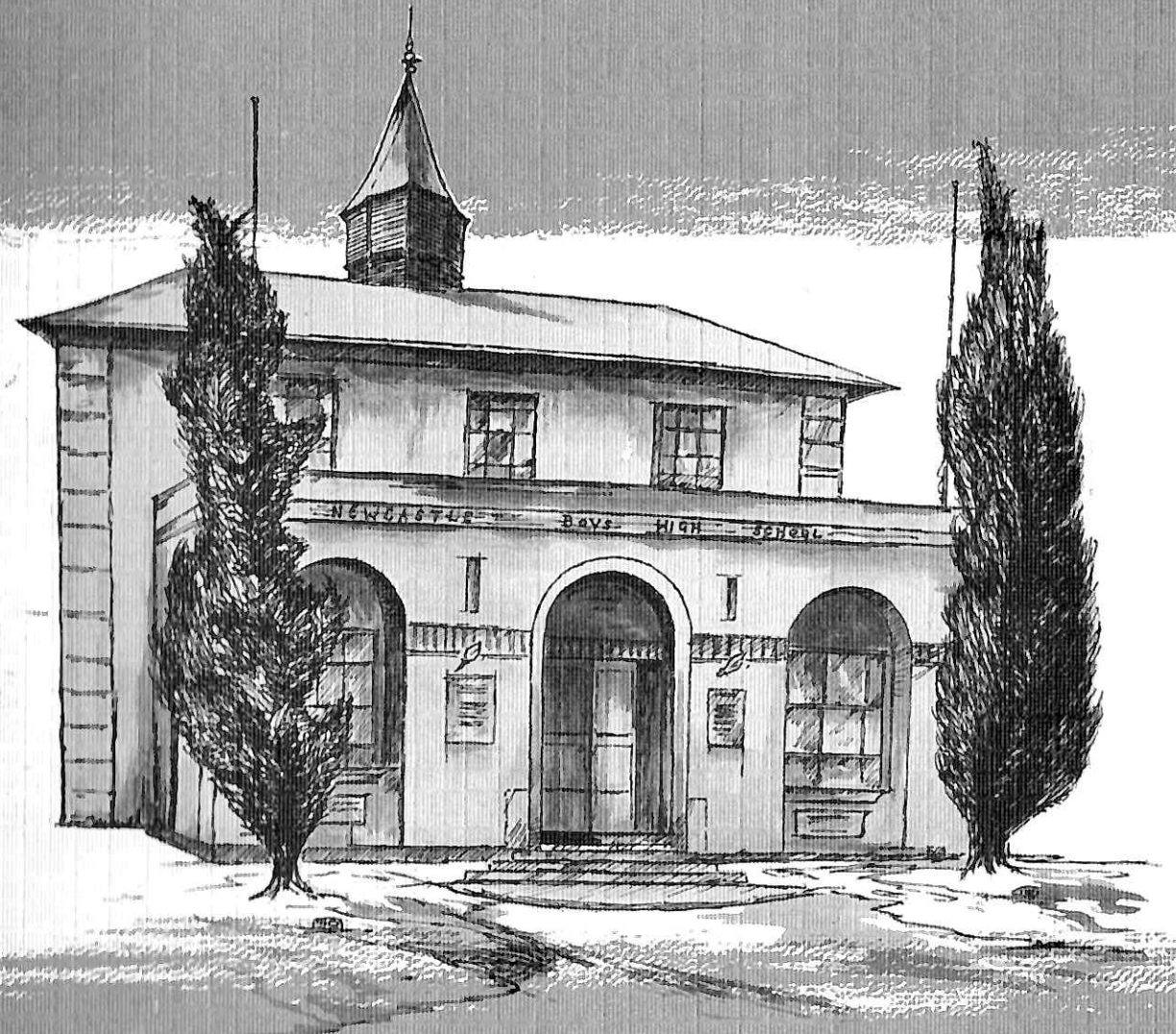
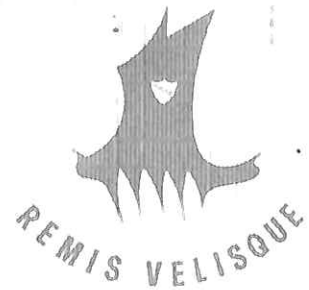


NHS
252

The Novocastrian



NEWCASTLE BOYS' HIGH YEAR BOOK 1970

NOVOCASTRIAN

'70



“People are apt to fancy—that when the plays of children are altered they are merely plays, not seeing that the most serious and detrimental consequences arise out of the change—not considering that these children who make innovations in their games, when they grow up to be men, will be different from the last generation of children, and, being different, will desire a different sort of life, and under the influence of this desire will want other institutions and laws”.

PLATO.

PHOTOGRAPHS OF SCHOOL AND STAFF GROUPS PROVIDED BY COURTESY OF
CHISHOLM STUDIOS, HIGH STREET, MAITLAND.

Foreword

MR. E. E. GRAY, B.Ec., DIRECTOR OF
EDUCATION



Mr. E. E. Gray, B.Ec., Director of Education, to the students of Newcastle Boys' High School. . . "Every goal man reaches provides a new starting point, and the sum of all man's days is just a beginning".

Students come in many shapes and sizes — male students, that is, for the female of that species is at all times shapely and beautiful.

The blue, soulful eyes about which the poet writes as having motivation in a young man are not an essential criterion in the classroom, nor does red hair, a strong arm, a loud voice or an aggressive manner necessarily lead to success in the manifestly complex task of growing up in a school community.

Students come from a wide range of background environment. There are those who have found success against the sustaining influences of a happy family life in which values have been wholesome and clearly defined, some who have experienced the hurts of family unrest and narrow, family horizons, those who have lived in comfort, some who have lived in poverty. They are the children of many parents, the products of widely varying circumstances, often of singular and remarkable personal experience — and they come together in your school.

There are many who will advise you, for there are many who have been through the processes of "going to school". There are many who will advise you because they believe they have thoughts, worthy to communicate. There are many who will advise you because schooling is a social process and, in our schools, the community foots the bill and seeks a return.

You are the concern of many teachers, each the product of an environment individual and varied. It is a fascinating experience to watch the master teacher at work — an experience which I always regard as having similarities with the playing of the master organist, where the delicate use of stops and the touch of expert fingers over keys will produce control and response from every pipe.

Certainly, you are students who will inherit a new world and already you are thinking and talking in terms that leave your elders struggling to keep pace — often relying upon resources of knowledge and understanding acquired in their youth. Your future presents an exhilarating challenge.

Thinking in these terms, so often, Janus like, we look in two directions at once. While looking into the future, we seek security in our looking into the past where the story is told so eloquently and so personally in the lives of those who have given purpose and meaning to Newcastle Boys' High School — in the names of families written in the rolls, in the names of teachers, in the "Bill", "Fred" (maybe, "Mary") scratched on the surface of a desk and in the countless anecdotes cherished and sometimes embellished by its graduates. More significantly, the story of your school is written in the philosophies which set the aims and purposes of its people, in the manner of the pursuit of those goals and in the coming together of a community in a common interest.

That is the tradition of your school.

We wonder about the future, often with conviction, sometimes with apprehension, yet, I hope, always with enthusiasm.

What you will contribute, what you will achieve, will reflect your understanding of those with whom you live. You will be successful, not because you pass an examination, win a race, score a try or wear the badge of "Prefect", but rather in how you regard your fellows, how you determine your values and how well you use the opportunities which your fine school offers.

I take this opportunity to express my appreciation of the courtesies extended to me by your Principal, Mr. Richardson, by members of staff and by the student body.

The sum of the days of Newcastle Boys' High School promises well for its further beginning.

Principal's Viewpoint

L. T. RICHARDSON, B.Sc.

When I look at the school what do I see?

An article the other day wished to refute the belief that ants are very industrious. The writer said "that ants are actually lazy; they only appear to be busy because there are so many."

Leaving out any similarity to ants, am I to be deceived by the same factor? Do the students only appear to be busy — are they really involved and purposeful?

On looking closely at the situation I am convinced that we have all types from the drones suffering an advanced stage of apathy to the curious, intelligent and alert young men with whom it is a pleasure to be associated.

I was made freshly aware of the need for the mind to have time to ponder on difficulties and their explanations as I watched the expressions of some of the students in control of equipment in the Science Display on Open Afternoon.

I was made freshly aware too, on that day, of some of the activities and products in the school.

The Art Room — a pleasure to enter — bright, colourful and interesting — full of the endeavours of eager fingers and creative ideas, from the efforts of the novice to the work of the senior students for the Higher School Certificate — the enamel jewellery — the pottery. Everywhere I experienced freedom of expression; everywhere I felt the personality of the boys who had been there — the room was alive.

The Library — colourful book covers and the facilities offered as an invitation to read. Project work — the end result of hours of industry, arranged, organised and co-ordinated. Manual Arts and the display of the products of hand and mind — drawings — plans — models.

The Stamp Club prepared an exhibition which showed a wide range as a collection and reflected the enthusiasm of its members. This club is but one of the many clubs and activities that continue from week to week and in these can be felt the life of the school. All this without mentioning sport or academic pursuits so that I would not be able to accuse the students of being lazy and only appearing active.



There needs to be discovery and doing to keep interests alive. All education should have the opportunity to be in the spirit of discovery either by personal experience or the experience of others. This viewpoint is often lost by the student and he sees the academic picture as a bore to be endured by necessity.

Perhaps lack of time is the factor that controls the extent of this boredom.

There is now a stronger realisation of the need to develop the social understanding of the student. There is the aim to produce a widely-read, well-balanced young adult who sees all aspects of life as a personal challenge. However, the pressure of examination orientated by syllabuses takes away the concept of time-freedom from the student and the teacher. To pursue the wider aims of education successfully there must be an increase in physical facilities in school so that the useful occupation of leisure can be encouraged. This is a necessity towards which we should be striving by all means possible.

In discussing the making of a free commonwealth, Milton advocated schools "wherein children may be bred up to all learning and noble education, not in grammar only, but in liberal arts and sciences".

To come back to the school I do see a student body that contains its quota of personal industry, personal concern for their fellows, and personal questioning of the life towards which they are being pointed. The degree of development is controlled only by their own enthusiasm, the enthusiasm of their fellows and the time available in any school day.

— Remis Velisque —

Editorial

The School magazine is not just an arbitrary collection of facts, photographs and wise utterances. It is a published expression of the school's personality and as such the magazine provides an insight into the cellular structure of the corporate organism.

