The Bogong

The Magazine
of the
Tumut High School

Vol. 4. December, 1961.

The Bogong

The Magazine of the
Tumut High School

SCHOOL DIRECTORY

HEADMASTER: MR. K. G. GOLLAN, B.A.

DEPARTMENT OF ENGLISH AND HISTORY: Mr. V. A. Judd, B.A., Master; Mr. L. C. Giddings, B.A.; Mrs. B. T. Orr, B.A., Dip. Ed.; Mr. J. N. Patton, B.A., Dip. Ed.

DEPARTMENT OF MATHEMATICS AND SCIENCE: Mr. L. H. Bonnor, B.Sc. (Agr.), Deputy Headmaster; Mr. J. S. Callister; Miss J. Kirby; Mrs. M. McNair, B.Sc., Dip. Ed.; Mr. M. Norman, A.A.S.A.; Mr. M. G. Redden; Mr. G. M. Stephens, B.Sc., Dip. Ed.; Mr. M. Woodhouse.

DEPARTMENT OF MODERN LANGUAGE: Miss J. White, A.Mus.A..

DEPARTMENT OF COMMERCIAL SUBJECTS: Mr. N. G. Lonergan, B.A., Dip. Ed.; Mr. M. Norman, A.A.S.A.

DEPARTMENT OF MANUAL TRAINING' Mr. G. E. McNair; Mr. E. Mills.

DEPARTMENT OF HOME SCIENCE: Mrs. A. Cameron; Mrs. R. N. Emerton; Miss E. S. Germon.

DEPARTMENT OF MUSIC: Miss J. White, A.Mus.A.; Miss J. Kirby.

DEPARTMENT OF PHYSICAL EDUCATION: Mrs. R. N. Emerton; Mrs. A. Cameron; Miss J. Kirby; Miss Germon; Mr. N. Lonergan, B.A., Dip. Ed.; Mr. M. Norman, A.A.S.A.; Mr. M. Redden; Mr. G. M. Stephens, B.Sc., Dip. Ed.; Mr. M. Woodhouse.

CLASS TEACHERS: Mr. J. Skein; Mr. R. H. Gray.

SCHOOL COUNSELLOR: Mr. J. B. Billyard, B.A.

SCHOOL CLERICAL ASSISTANT: Mrs. E. C. Barlow.

SPORTSMASTER AND SPORTS MISTRESS: Mr. G. E. McNair; Mrs. R. N. Emerton.

LIBRARIAN: Mrs. B. T. Orr, B.A., Dip. Ed.

CAREERS ADVISERS: Mr. N. G. Lonergan, B.A., Dip. Ed.; Mrs. B. T. Orr, B.A., Dip. Ed.

PREFECTS' MASTER: Mr. L. H. Bonnor, B.Sc. (Agr.).

SCHOOL CAPTAINS: Beryl Percival; John Weeden.

SENIOR PREFECTS: Carolyn Stuckey, Judith Webb, Colin Banwell, John Betts.

JUNIOR PREFECTS: Rhonda Neden, Jennifer Venables, Kaye Lynch, Phillip White, Ronald Sutton, Sim Smart.

(This page donated by J. J. Learmont and E. Byrne)

Front Row (L. to R.): Mrs. Barlow, Mrs. B. Orr, Mr. L. Bonnor (Deputy Principal), Mr. K. Gollan (Principal), Mr. A. Judd ((English Master), Mrs. N. Emerton, Mrs. M. NcNair.
Second Row: Mr. R. Gray, Miss E. Germon, Mr. M. Redden, Mr. P. Mills, Miss J. White, Mrs. A. Cameron, Mr. M. Norman, Mr. J. Patton, Mr. L. Giddings, Miss J. Kirby.
Back Row: Mr. N. Lonergan, Mr. G. Stephens, Mr. G. McNair, Mr. M. Woodhouse, Mr. J. Callister, Mr. J. Billyard (District School Councillor), Mr. J. Skein.

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HEADMASTER'S MESSAGE

MR. K. GOLLAN,
HEADMASTER.

GIRLS AND BOYS,

I'm sure that you'll agree that the most important thing in this school year for most of you has been the occupation of our new school premises. After months of waiting, often impatiently, and after quite a few disappointments, the school was occupied early in the third term.

I wish to remind you that when we occupied our new school buildings we accepted new responsibilities. These fine buildings, provided at considerable cost for your use have been placed in our charge for safe keeping. That is not all. The tasks of providing lawns, planting and nurturing ornamental trees and shrubs and the cultivation are tasks which confront us, and they are tasks which can be shared with the community. It is our responsibility to make our school, set in a valley of great natural beauty, a place of which we can be justly proud.

However, we must remember that schools do not consist of buildings—schools consist of the students and their teachers. Habits of study, the useful employment of leisure time, manner of dress, standard of conduct, sportsmanship, social courtesies and graces, an appreciation of the worthwhile things of life and loyalty to school, home and country are some of the qualities that we expect from our students. In the environment of our new school, where surroundings are so pleasant and where facilities for learning are so great, we expect from you the highest of standards in those qualities which will make our school renowned.

—K. GOLLAN, Headmaster.

(This page donated by T. Gill and J. V. Elder)

HEADMASTER'S REPORT, 1960.

This year there was a maximum enrolment of 324 students in the Secondary Department of Tumut Intermediate High School, 113 being enrolled in first year, 111 in second year, 70 in third year, 20 in fourth year and 10 in fifth year. Sixty-five students were candidates for the award of the Intermediate Certificate and eight candidates were presented at the Leaving Certificate Examination.

All candidates for the award of the Leaving Certificate last year (1959) were successful at the examination. This is the fifth successive year in which all candidates have gained a pass. One applicant gained a Commonwealth Scholarship and six were awarded Teachers' College Scholarships.

Courses of study available provide for the needs of most of the pupils in this district. In the junior school (first to third years) there are two main courses of study available to pupils, the Board of Secondary School Studies Course and the Alternate Course. All students in first year classes 1A and 1B follow the Board Course, but those who fail to reach a satisfactory standard by the annual examinations in November are required to follow the Alternate Course in second and third years. In the senior school courses of study lead to the Leaving Certificate Examination and also meet matriculation requirements for entrance to universities, thus enabling students to proceed to a tertiary education where desired.

Technical education for boys has been limited, but with the completion of the new high school buildings next year there will be an extension of technical subjects available.

Extra-curricula activities and social training are important in the corporate life of the school. The school magazine, "The Bogong", was published again this year. In August the Annual Playnights were both popular and successful. Inter-school visits to Yass and Queanbeyan High Schools were made in first and second terms. School socials organised by a social committee were conducted each month, and fourth year students gave a farewell banquet and social in honour of fifth year students shortly before the Leaving Certificate Examination commenced.

Several staff changes have taken place since last Speech Night. Mrs. Cameron, Mrs. Emerton, Miss Maiden, Mr. Rowe, Mr. Tully and Mr. Shanks have left the staff and Mrs. Hoad, Miss Franks, Miss Booth, Mr. Norman, Mr. Patton, Mr. Callister and Mr. Buxton have replaced them. Mr. Woodhouse was appointed as an additional teacher.

We have been sorely pressed this year for adequate and suitable school accommodation and playing areas, but the completion of the

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HEADMASTER'S REPORT, 1960.

(Continued)

new high school buildings and the development of playing areas will resolve these problems.

It is the policy of the school that we be linked in association with the community whenever the opportunity arises. This has been made possible this year on several occasions. During Education Week many visitors inspected the school on Open Day, the School Prefects entertained guests at afternoon tea and Mr. Dugdale, District Inspector of Schools, gave an address one evening to a meeting of parents and teachers. In Festival Week the School Captains were invited to represent the school at the annual tree-planting ceremony. On Anzac Day the School Cadet Unit, now disbanded, provided a guard of honour at the Anzac Day Service and School Prefects represented the school at the Remembrance Day Ceremony. To this Speech Night, our final school function of the year, we are pleased to welcome our Chairman, Mr. Knox, President of the Tumut Shire Council, and Mrs. Knox, and Mr. and Mrs. Colman, and our other distinguished guests.

This year we had the pleasure of a visit from Dr. Wyndham, Director-General of Education, who was accompanied by Mr. Bingham, Director of Education, South-Western Area, Mr. Dugdale, District Inspector of Schools, and Mr. Carlin. Dr. Wyndham addressed the assembled school on the morning of Wednesday, 26th October. On the previous evening he had addressed a public meeting in the school assembly hall.

The school is indebted in many ways to various organisations and citizens of Tumut The P. & C. Association has been so very actively employed in assisting the school. The Annual Fete was held in March and was officially opened by the Hon. W. F. Sheahan, Q.C., M.L.A., Minister for Health, who has been our guest at the school on numerous occasions during the last few years, and who delivered the Occasional Address on Speech Night last year. Street stalls and envelope contributions have considerably augmented P. & C. funds. Our thanks go to the ladies of the P. & C. Associations, who have been most generous with their assistance on social occasions. Friends of the school, who remain anonymous, have assisted in different ways and at different times. Our thanks go to them and to the other people and organisations who have manifested interest in the welfare of the school throughout the year. Amongst them are members of the Examination Committee, the Clergy who make weekly visits to the school, and the editor of the Tumut "Times". Our thanks too, go to the members of the business and professional community, and to town organisations, whose financial support has made possible the publication of "The Bogong" and the provision of prizes and certificates for presentation to-night.

On behalf of the teaching staff of the Tumut Intermediate High School I wish to extend to you all our best wishes for the year ahead and the compliments of the festive season.

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CAPTAINS' MESSAGE

BERYL PERCIVAL

JOHN WEEDEN

The most important features of our final school year have been the movement to the new High School building and the increased academic status in becoming a High School.

The academic activities of the pupils have been made more enjoyable by the modern facilities and pleasant surroundings of the new school and have given them a greater incentive to work.

Sporting interest of the pupils is high and all are looking forward to the day when the school's own sporting fields will be completed.

The teaching staff have been most helpful to the Fifth Year students and we wish to thank them for displaying personal interest in our studies. We also wish to thank the Prefects who have helped us in our duties and activities at all times. We feel that we have justified the confidence placed in us by the pupils and staff in electing us as captains.

It was the expressed wish of last year's school captains that the values, traditions and character of the old school be transferred and upheld in the new school. We feel, as do most pupils, that the atmosphere of the old school has already permeated these new buildings.

In concluding, we would like to advise all those capable of doing so to continue to Fourth and Fifth Years, thus increasing their education and moulding them for worthwhile careers and positions in the community.

BERYL PERCIVAL
JOHN WEEDEN

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SCHOLASTIC SUCCESSES

LEAVING CERTIFICATES, 1960.

EGGLETON, R.; English B, French B, Modern History Second-Class Honours; Geography B, General Mathematics B, Combined Physics and Chemistry B.

LAVIS, H. J.: English B, Modern History A, Geography B, Combined Physics and Chemistry B, Biology B.

PHILLIPS, M. I.: English B, Modern History B, General Mathematics B, Biology B, Needlecraft and Garment Construction B.

SHEEHAN, T. B.: English A, Modern History A, Geography B General Mathematics B, Combined Physics and Chemistry B, Biology A.

STURT, B. J.: English B, Modern History B, Geography B, General Mathematics B, Combined Physics and Chemistry B, Biology A.

WEEDEN, P.: English B, Modern History B, Mathematics 1 B, Mathematics 2 A, Combined Physics and Chemistry B, Biology A.

WHYTE, R. L.: English B, Modern History B, Geography B, Needlecraft and Garment Construction B, Home Economics A.

TEACHERS' COLLEGE SCHOLARSHIP

Ross Eggleton, Helen Lavis, Robyn White, Beverley Sturt, Monica Phillips.

INTERMEDIATE CERTIFICATE RESULTS, 1960.

3A.—Anderson, Mary; Behrend, Ronald; Bridge, Janet; Cork, Helen; Crampton, Kenneth; Croudace, Joan; French, Beatrice; French, Enid; French, Ruth; Harvey, Dawn; Kell, Diana; Lusis, Martin; Lyell, Elizabeth; Lynch, Kaye; McAlister, Patricia: McCully, Janice; McDonald, Robert; McDonnell, Cheryl; McLennan, Stanley; Manns, Diana; Murray, Geoffrey; Neden, Rhonda; Phillips, Helen; Purcell, Margaret; Robson, Lesley; Scott, Roslyn; Smart, James; Smart, William; Smith, Jennifer; Sutton, Ronald; White, Phillip; Withers, Graham; Wrenford, Michael; Vane, Lynette; Venables, Jennifer.

3A.C.—Anderson, Denise; Beavan, Patricia; Belt, Rex; Bryan, Raymond; Burgess, Elaine; Commins, Barbara; Cook, Margaret; Corbett, Clement; Dau, Anne; Denson, Mavis; Dowling, Sandra; Ferguson, Helen; Gaul, Jennette; Hlwya, Peter; Kavanagh, John; McDonald, Allan; McDonnell, Marjorie; Murray, Brian; Nolte, Betty; Oddy, Beverley; Shaw, Terrence; Sparks, May; Stanfield, Margaret; Stephenson, John; Sturt, Marilyn; Warden, Allen; Withers, Raymond.

ROTARY SCHOLARSHIP, 1960.

Stephen Marich; Martin Lusis.

M. H. COLYER SCHOLARSHIP

No Applicant.

HALF-YEARLY EXAMINATION RESULTS, 1961.

FIFTH YEAR ..... J. WEEDEN
FOURTH YEAR ..... P. WHITE
3A ..... P. SMART
3A.C. ..... I. McDOUGALL
2A.
SECOND YEAR ..... R. SIMMONDS
2B.
2A.C. ..... H. HAMPSTEAD
FIRST YEAR ..... H. HARRIS
2C. ..... B. MARTIN
I.C. ..... M. NOLTE

1960 AWARDS

ACADEMIC:

Dux of School ..... Barry Sheehan
Dux of Third Year ..... Phillip White

First in Class—
Fourth Year ..... John Weeden
3A.C. ..... Margaret Cook
2A. Class ..... Patricia Smart
2A.C. Class ..... Diana Worsnop
2C. Class ..... Ross Walsh
First Year ..... Rosalind Simmonds
1.C. Class ..... James Alchin

Second Place in Class—
Fifth Year ..... Peter Weeden
Fourth Year ..... Lois Boyd
3A. Class ..... Michael Wrenford
3A.C. Class ..... Patricia Beavan
2A Class ..... Kevin Cowan
2A.C. Class ..... Kaye Hillier
2C. Class ..... Patricia Dowling
First Year ..... Phillip Jacobs

Third Place in First Year ..... Jennifer Weeden
1C. Class ..... Ian Clee

General Proficiency Prize—
Fourth Year ..... Judith Webb and Beryl Percival
3A. Class ..... Kaye Lynch
3A.C. ..... Brian Murray

Most Improved Student—
2A Class ..... Margaret McDonald
2A.C. Class ..... Paul Holdsworth
2C. Class ..... John Dowling
First Year ..... Kevin McAlister and Lyn Morris
1C. Class ..... Rhonda Day

SPECIAL AWARDS:

P. & C. Prize for Dux of School ..... Barry Sheehan
P. & C. Prize for Dux of Third Year ..... Phillip White
Literary Institute Prize for First Place in Fifth Year English ..... Barry Sheehan
Literary Institute Prize for First Place in 3A. English ..... Kaye Lynch

R.S.S. & A.I.L.A. for First Place in Fifth Year History ..... Ross Eggleton

C.W.A. for Proficiency in Home Science ..... Jennifer Smith
Rotary Club Prize for Senior Citizenship ..... Judith Webb
Apex Prize for Junior Citizenship ..... James Smart
Headmaster's Prize for School Service ..... Colin Banwell
Mary Elizabeth Gordon Prize for Outstanding Merit ..... Gervais Murphy and Helen Lavis
P. & A. Society Prize for First Place in Fouth Year Agriculture ..... John Bushell

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THE NEW HIGH SCHOOL

THE ADMINISTRATION BLOCK

The Administration Block of the new school contains offices, the library and a clinic. The ground floor contains the offices of: The Headmaster, Mr. K. Gollan; the Deputy Headmaster, Mr. L. Bonnor; the English Master, Mr. V. Judd; the School Counsellor, Mr. Billyard; the School Clerk, Mrs. Barlow; and a well-equipped clinic. The rooms are all spacious and well lit and ventilated; the colour schemes are contemporary and the ceilings are done in a way which produces a coral-like effect. The floors are covered with blue lino tiles, which harmonise very well with the colour-schemes.

