struggle, both teams playing particularly well, with Ryde excelling in team work and determination.

The participation of several members of the team in a Saturday morning competition (in which Ryde High School's team holds the Premiership Trophy for 1962) has greatly improved the teamwork as well as creating a feeling of dependability among the players.

The instruction and advice of Miss Cole, the team's young and energetic coach, has helped to create an enjoyable team spirit.

Two of the Open Team members have been playing with the Ryde District team in the

Rushcutters Bay Section in which their team were minor premiers. This team also won its division in a State knock-out competition, the only metropolitan team to win a premiership.

The **JUNIOR HOCKEY TEAM**, comprising second, third and fourth year pupils, had quite a successful season. Although some were playing hockey for the first time, the team succeeded in winning all matches in the first round and all but two in the second. The second last match of the season was drawn with Chatswood, and in the last match of the season was drawn with Chatswood, and in the last match the team was defeated for the first time by Marsden High.

Several juniors have played for the school in the Ryde-Eastwood District Saturday morning competition.

Under the helpful instruction of Mrs. McManus the Junior Hockey Team has played consistently and successfully throughout the season.

BASKETBALL

Coaches: Miss Coffey, Mrs. McDonald

The **JUNIOR TEAM** played very well throughout the year and finished third in the competition, despite several setbacks like the goalie's appendix being removed straight after the match!

The **SUB-JUNIOR'S TEAM** met with some fierce opposition but played very well on the whole. They were fortunate in having

Judith Hamilton who gained selection in the N.S.W. team as attack wing. The team was captained very ably by **Carolyn Wilkinson**, and shows great promise for next year.

The **OPEN BASKETBALL TEAM** results were not a very good indication of the team's rapid improvement of play during the season. The experience gained will help build a better team for next year.

Autographs

**OPEN HOCKEY TEAM**

Back Row: E. Russell, J. Davey, J. Buckham, C. Beaumont, R. Paartalu, C. McFarlane.
Front Row: R. Burns, D. Trembath, Miss Cole, M. Adams (Capt.), H. Millington.
Absent: D. Paterson, C. Cliff, K. Leeder, E. Grant.

**JUNIOR HOCKEY TEAM**

Back Row: A. Samuels, C. Graham, J. Davey, Mrs. McManus, L. Skinner, R. Smith, R. Henderson.
Front Row: A. McNally, B. Field, R. Adams, L. Seymour, S. Richards, A. Potts capt.).

LITERARY SECTION



AFTER THE BATTLE

An army of once-proud warriors lie—dead;
No life but a quick movement in the under-
growth;
No mourners but a cricket in black —
His sorrowful serenade, their only funeral
dirge.
No witnesses, but earth and sky — and the
cricket who crouched in fear under a
grey leaf.
No colour but the lingering vividness of one
bold banner.
Fierce storm clouds gather above—their only
shroud.
This will be remembered—recorded, as a Black
Day,
Resulting in Blood and a Lost Cause,
And years after — no ballad praising their
bravery;
But Nature's black minstrel remembers—and
still sings.

CLAUDIA PLUMB, 2A.

MODERN ART

Art, like many other cultural pursuits of
man, has in recent years taken a completely
different trend. The absolute and initial aim
of painting was to express on canvas what man
felt in his heart; his deepest emotions, both
joyful and sad. One could stroll through a
gallery of carefully chosen pieces of work and
feel comparatively relaxed, finding pleasure
in a scene of some distant country. A raging
bushfire, or perhaps a white serene ghostgum
are typical examples of topics most likely to
capture the artist's fancy.

It was possible to look beyond the painting
itself and create a whole imaginative story ob-
serving the characteristics of the faces, whe-
ther they were cold and callous, or warm and
sincere, as though you actually knew what they
were thinking about; as for instance, the Mona
Lisa.

Nowadays this idea has been almost com-
pletely abandoned and a new outlook taken.

Page donated by John F. Booth, "The Gum Leaf" Cakes, Top Ryde

MOUNTAINS

Blue, rolling away and away,
Their majestic beauty high,
They stand like statues high above,
Their enchantment drawing you nigh.

Down in the gully where wallabies bound
And birds from the tree-tops sing,
Where the night-songs ring a melody round
And the bell-bird's cry does ring,

Here a brook drops to a pool
With a laughing, gurgling sound,
And rushes away to surround a rock,
Jumping with leap and bound.

There by the fern an old gum stands
Gnarled and bitten with age;
Here stands the banksia, head erect,
With the wattle standing as page.

These, the mountains, are my home;
These are my life, my strength;
Here do I muse where solitude reigns,
Where I hope to go at length.

JOHN HAWKINS, 2A.

Bold colours together with striking lines have
been used to express what is in the painter's
mind—in some cases nothing less than a maze
of incoherent lines devoid of emotion and
meaning.

In my opinion, for anyone to appreciate
this type of work, he would have to have a
mind similar to the painting itself—confused
and uncouth. Often in local art exhibitions,
prizes have been awarded for extraordinary
art in preference to a really fine painting of a
recognisable subject. Since nobody will lower
his pride to ask, "What is it?" expressions of
appreciation become little other than a camou-
flage for ignorance.

Although this in itself is a step towards
the destruction of the country's culture, hope
is still held out by those who respect classical
art, that one day the finer points of brush-
work may again be attained by the artist and
appreciated by the critics.

DENISE CHURCH, 3C.

ONLY A VISITING TRIBE

Not so very long ago there lived a very
ordinary young Aboriginal girl. Every day she
performed the same ordinary tasks, and ate
the same ordinary food (if you can call
witchety-grubs 'ordinary' food). In fact, every-
thing was so ordinary that she was heartily
sick of life. All she wanted was something
unusual to happen to brighten her humdrum
life—something to tell her friends about, some-
thing perhaps with which to impress the elders
of the tribe. Each day she watched, each day
she hoped, but nothing exciting happened to
her.

One day as she was going for her usual
walk down the ordinary track leading to the
ordinary bay that her tribe sometimes visited,
she caught sight of a small speck on the
horizon.

"I wonder if this might be something un-
usual and exciting," she thought as she stood
watching the small speck draw nearer. It look-
ed rather like a boat—but what a boat!
Nothing like the canoes that the men of her
tribe used.

It was like a beautiful white bird with huge
wings, and it seemed to be coming towards her
beach, driven by some mysterious power, for
certainly there was no sign of paddles.

What great God was this? As it grew closer
the fear inside her grew greater, so that by the
time the anchor had been dropped, she was
hiding behind a large bush which completely
concealed her.

From this vantage point her two shining,
inquisitive eyes took in every movement. Yes,
she was afraid, but she was also trembling with
excitement; for now, at last, if she lived to tell

the tale, she had something really remarkable
to tell her friends, and yes, even impress the
elders of her tribe.

But what strange creatures were these, for
now they were getting out of the large white
bird and climbing into smaller boats that re-
sembled the canoes of her tribe. By now her
eyes were the size of the flannel-flowers
around her. At last the smaller boats grounded
on the beach and strangely clad white gods
stepped out of the boats carrying a large red
rag on a stick.

All sorts of questions flashed through her
mind: "What are they here for?—to take our
land? To kill our people? To cast a spell over
us?"