The school is alive and the value of its existence can only be a function of the excellence of its history, pupils and staff, all of which comprise the school spirit.

This sentiment, shared by both present pupils and staff, has resulted in an overflow volume of contributions, not all of which unfortunately can be published.

To published contributors — thank you. To unpublished contributors thank you also and do try again next year.

In the meantime, to you all, good reading and best wishes.

W. R. BRUCE.



LITERARY EDITOR



Editor:

BILL BRUCE

Literary Editor:

GREG McINTYRE

Business Manager:

RON DAVIS

Student Assistants:

JIM BENNETT

MICHAEL CARR

RHYS MARTIN

ALAN HEMMINGWAY

NEIL WATSON

ANTHONY HOYSTED

Published at N.B.H.S.,
Turton Rd., Waratah,
N.S.W., 2298.

Telephones:
68 1939, 68 1330.

Printed by
Knight Bros. Printery
Pty. Ltd.
Mayfield, N.S.W.

Staff

Principal: Mr. L. T. Richardson, B.Sc.

Deputy Principal: Mr. W. G. Maiden, B.A.

DEPARTMENT OF ENGLISH

Master: Mr. J. Robson, B.A., Dip.Ed.

Asst. Masters: Messrs. K. Donald, B.A., D. N. Holliday, G. A. Kerr, B.A., W. Menary, M.A., Mr. D. Muscio, B.A., Dip.Ed., J. O'Donoghue, S. Rigby, B.A., V. Rooney

DEPARTMENT OF HISTORY

Master: Mr. T. Millard, B.A., Dip.Ed.

Asst. Masters: Messrs. W. G. Maiden, B.A., G. McIntyre, B.A., Dip.App. Psy. (Clinical), Dip.Ed., J. M. Quinn, B.A., Dip.Ed.

DEPARTMENT OF MATHEMATICS

Master: Mr. B. Donegan, B.A., A.F.I.M.A.

Asst. Masters: Messrs. R. Best, J. Imrie, T. Lynch, R. L. Ross, J. Stevens, B.A., A. Wells, B.Ec., N. Winney, B.A.

DEPARTMENT OF MODERN LANGUAGES AND CLASSICS

Master: Mr. J. B. Allen, B.A., Dip.Ed.

Asst. Masters: Messrs. C. Goffet, B.A., K. Ellenor, B.A., Dip.Ed., Mrs. A. Holmes, B.A., Dip.Ed., Mrs. G. Woodward, B.A., Dip.Ed., Mrs. N. MacLeod, B.A., Dip.Ed.

DEPARTMENT OF SCIENCE

Master: Mr. S. M. Mudford, B.Sc.Ag.

Asst. Masters: Messrs. W. Burges, B.Sc., Dip.Ed., G. Dobinson, K. McLelland, S. McKnight, B.Sc., H. Paterson, B.Sc., Dip.Ed., M. Westbrook, B.Sc.

DEPARTMENT OF COMMERCE SOCIAL STUDIES AND GEOGRAPHY

Master: Mr. A. T. Clarke, B.A.

Asst. Masters: Messrs. W. Bruce, B.A., Dip.Ed., R. Brydon, B.A., R. Davis, B.A., B. Deller, R. Gardner, B.A., Mrs. G. Curry, B.Com.

DEPARTMENT OF TECHNICAL DRAWING, WOODWORK AND METALWORK

Asst. Masters: Messrs. G. Collins, A.S.T.C., R. Pratt, R. Davies, A.S.T.C.

DEPARTMENT OF ART

Mrs. D. Shield.

DEPARTMENT OF MUSIC

Mrs. V. Hindmarsh, A.Mus.A.

DEPARTMENT OF PHYSICAL EDUCATION

Messrs. K. Kiddy, D.P.E., W. Lockett, D.P.E.

OTHER POSITIONS

Teacher-Librarian: Mr. S. Rigby, B.A.
Sportsmaster: Mr. K. Giddy, D.P.E.
Careers Adviser: Mr. G. Kerr, B.A.
District Guidance Officer: Mr. R. Harland, B.A.
School Counsellor: Mr. M. Rabbitt, B.A.
Secretaries: Mrs. B. Abbott, Mrs. M. Donnelly, Mrs. D. Buckland.
Science Attendant: Mrs. M. Wass.
Library Assistant: Mrs. C. Hawkin.
General Assistant: Mr. H. G. Miller.

"He must be acquainted with the habits of all tempers: the slow, the quick, the inventive, the investigating; and he must adapt his instructions accordingly. There is something more requisite: a teacher must not only know what he professes to teach of his own peculiar art or science, but he ought to know all its bearings and dependencies".

MARIA EDGEWORTH.

THIS PAGE DONATED BY DR. K. ALEXANDER

Awards and Prizes

"I loved not study, and hated to be forced to it. Yet I was forced, and this was well done towards me, but I did not well; for, unless forced, I had not learnt".

ST. AUGUSTINE.

MEMORIAL PRIZES —

Mrs. Alice Chicester Memorial Prize for Dux of Form 6: Ross Dunstan.
Finlay Donald McLeod Memorial Prize: Jeffrey Hogg.
Kenneth Sanderson Memorial Prize: Peter Swiney and Robert Wilkinson.
Captain John Cleary Memorial Prize for H.S.C. English: Philip Paterson.
W. V. Cochrane Memorial Prize for H.S.C. Science: Peter Swiney.
Murree Allen Memorial Prize for H.S.C. Mathematics: Ross Dunstan.
Jane Warne Memorial Prize for Senior Public Speaking: Alan Kennedy.
Jane Warne Memorial Prize for Junior Public Speaking: Ross Kerridge.

Special Awards—

Ross Mearns Award: Jeff Hogg.
Basil Helmore Award: Neil Watson.

ACADEMIC PRIZES FOR 6th FORM

Alliance Francaise Prize for French: Philip Paterson.
German Consulate Prize for German: Russell Cheek and Philip Paterson.
Newcastle Businessmen's Club Prize for Economics: David Williamson.
Mayfield Lions' Club Prize for Geography: Robert Wilkinson.
Special Proficiency Certificate: D. Cocking, M. Hannaford, I. Miller, T. Sorensen, P. Swiney, R. Wilkinson.
Proficiency Certificates: B. Burke, G. Carter, R. Cheek, R. Cooper, R. Dunstan, G. Hurrell, J. Kelly, P. Paterson, L. Pinczewski.
Other Places—
4th: David Cocking.
5th: John Masters.
6th: Michael Hannaford.
Modern History: Gary Carter.
Ancient History: John Kelly.
Industrial Arts: Clive Watkins.

OTHER ACADEMIC PRIZES

5th FORM PRIZE LIST

Lord Mayor's Prize for Dux: Graeme Williams.
Commonwealth Savings Bank Prize:
2nd: Patrick McGorry.
3rd: Grahame Wright.
4th: David Williams.
B.H.P. Prize for Mathematics: Graeme Williams.
C.S.R. Chemicals Prize for Science: Graeme Williams.
Alliance Francaise Prize for French: Grahame Wright.
German Consulate Prize for German: Patrick McGorry.
English: Graeme Williams.
Modern History: Bruce Pickering.
Ancient History: Philip Rolfe.
Latin: Graeme Williams.
Economics: Stephen Rich.
Geography: David Williams.
Industrial Arts: Laurie Fraser and Gary Howes.
Art: David Collins.

4th FORM PRIZE LIST

Hunter the Stationer Prize for Dux: Roger Stancliffe.
Whitcombe & Tombs Prize for 2nd: Anthony Hoysted.
3rd: Neil Watson.
Whitcombe & Tombs Prize for 4th: Owen Morgan.
John Lysaght Prize for Mathematics: David Adams.
C.S.R. Chemicals Prize for Science: Roger Stancliffe.
Alliance Francaise Prize for French: Anthony Hoysted and Neil Watson.
German Consulate Prize for German: Max Lenzer.
English: Roger Stancliffe.
History: Stephen Thornton.
Latin: Geoffrey Mitchell.
Commerce: Anthony Hoysted.
Geography: Ian Lacey.
Tech. Drawing: Peter Stevens.

3rd FORM PRIZE LIST

Temple Bookshop and Whitcombe and Tombs Prizes for Dux: Michael Bint and Ian Watson.
C.S.R. Chemicals Prize for Science: Richard Adams and Ian Watson.
Commonwealth Steel Prize for 3rd: Richard Adams.
4th: Timothy Miles.
John Lysaght Prize for Mathematics: Ian Watson.
Alliance Francaise Prize for French: Richard Adams.
German Consulate Prize for German: Timothy Miles and Geoffrey See.
English: Michael Bint.
History: Graeme Wood.
Latin: Michael Bint, Mark Maxwell and Ian Watson.
Commerce: Bruce Taggart.
Geography: Laurie Stanbridge.
Tech. Drawing: Danny Llewellyn.
Certificates:
Art: G. Goeldner, J. J. Lowndes.
Craft: Bill Carson and David Beverley.
Phys. Ed.: Stephen Rayfield.

2nd FORM PRIZE LIST

B.H.P. Prize for Dux: Stephen White.
Whitcombe and Tombs Prize for 2nd: Ian Jordan.
Commonwealth Steel Prize for 3rd: Terry O'Brien and Stephen Pryde.
John Lysaght Prize for Mathematics: Brett Hawke.
C.S.R. Chemical Prize for Science: Stephen White.
Alliance Francaise Prize for French: Stephen White.
German Consulate Prize for German: Stephen White.
English: Ian Jordan.
History: Greg Carter.
Latin: Ian Jordan and Bruce Stanger.
Commerce: John Rothfield.
Geography: Alan Randell.
Tech. Drawing: Robert Lojewski.
Certificates:
Art: Greg Rayment, Lionel Solomon.
Craft: Soame Chopra.
Phys. Ed.: B. Morgan.

1st FORM PRIZE LIST

P. F. Gallagher Prize for Dux: Stephen Ticehurst.
P. F. Gallagher Prize for 2nd: Bradley Borham.
Commonwealth Steel Prize for 3rd: David Crofts.
4th: Warren Lazer.
Temple Bookshop Prize for English: Brett Fraser and Gregory Kelly
C.S.R. Chemicals Prize for Science: Stephen Ticehurst.
Mathematics: Neil Curryer.
Languages: Warren Lazer and Stephen Ticehurst.
Social Studies: Robert Ceramidas, David Crofts and Stephen Ticehurst.
Certificates:
Art: Richard Graham.
Craft: James Campbell.
Phys. Ed.: Brian Iredale.