The upper storey contains a spacious library, an adjoining classroom, the office of the librarian, Mrs. B. Orr; a study-room and a storage-room.

The furniture and fixtnres are in a lightly-coloured, varnished wood and are of modern design.

All of these features make the Administration Block very modern and attractive. The rooms all have sufficient windows to allow plenty of light to enter; and are well ventilated. The building offers modern facilities and reasonably-wide corridors to allow for easy movement of classes.

—K. LYNCH, Fourth Year.

"B" BLOCK (GROUND FLOOR)

On this floor, from the Sydney Street side, are found the following rooms:—

Firstly there is a large class-room which will be 3A room. Then there is a set of stairs leading to the top storey, beside which are found girls' lockers and a cleaners' room.

Then there is a large science demonstration room, which will be Fourth Year room, and has seating for fifty pupils. This is adjoined by the science preparation room, the dark room and a text-book room.

Then there is the large science laboratory containing ten benches each with seating room for four pupils. At each bench is a sink and two gas burners.

Next there are two small storage rooms, the maths-science staff room and the staff toilets. This staff-room will be occupied by the following teachers.—Miss Kirby, Mrs. McNair, Mr. Stephens, Mr. Callister, Mr. Redden and Miss White. Adjoining the staff-room are the boys' lockers and the other set of stairs leading to the top storey. Running between the two sets of stairs is a long corridor.

The last room on this floor is a large one and will be the 2B classroom.

Throughout this ground storey the floors are painted with a plastic paint, and the ceilings are sound-proofed. The colour scheme throughout is mostly done in light shades and it looks very impressive. In each classroom is a heater for use in the winter time. As yet there is no lighting system.

The only fault I can see is that there are not enough classrooms and too many storage and office buildings.

—J. SMART, Fourth Year.

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"B" BLOCK (FIRST FLOOR)

On the first floor of "B" Block there are seven classrooms and a male staffroom. The rooms from the Sydney Street end are 3AC, 1A, 1B, 1C, 2C, Fifth Year, Staffroom and 2A.C. Room. The staffroom will accommodate seven teachers. This year these will be Messrs. Giddings, Patton, Lonergan, Norman, Gray, Woodhouse and Skein. The 1C, 2C and Fifth Year rooms are separated by folding door partitions, which may be folded back to produce a small hall with a stage when any minor school function is held. The stage will be used throughout the year as Fifth Year room. For easy handling these rooms will have portable chalk-boards. The rooms have single tables and chairs and tiled floors. All except Fifth Year have a heater. A long corridor with linoleum tiles on the floor, panelled walls and accoustic tiled ceilings, runs along the Dalhunty Street side, linking all classrooms. It meets a set of stairs between the last two rooms on each end. A door near 3A.C. opens on to a covered walk leading to the library in the administration block. The walls, except where they are panelled, are painted in gentle pastel shades, varying in each room. This is a relief from the usual drab Government colours. Windows, faced to catch the maximum amount of sunlight, are a prominent feature in this modern school block. It is something we should be proud to own.

—P. WHITE, Fourth Year.

"C" BLOCK

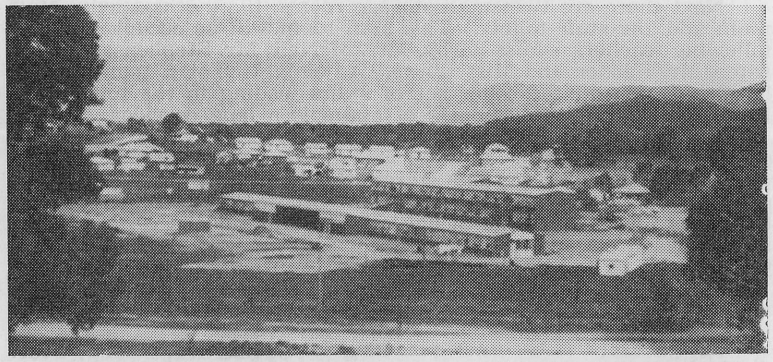
This block contains the Home Science Office block, a large modern kitchen, demonstration room and preparation room, in the Home Economics Section. In the Needlework Section there are spacious work-rooms and a fitting-room. Adjoining this are the girls' toilets and shower recesses, which are very elaborate and coloured a soft pink. In the centre of the block is the canteen, which will be organised by the P. & C. Association. In this area there are large, airy eating areas surrounding the service counter.

On the southern end are the boys' toilets, change-rooms and showers. Adjoining this are the Manual Arts Rooms. First in the line is the Drawing Room, which is very modern and well equipped. Next is the Woodwork Room, which is very adequately furnished, with four electric lathes. The last room is the Metalwork Room.

The colour schemes in the block are very modern. All rooms are adequately equipped and the furniture is modern.

In the Home Economics Preparation Room there are seven stoves in all—four electric and three porta-gas.

—R. NEDEN, Fourth Year.



TUMUT HIGH SCHOOL, SEEN FROM HOSPITAL HILL BEFORE COMPLETION OF BUILDINGS AND GROUNDS.

HON. W. F. SHEAHAN

SETTING THE FOUNDATION STONE OF TUMUT HIGH SCHOOL

On Saturday, February 18, the Hon. W. F. Sheahan, Minister for Health and Member for Burrinjuck, set the foundation stone of the new £138,000 High School in Tumut.

Mr. D. W. Lyell, President of Tumut Parents and Citizens' Association, welcomed the many parents and citizens present and outlined the stages in the agitation for the new High School.

Councillor R. R. Knox, President of the Tumut Shire Council, welcomed Mr. J. F. Bingham, B.Sc., Director of Education, South-Western Area, and other distinguished guests. Cr. Knox aso referred to the helpful part played by Mr. Sheahan in establishing the new High School. He also believed the new school was also fortunate in having as its first Principal Mr. K. Gollan.

Mr. Sheahan, after a brief address, then set the foundation-stone, which bears the following inscription:—

"This stone was set by the Hon. W. F. Sheahan, Q.C., LL.B., M.L.A., Minister for Health, Member for Burrinjuck, 18/2/1961. Hon. E. Wetherell, M.L.A., Minister for Education; Harold S. Wyndham, M.A., Ed. D., Dip. Ed., Director-General of Education. Farrer, Government Architect."

Cr. Knox, on behalf of the Tumut Parents and Citizens' Association, then presented Mr. Sheahan with an inscribed silver trowel as a memento of the occasion.

Mr. K. Gollan, B.A., Principal, Tumut High School, thanked Mr. Sheahan and Cr. Knox for their generous remarks concerning himself.

Mr. Gollan then thanked Mr. Sheahan for setting the foundation-stone and spoke of Mr. Sheahan's continued interest in the affairs of the Tumut Schools, which he had visited on many occasions over the years.

After the singing of the National Anthem visitors inspected the new buildings and were entertained at afternoon tea.

VISITORS TO SCHOOL, 1961.

MINISTERIAL:

Hon. W. F. Sheahan, Q.C., M.L.A., Minister for Heath.

DEPARTMENT OF EDUCATION:

Mr. A. W. Stephens, M.A., Director of Secondary Education.
Mr. J. F. Bingham, B.Sc., Director of Education, S.W. Area.
Mr. H. Rowe, B.A., District Inspector of Schools.
Mr. E. C. Colman, B.A., Area Secondary Inspector of Schools, S.W. Area.
Mr. C. Mullavey, B.V.Sc., Inspector of Schools.
Mr. H. J. Taylor, Assistant Supervisor Manual Training.
Miss H. Smith, Assistant Supervisor Home Economics.
Mr. L. Laurie, National Fitness and Physical Education Advisor S.W. Area.
Mr. J. Wildman, Supervisor Junior Farmer Clubs, S.W. Area.

DISTINGUISHED GUEST OF P & C. ASSOCIATION:

Mr. J. Mahajan, Press Attache, Information Service of India.

CHILD WELFARE DEPARTMENT:

Mr. R. J. Nolan, Resident District Officer.

CLERGY:

Rev. F. J. Dau, L.Th.
Mrs. F. Dau.
Rev. E. Graham.
Rev. B. Sommers.
Rev. Father Blakeney.
R ev. Father Lloyd.

ARMY:

Lieut.-Colonel Trennery, A.H.Q.
Commander A. McIntosh, R.A.N.

GUIDANCE:

Mr. D. Lang, Department of Labor and Industry.
Mrs. Johnson, Department of Labour and Industry.
Mr. Cocks, Personnel Officer, Forestry Commission.
Mr. Learmonth, Technical Staff Training Officer, Australian Iron & Steel Pty. Ltd.

BANK EDUCATION SERVICE:

Mr. N. Bice, Bank Education Service.
Mr. J. C. Culliton, School Bank Liaison Officer, Commonwealth Savings Bank.

COMMONWEALTH EMPLOYMENT OFFICE:

Mr. Swinton.
Mr. Passlow.

TUMUT SHIRE COUNCIL:

Mr. R. R. Knox, President, Tumut Shire Council.

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1961 PREFECTS' TEA

On Tuesday, 10th October, 1961, the Prefects and Captains of Tumut High School were hosts to members and representatives of the various civic and cultural organisations of Tumut.

The Prefects' Tea is a chance for the representatives of various Tumut societies to meet the representatives of the pupils of the school.

John Weeden and Beryl Percival, the School Captains, on behalf of the Prefects, welcomed about fifty guests.

Councillor W. White thanked the prefects and teachers present for a good afternoon tea. He remarked that his wish, expressed last year, tea in the new school was now fulfilled.

The Prefects, Captains and Mrs. Emerton are to be thanked for their help in the preparation and serving of afternoon tea.

—J. VENABLES, Fourth Year.

PREFECTS

Seated (L. to R.): Judith Webb, Beryl Percival (School Captain), Mr. K. Gollan (Principal), Mr. L. Bonnor (Deputy Principal), John Weeden (School Captain), John Betts.

Standing (L. to R.): Carol Stuckey, Rhonda Neden, Jennifer Venables, Kaye Lynch, Jim Smart, Ron Sutton, Phillip White, Colin Banwell.

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EDITORIAL

This world is changing, and changing, we hope, for the better. But rapid changes in the political, economic, social and cultural forces which shape our lives require us to modify our established thought and practice to meet them.

Antagonistic, even irreconcilable, codes of behaviour and ways of thinking are fostered by different national and international groups. The individual is confused and bewildered.

In industry efficiency has been gained by moulding man to the requirements of the machine. The application of individual thought and skill is passing increasingly from the worker to the expert, the specialist, the planner. The worker tends to regard himself as a slave to a particular industry, to a particular process within that industry, even to a machine concerned with that process. He finds his work boring and soul-destroying, since it fails to satisfy his desire for recognition and self-realisation as an individual.

Is it any wonder, then, that the worker tends to regard his leisure time as an escape from unsatisfying work, that he lives for the week-end?

The family members have divergent interests; they separate in search of employment. Thus the powerful influence of the family for good or ill is weakened.

In our moral life we appear to lack generally acceptable standards of value appropriate to our present needs.

Think of our own children, those next door, those of our friends. What can we do to fit them for life in this complex technological age of diversity.

We must try to make them understand their environment and its possibilities for good or evil. We must try to fit them to make their own positive contribution. We must fit them to earn their living in congenial occupations suited to their developing talents and interests. We must try to fit them to live in harmony with and make their contribution in, the various family, vocational and community groups to which they will belong. Yet recognising that they are "different", we want the uniqueness of each to develop and be provided for.

Children should be encouraged to have lives of their own; in this crowded modern age the individual requires opportunities for solitude more than ever before. We must fit our children to discriminate between truth and error, between honest and misleading propaganda, between the essential and the non-essential. We must encourage children to be tolerant; to respect themselves and others; to feel a sense of community responsibility and service, and to develop a questioning and critical attitude.

To do all this the school, the home and the community must work together if we are to evolve to a fully democratic society.

THANKS

Mrs. Barlow, who typed the copy;
Fourth Year students, who collated the copy;
The staff, who read and corrected the proofs;
Mr. Bonnor, who took the photographs.

—L. GIDDINGS, Editor.

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SCHOOL NOTES

STAFF NOTES, 1961.

Since 1960 many staff changes have occurred.

NEW APPOINTMENTS:

Mr. Bonnor—Deputy Principal.
Mr. Redden—Maths.-Science Staff.
Mr. Mills—Manual Arts Staff.
Mr. Callister—Science Staff.

REPLACEMENTS AND TRANSFERRED:

Miss White replaced Miss Booth on the Modern Languages Staff.
Miss Germon replaced Miss Franks on the Home Science Staff.
Mrs. Emerton replaced Miss Elstone on the Home Economics Staff.
Mrs. Cameron replaced Mrs. Hoad on the Home Economics Staff.
Mrs. McNair replaced Mr. Phillips on the Maths Staff.
Mr. Gray replaced Mr. Buxton as Class teacher.

TRANSFERRED:

Miss Elstone—to Inverell.
Miss Booth—to Sydney.
Miss Franks—resigned.
Mr. Buxton—to Gundagai.
Mrs. Hoad—to Tumut Primary.
Mr. Phillips—retired.
Mr. O'Dwyer—to Science Master, Griffith.

1961 FAREWELL TO FIFTH YLAR

Fourth Year students (the hosts) entertained Fifth Year students and their parents, the staff of the school and a number of distinguished guests at a dinner held in the Parish Hall on the evening of Thursday, 26th October.

The chairman of the function, Phillip White, introduced each of the Fifth Year students and welcomed distinguished guests, parents and school staff.

Mr. Rowe (District Inspector of Schools) replied on behalf of the guests.

Beryl Percival and John Weeden (School Captains) expressed their thanks to Fourth Year, the staff, parents and guests for aiding Fifth Year in their studies.

Mr. Gollan (Headmaster) congratulated Fifth Year students on completing their secondary education and compared the hazard of the Leaving Certificate with that of passing public examinations in Confucianism in 19th Century China.

Mr. Lonergan thanked Mrs. Emerton, Miss Germon and Fourth Year for their capable organisation of the dinner.

To conclude the evening a school social was conducted. All pupils in attendance appeared to enjoy the dancing.

(This page donated by Younghusband Ltd. and Davy Bros.)

FIFTH YEAR, 1960.

PETER WEEDEN is studying civil engineering at the University of N.S.W. at Kensington.
ROSS EGGLETON is at Wagga Teachers' College.
ROBYN WHYTE is at Sydney Teachers' College.
MONICA PHILLIPS is at Balmain Teachers' College.
BEVERLEY STURT is at Wagga Teachers' College.
BARRY SHEEHAN is working in the Commonwealth Bank at Clovelly.
GERVAIS MURPHY is working in the Rural Bank at Tumut.
HELEN LAVIS is in Queensland.

—M. LUSIS, Fourth Year.

FIFTH YEAR

Seated (L. to R.): Carol Stuckey, Beryl Percival, Lois Boyd, Judith Webb, Helen Barnes.

Standing (L. to R.): John Weeden, John Betts, Stephen Marich, Bruce Baker, Robert Bennetts, Chris Barry-Cotter, John McCausland, Colin Banwell.

OPEN DAY

The first Open Day at the new Tumut High School was a great success. Many parents came along to see their children at work and to inspect the new buildings. A stream of visitors passed through the spacious rooms all afternoon.

Block C with its modern equipment was the subject of many favourable remarks, everyone being impressed with the modern equipment contained therein. The offices and furniture also created favourable impressions.

After viewing the buildings many parents expressed their wish to be attending school under such good conditions.

—J. VENABLES, Fourth Year.

(This page donated by P. Kemp and Johnson's Milk Bar)

P. & C. ACTIVITIES, 1961.

This year has been one of activity for members of the P. & C. and one in which much has been achieved.

Firstly, the annual School Fete conducted in February by the Tumut P. & C. was very successful and provided the bulk of funds raised during the year.

Also in February of this year it was decided that as the Primary School and the High School were operating as separate schools with individual staffs, separate P. & C. Associations should be formed for each school. Consequently, at an inaugural meeting in March the Tumut High School P. & C. Association was formed and the following office-bearers were elected:—Patron, Councillor R. R. Knox; patroness, Mrs. T. Wilkinson; president, Mr. D. W. Lyell; treasurer, Mrs. J. Wignall, and secretary, Mr. R. Smith.