But, no. All that the strange men did was
to plant the stick firmly in the ground. And
then, after a solemn ritual, nothing at all like
the corroboree of her own tribe, they pushed
off in their little boats and sailed away in the
great white bird.

By now her fear had completely gone. She
turned and ran across the no-longer ordinary
little beach, up to the no-longer ordinary little
track, back to her tribe.

Wild with excitement, she blurted out her
unusual, exciting and almost incredible story.
But the old men in their superior wisdom fin-
ally discounted her story.

"No, my dear," they said. "The stick was
most probably planted by some visiting tribe.
Leave it there. You never know, one day they
may come looking for it again. Go back to
your play now."

And one day they did return. But that's
another story.

JUDITH MITCHELL, 2A.

FREEDOM

Come here into the forest,
O birds in flocks, come here;
Escape from walls confining,
See uncaged mates at nest.
Finches, robins, cockatoos,
And even you, sweet wren.
Your home is in the tree tops
And not this man-made 'den'.
No-one can match your dwelling,
No-one can even try;
You should be free as freedom —
No roof, no wall, no sky.
None can take that privilege,
O birds in flocks I see,
To fly and swoop and soar
In freedom — ever near.
You don't belong in cages,
Only among tall trees
That make up all those forests
In every place—but here.

LAURELLE PACEY, 1A.

SPRING IN THE MOUNTAINS

The flowers bloom in all their glory
To the happy tune of the mountain lory;
In their cloaks of scarlet, blue and gold
They dance and sway from the break of day,
Soaking in the Spring-time sun
That sparkles on the dew-kissed grass.
The cool stream gurgles noisily
Over its stony bed,
To wind its way through dripping ferns
And mosses.
Spring has come to the mountains
That welcome it with joy,
For now the land is lush and green —
The pride of all, this Springtime scene.

KERRY REES, 2B.

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DAS STUDIUM DER FREMDSPRACHEN

In der modernen Welt haelt man es fuer so wichtig, Wissenschaft zu studieren, dass Studenten in unseren Schulen wenig Ermutigung bekommen, die modernen Sprachen weiter zu studieren.

Es gibt viele interessante und verschiedene Laufbahnen fuer diejenigen, die Kenntnisse der Fremdsprachen haben. Das Studium der Fremdsprachen ist in der Oberschule interessant und befriedigend, und ich rate irgend jemandem, der Sprachen gern studiert und einen Kursus in der Oberschule erwagt, dass er einen solchen Kursus unternehmen sollte.

Ausser dem Vorteil, dass man die Sprache beherrscht, wenn man reisen will, gibt es andere Vorteile, wenn man eine Fremdsprache lernt. Man kann Englisch besser verstehen, und viele englische Woerter kommen urspruenglich aus fremden Quellen. Eine Fremdsprache zu lernen, gibt in der Tat viele Freude, und diejenigen, die viele Sprachen koennen, werden immer sehr gesucht.

Um eine ausgeglichene Welt zu haben, sind Kunst und Wissenschaft noetig, und die Menschen, die unser kulturelles Leben dadurch weiter bringen, dass sie Sprachen studieren, sind ohne Zweifel sehr wichtig.
Which in English reads:

THE STUDY OF FOREIGN LANGUAGES

In the modern world it is considered so important to study science that students in our schools receive little encouragement to continue their studies of modern languages.

There are many interesting and varied careers for those who have a knowledge of foreign languages. Learning languages in the senior school is interesting and satisfying, and I advise anyone who is considering a course in the senior school, and likes studying languages, to undertake such a course.

Besides the advantage of being competent in the language if you want to travel, there are other benefits in such study. You are able to understand English better and many English words originally come from foreign languages. There is a lot of pleasure in learning a foreign language and those who know many languages are always in demand.

To have a well-balanced world, we need art and science, and people who carry on our cultural life by studying languages are without doubt very important.

KEITH FOULCHER, 4A.

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To the Editor,

Dear Sir,

Is our Immigration Policy, known by some as the "White Australia Policy" in practice, really necessary?

The people who come immediately to our minds on mention of the term "White Australia Policy" are—let's be honest—our nearest neighbours only, the South-east Asians.

If we were to open our doors to them, just how many would you want to come here? After all, if your next-door neighbour enjoys a higher standard of living than you, would you leave home to live with him? The answer is "no". Won't you strive to raise the standard of living in your own home instead? The South-east Asian is doing this. He is receiving help and encouragement from others to achieve his purpose. He has a lot to learn—and learn he will, and in the meantime, the term "White Australia" is offensive to him.

JILL GEACH, 3A.

AROUND THE WORLD

A trip around the world! How exciting it sounds, yet how few have the opportunity of actually making such a wonderful journey.

A visit to the Sydney Trade Fair, however, is the next best thing. When you enter the pavilions that contain each country's exhibits, it is not so hard to let the imagination drift.

As you wander through the oriental splendour of the display from China and Japan, you seem to be really in these exotic countries. The strange musical typical to these places lingers in the mind.

From the Orient you travel—in such short time—to the magnificence of the snow-covered land of Northern Canada with its many attractions.

Then on to Central Europe: industrial Germany with its intricate machinery; fascinating Switzerland displaying her achievements; while here Belgium and Holland come briefly into view. Southwards then to Italy with its great love of music, shown by the many musical instruments on display.

Across the Atlantic Ocean now, to the United States of America, where machinery stands silent but imposing. Then back across the ocean to our next port of call, Great Britain, where again you are confronted by the achievements of modern science.

And so ends a journey, only a few hours long, but one that has brought the countries of the world within the horizons of all who cared to visit the Sydney Trade Fair.

IAN FOULCHER, 1A.

ON BEING WITHOUT MONEY

Present society makes it quite impossible to exist without any money whatever. Even swaggies and beachcombers are compelled to collect a small pittance to eke out their halcyon existence, and starving poets and musicians are no longer the romantic figures they used to be.

Let us then assume, for the purpose of this discussion, that "no money" simply means the barest minimum necessary for the preservation of life. I have been informed that it is possible to be happy under such a handicap and that the best things in life (such as the moon and stars at night, and cosmic ray by day) are free. My experience does not confirm these theories, but, of course, I have not arrived at the age when an adequate philosophy can compensate for the lack of the comfortabilities which money ensures.

No doubt there are certain advantages to be derived from leading the simple life. In the first place, one would have the satisfaction of knowing that friendship would originate only from genuine affection and not be motivated by the base hope of favours. Secondly, the pauper is able to be freed from the necessity of keeping up with the Joneses, thereby being able to discover that 'happiness consists not of getting more, but of wanting less'. Lastly, the poor man is relieved of the trouble and expense of disposing of his hard-won assets to a group of grasping, mercenary relations who will quickly and frivolously fritter away what has been earned with blood, sweat and tears.

Now, at first glance this seems to be an ideal philosophy of life, but somehow I do not find it in myself to adopt this outlook. I regard an existence as worthless if there is nothing to strive for, no plans to make, none of those delightful sensations which come of being able to afford the cultural things necessary to all but the most simple people.

I am like most others in that, if I am unable to afford a particular thing, my desire for it only increases; and I cannot at all find satisfaction in contemplating the myriad but mythical pleasures which do not require the possession of money for their enjoyment. I imagine that the lack of money provides the most universal topic of conversation in the civilised (and probably the uncivilised) world. So much emphasis appears to be placed on the earning and saving of money that I shudder at the prospect of entering the adult world. However, I am quite sure that I could not imagine a future without all the pleasures that money can afford me, and I have no doubt that I will join the human rat-race for the monetary cheese.