OTHER SCHOOL AWARDS

NBN Channel 3 Prize for Music: David Cole.
NBN Channel 3 Prize for Art: Graham Bond.
Sam Jones Debating Club Prize: Jim Bennett.
School Magazine Prize:
Senior Poetry: Stephen Dumpleton and Ian Goodenough.
Junior Poetry: Wray Means.
Senior Prose: Philip Paterson.
Junior Prose: Anthony Hoysted.
Art: David Collins.
High Schools' Chess:
A Grade 1969: N.B.H.S.
B Grade 1969: N.B.H.S.
School Chess Champion: Christopher Dibley.
School Service:
A.T.C.: Gerard Neilson.
Cadets: Clive Watkins.
Magazine: Gary Fletcher and Greg Porich.
Library: Robert Melville-Jones.
Otis: David Collins.
Film Club: Greg Jopson.
Outward Bound Prize for Outstanding School Service: Greg Jopson.

SPORTING BLUES 1970

Rugby League: Jim Wardle, Chris Parry, Jeff Shield.
Soccer: Bill Luck, Gary Fletcher, Geoffrey Cousins, Bob Daley.
Cricket: Dennis Pitt, Geoffrey Cousins.
Basketball: Wayne Taggart, Stewart McLeod.
Athletics: Stephen Burgess.
Swimming: Gregory Price.

COMMONWEALTH SCHOLARSHIP WINNERS, 1969

R. Armstrong, B. Burke, J. Burt, R. Cheek, D. Cocking, P. Colditz, R. Cooper, M. Daly, A. Davidson, C. Dibley, S. Dumpleton, R. Dunstan, I. Goodenough, P. Graham, M. Hannaford, F. Henskens, J. Hogg, N. Holmes, D. Jarvis, J. Kelly, C. Kinsella, J. Lewis, S. Mackie, D. Parker, P. Paterson, L. Pinczewski, M. Rowland, T. Sorensen, K. Sweeney, P. Swiney, K. Torpey, C. Watkins, R. Wilkinson, D. Williamson.

WILLIAM HARRIS MEMORIAL SCHOLARSHIP, 1970

Ian Burnley.

MAFIELD ROTARY CLUB SCHOLARSHIPS

1970: T. Antcliffe, R. Burgess.
1969/70: M. Savage, L. Keogh.

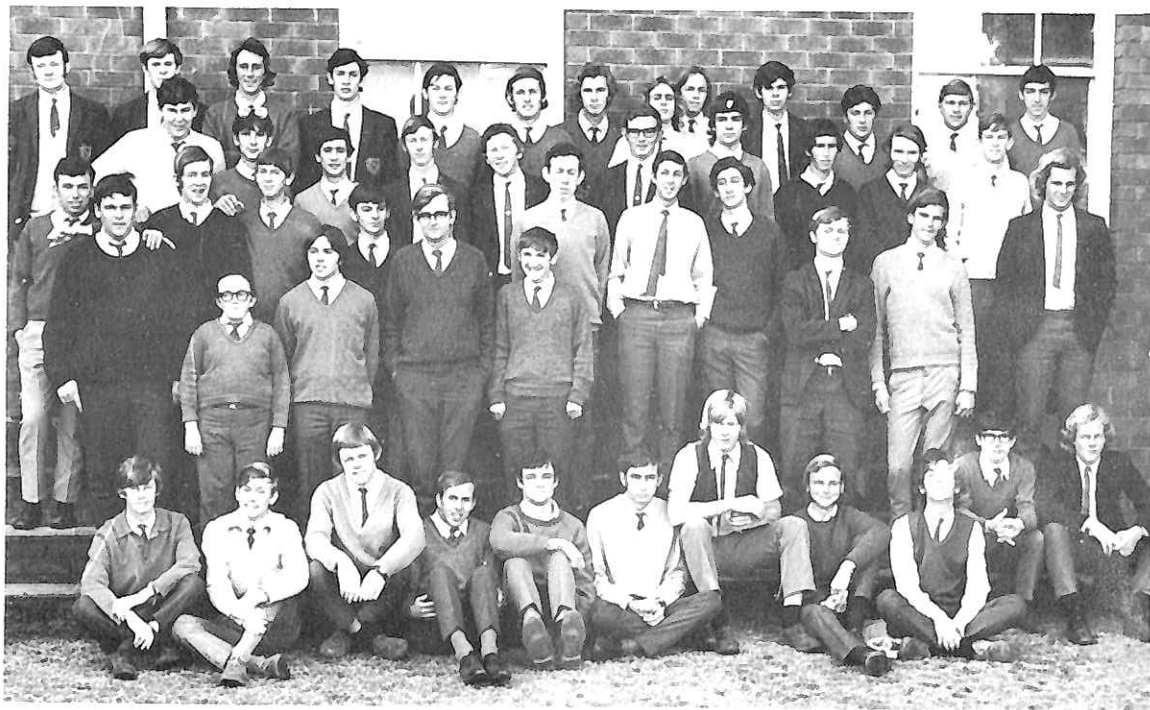
CAREERS ENTERED BY 1969 HIGHER SCHOOL CERTIFICATE STUDENTS

University: Engineering 17, Science (Metallurgy), Arts 12, Agriculture 2, Commerce and Accountancy 19, Medicine 6, Forestry 1, Law (Degree) 5, A/C Law 2, Architecture 3, Teachers' College/Uni. P/T 4, Bank 7, Science (Tech. College) 3, Engineering (Tech. Coll.) 4, Clerk 6, Apprenticeship 1, Path. 1, Other 12.

"My interest is in the future, because I'm going to spend the rest of my life there".

CHARLES F. KETTERING.

Form 6 — 1970



6A:

Boyd, Ronald; Brooks, Phillip; Cooper, Peter; Cunningham, Ken; Duggan, Gregory; Hoffman, John; Kearns, Darrell; Kennedy, Alan; Lawrie, Chris; McGorry, Patrick; McLeod, Stewart; Marr, Denis; Marty, Simon; Morgan, Graham; Robertson, Mark; White, Daryl; Williams, David; Williams, Graeme; Wilson, Philip; Wright, Graeme.

6B:

Bevan, Peter; Bouckley, George; Burns, John; Crawe, Steven; Daley, Robert; Flanagan, Frederick; Fraser, Laurie; Hood, Philip; Kerridge, Graeme; Krempin, Peter; Lawe, Philip; Lawson, Warwick; Marshall, John; Masterson, Robert.

6C:

Miller, Glenn; Mitchell, Cleve; Notley, Darrel; Patrick, Raymond; Pittard, John; Rich, Stephen; Sutherland, William; Sweeney, Bruce; Toll, Gregory; Wilcher, Gary; Williams, Raymond.

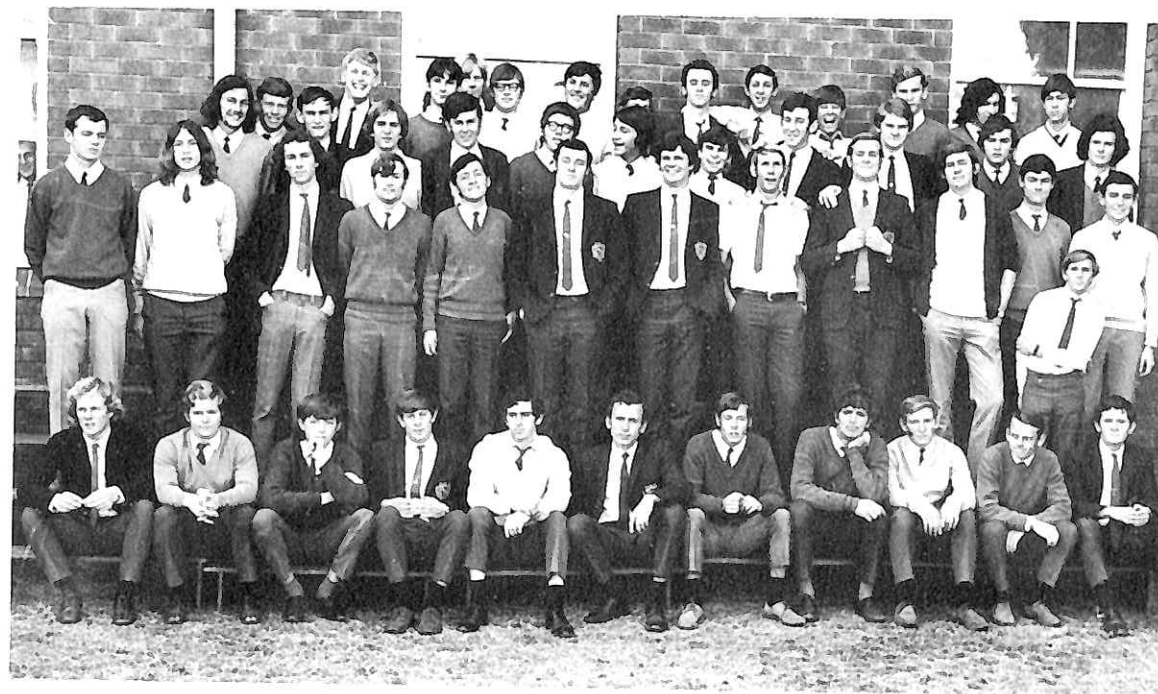
6C:

Alcock, Peter; Allen, Robert; Baker, Phillip; Burns, Michael; Chalker, John; Cousins, Geoffrey; Crockett, John; DeFina, Michael; Flaherty, Dennis; Fox, Glen; Gibbons, Gregory; Gill, Brian; Graham, Christopher; Howes, Gary; Hunt, Gregory; Jordon, Bruce; Masters, Peter; Morris, Neville; Parry, Christopher; Pickering, William; Pollard, Philip; Smith, David; Taggart, Christopher; Thompson, Peter; Weaver, Robert.

*"Our childhood sits,
Our simple childhood sits upon a throne,
That hath more power than all the elements"*

WILLIAM WORTHWORTH.

THIS PAGE DONATED BY HUNTER THE STATIONER PTY. LTD.