Prior to occupation of the High School buildings a committee comprising the president, Mrs. G. Morris; treasurer, Mrs. S. Sundin; secretary, Mrs. Rosetta; and Mesdames J. Smart, J. McDonald, K. Gollan and W. White, was formed to control and determine a policy for the canteen, to employ a manageress and to arrange rosters of voluntary helpers.

The successful operation and smooth running of the canteen from its opening day is entirely due to the work and organisation of the above committee.

A canteen "kitchen tea", which provided many utensils, implements, linen and cash, all of which were essential for use in the canteen, was held in July.

Some of the goods and services provided by your P. & C. during the year are library books, periodicals and magazines, stencils and duplicator equipment, 'phone extensions to the school, an electric stylus for marking library books and many other smaller items.

The Tumut Shire Council has been requested to carry out the following works:—Improvements to Lambie Street in the vicinity of McFarlane's Creek and the widening and provision of a hand-rail to the footbridge over the creek itself; sealing of the streets surrounding the school block; and the provision of school signs at appropriate points in the school area. Some of this work is being carried out at present.

The Department of Education has been asked to provide an Assembly Hall.

Average attendance at P. & C. meetings has been 22 and appears to be increasing.

—R. SMITH, Secretary.

THE TUMUT HIGH SCHOOL CANTEEN

The Tumut High School Canteen is run by a sub-committee of the High School Parents & Citizens' Association, which receives all profits from the canteen.

The two major aims of the committee in running the canteen are: Firstly, to provide nutritious lunches and other items or food at a reasonable cost for the students; secondly, to provide funds for the various requirements of the students.

The canteen, situated conveniently adjoining the students' dining area, is very modernly equipped. Built-in cupboards surround two walls, a serving area takes up the third wall, while the fourth wall is lined with shelves, on which stationery and other items of school requisites are stored.

The canteen is bright and airy and provides a cheerful working area for the paid supervisor and voluntary assistants who conduct it. These assistants, who work on a roster system, are mothers of the students who attend the High School.

The canteen is very well patronised by the students as well as by the teaching staff.

TUMUT HIGH SCHOOL ANNUAL FETE

The 1961 Annual Fete was a success because of the keen enthusiasm of the pupils and their parents and the staunch support of the Parents and Citizens' Association and the community.

The classes ran various activities and succeeded in raising £88. 3A.C. Class won the inter-class competition for the raising of money with an effort of £24/1/2, which gave a return of 19/- per pupil. This was the highest return per pupil. 2B Class came second with a nett return of £15/6/8, and third in the return per pupil competition with an average of 8/6. Class 2A came third with a nett return of £10/3/2 and second in the return per pupil with an average of 11/4. Each of the classes was awarded two pictures to be hung in its classrooms.

The various competitions run by the classes were won by the following people:—

First Prize in 3AC's Competition, Mrs. Scott; Second Prize, Mrs. Dowell; 2B's Competition, Mr. Battenally; 2A's Competition, Joe Halas; 1A's Competition, Susan Stubbs and Mr. Norman; 1B's Competition, Terry Webb and Graham Bye; 1B's "Stake A Claim", Rhonda Neden; and 2B's Stepping the Distance, Mr. L. H. Bonnor.

The total amount raised was £89/4/5.

—K. LYNCH, Fourth Year.

BOOK WEEK

Various competitions are held in conjunction with Book Week in schools throughout New South Wales. A competition for an illustrated book-cover design was held at the Tumut High School from 10th to 17th July. This was keenly-contested with about 170 entries.

The junior section was won by Lorna Crampton and the senior section by Pam Williams.

In the junior section 18 covers were commended. The designers of the covers were: Wayne Ward, Chris Bonnor, Louise Shaw, Colin Braathen, Graham Smith, Daniella Marich, Joy Martin, Roger Learmont, Ann Miller, Inge Peters, Allana Hogan, Leslie Boyd, Susan McKean, Helen Bailey, Anne Barnes, Robyn Upward, Jenny Hodges, Malcolm Kell.

In the senior section nine covers were commended. The designers of the covers were: Allan Wignall, Rhonda Neden, Kay Hillier, Gaye Eggleton, Jenny Venables, Deneva Spencer, John Stuckey, Sandra Foster and Pat Smart.

LYNETTE VANE Fourth Year.

DEBATES

Debating was once again started with a demonstration debate in the school hall by members of Fourth Year at the beginning of the first term.

Debates were then held at the different class levels every Tuesday for the rest of the term.

Macquarie were triumphant this year with 66 points. They were closely followed by King (63 points), Hunter (57 points) and Phillip (54 points).

Topics debated were::

"That it is better living in the country than in the city";
"The modern teenager has too much freedom";
"Music and Art should be compulsory in high schools";
"That there is no opportunity for individuality in modern life";
"Life is what you make it".

—S. McLENNAN, Fourth Year.

(This page donated by L. Riley and Gulliford's Butchery)

LIBRARY

The Tumut High School Library is now housed in its new quarters and students and teachers alike are most appreciative of this spacious well-lit environment, which is most conducive to study and research.

Since "Bogong" was last published one hundred and eleven books have been added to the library and most of these have been donated by the P. & C. Association. This Association also provides book plastic and all new books are covered with this material before being placed on the shelves. As well as preserving the books and their dust-jackets, this covering allows a much more attractive book to be presented to the students, who are continually encouraged in the careful handling of books.

Newspapers and periodicals are purchased regularly and magazines are displayed on our new magazine stand. The magazine "Knowledge" is bought weekly and eventually will be bound to form a set of encyclopaedias. Among this year's new books is the "Shorter Oxford Dictionary", a volume of some two thousand five hundred pages. A special stand has been provided for this book.

During the year donations were received from Mr. P. E. Cook, of Batlow, and the Tumut Branch of the Country Women's Association. Donations such as these are always most welcome as our finances limit the number of books which can be added to our library.

The P. & C. has also provided an electric stylus which enables books to be clearly and permanently numbered.

Students responded enthusiastically to our Book Week Competition, a report of which appears elsewhere in this publication. Our thanks go to Mrs. Milton Archer for giving so much time to the judging of this competition and to the pupils who submitted entries. The prizes for this competition will be presented at Speech Night.

Many of our old and well-worn books have been re-bound and restored, and we now have on our shelves approximately two thousand books.

The opening of the Tumut Shire Library has meant much to our pupils, and we feel sure that they will find their school library training of great assistance to them in their use of this and other public libraries.

—B. T. ORR, Librarian.

(This page donated by Clifford's Pharmacy and P. Thatcher)

CAREERS

In the choice of a career a girl should be guided by her abilities, her interests and by the availability of employment. To enter a position in which a girl is not interested or which she is unable to fill satisfactorily is to seek certain failure and unhappiness. To pine for work which is definitely not available is equally foolish.

Parents can do much to encourage their daughters to make the most of their educational opportunities, and the school influences girls during their formative years when their choice of a career is largely determined.

Each girl at school is interviewed and her ambitions are discussed and she is advised on the possibility of her following the career she has chosen. During the year some students were tested by officers of the Vocational Guidance Bureau, and the results of these tests were forwarded to their parents.

Last year four girls were successful in their Leaving Certificate Examination and have gone on to tertiary education. It is interesting and satisfying to note that each year more girls are realising the advantages of higher education and thus are entering Fourth and Fifth Year.

Many of our girls who leave after the Intermediate eventually enter the nursing profession, while some take a commercial course either in Tumut or at Wagga Technical College, and others enter Banks or local business houses. Each year officers from the Commonwealth Employment Service visit the school and discuss with the Careers Adviser the positions available in the town and the availability of suitable girls to fill these vacancies.

Each girl is advised to follow a career in which advancement is possible. Many positions which are attractive at first sight prove to have no such promise of advancement and are what we call "dead-end" jobs because they lead nowhere.

B. T. ORR, Careers Adviser.

CAREERS

This year has seen a marked increase in the number of visitors to the school who were concerned with careers. There were ten altogether and, apart from the hardy annuals, Vocational Guidance Bureau, Bank Education Service, Commonwealth Employment Service, there were: Lieut.-Colonel Trennery from A.H.Q., Commander A. McIntosh, R.A.N., Mr. Culliton, Commonwealth Savings Bank Liaison Officer, and Mr. N. R. Learmonth, Careers Advisor of Australian Iron and Steel.

These people have done much to open up wider vistas to those who are thinking of careers.

The new school, with its better facilities for personal interviews, display of material and storage, is also helping to make the selection of a career somewhat easier. No doubt when things become more organised a greater time will actually be spent in considering the various aspects of a career before actually deciding upon one.

As a final thought, I would like to ask you, the pupil readers of this magazine, about yourselves. Have you thought yet about what you will be doing after you leave school? If not, do so, for it means a great deal and requres careful consideration.

N. G. LONERGAN, Careers Advisor.

(This page donated by Moran & Cato and J. Smart)

THE YEAR IN GUIDANCE

One of the most important functions of any school is to ensure that each pupil can progress to the limit of his ability without unnecessary emotional strain.

This has been the aim of much of the guidance which has been carried out in Tumut High School during the past year.

An endeavour has been made to isolate those students having adjustment or academic difficulties and to assist them in individual and group interviews. It has been found that, while a few students will come forward and discuss their problems voluntarily with the Counsellor, many are either unwilling to take any constructive first step or are unaware of the difficulties which they face in their studies.

In addition, each class has received talks on study methods and allied topics to assist students to achieve as much benefit from their lessons as possible.

In vocational guidance, as well as the work done by the Careers' Advisers, talks have been given to senior classes on scholarship schemes available and on the opportunities to be gained from higher education. All students in their pre-leaving age year have received a vocational guidance battery of tests which will be of great assistance to them when they interview the Careers' Advisers for advice as to a future career.

An invitation continues to be made to parents to approach the High School regarding the education of students. The closer the co-operation between parent and teacher the better for the student.

The Counsellor is usually available for interview on Mondays, and should any parent wish to discuss the child's education an appointment may be arranged through the Headmaster.

It is hoped that with the much-improved facilities for guidance in the new school building the New Year will see a continued improvement in the assistance being given to students when and as they need it during the course of their studies.

—J. BILLYARD, School Counsellor.

(This page donated by Hill's Foodland and J. P. Webb)

TUMUT HIGH SCHOOL ANNUAL PLAY NIGHTS

Tumut High School held its Annual Play Nights in the Leagues Club Hall on Tuesday and Wednesday nights, 15th and 16th August, when large audiences enjoyed plays staged by the students of the various classes. Selections from the "Mikado" were featured on the second half of the programme, with different plays each evening.

The classes rehearsed the plays all second term and all participants are to be commended on their stage portrayals and clear diction.

This year, in addition to the night sessions, plays were also presented on two afternoons and the best one from each afternoon added to the night plays—"Three Women To Every Man"—on Tuesday night and "Wireless And Such Like" on Wednesday night.

AFTERNOON PLAYS:

The following plays were presented on the first Play Afternoon on Friday, 11th August:—

"Over the Ranges" (by Muriel Dalton), played by 1B and produced by Mrs. B. Orr; "Three Women To Every Man" (by Paul Daly), played by 2C and produced by Mr. J. Skein; "The Man With The Money" (by Phillip Abson), played by 1A and produced by Mr. M. Woodhouse, and "The Stolen Prince" (by Dan Totherol), played by 1A and produced by Mrs. A. Cameron.

On Tuesday afternoon, 15th August, the following plays were presented:—

"Tragedy Of Mr. Punch" (R. Thorndike and R. Arkall), played by 2B and produced by Mr. M. Norman; "Wireless And Such-Like" (F. Hydge and W. Fifth), played by 2A.C. and produced by Miss J. Kirby; "Night At An Inn" (Lord Dunsany), played by 3A.C. and produced by Mr. N. Lonergan; "The Shirt", played by 3A and produced by Mr. J. Patton.

NIGHT PLAYS:

Four plays, in addition to "The Mikado", were presented on Tuesday and Wednesday nights, 15th and 16th of August. The night plays were of a very high standard and the large crowd enjoyed the evening's entertainment.

The plays presented on Tuesday night were:—

"Three Women To Every Man"; "The Uninvited Guest" (Ruth Park), played by 2A and produced by Mr. M. Redden; "St. George And The Dragon" (traditional), played by 1C and produced by Mr. R. Gray; "Rory Aforesaid" (John Brandayne), played by Fourth Year and produced by Mr. G. Stephens.

"The Mikado" (Gilbert and Sullivan) was produced by Mr. J. Callister. Musical direction was by Miss J. White; accompaniste, Mrs. E. C. Barlow; decor. and costumes, Miss E. Germon.

The following plays were presented on Wednesday night in addition to "The Mikado":—

"Wireless And Such-Like"; "The Raft" (Richard Parker), played by 1B and produced by Mrs. N. Emerton; "Old Moore's Almanac" (John Pearin), played by 3A and produced by Mrs. M. McNair; "Bush Lawyer" (D. Ingram-Smith), played by Fourth Year and produced by Mr. L. Giddings. This was the School Play performed at Queanbeyan as part of the Inter-School visit.

The committee of management for the plays was as follows:—Organiser, Mr. V. A. Judd; business manager, Mr. M. Norman; stage manager, Mr. G. McNair; make-up, Miss E. Germon, Miss M. McCaughey and girls of 3A and Fourth Year.

—M. WRENFORD, Fourth Year.

(This page donated by H. Wyse and I. M. Barbour)

INTER-SCHOOL PLAYS

This year's plays were presented at Queanbeyan on the Thursday night and were watched and greatly enjoyed by the large crowd in attendance.

Queanbeyan acted very credibly, "Money Makes A Difference". This play was very entertaining and had the audience rocking in laughter. The cast was as follows:—Louisa Barton, Peter Barton, Horace Tidway, Janice Saunders, Brian Triglone, Michael Eley, Bill Pinker and George Long.

Tumut play, "Bush Lawyer", was adapted from radio and proved to be most entertaining. The cast was as follows:—John Moxam, Jim Smart; Jenny Moxam, Rhonda Neden; The Pound Keeper, Ron Sutton; Constable Johnston, Graeme Withers; Shire Clerk, Phillip White; Mac Mackenzie, Jim Roberts; Barrister, Diana Manns; Magistrate, Jenny Venables; Clerk of Court, Elizabeth Lyell.

The adjudicator's report followed the last play and we saw Queanbeyan win by 86 points to Tumut's 78 points.

—R. NEDEN, Fourth Year.

ANZAC DAY

This year's Anzac Ceremony was held in the School Hall on Monday, 24th April. Both pupils and staff were present and the ceremony consisted mainly of listening to, and taking part in, the Ceremonial Broadcast from Hyde Park.

Those seated on stage were Mr. Fuller (representative of Tumut R.S.L.), Mr. Rowe (Inspector of Schools), Mr. Betts (Primary Headmaster), Mr. Gollan (Headmaster), Mr. Bonnor (Deputy Headmaster) and the School Captains, Beryl Percival and John Weeden.

During the ceremony Mr. Fuller, along with the School Captains, laid wreaths on the School's Honour Roll.

On the following day (Anzac Day) the School Captains laid a wreath on the Cenotaph in the Town Park. School Prefects were also present at this ceremony.

—JIM SMART, Fourth Year.

SCHOOL ACCOUNTS

At the beginning of 1961 the School Account showed a credit balance of £251/5/9. Total receipts at 24/8/1961 amount to £1,175/16/5 and payments of £1,066/3/8 had been made, leaving a credit balance of £360/18/6.

The main receipts were:—Text-books fees £380/11/1, sports fees £96/5/11, socials, etc., £43/15/2, play nights' receipts and donations to the School magazine £178/13/5, travel £268/0/9, and general £208/10/1.

The main items of expenditure were: Text books £400/17/8, sports equipment £106/19/2, play nights and magazine £21/3/8, travel £253/1/2 and general £284/1/11.

A cheque for £50 was received from the Tumut Football Club to help pay the cost of transport to various carnivals.

(This page donated by H. Nancarrow and Arenias Fashion Salon)

SPORTING SECTION

HOUSE PATRONS AND CAPTAINS

PHILLIP

Master: Mr. L. Giddings.
Boy Captain: P. Lindley.
Vice-Captain: B. Armstrong.
Mistress: Miss E. Germon.
Girl Captain: C. Stuckey.
Vice-Captain: E. Lyell.