COLIN RODGERS, 4A.

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DOORS

If you have ever stopped to think (usually quite a profitable occupation), you will admit that doors, particularly back doors, are becoming quite old-fashioned. Judging by the way they have been slammed, they have been well-liked, but they are definitely on the way out.

Some people absolutely refuse to use doors. One example is the burglar. He prefers windows by far. Father Christmas is another conscientious objector to the use of the door—he uses the chimney. Can YOU imagine Father Christmas knocking at the door?

The stork, too, refuses to recognise the door. I confess I am unaware of his place of entering, but it would be impolite (even indecent) to have the stork enter by the door.

Back doors can also be very dangerous, especially if they are made of wire gauze; a person has only to walk out and forget to open it, and he is almost certain to strain himself.

The back door is only used by mother on washing day and by father at night to put the cat out. We could make the back door obsolete and dispensable by sending the washing to the laundry (through the front door), and doing the only sane thing to the cat—throwing it out the window for good.

GEOFF HUGHES, 5A.



Dear Editor,

If you are contemplating asking for a rise in salary, be careful that no one sees this:

There are 365 days in a year	365
You spend 8 hours a day in bed	122
	243
You have 8 hours a day for recreation	122
	121
There are 52 Sundays in the year	52
	69
Each Saturday is a half holiday	26
	43
You get one hour for lunch each day	16
	27
You have 2 weeks holiday each year	14
	13
There are 12 Public Holidays	12
	1
There is one Labour Day when you won't work	1
	0

You see what I mean?

GEOFF HUGHES, 5A.

PENFRIENDS

To those who don't have a penfriend, perhaps the name means no more than someone you write to. However, to those of us who are fortunate enough to have a pen-pal, it means a real friend whose letters we eagerly await and someone to whom we really enjoy writing.

I have penfriends in Germany, France and the United States, and I hope to have one soon in England also. Gisela, whose father teaches English in a German high school, writes all her letters in German, and although they take me ages to translate, I really enjoy receiving them. Monique from the Loire Valley has an adorable habit of writing her letters mainly in English, but using French when she doesn't know the correct English. However, Terry Anne, from Minneapolis, Minnesota, is my favourite. Her letters are full of the latest

crazes, teen-age parties and fun. She tells me about the subjects she takes at school, which include Spanish and Psychology; their operettas in which she generally plays the lead; her summer vacation; swimming in the Great Lakes; going to Washington with her History class; and how her sister was chased by an angry mother bear in Yellowstone National Park.

Writing to these penfriends helps to establish a good name for Australia. Through our letters people can see that we are not the country-bumpkins or swearing bushmen that films and books have led them to believe. They can see that we live in a beautiful land of which we are very proud, and that apart from language and in some cases the colour of our skin, we are really no different from them.

PAMELA MOSS, 4B.

CELL N. 29 — BORSTAL STYLE

Would you care to visit a far-away (but imaginary) reform school with me? Good. Would you care to enter room I mean cell No. 29? Do. Observe firstly the condition. Could you suggest two words to describe this condition? How do 'derelict' and 'bespattered' sound?

A hardy but well-known cell. It tolerates marked walls, floor, ceiling and furniture. The ceiling, sadly enough, has a very noticeable streak of both fruit and vegetable marks covering its once majestic fog-grey colour. The walls, floor and furniture suffer from the inmates' acute vandalism.

Now to meet those inmates. A more troublesome mob you never saw. Crusty, warrior-like brutes who are intent on learning anything but their lessons. In between periods is usually the busiest five minutes they've ever spent.

Let us now investigate these renegades' activities.

Hawkins is the head supervisor of the carving organisation. Under him are placed nine experts who realise perfection in good carving: damage. As soon as the period ends and the teacher has left, this team goes systematically about its work. Each concentrates on his own project, and their equipment is undoubtedly unsurpassed in usefulness. The main utensil is, of course, a pen-knife, of the six-inch type, of durable metal construction, and equipped with useful extras. A screw-driver and a hack-saw are usually included in the kit.

Johnson is head of the colouring department. Equipped with red, black, green and blue biro, textra-colours and mud, his crew add a touch of colour to the Hawkins crew's carving marks.

McWilliams is head of the stain department. His followers' handiwork consists of those beautiful stains which have streaked the ceiling. This crew's equipment consists of any kind of foodstuff that stains. For example, spaghetti, baked beans, apple and tomato, to mention just a few.

Roberts is head of the artillery brigade. With army-like precision he commands this organisation. Paper pellets, of the rolled species, used in conjunction with stretchy rubber bands, are the weapons with which McWilliams' followers wage a never-ending battle. Their second line uses a novel pellet fashioned from putty which, when rolled in little balls and fired at speed, deliver the desired effect.

Last but far from least is Warwickson with his noise committee. This essential organisation produces enough noise to camouflage the thunder of a cannon. Talking, screaming and stamping, with Warwickson out front as leader, provide the ideal set-up for these varied activities, which run like clockwork and in unison.

And when a reprimanding warder enters the room with, of course, the correct equipment, Warwickson is dragged into the nearby office for creating an offence to the staff's peace of mind.

Unfortunately, when with blistered hands, the dear fellow re-enters the room, he discovers to his dismay that the rostered warden has arrived. And when he tries to utter a feeble excuse for his absence, he is unceremoniously treated to another dose of chastisement.

As he walks ruefully back along the corridor, it is well he might think, "I have learnt my lesson. I have learnt my lesson. I have And, of course, he has. Until the next time.

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UNE LETTRE

Chere reduction,

Il y avait jadis une époque de ma vie quand je croyais pouvoir étudier les langues et y réussir. J'étudiais avec assidue et employais beaucoup de temps à mes études. J'étudiais la langue française, l'allemand, l'italien, l'espagnol, même le langage grossier. Maintenant tous mes rêves sont en ruines. Ecoutez!

L'autre jour, un petit gamin des petites classes s'est approché de moi et m'a demandé de faire une traduction pour lui; il riait à se fendre la bouche. J'ai étudié ce texte cette nuit-là et puis j'ai su que j'étais un raté. Le texte est le suivant:

Si, Senor, der dago,

Forti loris inaro.

Dem aint loris, demar Trux,

Fulla cox und hence und dux!

Je n'ai pas pu le traduire. (Cela ne peut pas se faire?) Le coup de grâce est arrivé le lendemain matin quand j'ai dû traduire la phrase suivante, "Il jeta un coup d'oeil pénétrant autour de la cuisine." J'ai écrit, "He threw a cup of penetrating oil around the kitchen." Maintenant, j'essaie de trouver la racine carrée d'une quantité négative.

Je vous envoie mes meilleures amitiés,
"Un rate"

Which in English reads,

Dear Editor,

There was a time in my life when I thought I could be a successful language student. I studied diligently, and spent a lot of time at my work. I studied French, German, Italian, Spanish, even bad language. Now all my dreams are ruined. Read on.

The other day a small urchin from the lower school approached me and asked me to do a translation for him; he was grinning like a Cheshire cat. I studied this passage all that night and it was then that I realised that I was a failure. The text is as follows:

Si, Senor, der dago,

Forti loris inaro.