6D:

Annable, Paul; Bell, Stephen; Budden, Rod; Burgess, Peter; Chapman, Gary; Cooper, Terry; Croft, Robert; Davies, George; Fletcher, Brian; Gill, Allan; Idstein, Phillip; Jones, Brian; Ley, Gregory; Lawson, Stuart; Oldham, John; Rodgers, Norman; Savage, Malcolm; Stanger, Roderick; Thompson, Peter; Todhunter, Simon; Finnie, James.

6E:

Bridgwater, Peter; Collins, David; Cook, Brian; Cropper, Bill; Ellyett, Warren; Frankham, Darryl; Frost, Laurience; Gill, Michael; Isherwood, Barry; John, Richard; Land, William; Lowe, Peter; Luck, Bill; Marshall, John; McKinlay, David; Neilson, Gerard; Valentine, Gregory; Wardle, Jim; Wood, David.

6F:

Boas, Harold; Boote, Gregory; Brown, Ron; Faunt, Graham; Jones, James; Mandas, Nick; Miller, Jeff; Perry, Graham; Pullin, Stephen; Wark, Robert; Williamson, Bruce; Foster, Greg; Tuft, Andrew.

6G:

Bay, David; Beveridge, David; Blackford, Ross; Brown, Chris; Brown, Stephen; Cave, Peter; Fisher, Robert; Fletcher, Gary; Gayner, Allan; Gilmour, John; Guy, Frank.



THIS PAGE DONATED BY DR. B. R. INGRAM



GIRLS' HIGH PREFECTS

COMMENT BY NEWCASTLE GIRLS' HIGH PREFECTS ON THE CHANGING NATURE OF HIGH SCHOOL EDUCATION

Sixth formers have heard quite a lot this year about the advantages and disadvantages of senior co-educational high schools. The more we hear and think about it, the more senior high schools seem the only logical solution to the many problems which face our present high school system.

After six long years in the one school, many of us feel that it would be better for the students and for the school as a whole, if there were a division in the school at the end of fourth form. In any case, there appears to be an ever widening "generation gap" between seniors and juniors in our schools.

The very fact that the terms "juniors" and "seniors" exist and are commonly used by staff and pupils underlines this division. The two sections of the school have little in common as far as interests inside and outside the school are concerned, and few students know more than a handful of those from other years except by sight.

Under the present system, boys and girls of twelve and thirteen are living and learning under the same roof and under the same administration as students of seventeen and eighteen. Naturally, the seniors resent being subject to the same discipline as the junior school, when in their studies they have to be much more dependent on self-discipline. Concessions have been granted to the senior students for this reason. The result is a hotch-potch of small privileges for seniors, com-

bined with elements of the fairly rigid discipline from which they cannot be released without threatening the entire disciplinary system of the school. Even so, concessions to seniors seem to have brought with them a breakdown of the feeling of unity within the school, and has not cured resentment: now juniors are ignoring or rebelling against school rules to which they find fifth and sixth formers are not subject.

Hand in hand with trying to fit discipline intended for juniors to that necessary for seniors, comes the problem of making a study environment originally designed for junior years satisfactory for students at Higher School Certificate level. If the schools were split into junior and senior high schools, teachers more interested in teaching junior classes would not find themselves struggling with students who would have been at university at their present age. Likewise, a teacher whose interest and ability lies with seniors, would not have to teach junior classes in whom he is not interested and therefore does not teach well.

The classroom set-up, too, could be improved if seniors and juniors were separated. Many senior classes take the form of discussions, where arrangement of seats in a circle would be much better than the old fashioned classroom with everybody facing the teacher. (Better seating would also eliminate the ludicrous sight of a six-foot-plus sixth former folding himself awkwardly into a desk built for someone half his size).

At present, library facilities in most high schools seem cramped: the library is filled with junior classes while seniors are trying to study or do research. In a senior high school, a library

... "The whole education of women ought to be related to men: to please them, to be useful to them, to make themselves loved and honoured by them, to console them, to render their lives agreeable and sweet to them,—these are the duties which ought to be taught to women from their childhood . . . Woman is created to give way to man, and to suffer injustice. Her empire is an empire of gentleness, mildness and complaisance. Her orders are caresses, and her threats are tears".

LORD MORLEY.

THIS PAGE DONATED BY THE WARATAH BOWLING CLUB

could be put to better use, and the shelves could be more adequately and economically stocked if senior students from a number of schools were concentrated in one college rather than scattered in handfuls over several schools with inevitably small libraries. Juniors would also benefit from a library where a large proportion of expenditure was not needed for senior books.

They would benefit from the division of high schools into senior and junior parts, in other ways as well. Fourth formers would mature more quickly as the most senior year in their school, with the added responsibility of being prefects and taking the more important role in school life, at present occupied by sixth form. A school especially designed for juniors would have as many advantages for them, as senior high schools would have for seniors.

There are many advantages in having separate junior high schools for boys and girls, who

CAPTAIN'S REPORT

Our education system, formulated by Dr. Wyndham, is not concerned only with bookwork and examinations, though no-one can deny that this aspect must be the major concern of pupils in Secondary Schools. The majority of students who leave school after the Higher School Certificate will be old enough to enter a hotel or drive a car, and they may soon have the right to vote, so it is expected that they will be mature, developed personalities, with an active interest in their society and environment.

It is up to each student to ensure that this is the case, by making intelligent use of the facilities available at Boys' High. The Cadet Units, the Choir and Orchestra, the various clubs and service organisations, and the numerous sporting teams within the school offer useful opportunities to cultivate interests in an individual way.

With such a wide range of activities, it should be possible for most boys to construct a balance between sport and culture, and to find a respect for the interests of others.

Academic work, sport, and the activities which I have mentioned above are all part of the challenge in life. This challenge can be met each day, piece by piece. The pity lies not in trying and failing, but in realizing one day that you have not tried at all.

To be a prefect of any school is at once a great honour, and a taxing responsibility which all of us must do our best to live up to. It is especially so when the school has as proud a reputation and record as Newcastle Boys' High School. The experiences and memories will always be something we will look back on happily.

I would like to offer my thanks to all the prefects of 1970 for the excellent way in which they have carried out their duties. I am especially grateful to Pat McGorry, the Vice-Captain, and Graeme Kerridge, the Senior Prefect, for their valuable assistance, and to Peter Alcock, Michael De Fina, Chris Graham and Alan Kennedy for their organisational work.

On behalf of the prefects, I must express our gratitude to Mr. Clarke for his valuable guidance, and to Mr. Richardson and Mr. Maiden for their help and advice.

Finally, I would like to wish next year's prefects, and the school in general, a happy and successful future.

DAVID WILLIAMS.

are maturing at different rates and in need of discipline of different kinds in different quantities. However, by the time students reach their senior two years of high school, these differences have largely disappeared, and the advantages of discussions and lessons together far outweighs the considerations of studying together being too much of a "distraction". In one or two years, senior students will be at places of work and study where keeping men and women apart is not even considered. Why not have fifth and sixth form get used to the idea, since we will have to get used to it sooner or later?

"Therefore, fair seniors, question your desires,
Know of your youth, examine well your blood,
Whether, if you yield up to the System's ways,
You can endure the livery of a student;
For aye to be in shady Waratah mew'd. . ."

THE PREFECTS, N.G.H.S.



WHAT USE IS MATHS?

I am often asked "What use are quadratics?", "Why do we learn complex algebra?" etc.

There are very good particular reasons for learning these facets of mathematics, but in the classroom these often involve too lengthy an explanation or a scholium of a difficulty beyond the comprehension of the person asking the question. For example, a third class child asks the reasons for learning tables. Other than the obvious answer of education for living, that is, buying vegetables, etc., it is impossible to factorize a quadratic without knowing the answer to a question like "What two numbers multiply to give 36 and have a difference of 5?" — and this involves knowing tables. The theory of quadratics can not be explained to a third class child, nor should it be, as enough difficulty is experienced by a second form pupil. Similarly, it is often impossible to explain the later use of a certain notion at the level at which the original idea is taught.

This type of answer suits the person interested in mathematics but I am afraid that the answer I am inclined to give does not even do this. My usual answer is that I am not interested in the use of mathematics for practical purposes as much as I am fascinated by its beauty, just as I am moved by harmony in music or colour and technique in painting.

I am enchanted by discovering the "thingness of things", elegance of proof, diversity of method or even serendipity, although such "accidents" of thought are usually the culmination of academic preparation.

Again, this does not satisfy many people.

It has been established that there are various stages in the development of man, through which everybody goes, some earlier than others. One of these is a conceptual stage and this develops to a type of logical form. This is what is tested, along with various other areas, in an I.Q. test and is best done by what appears as pure mathematics. Thus we obtain an I.Q., which is merely a ratio of mental to chronological age, converted to a percentage.

Being an apologist for mathematics does not mean that I am in favour of rigidity of method — a common impression of mathematics, as this stifles creative thought. Creativity can be promoted by an insistence on a careful step-by-step approach to a new idea, a range and richness of previous knowledge, a versatility and discrimination with which to select facts, create concepts and trace relations, that is, imagination.

All these things are offered by mathematics,



S. MUDFORD

Masters Reports



but are not received by the person who approaches it as merely a subject to be passed.

Van Dalen was not referring to mathematics when he said: "Facts don't speak for themselves, only to a person with a prepared mind", but he could have been.

BRIAN DONEGAN.

SOME THOUGHTS ON SCIENCE

Throughout the various courses of Science from First to Sixth Form the experiments and theories of many of the world's leading Scientists have been mentioned as an integral part of the subject matter.

It is important not to conclude that Science is a man-made collection of rules and theories. It has been labelled, most aptly, natural philosophy. Scientists did not create Science but have merely tried to find and understand the rules by which Nature functions.

Thus the study of one or more of the Sciences makes a valuable contribution to education in general since Nature functions all around us constantly.

Science plays an important part in the vocational education programmes of tertiary institutions. By unravelling the mysteries of natural phenomena man has been able to harness natural forces to his advantage. Industry depends on this. Faraday's experiments investigating electrodynamic induction are the foundation of all electric generating stations. Man's knowledge of atomic structure and electrodynamics has led to complex transistorised electronic systems which can be used for the essential world-wide communications or to launch an inter-continental missile on its path of destruction. The fault lies not with Science but in the human character.

Man's ability to reason and the increasing understanding of natural laws have led to an increase in material wealth and comfort, and to the unique and dangerous ability to vary environment on a large scale. The latter imposes a heavy obligation on mankind, although very few realise it, since any disturbance of the natural balance can produce very serious consequences which may be irreversible. Scientists the world over are seriously worried by this problem and at present there seems to be no solution.