HUNTER

Master: Mr. N. Lonergan.
Boy Captain: J. Betts.
Vice-Captain: R. Sutton.
Mistress: Miss J. Kirby.
Girl Captain: B. Percival.
Vice-Captain: R. Neden.

MACQUARIE

Master: Mr. G. Stephens.
Boy Captain: J. Smart.
Vice-Captain: J. Weeden.
Mistress: Miss J. White.
Girl Captain: J. Venables.
Vice-Captain: J. Bartell.

KING

Master: Mr. J. Patton.
Boy Captain: G. Rosetta.
Vice-Captain: B. Baker.
Mistress: Mrs. A. Cameron.
Girl Captain: J. Webb.
Vice-Captain: J. Smith.

INTER-SCHOOL VISIT

Late in second term Tumut travelled to Queanbeyan to compete in winter sports, debates and plays.

The timetable for the visit was slightly different to those of previous visits, all the sporting competitions being held on one day, the debates and plays on the night of arrival and the social on the following night. To add to the enjoyment of the visit, on the return journey the Tumut team visited the War Memorial and other scenic places in Canberra.

Keen competition was shown in all contests and Tumut was unlucky to be overshadowed by a slightly stronger Queanbeyan team. All those who were successful in their events are to be congratulated.

Although the visit was not entirely successful for Tumut, all enjoyed themselves and are looking forward to a more successful visit next year.

INTER-SCHOOL VISIT TEAM

J. Betts, S. Marich, J. Weeden, C. Barry-Cotter, C. Banwell, J. McCausland, K. Crampton, J. Smart, R. Sutton, G. Withers, P. White, G. Rosetta, J. Stuckey, D. Welsh, D. Galvin, N. Smyth, P. Lindley, D. Whyte, R. Wyse, H. Cork, J. Roberts, J. Bennetts, R. Neden, L. Vane, K. Hillier, E. French, A. Dau, E. Lyell, J. Smith, D. Manns, B. Stubbs, J. Venables, M. McDonald, M. Stanfield, M. Belt, R. Simmonds, J. Gollan, L. Boyd, B. Percival, J. Bartell, J. Webb, K. Morris, D. Spencer, C. Stuckey, P. Cribb, J. Learmont.

—J. WEEDEN, Fifth Year.

(This page donated by Tumut Auto Sales and M. Carr)

INTER-SCHOOL VISIT RESULTS

FOOTBALL

Resulted in 3-all Draw. Scorers: S. Marich—try (Tumut), D. Grimmond—try (Queanbeyan).

HOCKEY

Won by Tumut 3—0. Scorers: M. Stanfield 2, J. Smith 1.

GIRLS' BASKETBALL

Won by Queanbeyan. Scores: 40—19.

BOYS' BASKETBALL

Won by Queanbeyan. Scores: 29—19.

TENNIS (BOYS)

Won by Queanbeyan.

(TENNIS (GIRLS)

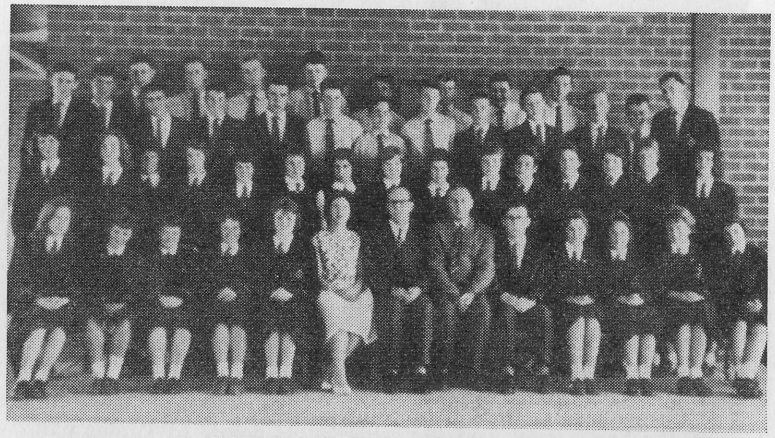
Won by Queanbeyan.

PLAYS

Won by Queanbeyan (84 points), Tumut (78 points).

ATHLETICS

Girls' 75 yards: R. Simmonds 1, J. Venables 2 ..... 9.2
Girls' 100 yards: J. Venables 1, R. Simmonds 2 ..... 12.2
Girls' Relay: Tumut 57.5
Captain ball: Queanbeyan.
Boys' 100 yards: J. Smart 2, P. White 3 ..... 10.1
Boys' 440 Yards: Queanbeyan 1 and 2, J. Roberts 3 ..... 58.2
Mile: Queanbeyan 1 and 2, Sutton 3 ..... 5—0.11
Relay: Queanbeyan 1 ..... 49.5
Tug-o'-War: Tumut.
Athletics Total Score: Queanbeyan 84, Tumut 78.



INTER-SCHOOL VISIT TEAM

Front Row (L. to R.): J. Webb, S. Webb, M. Belt, J. Venables, B. Percival, Mrs. N. Emerton (Sports Mistress), Mr. K. Gollan (Principal), Mr. G. McNair (Sports Master), J. Weeden, C. Morris, R. Neden, L. Vane, K. Hillier.

Second Row: L. Boyd, H. Barnes, D. Spencer, A. Dau, B. Stubbs, J. Bartell, C. Kell, J. Gollan, J. Learmont, R. Simmonds, M. McDonald, J. Smith, D. Manns, E. French, C. Stuckey.

Third Row: J. Betts, G. Rosetta, J. Stuckey, D. Whyte K. Crampton, D. Galvin, H. Cork, N. Smyth, P. Lindley, J. Roberts, R. Sutton, C. Banwell, G. Withers.

Back Row: P. White, J. McCausland, C. Barry-Cotter R. Wyse, J. Smart, D. Welsh, S. Marich, R. Bennetts.

(This page donated by Pidsley Bros. and Coles Ltd.)

SPORT

Blues for 1961 have been awarded to the following:—

BOYS—

Cricket: J. Stuckey.
Football: J. Betts, J. Weeden, G. Rosetta, K. Crampton.
Tennis: R. Sutton.
Athletics: P. White, J. Smart.

GIRLS—

Basketball: Lois Boyd, B. Percival.
Hockey: J. Smith, M. Stansfield.
Athletics: J. Venables.
Softball: B. Percival.

Congratulations to those who have been awarded Blues, and to all teams and players who have not been specially mentioned for the manner in which they took part in the various sports played and in the sportsmanship shown throughout the school.

Blues are awarded to those who show outstanding ability in a sport and entitles that person to have the words: Tumut High School Sports Union, followed by the sport and year embroidered on his blazer pocket.

The school hockey team has this year been most successful in that they are the only team in the school with an undefeated record.

The girls' athletic team to visit Queanbeyan proved to be quite outstanding and surprised the coaches at that school with their style and ability, J. Venables and R. Simmonds being the members to impress most.

The House Competition for 1960 was won by Macquarie House with 65 points, followed by Phillip 49, King 45 and Hunter 41.

Finally, we wish to thank all the people and organisations that have helped school sport this year. In particular, the Tennis Club and Football Club have once again been most generous.

INTER-SCHOOL FOOTBALL

On Friday, 11th August, during the inter-school visit an interesting football match was played between Queanbeyan and Tumut Open Teams. The match was very keenly contested, with both teams being evenly matched. In the first half Queanbeyan slightly had the upperhand and at half-time led 3—nil after a nice try by fullback David Grimmond. However, after a half-time pep talk by coach L. Giddings, Tumut played far better in the second half and drew level at 3—3 after Stephen Marich scored. Towards the end of the second half Tumut pounded the Queanbeyan line but could not break the defence, with the final score remaining 3—all.

—J. SMART, Fourth Year.

ATHLETICS—INTER-SCHOOL VISIT

At Queanbeyan, on the visit held between 10th and 12th of August, the home team won the athletics 84 points to Tumut's 78.

The events contested were:—

Boys: 100 yards, 440 yards, mile relay, 4 x 100 yards and a tug-o'-war between the football teams.

Boys: 100 yards, D. Grimmond (Q.), J. Smart (T), P. White (T) 10.1 secs.; 440 yards, Queanbeyan 1 and 2, J. Roberts (T) 3, 58.2 secs.; mile, Queanbeyan 1 and 2, R. Sutton (T) 3, 5 min., 41 secs.; relay, Queanbeyan 1, 49.5 secs.; Tumut won the tug-o'-war three pulls to nil.

Girls: 75 yards, R. Simmonds (T) 1, J. Venables (T) 2, 9.2 secs.; 100 yards, J. Venables (T) 1, R. Simmonds (T) 2, 12.2 secs.; relay, Tumut 57.5 secs.; captain ball, Queanbeyan 3—nil.

—P. WHITE, Fourth Year.

(This page donated by J. Blakeney and H. Smart)

GIRLS' SPORT, 1961

During this year the main sports played have been tennis, vigoro and softball in the summer months with hockey, basketball, athletics and tennis being the winter sports. House competitions have been run in all sports with the exception of athletics.

Vigoro and softball have been deleted from the inter-school visit programme, with Queanbeyan as a result of the decision to hold only one inter-school visit per year.

The hockey team has been fortunate in being able to participate in the local competition and has enjoyed quite a few successes in district carnivals. Matches have also been played against Queanbeyan and Wagga High Schools. More girls are playing hockey this year, and it is hoped that many more will join the ranks next year to replace the players who will be leaving school.

Unfortunately, there is no local competition in girls' basketball, although quite a few of the girls belong to town teams playing men's rules. The girls have played matches against Tumut Convent, Adelong Central, Wagga High and Queanbeyan High Schools.

A feature of the tennis this year has been the coaching school conducted by Mr. Ashton, of Wagga. Many students have availed themselves of the opportunity not only to learn tennis but to improve their game.

Athletics has gained many more enthusiasts this year and the athletics team coached by Mr. Woodhouse competed at Cootamundra in the zone competition.

A swimming team travelled to Junee earlier in the year and, although beaten on points, the team showed great sportsmanship and took their defeat in good part. With the opening of the baths and the facilities to train, Tumut High should be a definite threat to the Junee, Temora and Cootamundra schools when next we meet.

With the completion of playing fields at the new high school an even more successful year is anticipated for 1962.

SPORTS BLUES

GIRLS—

BASKETBALL: Lois Boyd, Beryl Percival.
HOCKEY: J. Smith, M. Stanfield.
TENNIS: No Award.
VIGORO: No Award.
ATHLETICS: J. Venables.
SOFTBALL: Beryl Percival.

BOYS—

CRICKET: J. Stuckey.
FOOTBALL: J. Betts, J. Weeden, G. Rosetta, K. Crampton.
TENNIS: R. Sutton.
ATHLETICS: P. White, J. Smart.

(This page donated by Monaro Sawmills and C. Jackson)

INTER-SCHOOL HOCKEY

A hockey team from Tumut was taken to Queanbeyan for the Inter-School Visit. The hockey game resulted in a 3—nil win for Tumut. Tumut girls combined well and seemed to play the better hockey all through the game.

The three goals were scored by Margaret Stanfield (2) and Jennifer Smith (1). Margaret (centre-forward) played well and her hard shooting dazzled the Queanbeyan goalie. Another striking player was Jenny Venables (centre-half), who played well throughout the game. The wingers, Beverley Stubbs and Pat. Cribb, played with great speed, which helped Tumut gain its points.

It was a good game and was enjoyed by all who took part in it.

D. MANNS, Fourth Year.

INTER-SCHOOL BOYS' BASKETBALL

Queanbeyan, in defeating Tumut 29 points to 19, provided much exciting entertainment. Queanbeyan led the scoring throughout the match, with the score at half-time 10 points to 4. The game was fast, with both teams attacking each other's goal, but Queanbeyan proved to be the better team with their highly-organised teamwork and constant shooting. Tumut's defence was not at all up to standard and was often penetrated by the attacking team.

The Team: J. Smart, G. Withers, R. Sutton, P. White, R. Wyse, C. Barry-Cotter, S. Marich, J. McCausland.

—G. WITHERS, Fourth Year.

INTER-SCHOOL VISIT

Queanbeyan won the Inter-School game with a score of 40—19. Our defeat was largely due to the fact that Queanbeyan played new rules with which we were unfamiliar.

The game was enjoyed very much by all.

Inter School Team: Judith Webb, Beryl Percival, Jenny Bartell, Deneva Spencer, Carolyn Stuckey, Lois Boyd, Catherine Morris.

—C. MORRIS, Fourth Year.

INTER-SCHOOL TENNIS

Tumut were once again defeated by Queanbeyan in the tennis at the inter-school visit. The Tumut girls were defeated 53—11. This was not a true indication of the standard of play as in most games the score reached deuce, but Queanbeyan showed their experience in most strokes.

Our defeat was due mainly to Queanbeyan's experience as a team, as we have a young and inexperienced team. However, with more practice and experience we will be all out to turn the tables next year.

Our team was: Captain, Rhonda Neden; Kaye Hillier, Lynette Vane and Enid French.

(This page donated by T. McCausland and A. J. Baker)

ANNUAL ATHLETIC CARNIVAL RESULTS

FIELD GAMES

Senior Boys' High Jump: P. White 1, R. Sutton 2, J. Smart 3 (4ft.). 9in.).

Senior Girls' High Jump: J. Venables 1, C. Stuckey 2, A. Dau 3 (4ft. 3½in.).

Under 16 Boys' High Jump: P. White 1, R. Sutton 2, J. Smart 3 (5ft. 1in.).

Under 16 Girls' High Jump: J. Venables 1, L. Vane 2, A. Dau 3 (4ft. 5½in.).

Under 15 Boys' High Jump: P. White 1, D. Galvin 2, J. Roberts 3 (5ft. 2in.).

Under 15 Girls' High Jump: M. Shaw 1, P. Cribb 2, L. Vane 3 (3ft. 11in.).

Under 14 Boys' High Jump: A. Carr 1, L. Boyd 2.

Under 14 Girls' High Jump: J. Learmont 1, M. Shaw 2, R. Ferguson 3 (3ft. 11½in.).

Under 13 Boys' High Jump: B. Naughton 1, C. Morris 2, P. Anderson 3 (4ft. 2in.).

Under 13 Girls' High Jump: D. Garner 1, L. Cowling 2, D. McAlister 3 (3ft. 10½in.).

Senior Boys' Broad Jump: J. Smart 1, J. Weeden 2, R. Sutton and R. Bennetts 3 (16ft. 11in).

Senior Girls' Broad Jump: C. Webb 1, A. Dau 2, L. Boyd 3 (13ft. 4in.).

Under 16 Boys' Broad Jump: P. White 1, J. Smart 2, R. Sutton and J. Roberts 3 (17ft. 1in.).

Under 16 Girls' Broad Jump; J. Venables 1, C. Webb 2, A. Dau 3 (13ft. 8in.).

Under 15 Boys' Broad Jump: P. White 1, K. Davis 2, F. Sturt 3 (16ft. 4½in.).

Under 15 Girls' Broad Jump: A. Dowell 1, J. Weeden 2, S. Webb 3 (13ft. 2in.).

Under 14 Boys' Broad Jump: A. McCulloch and K. Gilchrist 1, L. Boyd 3 (14ft. 2½in.).

Under 14 Girls' Broad Jump: J. Weeden 1, J. Learmont 2, M. Thatcher 3 (12ft. 9in.).

Under 13 Boys' Broad Jump: P. Anderson 1, K. Dowling 2, C. Morris 3 (13ft. 11½in.).

Under 13 Girls' Broad Jump: S. Hargreaves 1, D. Garner 2, H. Harris and G. Johnson 3 (11ft. 5in.).

Senior Boys' Hop, Step and Jump: P. White 1, J. Smart 2, J. Weeden 3 (33ft. 11in.).

Under 16 Boys' Hop, Step and Jump: P. White 1, J. Smart 2, P. Lindley 3 (36in. 1¾in).

Senior Boys' Shot Putt: J. Betts 1, S. Marich 2, P. White and J. Smart (30ft. 3in.).

Under 16 Boys' Shot Putt: P. White 1, J. Smart 2, S. Marich (30ft. 3in.).

TRACK EVENTS

Senior Boys' 100 Yards: J. Smart 1, J. Weeden 2, R. Bennetts 3 (11.3 secs.).

Senior Girls 100 Yards: J. Venables 1, B. Percival 2, J. Webb 3 (12.6 secs.).