Dem aint loris, demar Trux,

Fulla cox und hence und dux!

I couldn't translate it. (Is it possible?) The final blow came the following day when I had to translate the following: "Il jeta un coup d'oeil pénétrant autour de la cuisine." I wrote, "He threw a cup of penetrating oil around the kitchen." Now I am trying to find the square root of a negative number.

Yours faithfully,

"A Failure"

(Tony Carpenter, 4A)

(I am still working on it.—Ed.)

LAPIDARY

Lapidary is the art of shaping and polishing stones; for example, petrified wood, opal, opalised quartz, and others. I first became interested in it when my mother joined a Lapidary class at Ryde. I am still too young to join — you have to be at least fifteen — but I get a lot of fun from collecting interesting rocks and stones for Mum.

My first collecting expedition was to one of the Wollongong beaches where there is to be found an almost infinite amount of petrified wood. We had to throw away any that looked black in the centre as this, when cut, is very hard to polish.

At Garie Beach, near National Park, Mother and I found agates, stones, which while not gems, are very pretty used in a ring setting or for a necklace. At Kangaroo Valley I found a large slab of rock covered with fossils of leaves, worm-like creatures and shells. It proved to be of great interest to the lady holding the classes.

Mum bought a small piece of rough opal for me, and I am preparing it at home so that she can take it to be polished at the class. It will probably be used in a ring.

Lapidary, as you can see, is an interesting hobby. At times it can be profitable, too.

MARILYN STEAD, 3B.

THE SEA

The inky blackness of her depths reaching to eternity,

Where frightened fishes dart and peer
Their myriads of sparkling stars on a dark,
still night,

Is this the same sea we know

That rushes onto the rocks,

Her spray cascading in starry drops

Into the clear air of a new-born day?

Her gigantic waves meeting the gold sand-covered shore,

And breaking into white-capped ripples,

Where children delight and dance

At the sparkling tingle of the clear, icy water.

There is another sea still

That the tough, bronzed seafaring men know,

The rumbling, rolling, roaring, defiant sea.

Whose foaming, frothing waves like a fierce
rabid foe,

Hurls her writhing fury on a battling ship

Knowing she will soon have it under her
dominating power.

Altogether, the sea is many things;

In her fickle nature she contains

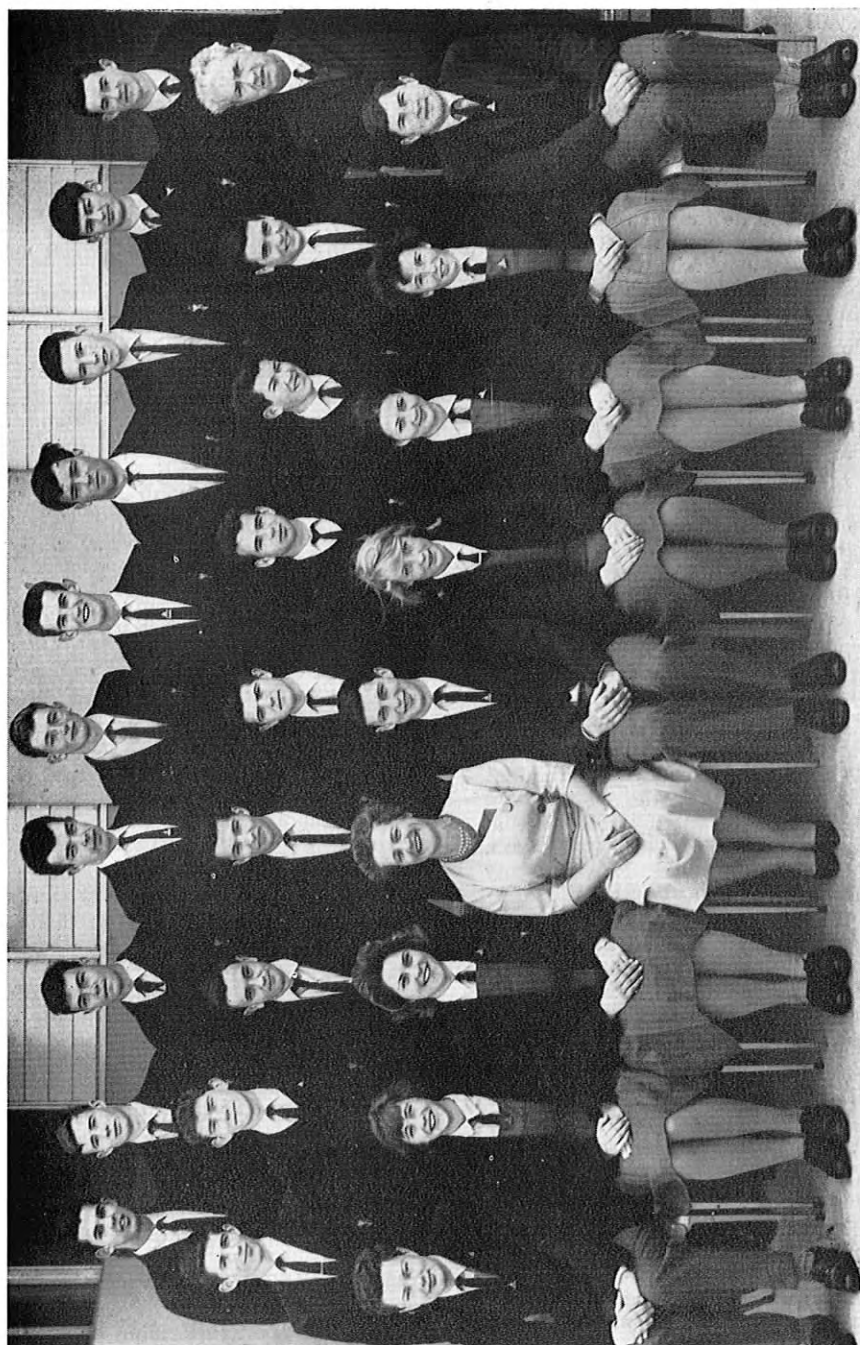
The lady of ungovernable spirit and temper,