English

The most frequent accusation launched at teachers of English is that the subject has no practical value, and I hope to dispose of that fallacy.

"What good is all this poetry to me? I'm going to be a plumber." (1). Usually the above question is delivered in an aggressive tone that implies that "poetry" and "junk" are synonymous, and of as possible interest or benefit to a red-blooded young Australian man. It is difficult to answer.

Love of poetry certainly has little vocational value — except maybe to an English teacher (2). I can't convincingly argue that it would help a plumber (3) to stop a tap dripping, or whatever plumbers do when they haven't forgotten to bring their tools (4). On the other hand though, it could be argued that the most rapidly expanding industry in the Middle East, aircraft hi-jacking, has been inspired by modern poetry.

This is the way the Trans-World ends

With a big bang, not a whisper (5).

Similarly, the claim that poetry will enhance the quality of life seems to be ineffective. After all, does the fellow downing a beer at the local club feel any sense of deprivation for not having mastered the more obscure cantos of Ezra Pound? Will an understanding of Hopkins' "Sprung Rhythm" help him to "walk the rollers" on the poker machines? He thinks not.

HOWEVER!

There is one outstanding reason for all young men to include poetry in their social graces — GIRLS LOVE IT! Properly used, it is a invaluable aid to ornithological work. Those of you who know Waugh's novel, *The Loved One*, will be aware of how Dennis Barlow proved that. Just two in a canoe, a few lines of the old Shelley and Keats (6), and Aimee was soon all burned up about him.

Subtlety is needed though, and to help you (7) to develop your strategy, and to dispel the idea that poetry has no practical value, here is a poem that works as a sure-fire, do-it-yourself conquest kit. Just learn the poem, recite it (8) to your reluctant (9) girl. Modesty forbids that I reveal his name, but you must agree that in the field of love poetry the author is a marvell.

Had we but world enough, and time
This coyness Linda (10) were no crime
We would sit down, and think which way
To walk, and pass our long love's day.

A hundred years should go to praise
Thine eyes, and on thy forehead gaze
Two hundred to adore each breast (11)
But thirty thousand for the rest.

But (12) at my back I always hear
Time's winged chariot hurrying near
And yonder all before us lie
Deserts of vast eternity.

The grave's a fine and private place
But none I think do there embrace.
Now (13) therefore, while the youthful hue
Sits on thy skin like morning dew.



JOHN ROBSON

Let us roll all our strength, and all
Our sweetness, up into one ball:
Thus though we cannot make our sun
Stand still, yet we will make him run (14).
Try it! We guarantee that it works better than any other method — and it's free! Don't limit your repertoire to just this one example. Ask your nearest friendly English teacher for a free catalogue of other poetry of practical value. We have samples that can be used for all occasions, to appeal to all tastes. Moreover, besides poetry, we have plays and novels that can serve every social, intellectual and emotional need of a red-blooded young Australian man. Read some today.

J.R.

- (1) I'm not prejudiced against plumbers. Some of my best friends are plumbers. If you wish substitute "engineer" or "doctor."
- (2) Some cynics claim that it is probably a handicap.
- (3) See Note (1).
- (4) If you substituted "doctor" for "plumber" in (1) here read "instruments." But why call a doctor for a dripping tap?
- (5) T. S. Eliot
- (6) Actually Dennis cheated by pretending that he wrote the poetry. If your girl is literate, honesty might be a safer policy.
- (7) Only seniors' may read past this point.
- (8) In a suitable situation, of course. Some drawn-out, melancholic sighs could help with atmosphere.
- (9) Aren't they all!
- (10) Not a plug for a certain brand of electric blanket. For prosodic reasons, a disyllabic, trochaic metrical foot is required for the name of the girl. If you don't know a Linda, try a Daisy, Dinah or Dora. Failing those, you may have to fall back on the more general, but less intimate, "Lady."
- (11) This line may be a bit dodgy. Check first to see if she is the type who tells her mum everything.
- (12) There is always a catch. Here is where the cunning argument starts. A note of urgency needed to put it across.
- (13) Move into top gear now, after a slight pause to let that previous couplet sink in.
- (14) Finish on a note of passion and triumph. Your girl, assuming that she is still there, will look at you with new eyes.

HISTORY

Human knowledge as with all human concerns has for convenience, been separated into divisions on subjects based on the fundamental characteristics of each subject. One of these being History. Knowledge is achieved through the practice of disciplines associated with each; the process is education. It must be, therefore, that the aims of History, or any other subject, must be the aims of education itself.

What has gone before suggests one interpretation the acquisition of education: the acquisition of knowledge; but there have been many other interpretations, at least as many as there have been prominent educators. Socrates' view has much to recommend it: "to dispel error and discover truth". Other ancients have expressed the need for "men's sons in sono corpore". The latter also implies a balance, not only in each person but in the scope of education itself. Reduce this scope in any way and the balance is lost and the result is inadequate education.

A more recent interpretation is that of Thomas Dewey, who has stated that education is preparation for life. Unfortunately, life has too often been taken to be mere existence and this has led to a restricted concept of the purpose of education as no more than a preparation for earning a living. Since engineering and technology play so important a part in modern life, it is only a step towards believing the sole purpose of education is preparation for an engineering or technological career and that the only subjects that need to be studied are those which lay a foundation for such a career.

Nothing could be further from the truth. The man whose mind does not range beyond the limits of his occupation is not educated. Marshall McLuhan has shown deeper understanding of the matter. He has said "some day all of us will spend our lives in our own school, the world. And education is the sense of learning to love, to grow, to change-can become not the woeful preparation for some job that can make us less than we could be, but the very essence, the joyful whole of existence itself." It is difficult to conceive how someone, who is unfamiliar with his own body and its functions or who does not employ his language with competence or is not conversant with its literature or who does not understand the natural phenomena of the world in which he lives and their effects on human existence or who knows little or nothing of other peoples or other lands, or who cannot make the calculations required in our everyday lives, or who knows nothing of the basic principles of the great religions of mankind, or of art or music or, to end a list, which is by no means comprehensive with the special interests of History does not know how our present knowledge and political systems are founded on the beliefs and practices of the ancients or what man's aspirations have been in the past, or how he has struggled to attain them, in particular what has taken place in the world, or been in his own country, during the last two hundred years, can claim to be educated.



TREVOR MILLARD

Not that technological advancement has not improved our existence; we do live more comfortably for it. But are we more secure? While we ravage our environment for the means to keep the wheels of industry turning, as we hustle on screaming tyres to keep our week-end appointments with mutilation or death, or choke in the miasma spewed out by factories, or drown in our slimy, pollution-ridden streams, or wait, quivering, for our bones to dissolve in the "sweet rain from heaven," do we have time to consider, do we even want to consider that we no longer seem to know how to live, perhaps even to stay alive!

It seems time for us to strive to recapture our lost balance to turn to some degree from the material to the human and spiritual, to the humanities, to History. Here we can learn again how man has coped with his problems and what he has considered worth struggling for in the past. Not to follow blindly merely because it has all been done before but to examine, judge, accept or reject so that we may learn to come and decide what is worth attaining, now and in the future. It seems more than time "to dispel error and discover truth".

WHERE HAVE ALL THE HUMANS GONE . . . ? HUMANISM THROUGH LANGUAGES

Almost every expert these days warns us that we are facing a crisis on this planet: Pollution, over-population, racism, hunger, nationalism, militarism, overindustrialisation, drugs, escapism . . . The list is long, it seems. Yet perhaps the list is really very short indeed: one word only — inhumanism.

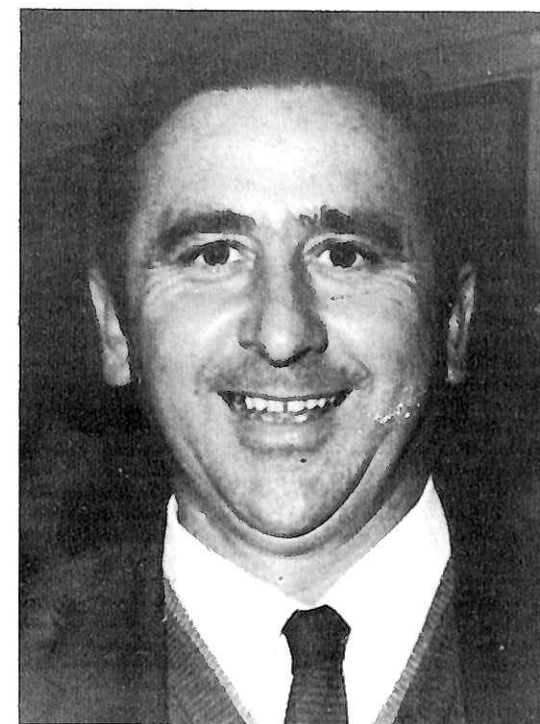
Despite all man's achievements in controlling nature and machines, man himself seems to defy control, and perhaps he remains uncontrolled because we have not paid him enough attention: man has long since been displaced from the centre of the world by machines — people have forgotten how important people are.

The severity of the crisis facing mankind and the number and complexity of forms in which it appears, make a return to the study of man at least equal in importance to the study of technology that has so taken hold of the Western world. Possibly the clearest proof of the imbalance in emphasis can be seen in the ways we are spending that most precious commodity, money. Putting it simply, we all know we are not spending even a fraction of the amount really necessary to deal adequately with education, health, poverty, mental illness, preservation of national identity, understanding of native and foreign cultures and the utilisation of the many creative arts that give satisfaction and fulfilment to the personality. And this imbalance starts at school.

If people are to begin again to put people first, they must put the study of man high on the list of interests at school. As well as the many skills and facts acquired in both Primary and Secondary Education, which most people would admit necessary for living and working, there are many more necessary to help us all to get along with one another, to develop tolerance, to have an understanding of our complete environment.

It is in this field of human understanding that the study of languages plays its part. It is difficult, perhaps impossible, to understand another person if you cannot speak to him directly: this important fact of life has been found to be only too true in the fields of business and diplomacy. Long ago the United States of America found itself losing contact with overseas countries through failure to have enough language experts who could understand what was happening, and, even more important, make clear what was happening in the U.S.A. In Australia there have been many instances of complete misunderstanding of foreign situations in the business and political world — just remember the scandal over Japanese car prices and the great embarrassment of our Government when it had to search very hard indeed to find an interpreter for the Prime Minister of Japan!