Under 16 Boys' 100 Yards: J. Smart 1, P. White 2, P. Lindley 3 (11.8 secs.).

Under 16 Girls' 100 Yards: C. Webb 1, A. Dau 2, P. Anderson 3 (13.0 secs.).

Under 15 Boys' 100 Yards: W. Burmeister 1, P. White 2, J. Fefevre 3 (12.0 secs.).

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ANNUAL ATHLETIC CARNIVAL (Cont'd)

Under 15 Girls' 100 Yards: M. Stansfield 1, C. Kell 2, M. Shaw 3 (13.3 secs.).
Under 14 Boys' 100 Yards: G. Smith 1, P. Webb 2, R. Lindley 3 (12.5 secs.).
Under 14 Girls' 100 Yards: R. Simmonds 1, B. Stubbs 2, J. Learmont 3 (12.7 secs.).
Under 13 Boys' 100 Yards: S. Scott 1, C. Morris 2, V. Walsh 3 (14.0 secs.).
Under 12 Girls' 100 Yards: J. Lindley and B. Cribb 1, J. Carter 2 (13.5).
Senior Girls' 75 Yards: J. Venables 1, B. Percival 2, C. Stuckey 3 (10.0 secs.).
Under 16 Girls' 75 Yards: C. Webb 1, J. Venables 2, A. Dau 3 (9.6 secs.).
Under 15 Girls' 75 Yards: M. Stansfield 1, S. Dowell 1, S. Webb 3 (10.0 secs.).
Under 15 Girls' 75 Yards: R. Simmonds 1, B. Stubbs 2, M. Hosken 3 (9.6).
Under 13 Girls' 75 Yards: J. Lindley 1, B. Cribb 2, E. Sharp 3 (10.2 secs.).
Senior Boys' 220 Yards: J. Weeden 1, B. Baker 2, C. Banwell 3 (26.6 secs.).
Under 16 Boys' 220 Yards: J. Smart 1, P. Lindley 2, K. Crampton (26.2 secs.).
Under 15 Boys' 220 Yards: P. White 1, G. Learmont 2, W. Burmeister 3 (26.8 secs.).
Under 15 Boys' 220 Yards: G. Smith 1, L. Crane and P. Webb 3 (29.0 secs.).
Under 13 Boys' 220 Yards: P. Anderson 1, S. Scott 2, K. Dowling 3 (30.5 secs.).
Senior Girls' 220 Yards: J. Venables 1, B. Percival 2, J. Webb 3 (30.2 secs.).
Under 16 Girls' 220 Yards: C. Webb 1, M. Stanfield 2, A. Dau 3 (31.2 secs.).
Senior Boys 440 Yards: J. Weeden 1, B. Baker 2, J. Betts 3 (61.7 secs.).
Under 16 Boys' 440 Yards: J. Smart 1, P. Lindley 2, G. Galvin 3 (64.3 secs.).
Under 15 Boys' 440 Yards: J. Roberts 1, J. Lefevre 2, J. Stuckey 3 (64.0 secs).
Senior Girls' 50 Yards: J. Venables 1, B. Percival 2, J. Stuckey 3 (7.0 secs.).
Under 16 Girls' 50 Yards: C. Webb 1, A. Dau 2, M. Stansfield 3 (7.0 secs.).
Under 15 Girls' 50 Yards: S. Webb 1, P. Cribb 2, M. Stansfield 3 (7.0 secs.).
Under 14 Girls' 50 Yards: R. Simmonds 1, J. Learmont 2, D. Garner 3 (6.7 secs.).
Under 13 Girls' 50 Yards: J. Lindley 1, B. Cribb 2, E. Sharp 3 (7.1 secs.).
Girls' House Tunnel Ball: Macquarie 1, Phillip 2, Hunter 3 (32.9 secs.).
Girls' House Captain Ball: Macquarie 1, Phillip 2, King 3 (1m. 21.8 secs.).
Girls' House Under-And-Over Ball: Macquarie 1, Phillip 2, King 3 1min. 10.5 secs.).
Senior Boys' 880 Yards: B. Baker 1, J. Weeden 2, C. Barry-Cotter 3 (2m., 38.0 secs.).

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ANNUAL ATHLETIC CARNIVAL (Cont'd)

Under 16 Boys' 880 Yards: J. Smart 1, R. Sutton 2, S. Marich, K. Crampton and F. Sturt 3 (2m. 44.0 secs.).
Under 15 Boys' 880 Yards: G. Rosetta 1, T. Phillips 2, P. Harmon 3 (2m., 41.6 secs.).
Under 14 Boys' 880 Yards: G. Smith 1, R. Lindley 2, K. Gilchrist 3 (2m., 43.2 secs.).
Senior Boys 4 x 110 Relay: Macquarie 1, Phillip 2, Hunter 3 (55.0 secs.).
Under 16 Boys' 4 x 110 Relay: Macquarie 1, Hunter 2, King 3 (56.7 secs.).
Senior Girls' 4 x 110 Relay: Phillip 1, Hunter 2, King 3 (63.2 secs.).
Under 16 Girls' 4 x 110 Relay: Phillip 1, Macquarie 2, King 3 (62.5 secs.).
Under 15 Boys' 4 x 110 Relay: Phillip 1, King 2, Macquarie 3 (58.4 secs.).
Under 14 Boys' 4 x 110 Relay: King 1, Macquarie 2, Phillip 3 (60.9 secs.).
Under 15 Girls' 4 x 110 Relay: Hunter 1, King 2, Macquarie 3 (62.4 secs.).
Under 14 Girls' 4 x 110 Relay: Phillip 1, King 2, Macquarie 3 (64.1 secs.).
Under 13 Boys' 4 x 110 Relay: Macquarie 1, King 2, Phillip 3 (65.1 secs.).
Under 13 Girls' 4 x 110 Relay: Macquarie 1, King 2, Hunter 3 (65.0 secs.).
Senior Boys' Mile: R. Sutton 1, B. Baker 2, J. McCausland 3 (6m. 20.4 secs.).
Under 15 Boys' Mile: J. Lefevre 1, B. Crane 2, B. Naughton 3 (6m. 2.3 secs.).

HOUSE POINT SCORE

	Hunter	King	Macquarie	Phillip
Track	115½	156½	193½	152½
Field	52½	46½	98	42
	168	203	291½	194½

COOTAMUNDRA SCHOOLBOYS' CARNIVAL

On Saturday, 1st July, five teams from Tumut High School travelled to Cootamundra to play in the Carnival.

The Open Team was most successful, winning their division and retaining the cup which they had won last year. In the first match they defeated Cootamundra 25—0, with David Welsh being the chief scorer, notching four tries. In the final Tumut defeated Wagga High School 11—0 in a hard-fought match. Scorers for Tumut were Smart, Rosetta and Marich, and Jim Smart kicked a goal.

The other teams were not successful. The 8.7 won their first match 15—0, defeating Temora Convent, but were beaten by Yass High 6—0. Tries came from Peter Lindley, David Whyte and Ken Davis. David Whyte kicked three goals.

The 7.7 were defeated 5—3 in a close match against Young.

The 6.7 (A) were defeated by Murrumburra 12—3 in their first match.

The 6.7 (B) were also defeated in their first game 6—3 by Boorowa. They were very unlucky as at full-time the scores were 3-all, but during the extra ten minutes' play Boorowa scored another try.

—J. SMART, Fourth Year.

(This page donated by C. Hoad, Festival Food Bar)

NORTHERN ZONE ATHELETIC CARNIVAL

This Combined Schools' Carnival was held at the Cootamundra High School Oval on Thursday, April 27, 1961. The school teams competing were Temora, Tumut, Junee and Cootamundra. About forty Tumut boys and girls competed in the various events and those who gained 1st, 2nd or 3rd places were:—

GIRLS:

Open broad jump, C. Webb 3rd; 75 yards, C. Webb 3rd; high jump, J. Venables 1st; 100 yards, J. Venables 2nd; relay, Tumut 1st.

15 years, broad jump, S. Dowell 3rd; relay, Tumut 3rd.

14 years, 75 yards, R. Simmonds 1st; broad jump, J. Weeden 2nd.

13 years, 75 yards, J. Lindley 3rd; relay. Tumut 1st.

BOYS:

Open discus, B. Baker 2nd; 100 yards, J. Weeden 3rd; 880 yards, B. Baker 3rd; broad jump, J. Weeden 3rd; shot putt, B. Baker 1st; mile, R. Sutton 2nd; hop, step and jump, B. Baker 3rd.

16 years, 100 yards, J. Smart 3rd; hop, step and jump, J. Smart 2nd (37ft. 4in.); shot putt, J. Smart 2nd; 220 yards, J. Smart 3rd; broad jump, J. Smart 3rd (18ft. 9in.).

15 years, broad jump, P. White 1st (18ft. 3½in.); 100 yards, P. White 2nd (11.1 secs.); shot putt, P. White 1st; high jump, P. White 1st; discus, P. White 2nd; relay, Tumut 2nd.

14 years, relay, Tumut 1st.

13 years, high jump, B. Naughton 2nd.

Tumut gained a first and a second in the ball games.

—P. WHITE, Fourth Year.

COOTAMUNDRA FOOTBALL CARNIVAL

OPEN TEAM:

For the second year in succession the Open Team won the Intermediate Open Division at Cootamundra by defeating Cootamundra High (26—0) and Wagga High (11—0).

The first game, against Cootamundra, was an easy win as the scores indicate, Tumut's better teamwork being responsible for the win. For the backs David Welsh scored four tries and Chris Barry-Cotter scored one. The forwards supported each other and backed up well, Stephen Marich, John Betts and Ray Wyse finally scoring a try each. John Betts was the only successful goal-kicker.

The second game, against Wagga, was comparatively harder and good teamwork and defence, especially by the forwards, made the win possible. Three well-deserved tries were scored by Jim Smart, Graham Rosetta and Stephen Marich. Jim Smart kicked a goal.

To pick out the best player would be very difficult, since almost all players dominated some aspect of the game and generally showed good teamwork.

—J. WEEDEN, Fifth Year.

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8.7 TEAM:

The first game was played against Temora Convent, resulting in a win for Tumut by 15 points to nil.

Tumut then played Yass in the final. The Tumut team was at a disadvantage with a re-organised team. They played well, but were unfortunate to be defeated 6—0 as they were pressing Yass on their line during most of the second half. Davis, Whyte and Lindley scored a try each in the first game and Whyte kicked three goals.

The outstanding players were Davis and Lindley, French and Whyte also played well.

—P. LINDLEY, 3A.

7.7 "A" DIVISION:

Young High narrowly defeated Tumut High five points to three. A last-minute effort almost won the game for Tumut. Len Freeman, on the wing, crossed the line but was thrown into touch before he could ground the ball. In the first half Tumut backs lacked penetration, being caught flat-footed passing the ball across-field. The forwards tried hard to crack the defence and were unlucky not to score. Peter Hargreaves, in an individual effort, scored a fine try, which Peter Webb just failed to convert. Young's try, which was converted, came from loose passing by Tumut in front of their goal.

—J. GIDDINGS, 2B.

JUNEE FOOTBALL CARNIVAL

On Saturday, 5th August, five teams from Tumut High School travelled to Junee to participate in the Riverina Schoolboys' Carnival.

The Open team were playing in a higher grade than usual, but were unlucky not to win. In their first match they met Young C.B.C. and a 5-all draw resulted. The match was awarded to Young as they scored the first try. Young then went on to win the finals of the division fairly easily. Tumut points came from a try by John Weeden and a goal by Ron Sutton.

The 8.7 team was successful and was the only team to bring home a cup. In the first match they defeated Temora Convent 14—0. They received a forfeit from Batlow in the semi-finals, and then proved too strong for Leeton in the final, defeating them 16—0. The two most outstanding players in the 8.7 this year were David Whyte and Peter Lindley.

The Tumut 7.7 team proved too strong for Yanco in their first match and won 26—0, chief scorers being Robert Lindley and Derek Jeffery. However, in the finals they were unluckily defeated by Young C.B.C. by the slight margin of 5—3.

The 6.7 (A) team was defeated by a strong Young C.B.C. team by 6—0 in the first match.

The 6.7 (B) team was more successful, winning their first match against Adelong 8—3, but were then defeated 11—3 in the semi-finals by Batlow.

—J. SMART, Fourth Year.

(This page donated by the School Tuckshop)

SCHOOL FOOTBALL

During the second term football training matches were played on the Football Ground and the Showground kindly loaned by the Tumut Football Club.

The first match each Wednesday was between the 6.7 (A) and 6.7 (B) Teams, and while this match was being played the other teams were training on the ground surrounding the Football Ground.

After the 6.7 matches had finished the 8.7's played the 7.7's.

Following this the Open Team played the remainder of the boys eligible for the Open Team.

Towards the end of the season the Open Team was very fortunate to have the use of the Showground and played a full afternoon's football.

These training runs proved very useful, as the results of the carnivals show.

—K. CRAMPTON, Fourth Year.

SCHOOL BASKETBALL

The basketball season this year has shown some very promising young players, particularly among the Second Years. Those worthy of mention are Robyn Upward, Jenny Weeden and Robyn Piper.

Some house competitions were played, but on most Wednesday afternoons "A" teams played "B" teams both in the senior and junior divisions.

The Wagga High School brought up an "A" team to play our senior "A" team on 10th July and the score was 17—6 in favour of Tumut. The "B" and "C" teams went to Adelong, where the "C" team was successful in winning 8—7, and the "B" team lost to Adelong with a score of 9—11. On Wednesday, 2nd August, the "A" team played the Convent "A" team and beat them 24—16.

The annual Basketball Carnival was abandoned because of wet weather.

HOCKEY

Although there was not a great number of girls participating in hockey this year, it proved to be a very interesting year, with some surprising results.

In the House Competition Phillip, Hunter and Macquarie drew with 17 points, followed by King on 13.

In the Saturday afternoon Competition the High School girls again shone. They scored some brilliant wins and gained third position in the Competition. They played Batlow in the semi-finals and were beaten 1—nil. The No. 1 team did well at their annual hockey carnivals in winning two cups. The No. 2 team did surprisingly well and played in the final at their first carnival, but were beaten by the No. 1 team 4—nil.

During the inter-school visit Tumut played Queanbeyan and defeated them 3—nil. Margaret Stanfield, the centre forward, was brilliant in attack and kept Tumut in Queanbeyan's half for most of the game. The other people who played well were Jenny Venables, Diana Manns, Margaret McDonald and Elizabeth Lyell.

Throughout this year the most consistent players have been Ann Dau (goalie), who has saved us from many convincing defeats; the girls in the forward line, Bev. Stubbs, Maureen Belt, Margaret Stanfield, Jenny Smith and Cecily Kell, who combined well.

Although the team will lose a few of its best players next year, there are players such as Jill Lindley, Roslyn Simmonds, Janet Gollan and Margaret Bye to take their places.

—D. MANNS, Fourth Year.

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TENNIS

Tennis was played as usual during First and Second Terms and will be continued during Third Term. Play was restricted to pupils from Second Year upwards because the number of courts available is insufficient.

Coaching Classes were introduced during Second Term at a cost of 5/- per lesson, the complete course being of 12 lessons.

The classes, however, were not very successful and they were discontinued after about half a dozen lessons.

The School Tennis Championships will probably be held during Third Term.

The courts were made available to the school by the Tumut Tennis Club free of charge.

S. McLENNAN, Fourth Year.

WEEKLY TENNIS

This year we have a rather large roll-up of girl tennis players and among them we have some up-and-coming champions.

This year we have had no inter-House competition. Last year Hunter won the total point score with 8 points, followed by Macquarie and Phillip on 5 points and King 2 points.

There were no blues awarded for any outstanding performances.

—R. NEDEN, Fourth Year.

WAGGA VISIT

On Wednesday, 5th July, Wagga High School pupils visited Tumut, bringing football, basketball and hockey teams.

The first football match played was the 8st. 7lb. match, in which Wagga defeated Tumut by 5—3 on a wet and muddy field.

The open teams match was played on a churned-up ground, with heavy rain falling continually throughout. However, this did not stop the teams from throwing the ball around in fine style, with Wagga deserving their 6—3 win. Tumut's try was scored by half-back John Weeden.