The gay carefree young girl,

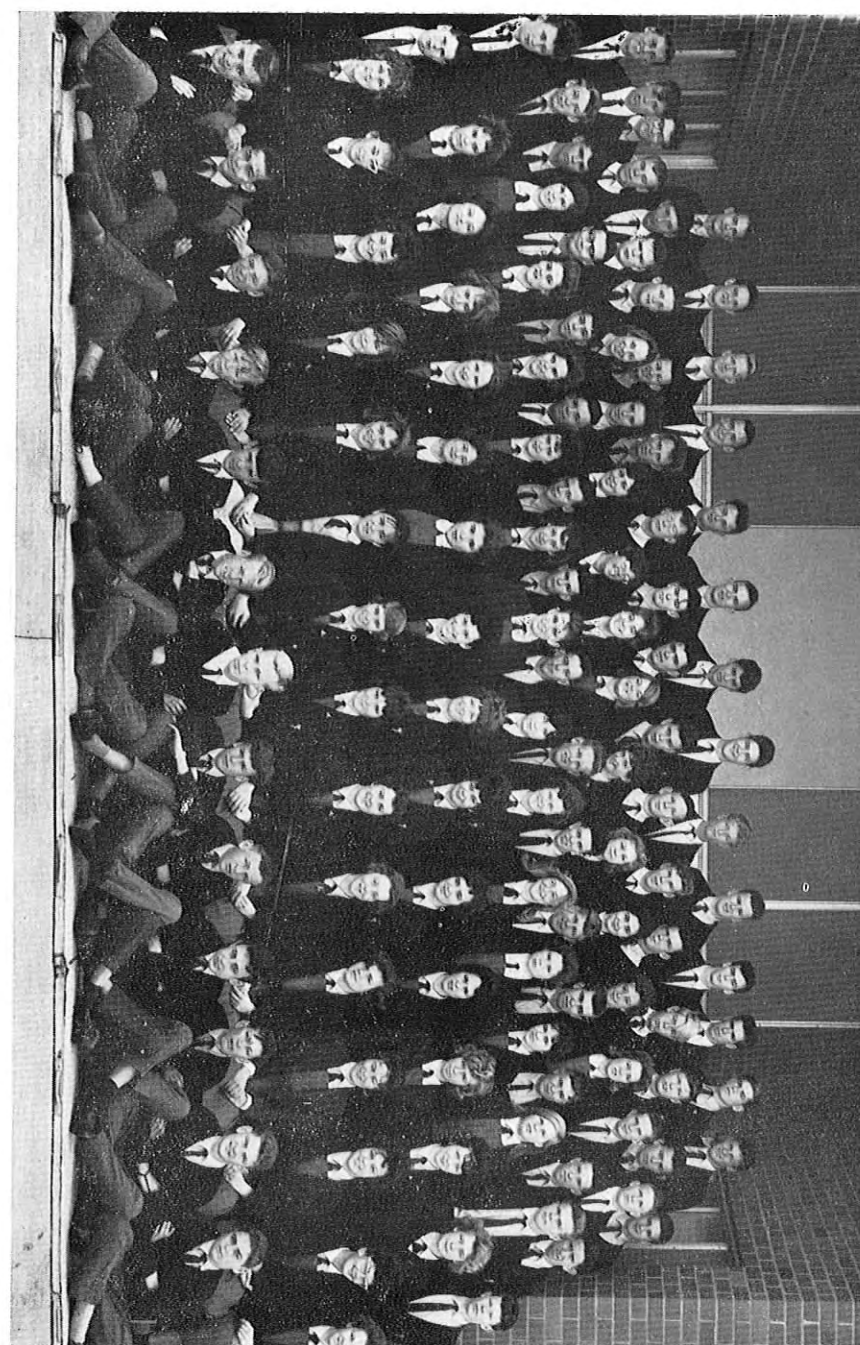
The shadow of doom, suspense and terror.

That is the mystery of her beauty, the beauty
of her mystery. JULIE WHITE, 2A.

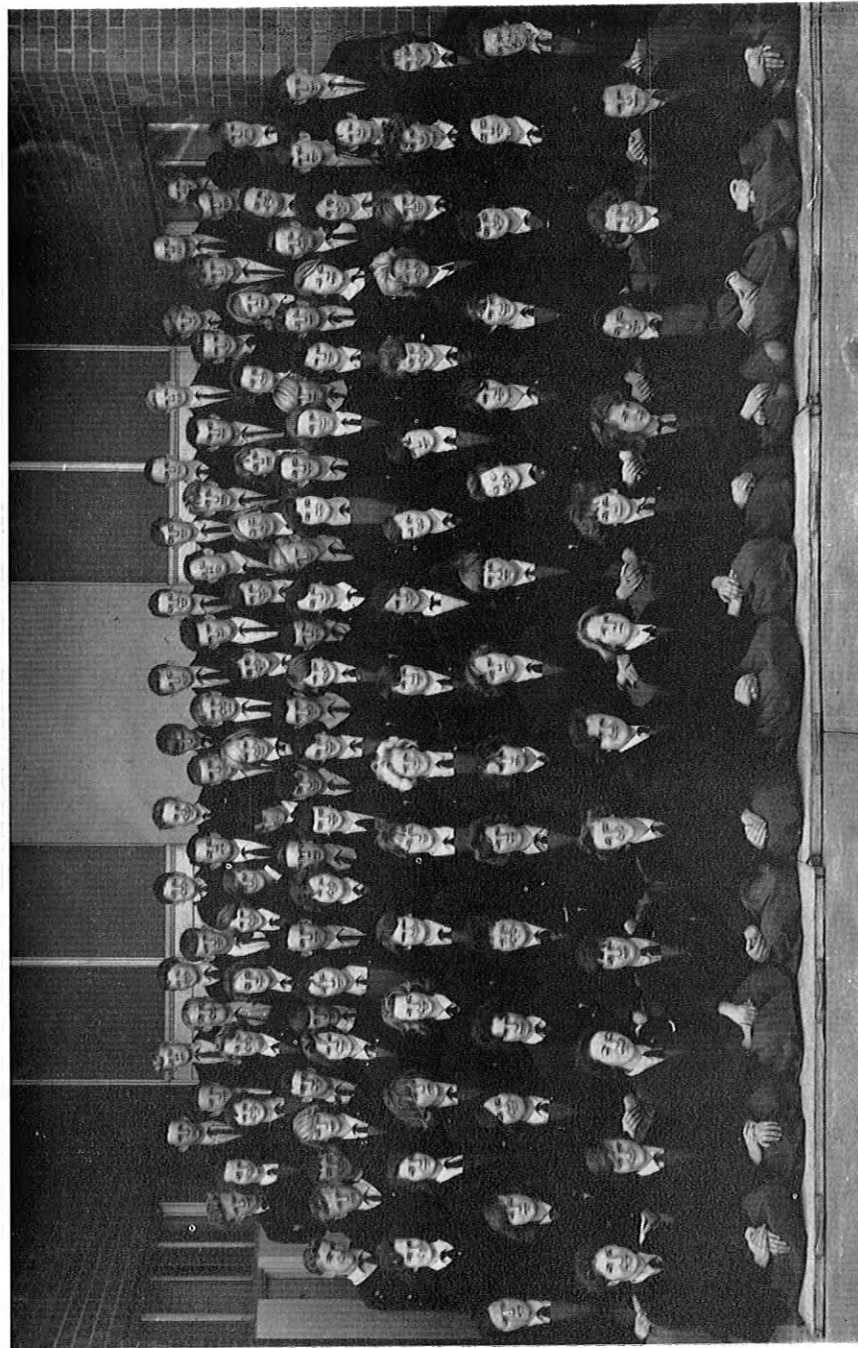
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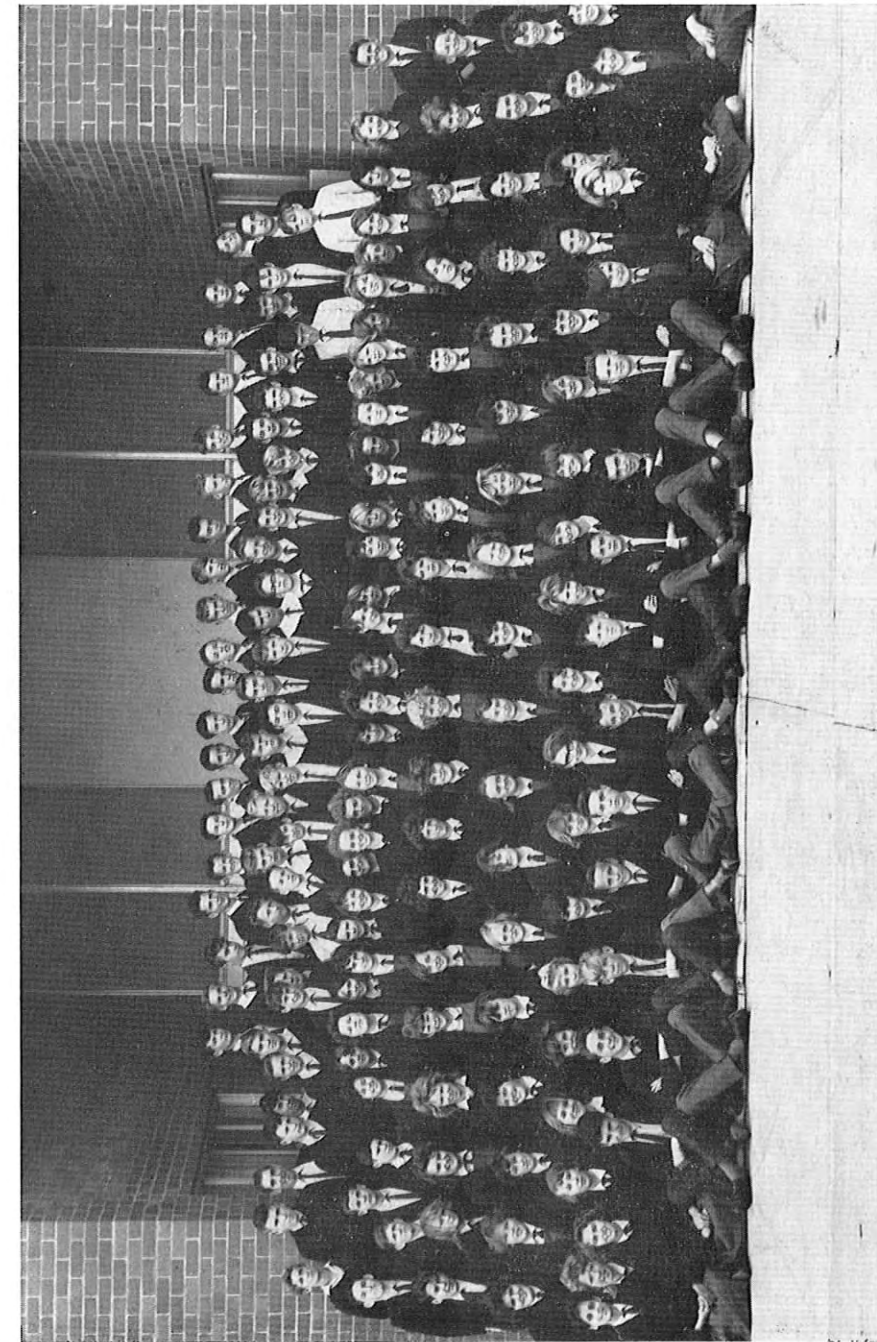