Nothing offends more than the implied arrogance of a person who does not bother to learn the language of the people with whom he is dealing; and this is just as true of the present-day countries with whom Australia is coming more and more in contact as it is of those countries from whom our culture has sprung. For it will be the complete tragedy for modern man if, as well as no longer knowing where he is going, he begins



to forget where he has come from. Our future always depends on our past; the present must look both ways. Language, as perhaps man's greatest invention, should regain its place at the centre of humanism.

J. ALLEN,

"It is not sufficient that he should himself manifest severe self-control, he must also by the strictness of his discipline control the behaviour of those who gather round him. Let him, then, above all, adopt the attitude of a parent towards his pupils and consider that he is taking the place of those who entrust their children to him. He should be free from vice himself and must tolerate none in his pupils. Let him be stern but not melancholy, friendly but not familiar, lest in the one case he incur dislike, in the other contempt. He must constantly discourse on the honourable and good for the more he admonishes his pupils the less he will need to punish them. He must never lose his temper, yet he will not ignore faults which deserve correction. He must be simple in his teaching, able to endure hard toil, assiduous rather than exacting".

QUINTILIAN.



THE NEW INDUSTRIAL ARTS

With the ever increasing advancement of modern Technology it is important to educate young people to meet this changing way of life.

The aim of the Industrial Arts Course is to further the pupil's interest in creative activities and acquaint him with the many phases of his environment and thus establish a link between the Humanities and the Sciences in this technological age.

The course is divided into four strands: Historical, Descriptive Geometry and Drawing, Engineering Mechanics and Material Science, the aim being to integrate the different facets as much as possible.

As there is a bridging course in the Descriptive Geometry and Drawing strand this subject should not prove too difficult for any pupil who has not undertaken the School Certificate course in Technical Drawing.

To facilitate the testing side of the Material Science course the school has just been issued with a new Hounsfield Tensometer, a Rockwell hardness Testing Machine and Metallurgical Microscopes. This will allow pupils to study the various physical testing procedures which are used in metallurgy to-day.

For boys who intend to undertake studies in Engineering, Metallurgy, Architecture or any other Industrial Course this subject is an excellent introduction to tertiary studies. For those who intend to undertake a Commercial Career this course will give them a very good insight to the practical side of to-day's advancing technological age.

G. COLLINS.

THE COMMERCE DEPARTMENT

The Commerce Department controls the following subjects: Social Studies, Geography, Commerce and Economics.

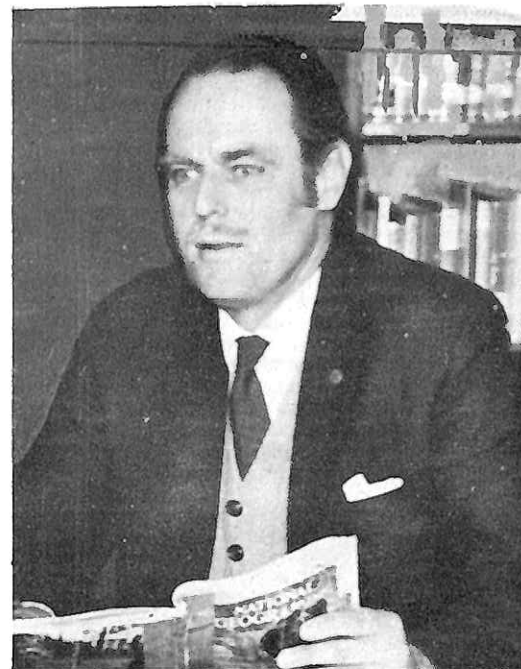
Social Studies which is offered only in Form 1 is designed to provide a study of man and his environment, both past and present and includes practice in work and study skills that will be of benefit in senior years.

Geography (Forms 2-4) provides a background to current affairs through a study of the geographical features of Australia, its neighbouring countries and nations, such as the U.S.S.R., Japan, and the U.S.A. Important skills developed included the appreciation of maps, aerial photographs, films and excursions.

In Forms 5 and 6, Geography encompasses a more detailed study of our physical environment, agricultural and urban development. This course is integrated with the Junior Science Course to accommodate students who have not studied Geography in the Junior School.

Commerce has three broad streams which are the study of the commercial and economic environment of the individual, the commercial institutions within our society and the impact of Government planning on the individual and the nation.

Economics, possibly the fastest expanding subject in schools in Australia to-day, allows the student to acquire the facility to look behind the news to see possible solutions to man's ever-increasing problems of inflation, wage determination, immigration, defence, national development and the rural scene.



ALLAN CLARKE

THE DEPUTY PRINCIPAL'S CONGRATULATIONS TO DAVID WILLIAMS

On behalf of the Principal, boys and staff I am delighted to extend hearty congratulations to David on the outcome of his performance in the Lions' Youth of the Year Quest.

The quest is judged on Citizenship, Leadership, Sporting and Academic attainments as well as general knowledge, personality, appearance and public speaking. David emerged second out of 4500 Australia-wide candidates.

After numerous interviews and speeches on topics ranging from Conservation to Education, the Quest finally culminated at the Italo-Australian Club (Canberra, on September 5th.

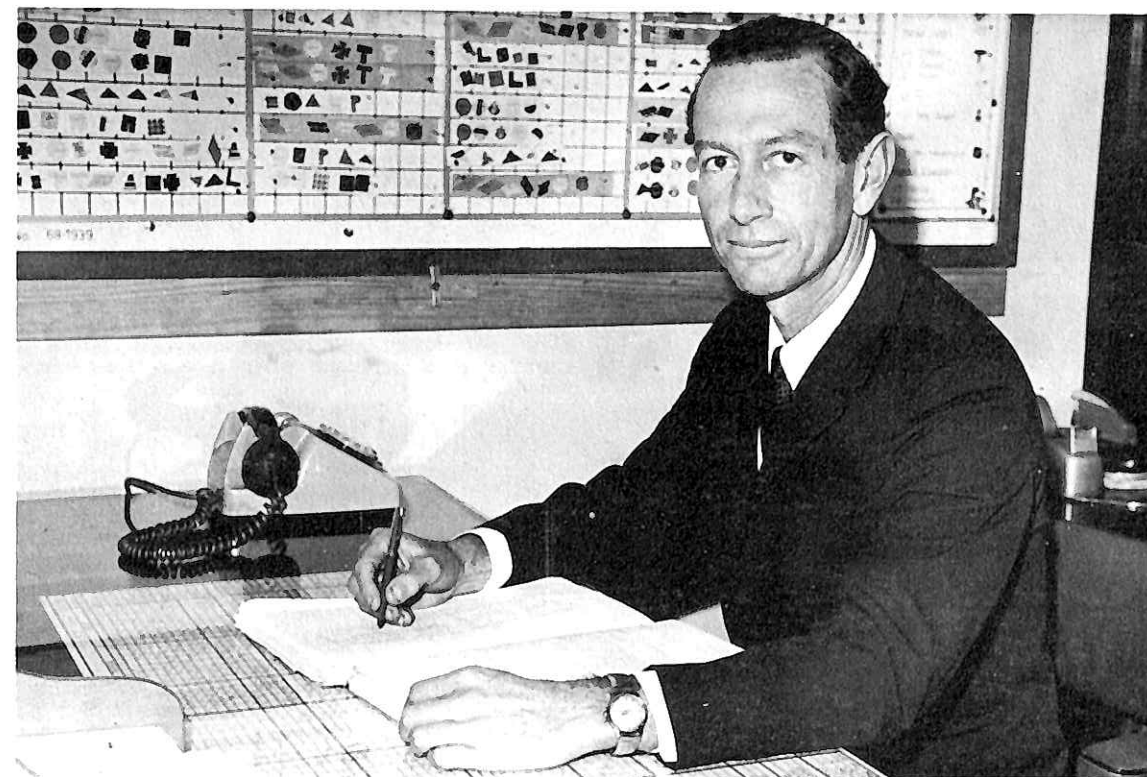
Tangible reward for his success comprises a six weeks' tour of South-East Asia together with a twenty-six day cruise of the Pacific.

While abroad, David will no doubt enrich his general education extensively as well as providing an excellent ambassadorial image of Australian youth.

This young man has won honour not only for himself and his family but also for our school. In the words of the Prefects' Pledge, David has set the highest example to the boys of the school and has led in all that will enhance the school's efficiency, reputation and service to the community.

"We become good builders by building and good harp players by playing the harp. In the same way it is by doing just acts that we become just, by doing temperate acts that we become temperate, and by doing brave deeds that we become brave".

ARISTOTLE.



BILL MAIDEN — DEPUTY PRINCIPAL

THIS PAGE DONATED BY MR. R. PATRICK

"The highest measure of knowledge is therefore required. But mere knowledge is not enough: a mere magazine of remembered facts is a useless treasure. Amid the vast variety of known things, there is needed a power of choosing, a power of discerning which of them are conducive, which not, to the ends we have in view".

JAMES MILL.



DEBATING TEAMS

DEBATING TEAM REPORT

Jim Bennett, Ric John, Al Kennedy and Neil Watson were the members of the team this year. Graeme Williams and Stephen Thornton spoke on two occasions when members were absent.

The team's efforts this year were directed to winning the Area Second Boys' Debating Competition. They progressed to the finals, but were defeated by Belmont. This final was televised at Channel 3 studios, and Boys' High was the government, supporting the proposition "That the artist's primary duty is towards society".

In order to reach the final the team defeated Tech. High and Jesmond in elimination rounds, and Raymond Terrace in the semi-finals. This last debate against Raymond Terrace was a very close decision. 232-228. N.B.H.S. was the government, supporting the proposition. "That the moon should be left for lovers". The team produced its

best performances in opposition, and lacked a similar good technique when it was the government.

In between the competition debates we kept our hand in against N.G.H.S. and Jesmond High girls' teams.

The team's strengths were in the actual mechanics of debating. All the speakers were consistently competent, and as a team were superior to any other in this regard. What was the fly in the ointment was a tendency to have a disjointed case. At times there was no easily recognised continuity between the speakers.

All the success of the year's debating is due to Mr. Muscio's continuous interest, and coaching. His efforts were outstanding and it is extremely unfortunate that his transfer means next year's team will be without his presence.

N. WATSON.

OTIS REPORT

"OTIS," now in its fifth year and accepted as an institution within the school, has had yet another success phase in 1970. Although the year began with a few growing pains (due to the paper's being printed outside the school), by second term the paper was printed on school facilities and a larger and more popular issue was being totally produced by the OTIS Committee.