SCHOOL CRICKET

HOUSE COMPETITION:

The first term of this year saw the start of the cricket competition. Three two-day matches were played in both "A" and "B" Grade. In the matches that were played talent was displayed in all three fields of the game. Congratulations to Graham Rosetta, who scored the first and only century of the season. John Orr was another to impress with his unorthodox method of bowling.

We were fortunate in having the sportsground and racecourse grounds available for "A" Grade matches. The "B" Grade matches were played on the football ground and new school grounds.

STAFF v PUPILS MATCH:

At the end of last year the star-studded staff First XI proved too good for the school team and ran out winners by 104 runs to 73 runs. Those to catch the eye were the evergreen strokemaker, M. Norman, and his trusty partner, J. Skein, who added over 50 runs to the staff's total. John Betts, John Weeden and "Blue" Eggleton kept the opposition on their toes with uncanny tactics in all three fields.

The first round of the competition is completed, but there are still matches to be played during third term before the final points can be decided.

—RON SUTTON, Fourth Year.

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LITERARY SECTION

THE SIX-YEAR HIGH SCHOOL COURSE

The Wyndham Report is to be the means of instituting a six-year High School course to replace the previous five-year course. Dr. Wyndham's Committee evidently thought the five-year course most unsatisfactory and has succeeded in convincing the educational authorities that their dissatisfaction was well founded. However, he has apparently not succeeded in convincing all the education-conscious people of the validity of his report, since it has been the cause of quite a controversy.

A great many people concerned with education, such as school teachers and parents of High School students, feel that the new course. far from improving the situation, will instead only serve to make matters worse.

The Wyndham Report, as far as I can gather, stipulates that all pupils should proceed from Primary to Secondary School without examination, after having attained a desirable standard in the final year of Primary School. The Committee also recommends that Primary and Secondary Schools should co-operate in dealing with any problems which might arise and which would then be examined.

Standardised tests for attainment and ability should be used in Primary School and as a guide for pupils throughout Secondary School, and to facilitate First-Year Class organisation. The Report recommends that the organisation and curriculum should be such as to provide a satisfactory education for all adolescents to the age of sixteen, and it was also recommended that the schools be comprehensive and, in general, be co-educational.

The curriculum should provide a core of subjects common to all schools, with a progressive increase in the proportion of elective subjects. By this is meant that all First-Year students do exactly the same course, with perhaps a small percentage of elective, that is, especially-chosen subjects. The "core" or standard subjects should include: English, Social Studies, Science, Mathematics, Art, Crafts, Physical and Health Education and Religious Education. It would be necessary for the syllabus for these subjects to be general and fairly flexible so as to allow teachers to adopt the syllabus to suit the pupils' and the particular schools' demands.

The elective subjects would demand adequate standards and duration and could include such subjects as: Art, Commerce, Geography, History, Home Science, Languages, Manual Arts, Mathematics, Music, Science (such as Agriculture, Botany Biology, Chemistry, Geology and Physics. The Report is not intensively restrictive in the first year as commonly supposed, since the Report recommends that classes should be such as to permit pupils to go beyond the formal requirements in particular fields which interest them. Therefore, in the first year, time allocated to core subjects will depend upon the ability of the pupils. This aspect appears to me to be quite reasonable. Also, the time allocated to these "core" subjects will be decreased in successive years; that is, the pupils pursue their interests and take up more and more elective subjects with each successive year.

The Intermediate Certificate, such as it is now, will be abolished. There will be no specific certificate to gain after having completed only three years of secondary education. Instead, on satisfactory completion of a four-year course a School Certificate will be issued on the basis of a retrospective external examination. This School Certificate shall be administered by the Department of Education,

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THE SIX-YEAR HIGH SCHOOL COURSE (Cont'd.)

and this should ensure that all schools are providing a sound programme of general secondary education. This appears to me to be a very sound idea, since I feel that the present internal Intermediate Certificates are handed out too generously and haphazardly, and are not really a fair indication of a child's ability. Standards differ from one school to the next and a child who works hard in a school of very high standards is at a disadvantage when another child in a school of very low academic standards obtains the same certificate. The child graduating from the school of higher standards would naturally have a greater knowledge and—most probably—superior ability to the child from the low-standard school. However, these two people are both presented with the Intermediate Certificate declaring that they are of equal ability and intellect, when in actual fact they are not.

One of the dissatisfactions with the Wyndham Report is that pupils who, for some reason or other, cannot remain at school for the required four years, have to leave without a Certificate of some sort and as such will find it difficult to obtain a good job. This is not quite so, as the Report allows some modification, and allows that children who leave school before they obtain their Certificate shall be provided with a formal statement of their attainments. Also, it is stated that bursary awards will be allotted to children who would be forced to leave school because of the cost of further education. Pupils who wish to proceed beyond the Certificate level (that is, those intending to matriculate, and to gain a University education, or other tertiary education) should remain at school and pursue a further two-year course leading to a Higher School Certificate Examination. The group of pupils who choose to pursue this course would probably select courses which can be pursued later at a tertiary level.

I think the main claim of those people dissatisfied with the idea of the six-year course is an economical one. They see no point in lengthening the duration of secondary education to six years, when the amount of knowledge gained by the students will be exactly the same as that gained by students in the previous five-year course. That is, the six-year course simply means that it will take a year longer for the students to gain the required knowledge. This claim appears to be reasonably valid. However, I believe that the present five-year course tends to become a trifle rushed. The fifth year seems to me to be inadequate to complete the required amount of work. Certainly the work usually is completed, but it is piled on to students so quickly that after sitting for the examination they tend to forget most of what they have learnt. So I feel that if the six-year course simply means an extra year to do the same amount of work I also believe that it will mean that students will have more time, and instead of hurriedly learning their work parrotwise they will have sufficient time to be able to really understand the work they are doing, and hence will be more likely to remember more and become better and more intelligent citizens.

Surely educaton is the main theme of our modern life, and since all our politicians and scientists are striving to make life easier for all people and to give them more leisure time, then I believe that one extra year for secondary education can quite easily be afforded. Most people probably realise the rate at which science is advancing; therefore, it is only reasonable to suppose that education in the future will need to be more extensive. Well, then, I say, why not start now? Perhaps there will be a few complications at first, but I believe that once the six-year secondary course is firmly established people will see that it was a change for the better.

—CAROL STUCKEY, Fifth Year.

HIGHER EDUCATION FOR GIRLS

Higher education for girls is necessary and is not a waste of time, although the choice always depends upon the girl and her attitude towards life.

Higher education, especially in this modern time, is absolutely necessary for girls as well as boys. With certain standards in higher education any female is certain to obtain suitable employment whenever she likes, thus making her less dependent on others and giving her some security for later life.

Some young women just waste their time while supposedly doing courses of higher education and hope they will be married to some unsuspecting fool—shortly anyhow; and thus they, the minority, bring much undeserved criticism against the other young women, the majority, who have some aim in life and work to achieve it. It is unfair for the majority to be judged by the doings of the minority, but it is always the case. Perhaps it is just another human failing that can't be helped. But it is the case everywhere where any form of discrimination or criticism is brought against a group; the group is always judged on the doings of the worst members (the minority) and thus the group suffers. For example, many misguided people say that "the blackfellow is too dirty to be admitted to a white society", but when you look into matters you find that the majority of the blackfellows are clean and in some cases cleaner than some white people. Therefore, I think that it is unfair for people to say that higher education for girls is unnecessary and largely a waste of time, for the majority use the higher education to better themselves and to achieve their ambitions.

Higher education of girls helps a country by the enlargement of the forces of the skilled employee, absolutely necessary in this highly-mechanised, specialised and skilled age in which we live.

Most women have the same amount as or more mental power than men, and therefore they should have a chance to help their country in the same manner as the male. Man has emerged from the days of chivalry as the superior being; but since the age of chivalry is dead—except in some good old conventional corner of society—why, then, can't both man and woman, boy and girl, be judged on their merits and not on their sexes?

Some strong conventionalists say that "the woman's place is in the home, to rear her family properly". I think that this is a very sound statement, for if all women went to work as skilled employees how could man effectively propagate the species. The only solution to this problem would be for mankind to adopt a society similar to that of the social insects such as the bee. The community have infertile female workers, male drones (their only work is to take part in reproduction) and the queen bee, which produced the young). This solution, although highly improbable, could have some startling results.

But still, if the mother of a family is highly educated she can, when misfortune or handicap strikes her family, go and find employment suited to her standard of education and help or even support her family. Also higher education would give a mother better knowledge of her family, and this knowledge would be reflected to the child by motherly tuition. This, I suggest, could be one way to reduce the numbers of juvenile delinquents, who really are only misguided youths who have not had proper motherly tuition.

Therefore, higher education of girls cannot be seen as being unnecessary and largely a waste of time.

—COLIN BANWELL, Fifth Year.

(This page donated by A. Cowling)

TUMUT—TOWN FOR TOURISTS!

In past years Tumut has had the name of a Tourist Town, a town where tourists can stay and enjoy or rest themselves, whatever their aim may be; but I think it has not lived up to this name. Certainly we have the natural potential in the green hills and plains, the crops and streams, but these have not been developed so that their beauty may be brought up and shown to our visitors. There should be more and better roads through these pastures; avenues of ornamental trees and scenic lookouts should be built to show the valley at its best.

We have the potential in our position in the State; we are near Canberra and with modern transport not far from Sydney; we are in a gateway to the huge Snowy development scheme; we are near the scenic, mountain orchard town, Batlow, and we are in a green valley near a sizeable river, sheltered from the wind and snow, but here again we have not taken full advantage of the situation. Our direct Tumut-Canberra Road, a road which would open up bush areas; bring hundreds more tourists to our town; create greater business contacts with Canberra; increase Tumut's population and thus our capacity for tourists, has not been built. Our aerodrome is still proposed and our Blowering Dam has shown no signs of life. I feel this Blowering Dam will hold more than just water beyond its retaining wall. When this dream is finally realised our visiting population will again increase with the smell of fishermen, water ski-ing enthusiasts and people just coming to admire its wide expanse. Our permanent population will also increase by the number of men working on the dam. However, until it is built many developments such as a good road leading to the Upper Snowy Region, another inlet for tourists, are being hindered. At present tourists are not receiving their money's worth from this half-finished "tourist town", Tumut.

We do not have the potential in our present-day society. It is loaded with people who just sit back, hoping and, in most cases, succeeding to pass the work on to the few, already overburdened workers of the town. There was a case just recently where these willing workers object to this situation. This was at the 1961 annual meeting of the Festival of the Falling Leaf Committee. As a result there is a big possibility that this Festival, a great tourist attraction for Tumut, will not be held. This position has to be rectified if we are to improve our town and its beauty for our tourists.

Yes, Tumut, we had better start the whip cracking and create amenities and pleasures for our tourist-class if we do not want to be tagged "Tumut, town of no tourists".

—PHILLIP WHITE, Fourth Year.

FISHING DOES THE JOB

It was early in the morning when I set out for a day's fishing. Taking my bike, I rode up to Gilmore Creek.

About half an hour later I saw a good place under the bridge. I baited up my line and threw in.

While I was gathering some wood I saw my line jerk. I pulled it in, but it was only a little red fin. Throwing in my line, I went to get the firewood I had dropped. Bringing back the wood, I lit a fire in the dry grass to get warm. Then I saw my line going upstream and downstream. Pulling it in I saw a 3lb. fish on it. I had set out to go home when I noticed a hand-line stuck to a piece of an old root. I pulled it in and there was a 5½-pounder on it. When I got home dad gave me £1 for that big fish.

—TERRY HIBBENS, 1C.

(This page donated by the Rural Bank)

"THE TWENTIETH CENTURY IS THE AGE OF THE COMMON MAN"

Through past centuries many men have dreamed and tried to obtain a world-wide "age of the common man", but their goal was never reached and it will be never reached, although this century has made progressive steps towards this aim.

This aim is impossible to achieve until the attitudes and ways of thinking of most white men can be changed, particularly his way of thinking about the superiority of the white man. How can "an age of the common man" be achieved if racial prejudice continues in America, the leading democratic country, the country which should set the example for other smaller countries? How can such an age be reached if the "black" people are regarded as slaves, as contagious? Aren't these Negroes part of the "common people" of the world? Certainly they are not treated as common. Our eyes might turn to Africa. Doesn't the same situation occur there, especially in South Africa? Are we to admit that the Afrikaaners are superior to the Negroes? They certainly acted as if they were. How can this be an age of the common people if these common people are restricted and commanded by another race, by outsiders, by people whom they hate and despise?

Some States have acquired their independence and democracy; but how was this done? Did the country, formerly in power, understand that the common men should rule their country; or was it because they were scared of this common man and his power? They have not changed their opinion of the lower classes; they still wish that they could be still ruling the State, sucking the common man from his profits, thus enriching themselves. But they cannot risk staying too long and losing everything; thus they retreat. The world hails them as liberators, as examples of democratic spirit; but the real reasons are hidden.

It is thought that for an "age of common man" Communist countries should be taken as examples. Is not the Communist motto "The Rule Of The Proletariat?" But how wrong the world is! How can an "age of the common man" be achieved in an autocratic state? Communist leaders like Lenin, Trotsky and Stalin began their leadership with good intentions, but during their reign they became engulfed in political struggles; to keep in power they used various means: terror, political police, secret tribunals and summary executions. How can an age be of the common man if he is living in a reign of terror, in a country where he has no say in the Government? At least in democratic States the common man chooses his representatives to guide and rule the country.

Similar examples can be obtained by observing Fascist Italy and Nazi Germany. Again autocratic government was in use. Take Communist China, in which Mao Tse Tung is making great progress. Are the people free? How many monarchies and dictatorships are spread all over the world?

Many examples can be given of how far the 20th Century is from "being the age of the common man", but I shall finish by saying: "White men change your attitude before it's too late!"

STEPHEN MARICH, Fifth Year.

(This page donated by F. W. Hargreaves, Fruiterer)

THE MAHER CUP

I think the Maher Cup should be abolished. Some people claim that it improves the standard of football in Group Nine. But, take the performance of the team on the next day in the Sunday Competition. Here the holding team is thrashed by their opponents. If you take the average of the two games of football the standard is no better; if anything it is worse than an ordinary competition match.

Yes, it brings glory to the football team and town by winning this prize, but the only reason the football clubs like the cup is because of the money it brings. The cup hauls in huge gate takings and profits to the football club. Do you see where all this money goes? I can't see where it goes! The public conveniences are primitive at the football ground; the dressing sheds are inadequate and don't even have showers! As for the approaches and fence around the field, the less said the better. None of these enormous gate takings goes to improving any of these conditions. The club gets big enough gate takings at ordinary competition matches. One game so far this season took over £150 and the game was just as good as any Maher Cup match.

The players also suffer in Maher Cup matches. The holding team usually use rough, tough methods to hold the glorious cup. One Tumut player, for example, will be out for about six weeks with a dislocated shoulder, the victim of these unsavoury methods.

The Maher Cup has forced a lot of local players out of the team with the Club importing class players from the city. This is done to give the team a better chance of winning the Maher Cup.

The bad points definitely outweigh the good points of the cup. It has a demoralising effect on the players; it doesn't raise the overall standard of the football; forces local players out of a game; and the money that is brought in by the cup doesn't go to improving the football ground but to paying paid players. It can be seen that the Cup should definitely be abolished.

—JOHN BETTS, Fifth Year.

LISTENING TO A TEST MATCH

The time is 8.30; Australia has won the toss and has sent England in. Homework is abandoned and all books are closed. The familiar voice of an English commentator informs the listeners that England's star batsman is fit and the match starts.

Everyone is around the fire, tense as the first few overs are bowled, but as the Englishmen begin to "dig in" in their dogged way the tenseness disappears and changes to boredom as the English batsmen get an occasional run.

Then the commentator becomes excited and everyone jumps up to find that a wicket has fallen and England are one for forty-three.

As time goes by younger brother is made to go to bed, but after half an hour he comes out to find out the score. Not without protest, he is made go back to bed and to sleep.

Dad goes to sleep and stays that way until after midnight, occasionally stirring when a wicket falls.

At the lunch period I try to finish my homework, but I decide I am too tired and will finish it the next day.

About 1 o'clock, when the game is beginning to get interesting, a familiar voice breaks the monotonous tone of the wireless and I am told it is about time I went to bed.

—GRAHAM ROSETTA, 3A.