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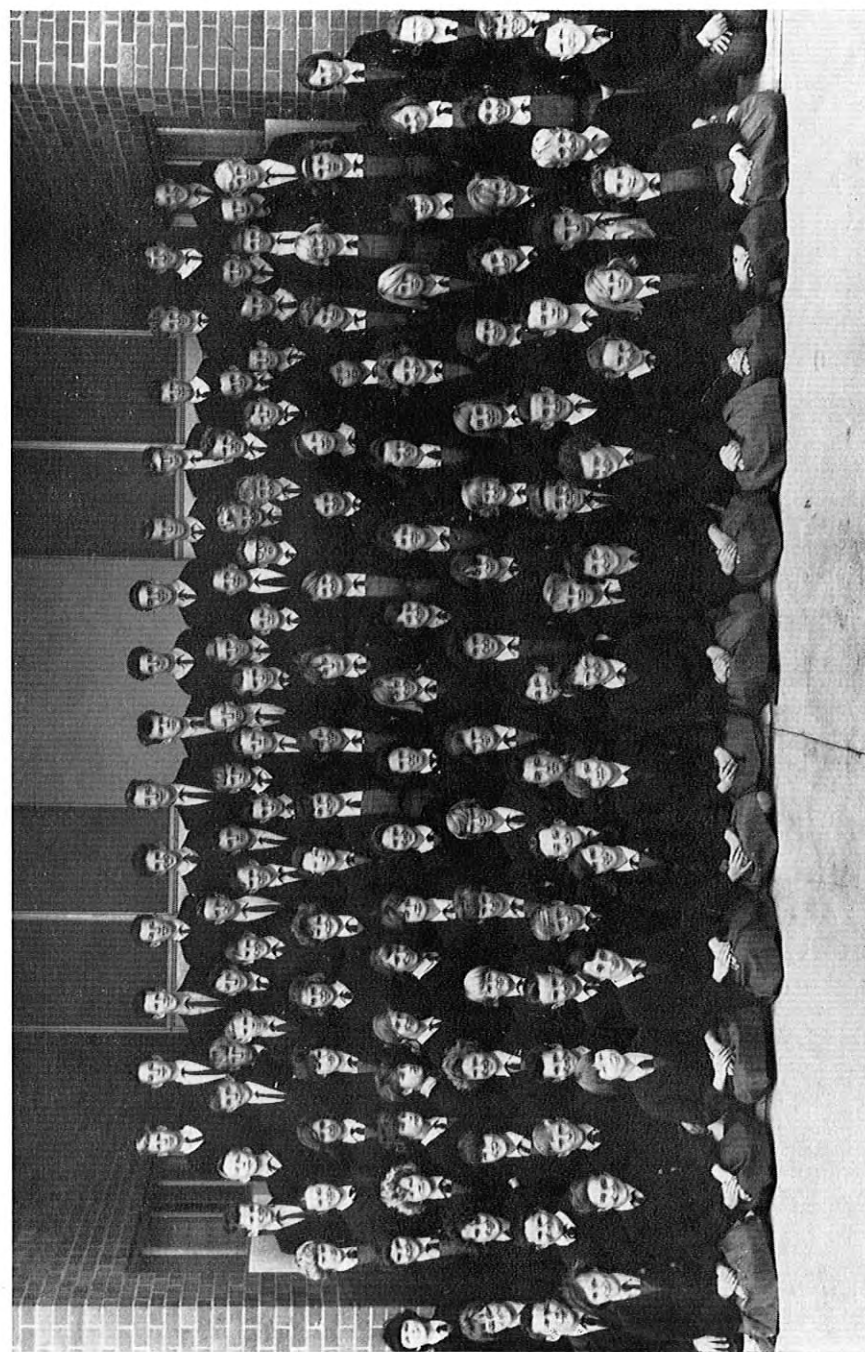
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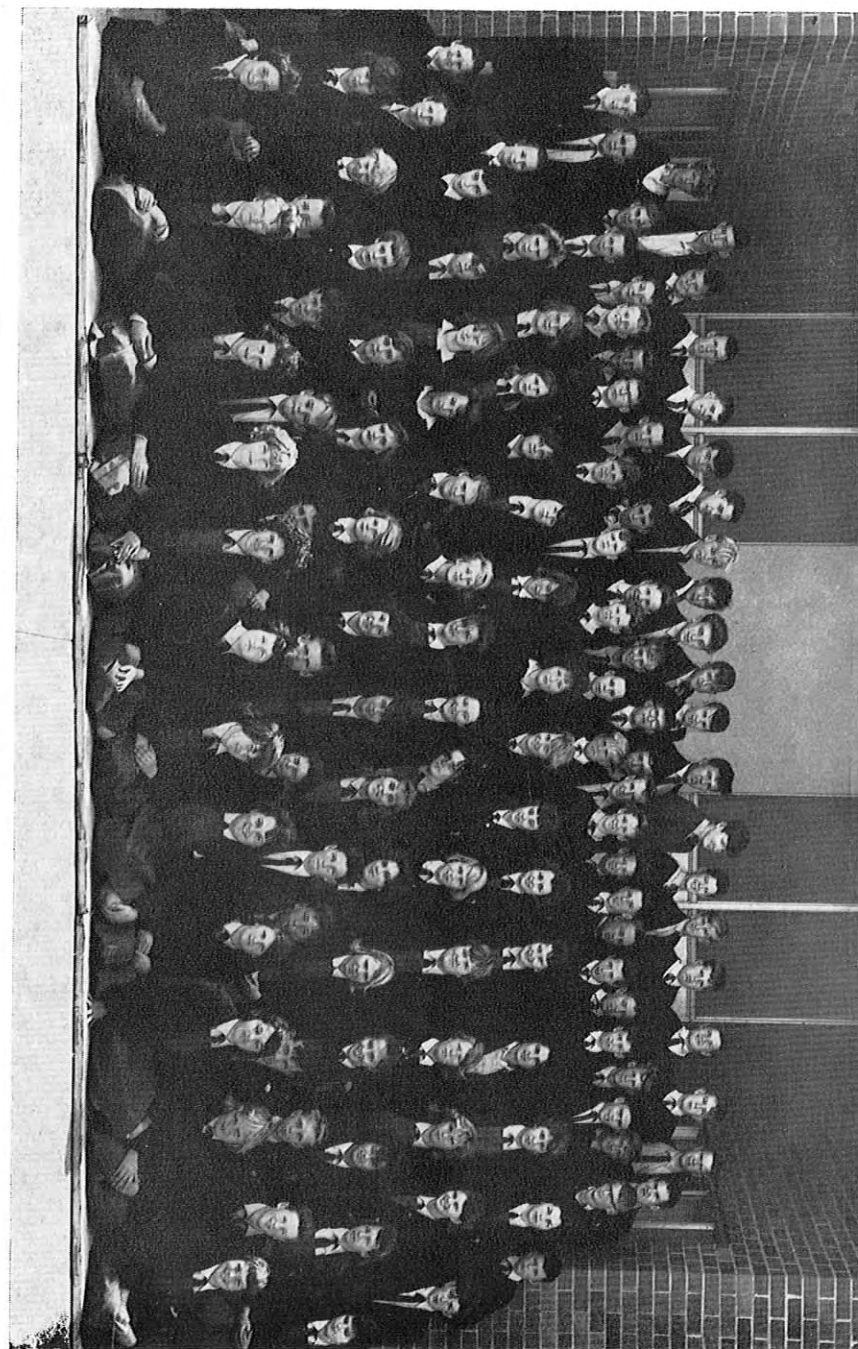
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