Undoubtedly the most ambitious undertaking of the year was "Survey '70", which was a resounding success, and the results of which are going to press at the time of writing. Over one third of the school returned legible, maturely answered Surveys, the statistics of which were compiled by Craig Whitford, Chris Rendle and Greg Manning. Associated articles were written by Greg Donnan, Russell Thorpe, Enzo Mandich, Paul Russell-Gibson and Ross McKim.

Other members of the committee include Rhys Martin (cartoons), Chris Dodds, Doug Broadfoot, Noel Bowditch, Alan Hemmingway (responsible for the Editorial) and Jon Dickson (reporter at Expo '70). Ross McKim also took care of the sports section.

Both front and back cover were filled to capacity with cartoons, and inside some pertinent "Letters to the Editor" were popular throughout the school. Articles printed covered a wide range of topics, and a pleasing amount were contributed by non-committee members, an encouraging sign of the support which OTIS enjoys within the school.

It remains only to thank both Mr. Richardson for his encouragement, broad-mindedness and his permission to use the wide facilities provided by the school, and Mr. Quinn, whose help, advice, effort and forbearance have been appreciated by all involved.

OTIS SURVEY

The following is a summary of the results of a survey of the students of N.B.H.S., made by the Otis Committee during 1970. The more detailed results appeared in the July, 1970, Otis. The favourite subject was Science.

It was agreed that Boys' High should have Driver Education, Sex Education and Co-Education (with Newcastle Girls' High). Exams. should be abolished.

The "Top 5" teachers in the school were Messrs. Deller, Rooney, Dobinson and Holliday and Mrs. Hindmarsh.

The favourite television shows were "Dr. In The House" and "F Troop".

John Wayne and Raquel Welch took the awards as screen favourites.

The favourite record of the time was "Let It Be", followed by "Bridge Over Troubled Waters".

By far the most popular group (of course) was the Beatles, the other placegetters being the Creedence Clearwater Revival and Led Zeppelin. Th most popular singers were Simon & Garfunkel and Mary Hopkin.

2HD and Alan MacGivan took the radio honours.

In the political field, most of the school were groping in the dark, but it was evident that the most popular were Gough Whitlam and the Labour Party. Apartheid and conscription were both unpopular. The British monarchy is an anachronism (just), and a slight majority of the school do not have confidence in their police force.

Almost half of the pupils in the school drive, but only one sixth of these own cars or motorcycles. The most popular were the E type Jag and the Mercedes.

About half the school drink alcoholic liquor, but only a third smoke.

Only 35% of the school never attend church, and of these 35%, 70% are professed atheists.

The next question was probably the most topical of the survey, and the answer was conclusive — Boys' High supports the MINI skirt!

Pets are popular.

Medium length hair was the most popular, with "long" running a close second. Most of the students at Boys' High consider themselves middle class, and most of the school receives between one and three dollars a week pocket money.

Mainly a winter sport content, due to the timing of the Survey, League was the most popular spectator sport, and League and Soccer tied for the most popular games to play. Most of the pupils are members of a school grade team, and almost all of the boys have been, at some time during their stay at Boys' High.

Schools should be equipped with television, and film and book censorship should be abolished.

GREG MANNING.



OTIS COMMITTEE

THE CHESS CLUB

With the assistance of the club patron, Mr. Deller, the club has been able to become a proper club. Early in the year we elected officers, and imposed a twenty cent membership fee. Because of this fee we have been able to purchase new equipment, including a padlock for the safekeeping of the sets and equipment. Although the membership has dropped considerably, it still consists of fifty members.

The P. and C. Association generously donated four sets, valued at two dollars each, to the club.

The two inter-school chess teams, because a large amount of strength was lost, were defeated this year but hope to reclaim the trophies next year.

THE SECRETARY.

INTER-SCHOOL CHRISTIAN FELLOWSHIP, 1970

Established religious values are criticized by many different people these days; and for many different reasons. These criticisms are part of a feeling within the modern man to find out the true meaning of life for himself, and not just to accept the "old time religion" of his parents. Where does the Inter-School Christian Fellowship come into this society?

Many students in the school aren't really sure what I.S.C.F. is all about. Some have preconceived notions of it being a "Bible-Bashing" session, while others simply have the idea of boredom and formality. The boys who come regularly to I.S.C.F. are students who are interested in what true Christianity is all about, and whether this true Christianity is important in today's society.

Because of these reasons, the I.S.C.F. has this year tried to select talks, discussions and guest speakers, which would help answer the questions that inevitably arise about the Christian faith, and also to provide a challenge to both non-Christians and Christians alike.

With this in mind the I.S.C.F.ers have discussed the "Basic Beliefs of Christianity," the "Person of Jesus Christ," as well as interesting topics on the values of people today. Guest speakers from the Child Welfare Department and the British and Foreign Bible Society, along with two or three films have extended our scope from our school environment to around Australia and overseas to Indonesia.

I.S.C.F. is also not only restricted to school time, with numerous activities taking place throughout the year with other I.S.C.F.'s in the Newcastle area. A number of boys went on camps this year, and the success of our own camp at the end of last year means that there will be another one in the near future.

From all of these things I.S.C.F.ers have hoped they have achieved what the I.S.C.F. motto says:—

"To know Christ, and make Him known!"

I.S.C.F. — N.B.H.S.

LIBRARY REPORT

This has been the best year yet for books added to the library. At the time of writing, over a thousand books have been purchased, and this could easily exceed two thousand at the end of the year.

About thirty to forty books are processed each week. This includes the duties of numbering the backs, typing the card and pocket, and covering and stamping the book.

An addition to the library this year is the Dual Audio Study Booth. With its tape-record-radio combination, a great number of audio learning aids may be utilised.

Once again, our thanks must go to Mrs. Hawkin, the library assistant, and above all to Mr. Rigby, who so ably guides us in our work.

ANTHONY HOYSTED.

FILM CLUB — YEARLY REPORT

1970 has been a tremendous year for the Film Club: enjoying an increase in popularity and a swelling of the ranks to over 270. This is due primarily to the interest shown by the juniors. It is also probable that the Club will be on the credit side, financially speaking. Truly, the Film Club's cup runneth over.

As usual, the wide and varied range of films shown attracted large audiences from within and without the school body. These films included: "Journey to the Centre of the Earth"; "Bonnie and Clyde"; "The Sundowners"; "Wheels Across a Wilderness"; "Bridge on the River Kwai"; "Fahrenheit 451"; "The Longest Day" and a film party to see "Alice's Restaurant". There were also a few short subject film discussion nights but, apart from entertaining, failed somewhat to provoke discerning, intelligent discussion. (You can't win 'em all Mr. Menary).

By the time this magazine is distributed, it is expected that "Rosemary's Baby"; "A Man for All Seasons" and "Who's Afraid of Virginia Woolf?" will have been shown.

THE SECRETARY.

INTERACT CLUB REPORT

The basic aims of the Interact Club are to promote school service, help the community and to promote better international understanding. Interact is a junior branch of Rotary in the schools, and is open to any fourth, fifth and sixth form student.

Amongst our community projects this year we participated in a car wash which also helped raise money for our club. We have been contacted by two overseas clubs, one in Japan and another in Malaysia, and have exchanged correspondence. As for school service, our members have helped repair many broken pieces of school furniture.

Throughout this year we have endeavoured to follow the aims of the club to the utmost. Many thanks must go to the Rotary members who have sat in at our meetings, especially Mr. Raine. Thanks must also go to Mr. Maiden and Mr. Richardson for their valuable help, and finally to the Mayfield Rotary Club which has sponsored us this year.

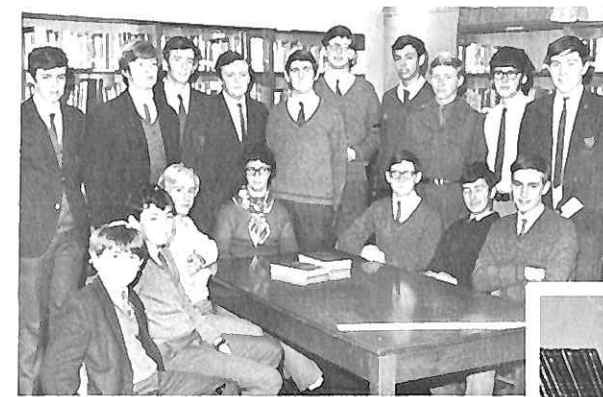
P. RUSSELL-GIBSON, Secretary.



CHESS CLUB



INTERACT



LIBRARY CLUB

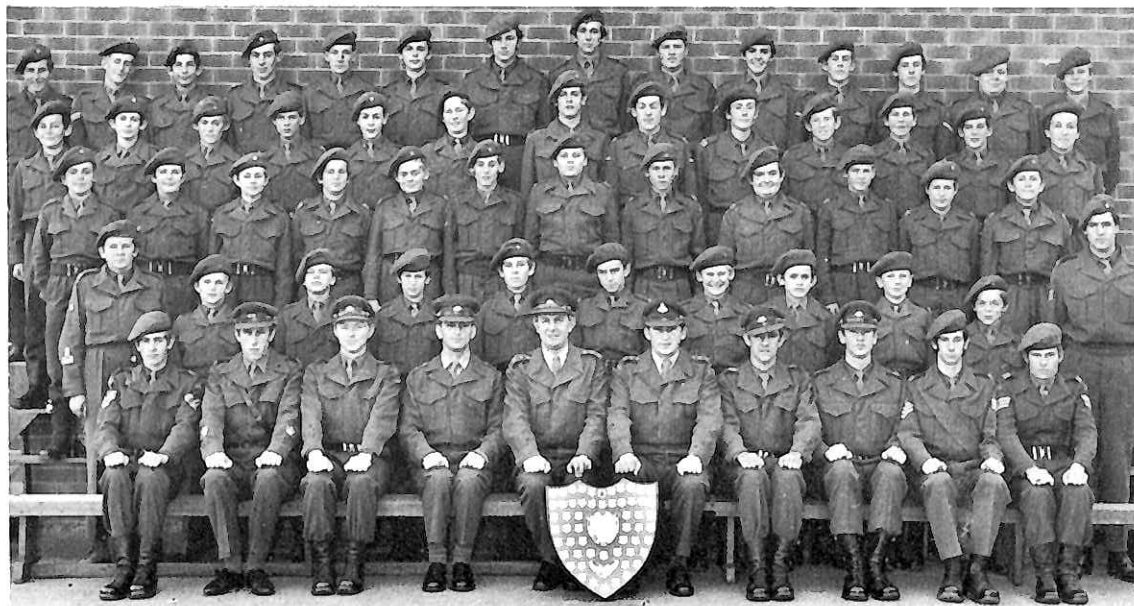


I.S.C.F. COMMITTEE



FILM CLUB COMMITTEE

THIS PAGE DONATED BY THE NEWCASTLE MORNING HERALD AND MINERS' ADVOCATE PTY. LTD.