(This page donated by M. Downing & Son)

HUMAN INDIVIDUALITY—MASS CONFORMITY

As Priestley points out, I think mass conformity is gradually overcoming human individuality.

There are many examples of mass conformity, especially in the entertainment world and in large cities. Large crowds line up at picture theatres, at sports fields, at rodeos and at other attractions because they like to conform to a social pattern and they are too lazy to think for themselves and enjoy themselves alone. In large cities there seems to be a trend towards saving time and money, and when you find yourself walking in a city crowd you can feel yourself being pushed along. You can feel some kind of urge to hurry and every face has just the same expressionless look.

The world with all its laws and social patterns is mostly all conformity. In fact, you find it hard to think of an individual who does not conform to everything, although this may be because you are not an individual with powers to think for yourself completely.

If an individual comes across the idea that it is good to balance on one leg twanging a guitar and screaming in subnormal tones, he does not remain an individual because the mass of humanity suddenly like him as a cheap and easy source of entertainment. He then becomes a conformer.

If someone decides to build good roads in beautiful nature spots, someone else decides to do this for fishing pleasure, and so on until the countryside is completely overrun.

There are a few real individuals in the world! So-called lunatics may be regarded as extreme individualists who are being subdued by the mass of human conformists. Some individuals may become so fed up with seeing the same blank faces, with hearing the same old preaching, and with doing the same monotonous things that they go mad.

But as the population grows there will be less room and time for man to think for himself. There will be less men with new ideas and these new ideas will either be rejected or conformed to. It thus seems that individuality can only be found in small communities.

Oh to live on a planet without the worries of science, without the worries of time and money, and without the influence of mass conformity, which drives you mad and which you alone can't fight!

—JOHN WEEDEN, Fifth Year.

TREES

Swaying gently in the breeze;
Oh, how beautiful are trees,
Gently rocking to and fro,
Dark grey against the snow.

For birds a place to rest,
A place for a treasured nest;
When there comes a strong breeze,
They rock like stormy seas.

—GEORGE LUSIS, 2A.

RAINY GAP

As I was going o'er Adelong Gap
I heard lightning flash and the thunder clap,
The thunder roared from the heart of a cloud,
And the land lay bare and the rain came loud,
Then the sun came out and the magpie's song
Filled the fresh air as I drove along.

—MARGARET HOSKEN, 2A.

(This page donated by A. J. Manning & Co.)

THE MOST EXCITING MOMENT IN MY LIFE

A first aeroplane flight is the most exciting incident in one's life. On Saturday afternoon I was taken up for a trip in a Piper Tripacer.

As the stocky little aircraft is warmed up and you are buckled tightly in the compact cockpit you experience that thrill of excitement of exploring something new. The journey across the grass to the end of the strip, while seeming endless, is soon over. There is a last-minute cockpit check and before you know it you are speeding across the strip at eighty miles per hour. From the window of the cockpit the ground seems to fall away beneath you as the small plane climbs into the blue sky.

At 1,500 feet it is like entering into a new world, while below the countryside looks like a relief spread beneath you taking in the picture billabongs, hills, rivers, valleys and lakes.

To the left lies a perfect toy town, with perfectly-planned streets, gardens and parks. Flying over a football field, we see the players represented as balls rolling across a billiard table. The many cultivated fields represent a marked, uneven chessboard as we fly past the city back to the airstrip. We are jolted back to reality as the plane touches down on the grass and we realise it is all over too soon.

—CHRISTOPHER BONNOR, 2A.

ATTEMPTED JEWEL ROBBERY

It was late in the afternoon and the wind-swept rain was cold and miserable. I hurried along the sidewalk, then turned into a small alley for a short cut as it was too cold and windy to go the long way around to my flat. As I neared the end of the alley I noticed an old "Wolseley" parked by a small jeweller's shop. It seemed peculiar as there was an unusual amount of noise coming from inside and, furthermore, it was a Sunday. I decided to investigate.

As I stepped through the small door a shot rang out. I hurried into the next room, where an old man lay face down on the floor. I knelt down beside him, but as I did a car engine roared outside. I rushed to the window, to see a car turning the corner, but I managed to get its number-plate, which read OB791.

I went back to the old man, who was now conscious. When he was O.K. he told me how two men had staged an armed hold-up and when he refused to give them the combination to the safe they had shot at him. They then escaped through the open window. The bullet had only just grazed the old man's head.

I rang the police and the ambulance. When the police arrived I gave the car number and they told me it wouldn't take long to pick the crooks up. I then hurried home, feeling quite pleased with my day's work.

—DEREK JEFFERY, 3AC.

THE PAPER BOY

On his bike of red and white
The paper boy is in full flight;
Down the road see him go,
Throwing papers to and fro,
Over fences, on the lawn,
Tooting merrily on his horn.
The children run and jump with joy
When they hear the merry paper boy.

—LES. BRUMBY, 2B.

(This page donated by P. G. H. Wood Products Pty. Ltd.)

SPACE INVADERS

A brilliant hue flashed over the horizon as a gleaming, silver projectile roared into the heavens.

It was one of the first which was to protect Earth from the gruesome invaders from Mars.

These invaders, capturing the floating satellites, had penetrated the moon defences and were now attacking Earth.

A battle of survival now raged. The Martians, confident of victory because they had won numerous other battles throughout the galaxy, pressed home their attack. But they had underestimated their adversaries.

The Earthmen were fighting bravely, even though it looked like a one-side battle. Then suddenly, as though it were a miracle, the tide of battle turned and Earth become victorious, annihilating the Martian fleet.

JOE HALAS, 2A.

"SAVED"

One wintry morning people with pocketed hands were gathering dismally on a small country railway station. The stationmaster's little girl, Leonie, was rolling a cane hoop in and out of the groups of people. Tom, a boy of sixteen, was strolling among the crowd, selling chocolates, cigarettes and papers.

Unexpectedly, Leonie lost control of her hoop and it bounced on to the truck. Impulsively she jumped on to the lines to retrieve her toy. As she was about to pick it up the massive train roared round the bend towards the crouching girl.

The driver, suddenly seeing the girl, started blowing his whistle. Tom, suddenly looking around, saw Leonie on the line. Without hesitation he sprang on to the track, snatched up the girl and reached safety just as the train pulled to a screaming halt.

The people who had looked around by now were patting Tom on the track. Leonie's father, with tears in his eyes, thanked Tom over and over again for his bravery.

—MAREE MATHEWS, 1A.

SUMMER

Season of cruel heat and swirling dust,
When the sun is at its best,
The plants lose their greenish look
With the western curse of drought well set;
The squatter waits for rain to come
And curses the stock as they die.

SPRING

I love to roam the bushland,
Where the birds so sweetly sing,
And see the wild bush flowers
That brightly bloom in Spring.

The little lambs skip happily
About the grassy fields;
No other joys enchant us
Like these, which Nature yields.

—KAY HILLIER, 3AC.

(This page donated by Mrs. M. d'Argeavel)

FIREBRAND

Edward Trafford was the King's son and he was going to turn thirteen the next day, and his father, Lord Trafford, was going to give him a horse for his birthday.

The next morning Edward awoke early and ran down the stairs to see his mother and father, and when he went into their room they were just getting dressed. They wished him many happy returns for his birthday and they all went and had breakfast together. After breakfast they all went into the parlour, and the stable boy brought in his horse—his father had kept his promise.

The horse was small, but beautifully made. Speed and strength showed in every line of him and as he moved the muscles rippled under his satiny coat. His long black mane and tail shone like silk. He was jet black, without a single white hair upon him. The horse was not broken in and his father led it out of the parlour and into the courtyard.

He then told his son to mount and in one swift movement Edward was aboard. He bucked and bucked, but all in vain; he could not throw Edward off. After he had stopped bucking Edward raced him through the main gates and out across the plain for a couple of miles and then walked him back to the castle.

There was a tournament coming and his father said if he could win he would get him a golden saddle for his horse. His father taught him to use a sword and a lance and by the time the tournament came he was ready. He went to the tournament with his father and others and fought a bigger boy than himself and won, and his father gave him a golden saddle.

—MAX NOLTE, 1C.

STOPPING TO INQUIRE

He was short and stocky, a pixyish, funny arcade photographer with a fat belly from too much "of a do spaghetti". His dancing brown eyes gave him a merry appearance, and his voice was as friendly as the rest of him. His chin was well rounded and small and provided a sharp contrast to his small but pointy nose, which had a reddish patch right on the very tip. After taking in his features I was suddenly struck with the idea that he was the type who could do a successful imitation of "Old Saint Nick".

He was wearing neat grey trousers, a pole-green shirt with a mended collar, a hand-knitted cardigan in a vibrant yellow, and perched on the back of his head was a grey and green cap. He had the happy knack of leaning in what looked to be a comfortabe position on his tripod, precariously balanced on one leg.

I stopped and, after excusing myself, asked him where a restaurant which specialised in home-style meals was, and after his first sentence of reply I began to feel more confident; but I then found this to be a hasty feeling and began to wonder whether my "Saint Nick" was going to be helpful or confusing.

"It'll be a do old English tearooms ya afta," he replied. "It's a jus' down the arcade. Ya see do one? Jus' dere an a do right," gesticulating all the while with his hands, often just missing me as his arm swept past my head. "It's only a way downa da lane dere, ya can't miss it!"

To speak without madly waving my hands around required a considerable effort, but I managed to enquire politely about the quality of the food served there. And it was then that a cheerful grin spread across his face.

"Well, it's not a so bad!" he answered genially, and with a click he snapped his tripod shut and stood up straight. "But," he added confidentially, "it would be better if it was Italiano!"

—KAYE LYNCH, Fourth Year.

GETTING UP ON A COLD MORNING

"Brrr-iii-ng!" The old alarm clock rang out its morning message: "Time to get up!"

I opened my eyes and peered through the partly-drawn curtains. "Looks mighty cold out there," I thought, "but I suppose I'll have to get up. Brrr! What a thought. Am I man or mouse?" I thought a moment and decided to be a "mouse". I did not get up—for the time being, that is!

So I just remained in bed until a big voice roared up the hall, "Wilfred! When are you going to get up? Be specific, give me a date!"

That was my father. He stamped up the hall and entered my bedroom.

"Hi, dad! I . . ."

"Look here, son, when are you going to get up?" he demanded.

"Well, dad," I replied, "I'll get up soon; but don't you think it's colder outside than usual?"

"Well, I guess it is, but, just the same, the other rooms are warm enough now; so there is no reason why you should not get up," he replied.

I never was any good at arguing with dad, so I gave in gracefully. I lifted the bedclothes and slowly emerged from a delightfully warm bed into an Arctic-like cold. I rushed madly into the bathroom (it's wonderful what a bit of cold can do to you), dressed, washed and combed. Then I went and ate.

Oh! How I dislike getting up on a COLD morning.

—WILFRED KLAUS, 2A.

A WET SUNDAY

Oh, how I hate a wet Sunday!
There's sure to be nothing to do.
Of course, it won't rain forever,
But perhaps fine weather is through.
The trees by the road are dripping,
Their leaves beaten down by the rain;
There's a ceaseless drum on the window
And a gurgling in the drain.
As I see this scene from my room
And peer through the dismal grey.
I see a pale sun on the horizon
So Monday might be a fine day.

JENNIFER LEARMONT, 2A.

THE SMALL VISITOR

He stood there, small and wrinkled
With eyes that sparkled and twinkled,
Gazing out into the sea,
Steadfastly ignoring me.
I called the ship's cat, whose name was "Chubby";
He brushed beside me, small and tubby;
Seeing the rat, he crept upon him,
But in a flash, with his eyes still twinkling,
The rat was into his hole and gone in a twinkling.

—ALLAN WIGNALL, 3AC.

THE FISHING FEVER

Everyone's got it!

Go down the street and you will see fishy old men talking nineteen to the dozen and holding their hands about two or three feet apart. Of course, you can guess what that length is meant to represent.

You're not in the fashion these days unless you have a motorboat and have been fishing up to Tantangara Dam or Lake Eucumbene and come home with fish no less than 3lbs. in weight (sometimes).

While swimming in the river at the week-end your peaceful swim is usually interrupted by a dog's bark, which almost always heralds the approach of a fisherman. He wears an old felt hat, the brim of which is a convenient place to stick hooks, flies and such-like. His clothes are old "fishing clothes" and on his feet is usually an ancient-looking pair of hob-nailed boots or a pair of tennis-shoes, well air-conditioned. He is friendly, but does not say much because he is intent upon his task. However, one question he never fails to ask is "What's the fishin' like 'ere?"

There are two types of fishermen: first is the man who is really a fisherman at heart and who has really acquired the skill (if there in any) of fishing. His fishing tackle is simple and he usually goes to the most remote places to fish, arriving home with enough fish to feed the family for a week.

The second type of fisherman is the man who likes to imagine he is an expert fisherman and who is scoffed at by the old professional. He usually comes from the city or large towns with the most expensive and complicated-looking fishing tackle you could imagine, and behind the important-looking car he is driving is an import-looking boat on a trailer headed for an important fishing resort. The number of fish he will catch is a matter of opinion and to a great extent—luck.

A very tiring day of fishing is usually topped off by visiting the "local", where (so I am told) the fish get bigger with each glass of beer.

As for me, I haven't caught a fish yet!

—CATHERINE MORRIS, Fourth Year.

THE MAHER CUP

With only five minutes to go, and the score at six to five,
They'll have to kick a penalty goal
If the game is to be kept alive.

The challengers are playing a game of tag,
The holders have the game in the bag;
"There's the bell", the time is up:
Gundagai retain the Maher Cup!

—CATHERINE BALLARD, 3A.C.

HORSES

Kicking and biting,
Racing wild and angry,
Horses of all colours,
When caught by the master,
Gallop much faster,
Do their best to unload him,
Till they're cowed and defeated

—GEOFF. McINTYRE, 2B.

(This page donated by Monterey Pines Ltd.)

PEOPLE OF A FOREIGN COUNTRY: THE ZULUS

The Zulus are a native African race. Zululand, their country, is a division of Natal, but was formerly ruled by Zulu kings.

Great warriors were these tribesmen in the nineteenth century. Under their king, Cetewayo, they fought the British fiercely.

The Zulus are much more civilised now. In these days most of them are engaged in peaceful pastoral and agricultural occupations and live in kraals under their own chiefs. Some Zulus have migrated to the towns to work with the big industries.

They have a choice of occupations. Mining is a big industry in this area, as there are great quantities of gold and diamonds to mine.

Fruit growing is another occupation of these people. This climate suits many fruit trees, but mainly citrus trees are grown. These trees grow as well here as they do in California. Because of the large fruit-growing industry, large canneries have been set up.

Ostrich farming is a very important industry as this is the only area in the world that possesses the ostrich. The plumes of these birds are of very high value. The top two inches of the feathers are cut off three times in two years.

These splendid African natives are becoming very good policemen, craftsmen, industrial workers, doctors, farmers, and some are helping missionaries to teach the Christian religion.

—PHILIP JACOBS, 2A.

CATS

Alley cats are grey and blue,
Black and white and yellow too;
Some have stripes and some are spotted,
Brindled, curlicued or dotted;
Many wear white gloves and spats,
Yet people call them just plain cats.

Cats don't have to lace their boots,
Or put on pants, skirts or blouses;
They're always neatly dressed in fur,
Ready to hunt mice from houses;
A child when washed dissolves in tears.
Cats love to wash behind their ears.

Cat families are fond of each other,
Four fuzzy kittens, a father and mother.
Be gentle with a pussy cat,
Do not grab, but softly pat.
Happy kittens smile and purr
When they're scared they spit and grr-rr!

A kitten's life is rather jolly,
A cat is seldom melancholy;
People give her milk and meat,
All she has to do is eat.
And when she's eaten all she wishes
People have to wash the dishes.

Cats like to take their naps
In boxes, bureau drawers and laps;
Or else, upon sofa pillows,
In rows like little pussywillows
Or out-of-doors among the grass and trees
And wind and sun and birds and bees.

—GLENDA JOHNSTONE, 1A.

GETTING UP ON A COLD MORNING

"Time to rise and shine, Sir," I said, giving him a light shake.

"Whaz . . . . . whazzat! It's you, Jeeves! . . . . . Time to get up? O.K., fetch my breakfast," he chanted, suddenly looking quite jovial.

As I passed the kitchen window I saw snow and ice, which made a cold shiver run down my spine. I wished I could have been in a warm bed right now.