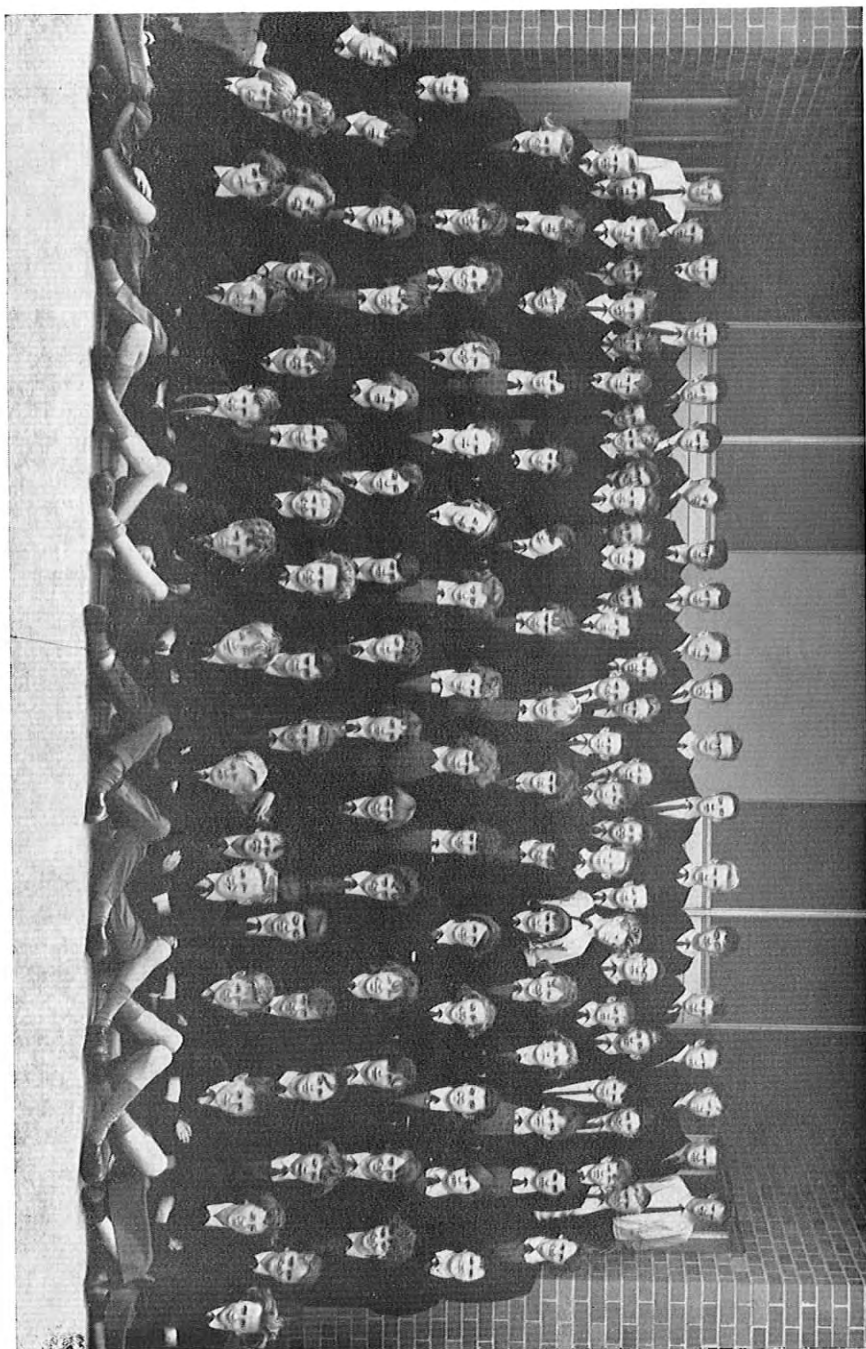
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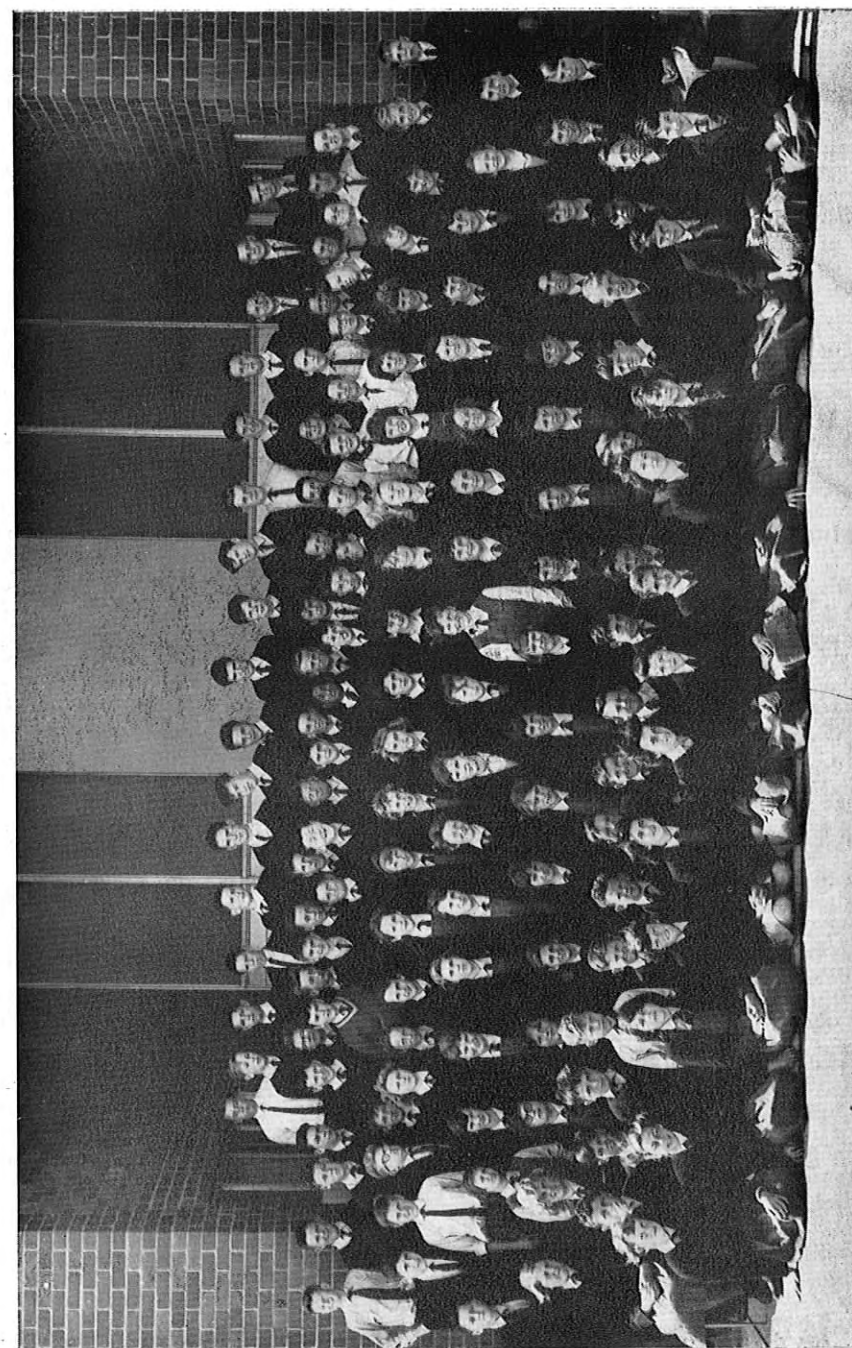
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J. Bradshaw, Ryde Newsagency
95 Blaxland Road, Ryde