Arriving at his bedside and seeing he was asleep, I shook him not expecting any results. Lazily he sat up, mumbling something.

"Your breakfast, Sir!"

"Put it on the table—don't you think I should stay in bed a little longer, for it is so cold this morning?" His teeth were clicking.

"No, Sir, I think it would be best if you would get up now, for it is 'way past nine already, Sir."

"Just a little longer, Jeeves, for I feel ill and I am in no condition for any kind of work. Ooh! My stomach! Tablets, Jeeves!

"But, Sir, you have an appointment with Mr. Flagsby to-day."

"SIR William Flagsby?"

"Sir William Flagsby!"

"Oh! All right," he growled.

As I watched the dormant figure slowly slink out of bed I wondered what excuse he would think of next.

"Jeeves! There is a crease in my trousers," he remarked fastidiously.

"But Sir, you were just leaning on them, Sir!"

"Oh! Well, don't just stand there—hand them to me."

After handing him his various items of clothing, I escorted him to the breakfast table.

At the hall on his way out he preached, "Well, here I go out into the snow and ice outside to wear my fingers to a frazzle while you lounge about inside. Think yourself lucky, Jeeves!"

"My word, Sir!" I said spontaneously.

I was left to wash up, polish floors and carpets, polish trophies, prepare dinner and feed his two hundred prize leghorn fowls.

—GEORGE LUSIS, 2A.

OUR MILKMAN

Our milkman is a jolly man,
He comes in horse and cart,
He wears the shoes of brightest tan
And has the kindest heart.

He rises early, before dawn,
To do his rounds he must;
He has a chestnut horse named "Fawn",
Who canters through the dust.

—ROBYN UPWARD, 2A.

THE SCHOOL TEACHER

The school teacher is a peculiar bloke,
He's either annoyed or having a joke;
He explains the sum of what two and two make,
Or is helping you correct any careless mistake.
Sometimes he gives you a terrible look
And tells you to study or to read a book.
After he tells you the things you have learned
He tells you to pack up: the trial is adjourned.

RAY KELLY, 3AC.

MY FAVOURITE SPORT

The time—twenty past twelve! The scene—Randwick!

The constant dirge of the commentator drones over the noise of the crowd. The bookies' stands are like a small forest in the centre of a milling mass of punters, some in "Melbourne Cup" hats, some in rags, but all with the same object in mind—to satisfy that inexplicable urge to lay their life's earnings on that "certain" winner. The mounting tension as the horses enter the straight is almost visible; the whips going in a frenzy of lashes; the foam lathering at every flowing movement; the jockeys hunched in an attitude of concentration.

In some places the enthusiastic punters were jumping up and down, patronising the first few horses, while in others the disillusioned gamblers turned away disgusted, vowing never to return.

On the modern racecourse there are two main groups of punters—the perennials and the occasionals. The hardened gamblers can easily be recognised as their emotions are less extreme than the amateurs. The "first-timer" will jump wildly in the air, yelling and laughing, while the professional just collects.

What is the unknown force that drives a person, normal on week-days, to become a fanatical maniac on Saturday, obsessed with the idea of winning at all costs? At first it is just the five-shilling tote; then the ten-shilling tote; then a fiver with the bookie, ten pounds, hundreds of pounds—nothing! I don't know, I'm just one of the sheep!

—ARCHER BROUGHTON, 3A.

WINTER PASSES

Spring is around the corner,
Winter passes by
With its snow-clad ranges
And its dull grey sky.

Spring will bring the flower
Fields of lush green grass;
So I will not be sorry
To see old winter pass!

—ALLANA HOGAN, 2B.

TUESDAY NIGHT

Tuesday night was dark and eerie,
The shadows were tall and long;
The people seemed to be so dreary.
As I walked I hummed a song.
I had enjoyed myself immensely—
The picture the best I'd seen,
The theatre was packed so densely;
But I was glad that I had been.

—JENNIFER WEEDEN, 2A.

THE TROUT

In a cool and rippling world he lies,
Patiently waiting for grubs and flies.
Where the willow roots snake out and in
He swims along with a flick of his fin.
Though I sit and patiently wait
He never seems to want my bait;
So on he lives on grubs and flies,
A pleasant sight for watching eyes.

—JOHN GIDDINGS, 2B.

ON BEING SICK

There are many types of sickness; the main kinds being influenza, or "flu" as it is commonly called, measles, sea, air and train-sickness, home-sickness, homework sickness (usually found in children from eight to twelve years of age), and—the most common of all—love-sickness.

I am sick in bed with "flu" at the moment, and it is a satisfying feeling to lie in bed on this rainy Monday morning, thinking of the worried faces of students as they squelch their way around the playground to start their weekly routine.

Hearing the incessant rain pattering a steady beat on the tin roof and window panes, and watching the blades of grass rhythmically dancing to the raindrops, makes me snuggle tighter into the bedclothes.

All morning I spend listening to this restful sound and dozing into sleep occupied by technicolor dreams (in cinemascope, of course). Occasionally I wake up to find everything so deathly quiet that it is hard to imagine it is nearly midday.

In the middle of my "only-too-tiny" lunch (Mum says I am too sick to eat any more), a kind friend comes knocking at our front door. After hearing the familiar voice I attempt to tidy my hair, straighten the bedclothes and place a pathetic expression on my face before the visitor is ushered into the room. Ah! She has brought us some comics to read, and after thanking her very much for being so considerate I settle down to reading a mixture of "Who Dunnits" and "Donald Ducks".

On Tuesday morning when the rays of sunlight announce the coming of a new day a feeling of lassitude comes over me and most of the day is spent reading. Usually after reading for several hours, however, it becomes too tiring because of having to turn over the pages, but no matter how hard I wish for it I do not open my eyes to find an "automatic page-turner" in front of me.

I then take to studying the room around me, and as I lie there scrutinising the annoyingly-clear ceiling I wish I had a giant-sized pencil with which I could draw pictures on the white drawing-board above me.

But all things must come to an end, however, and on Wednesday morning, instead of going back to sleep after the alarm has awakened me I must get out of my lovely warm bed and go out into the cold world once again.

—HELEN BARNES, Fifth Year.

THE LITTLE WREN

Down in my garden
There was a little bird
Singing in the morning
The sweetest song I've heard.

His notes, so sweet and thrilling,
Filled me with delight;
I listened to his singing
Till the sun sank out of sight.

PAULINE ANDERSON, 2B.

RACIAL PREJUDICE

Racial prejudice is a bad thing for all people concerned because it prevents the higher education of coloured minorities in white countries. An example of this is the situation in America, where most high schools and universities bar Negro students. This is shown to be wrong by the Negroes who have overcome these difficulties. One such is Dr. Bunche, who was the United Nations mediator in the Arab-Israeli war. There are some Negro high schools and universities in America, but these are inadequate.

In South Africa racial prejudice has brought the country to the verge of civil war and forced its withdrawal from the British Commonwealth of Nations. Racial prejudice also extends to the sporting world. No Maoris were included in a New Zealand football team which toured South Africa recently because the white South Africans refused to play against coloured people.

Australia is practically free from racial prejudice except in a few isolated instances of aborigines being banned from public facilities. The West Indian test cricketers appreciated this lack of prejudice.

The German Nazis thought that they were a super race. At the 1936 Olympic Games in Berlin Adolf Hitler refused to shake hands with Jesse Owens, an American Negro who won gold medals in the track events.

All racial prejudice is not confined to white and black races. There is prejudice between coloured races, too. Japanese think they are superior to other South-East Asian races, and Arabs consider themselves better than Negroes.

Racial prejudice causes a lot of unrest and ill-feeling that could be avoided if people of equal intelligence were treated equally.

—PATRICIA SMART. 3A.

THE SEASONS GO ROUND

The summer's sun has gone to rest
When all the trees are at their best,
Before winter's icy blast
Casts to Spring a freshness vast.

Swimming, sunshine is summer's stamp,
So lots of people tour and camp
To absorb the rays from the molten sun
At ease, their leisure, combined for fun.

Autumn leaves breathe their last,
For they are tired, their life is past;
They drop, defeated to the grass,
Flags in hues of great contrast.

Winter washes, whistles wild,
That banshee owl is nothing mild;
The sun is gone, Jack Frost is here
With his icy fingers and snowy hair.

Spring sparkles its newness, its peace and perfume,
The green grass is moist, the sweet buds bloom;
The birds' cries are joyful, they are making a nest,
The dairy herds low at complete rest.

Yes, that is the way the seasons go round;
It is amazing, but there may be found
Two extremes with mild temperatures between
Which combine to form a contented mean.

—PHILLIP WHITE, Fourth Year.

CLASS ROLLS
1961

1A

GIRLS:: Barnes, Anne; Bye, Barbara; Cork, Rosalind; Cork, Toni; Cowling, Loretta; Elms, Denise; Guymer, Suzanne; Hargreaves, Shirley; Harris, Helen; Hodges, Jennifer; Johnstone, Glenda; McKean, Susan; Marich, Daniela; Matthews, Carol; Robson, Anne; Sharp, Elizabeth; Shaw, Louisa; Stathis, Dianne; Stubbs, Beverley; Temple, Patricia.

BOYS: Annetts, Michael; Boyd, Leslie; Denson, Edward; Emery, John; Lohse, Henry; McAlister, Roger; McCulloch, Alan; McGrath, Terence; McInerney, Kerry; McLennan, Bevan; McNair, David; Martin, Douglas; Morris, Colin; Morris, William; Scott, Stuart; Scott, Wayne; Smith, Graham; Sundin, William; Webb, Maxwell; Williams, David; Edgar, John; Martin, Douglas.

1B

GIRLS: Anderson, Carol; Bailey, Helen; Brumby, Laurel; Bye, Margaret; Byrne, Marie; Carter, Jill; Crampton, Lorna; Garner, Denise; Graham, Victoria; Hogan, Selina; Johnson, Janice; Lindley, Jill; Lunn, Sharyn; McAlister, Diana; MacDonald, Robyn; Miller, Ann; Mulvihill, Catherine; Sexton, Jennifer; Thatcher, Marie; Webb, Lorraine; Wortes, Pamela.

BOYS: Bridge, Ronald; Brown, Gregory; Cuthbert, Raymond; Day, Colin; Denson, Brian; Dowling, Kenneth; Edgar, John; French, Eric; Jeffery, Russell; Johnston, Terry; Lee, Terry; Mitchell, Raymond; Naughton, Barry; Piper, Barry; Rose, Graeme; Sefton, Allan; Walsh, Kevin; Walsh, Vernon; Whiting, George.

1C

GIRLS: Martin, Carol; Murdoch, Hazel; White, Annetts.

BOYS: Anderson, Peter; Alchin, Daniel; Back, Warwick; Buckley, Brian; Crane, Lawrence; Green, Raymond; Gilchrist, Ken; Gilchrist, Murray; Hibbens, Terrence; Jeffery, David; Nolte, Kevin; Nolte, Max; Nolte, Barry; Patterson, Don; Piper, Douglas; Webber, Frank; Whatman, Don.

2A.

GIRLS: Clout, Helen; Crampton, Janet; Gollan, Janet; Hosken, Margaret; Learmont, Jennifer; Maloy, Mary; Piper, Robyn; Simmonds, Roslyn; Shaw, Merril; Upward, Robyn; Weeden, Jennifer.

BOYS: Bonnor, Chris; Braathen, Colin; Halas, Joseph; Klaus, Wilfred; Jacob, Philip; Lusis, George; Rintala, Geoffrey.

2B

GIRLS: Anderson, Pauline; Bryant, Judith; Byrne, Patricia; Foord, Diane; Hayward, Louise; Hogan, Allana; Holloway, Valerie; McDonald, Pamela; McIntyre, Jill; Martin, Joy; Patterson, Heather; Pearce, Lynette; Peters, Inge; West, Jennifer.

BOYS: Anderson, Lyle; Arentz, Kevin; Banwell, Francis; Blomfield, Ronald; Bradley, David; Brumby, Leslie; Cork, Howard; Carr, Alan; Crampton, Peter; Douglas, Robert; Freund, Ian; Giddings, John; Kell, Malcolm; Learmont, Roger; Le Fevre, Leslie; McAlister, Kevin; McGrath, Brian; McIntyre, Geoff; Sturt, Morris, Lyn; Oliver, Timothy; Rogers, Ronald; Sturt, Peter; Venables, Terry; Webb, Peter.

CLASS ROLLS

2A.C.

GIRLS: Bamblett, Shirley; Crampton, Helen; Crane, Dorothy; Cribb, Beverley; Dowling, Patricia; Ferguson, Lenore; Ferguson, Rhonda; Hampstead, Helen; Hargreaves, Dianna; McDonald, Christine; Molineaux, Beth; Pearse, Robin; Sheather, Mary; Zeimer, Doris; Czarnecki, Ushi.

BOYS: Baker, Fred; Davis, Kenneth; French, Don; Hargreaves, Robert; Holdsworth, Robert; Holloway, William; Horton, Kenneth; Johnston, Gary; Machell, Denis; Manning, Charles; Simpson, Peter; Sturt, Frederick; Trevanion, Don; Walsh, Ross; Ward, Wayne; Webb, Terry; Clements, William.

2C

GIRLS: Barrett, Helen; Beaven, Helen; Day, Rhonda; Gurinir, Karin; Livingstone, Dawn; Martin, Beverley; Nolte, Margaret; Niess, Margarete; Sutton, Janette.

BOYS: Alchin, James; Bullock, William; Chin, Peter; Clee, Ian; Crane, Barry; Foley, Douglas; Hillier, William; Le Fevre, John; Lubke, David; McDonnell, Peter; McDonnell, Ross; Oddy, Richard; Thomas, Leslie; Watson, John; Dowell, Peter; Freeman, Len.

3A

GIRLS: Atkinson, Pam; Martell, Jennifer; Blomfield, Joan; Cuthbert, Beverley; Cartright, Colleen; Dau, Anne; Eggleton, Gaye; Kell, Cecily; McAlister, Barbara; McDonald, Margaret; Morris, Barbara; Morris, Heather; Morris, Suzanne; Mulvihill, Lynette; Oddy, Narelle; Piper, Shirley; Smart, Patricia; Stanfield, Margaret; Wilkinson, Suzanne; Williams, Pam; Withers, Margot; Foster, Sandra; Spencer, Deneva.

BOYS: Armstrong, Barry; Broughton, Archer; Cowan, Kevin; French, Robert; Galvin, David; Graham, Chris; Graham, Michael; Hockey, Rex; Hodges, Noel; Hughes, William; Jurkans, Voldi; Lindley, Peter; Lindley, Robert; Martin, Ken; Masters, Robert; Orr, John; Phillips, Terry; Rosetta, Graham; Smyth, Neal; Stuckey, John; Varley, Peter; Welsh, David; Whyte, David; Wilkinson, Brien.

3A.C.

GIRLS: Ballard, Catherine; Belt, Maureen; Cribb, Patricia; Denson, Gwen; Dowell, Susan; Hillier, Kay; Lubke, Jill; Stubbs, Eva; Webb, Christine; Webb, Shirley; Worsnop, Diana.

BOYS: Brayshaw, Ronald; Burgess, Russell; Burmeister, William; Clee, Harvey; Davis, Ronald; Holdsworth, Paul; Jackson, David; Jeffery, Derek; Kelly, Raymond; McDougall, Ian; Millar, Peter; Whatman, John; Wignall, Alan; Wyse, Raymond.

FOURTH YEAR

GIRLS: Cook, Margaret; French, Enid; Harvey, Dawn; Lyell, Elizabeth; Lynch, Kaye; Manns, Diana; Morris, Katherine; Neden, Rhonda; Robson, Lesley; Smith, Jennifer; Vane, Lynette; Venables, Jennifer.

BOYS: Crampton, Kenneth; Harman, Peter; Lusis, Martin; McLennan, Stanley; Roberts, James; Smart, James; Smart, William; Sutton, Ronald; White, Phillip; Withers, Grahame; Wrenford, Michael.

FIFTH YEAR

GIRLS: Barnes, Helen; Boyd, Lois; Percival, Beryl; Smythe, Heather; Stuckey, Carol; Webb, Judith.

BOYS: Baker, Bruce; Banwell, Colin; Barry-Cotter, Chris; Bennetts, Robert; Betts, John; Marich, Stephen; McCausland, John; Weeden, John.

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