Baker, Kennedy & Co.
970 Victoria Road, Ryde

I. M. Lowe, Chemist
Midway Shopping Centre, North Rd.,
Ryde.

Derrin Bros. Pty. Ltd.
Midway Shopping Centre, North Rd.,
Ryde

Midway Hardware
North Road, Ryde

H. Alerdice, Hairdresser
14 Blenheim Road, North Ryde

D. Lombardo & Sons
111 Blaxland Road, Ryde

P. Kennedy, Hairdresser
82 Blaxland Road, Ryde

Community Service Shop
6 Doig Avenue, Denistone East

Tank's Service Station
Blaxland Road, Ryde

DONORS OF HALF PAGES

"Mirabelle"
Shop 6, Regional Centre, Top Ryde

O. & D. Casamento
Watts Road General Store, Ryde

W. Englefield & Co.
66 Blaxland Road, Ryde

Taffa's Hardware
1 Chatham Road, West Ryde

Silver Bros. Ceilings Pty. Ltd.
12 Malvina Street, Ryde

Moss Bros. (Tyre Specialists)
736 Victoria Road, Ryde

R. L. Wheatley
130 Quarry Road, Ryde

Harris Bros.
151 Blaxland Road, Ryde

O.P.S.M. Pty. Ltd.
30a Regional Centre, Top Ryde

E. G. & N. M. Kemp
128a Quarry Road, Ryde

Stacey's Self Service Store
134 Quarry Road, Ryde

G. J. Coles Pty. Ltd.
Victoria Road, West Ryde

Walton's Pty. Ltd.
Victoria Road, West Ryde

J. Edmonds, Tiler
84 Quarry Road, Ryde

Bank of New South Wales
128-130 Blaxland Road, Ryde

Sydney Dried Fruits Pty. Ltd.
28 Regional Centre, Top Ryde

Howard's Service Station
Victoria Road, Ryde

J. W. Hammill
41 Regional Centre, Top Ryde

G. Sorrenti
20 Church Street, Ryde

Ryde Real Estate
24 Church Street, Ryde

F. C. McHugh Pty. Ltd.
270 Blaxland Road, Ryde

Peters and Ludlow
120 Blaxland Road, Ryde

L. J. Hooker Limited
2 Regional Centre, Top Ryde

"Silhouette", Figure-Form International
44-45 Regional Centre, Top Ryde

F. Mesiti
3 Blenheim Road, North Ryde

H. Apps, Men's Hairdresser
4a Blenheim Road, North Ryde

F. & N. Burcombe, Newsagent
2 Blenheim Road, North Ryde

Fraser's General Store
75 Lovell Road, Eastwood

Fox's Shoe Store
Rowe Street, Eastwood

H. McKenzie Ltd. Timber Merchants
West Parade, Eastwood

I. P. Magee, Greengrocer
397 Blaxland Road, Ryde

A. & R. Burton
93 Blaxland Road, Ryde

J. Goodman
120 Blaxland Road, Ryde

T. J. Peachy
205 Cox's Road, North Ryde

New Zealand Insurance Co. Ltd.
1 Regional Centre, Top Ryde

T. C. McKelvey
6 Blenheim Road, North Ryde

Ackroyd's Meat Service
128 Quarry Road, Ryde

A. W. Lansdowne
11 Ryedale Road, West Ryde

Harold Fox & Co.
4 Hillview Road, Eastwood

Goodman & Bowley
120 Blaxland Road, Ryde

John E. Reid & Co.
77 Rowe Street, Eastwood

L. Small & Son
Midway Shopping Centre, North Rd.,
Ryde.

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