CADETS

ARMY CADET REPORT — 1970

The Unit finished 1969 very well. We defeated the other Newcastle units in the Annual Gymkhana, and regained the W.O. II Baxter Trophy for the school, winning nearly every event. Our final activity for the year was a weekend bivouac at Gan-Gan. This was a fitting conclusion to a successful year.

The year 1970 started well with a C.M.F. officer, Capt. McIntyre, joining the Unit, and our fourth successive victory in the Shortland Shield Competition, C.U.O. Don Shearman being the successful drill team commander.

C.U.O. Shearman also represented 12 Cdt. Bn. for a week-end at Duntroon, where he observed the Cadet training, and lived in the Cadet barracks.

Sgt. Peter Stevens and myself represented 12 Cdt. Bn. at the Royal Banner Parade. This parade was held at Victoria Barracks and the Duke of Edinburgh presented his personal banner to the Australian Cadet Corps. Cadets were flown in from Papua, Tasmania and Western Australia and all stayed at Holsworthy Army Barracks as the guests of 5 R.H.R. — the "Tiger Battalion".

Our Annual Camp was held this year at Gan-Gan. Capt. Gardner was the only Officer of Cadets able to attend, and the success of the camp is due entirely to his efforts.

At Gan-Gan the Unit was in the field for four days, finishing with a barbecue and campfire. An S.L.R. and .303 shoot was held at Stockton and this was a real event, as two thousand rounds were fired on the afternoon.

After the camp, Cadets Whetham, Lawson, Murdoch, Rothfield, Wintott and Watson attended the 2 Cadet Bde. N.C.O. Courses at Singleton. Cadets Henderson and Campbell attended band courses, and Cadet Bafferly the signals course.

In June our Annual Passing Out Parade was held and the Reviewing Officer, Group Captain Meldrum, was ebullient in his praise of the occasion. Also in this month, Lt. J. Perkins had to resign as he was leaving the school. Lt. Muscio took his place.

At present the Unit is undergoing a large expansion, and we hope to build up to a strength of 5 C.U.O.'s and 84 O.R.'s by October. The revised organisation will have three platoons, a recruit, trained soldier and specialist, and training in the future will be focussed on a progression of a cadet through the first two platoons, and then to either a signals, intelligence or medical section or to the assault pioneer section for N.C.O. training. In order to increase our strength a Recruiting Committee has been established.

This enlarged establishment will be catered for in a 48 hour tactical company exercise at Gan-Gan in October. This will be the culmination of a half year's training in infantry minor tactics.

The Gymkhana is approaching and we have every confidence of retaining the trophy. If we are once again successful in this, 1970 will have been an eximious year, with everything auguring for an even better 1971

C.U.O. N. WATSON.

THIS PAGE DONATED BY DR. D. MILLS



A.T.C.

NUMBER 21 FLIGHT AIR TRAINING CORPS REPORT

After the 1969 Novocastrian had gone to press, No. 21 Flight was notified that it had been judged the outstanding Flight of the thirty Flights in New South Wales. Together with this honour went the award of the Air Force Association Trophy for 1969. The Air Force Association Trophy was presented in 1968 to the New South Wales Squadron Air Training Corps as a perpetual trophy to be awarded annually to the most proficient Flight. No. 21 Flight was indeed proud that it won the trophy on the second occasion on which it has been presented.

1970 then, commenced full of promise. A small intake of thirteen boys brought the Flight up to its established strength of fifty cadets, and this strength has been maintained to date. Because of expansion within the Squadron, two new Flights having been formed, No. 10 Flight at Tamworth and No. 17 Flight at Taree, kitting of the newly enrolled cadets was somewhat delayed. Nevertheless these keen recruits maintained interest and enthusiasm and have formed the nucleus of a very good basic stage.

During 1969, Mr. Ron Pratt helped to establish an Aeromodelling Club among interested ATC Cadets. Their equipment includes eight engines of capacities ranging from 1.5 cc to 5.0 cc and associated parts. They are working on a number of projects and have held one flying afternoon so far this term. My thanks, together with those of all the members of the club, are extended to Mr. Pratt for a job well done.

For the first time in a number of years, the NCO establishment of the Flight has been completely filled. Cadet Under Officers Brian Gill and Bruce Patrick are serving their second year as CUOs. Flight Sergeant A. Dumsa, who has qualified as a CUO with a credit pass at the Course conducted at Wagga in January, is the Flight's Senior NCO. He has been assisted throughout the year by Sergeants Ross Blackford and Chris Rendle, also Corporals Gerrard Neilson, Gregory Gibbins, Peter Burgess, Ian Burnley and Geoff Walshe.

At the Junior NCO Courses held in January and May, Leading Air Cadets V. Browning, J. Campbell, M. Connors, S. Hadden, L. Marrone, W. Neilson and P. Reeves qualified to become corporals. LACs Wayne Neilson and John Campbell were promoted to corporal in July following the Annual Passing Out Parade

During the year, apart from normal training parades, members of the Flight were able to attend any or all of the six rifle shoots held at the RAAF Base at Williamtown or at the Military Range at Stockton, two bivouacs held at Gan Gan and a trip to sea on the RAAF Crashboat.

The Flight will attend an annual camp at Wagga during the August School Vacation. Twenty-four cadets will attend a Senior NCO Course. The Flight Commander, his Staff and Cadet Under Officers will also attend to work on the staff of the camp. Activities will include interflight competitions, general service training, rifle shooting, visits to base installations and flying. In previous years, this has been the high point of the year's activities.

The Annual Combined Passing Out Parade was held at the Waratah Oval on Tuesday, June 23rd, and was inspected by Group Captain Meldrum, who is Commanding Officer of Base Squadron at Williamtown. The Flight loses two cadets and six of its NCOs this year.

At the end of 1969, the Flight lost its Training Officer, Flying Officer Van Der Veen, due to his transfer to Swansea High School. His position has been ably filled by Pilot Officer Menary, who was commissioned into the RAAF Reserve in April this year.

I would like to express my thanks to the Reserve members who make up the Flight's staff. These include Pilot Officer Bill Menary, Flight Sergeant John Schofield and Corporal Steve Busted, who have done much to ensure the smooth running of the Flight. In particular, I feel that the cadets of the Flight deserve credit for their hard work and interest which won this Flight the Air Force Association Trophy. I feel that this spirit and industry among the younger generation must be commended.

W. BURGESS,
Flying Officer/Flight Commander.

**P. & C. LADIES' AUXILIARY ANNUAL REPORT,
1969-70**

It gives me much pleasure to present this, my first annual report of Newcastle Boys' High School Ladies' Auxiliary.

During the year the following activities were held:—A visit to the Oak Factory followed by a cookery demonstration; a Melbourne Cup Party at Mrs. McKinnon's home; a visit to Channel 3 for Jackpot Quiz; a gas cooking demonstration; a morning tea and talk by Mrs. Ringland was held at Mrs. Taggart's home by Mrs. Taggart and Mrs. Grahame; a Paton and Baldwins knitwear parade and luncheon at Mrs. B. Gibbins' home, and a Crazy Whist and luncheon at the home of Mrs. J. Ticehurst.

Once again the ladies catered for the School Sports and the Zone Athletic Carnival.

A Christmas Luncheon was held in the Assembly Hall to conclude activities for 1969.

Christmas and Mothers' Day stalls were held where pupils had the opportunity to purchase gifts.

Our Annual Luncheon was enjoyed by all who attended. A short musical programme was given by Mrs. Betty Shearman. Incidental music was played by Mrs. Alice Ferguson. Professor Newton-John was guest speaker.

The ladies have made P.E. shorts and aprons which were sold to the boys. The used clothing pool is still operating well.

Afternoon tea was served to official guests at the Annual Speech Day, Induction of Prefects and Passing Out Parade. Supper was served at the Parent-Teacher Nights, and afternoon tea given at a welcome to parents of first form students.

The book-binding ladies have been working very hard during the year and we thank them for their efforts. They will welcome new members to their group at any time.

Mrs. B. Gibbins, our Secretary for the past four years, resigned last year. I would like to sincerely thank her for the excellent way in which she carried out her duties and the help she has given me this year.

In closing this report I would like to thank all those who have assisted our Auxiliary in any way during the year and all Executive Officers and ladies of the Auxiliary for their assistance. I wish the incoming committee every success for the coming year.

D. PORICH, Hon. Secretary.

STAFF CHANGES

Farewells to

Mr. T. Van der Veen to Swansea High.
Mr. I. Dunn to Whitebridge High.
Mr. G. Landry to Homebush High.
Mr. L. McRae to retirement.
Mr. J. Perkins to Insurance.
Mrs. A. Gover (Secretary) to Sydney.

Welcomes to

Mrs. N. McLeod and Mrs. G. Woodward, both of whom are enjoying first appointments.
Mrs. A. Holmes from Raymond Terrace.
Mr. G. McIntyre from Broadmeadow High.
Mrs. M. Donnelly (Secretary) from Canberra.
Mr. "Dusty" Miller (General Assistant).
Mr. D. Muscio after logging two terms of animated professional activity at Waratah, is now enjoying respite at rural Picton.

MR. McRAE RETIRES

The retirement has just been announced of Mr. Len McRae, one of the best-known teachers in the history of N.B.H.S.

After five years at the old school on the Hill, Mr. McRae won a bursary to the University of Sydney in 1928, and graduated B.A.

He taught at Cessnock, Murwillumbah and Newcastle Boys' Junior High, and served in the Army from 1942 to 1945. After the war, he came to N.B.H.S. in May, 1946, and has taught Latin and French for the past twenty-four years.

His main interest was in sport. He is still very proud of the fact that his Rugby Union N.B.H.S. team, with the legendary Mr. John Gibbs as coach, defeated the crack North Sydney Boys' High team in 1928.

Mr. McRae played full-back for Sydney University amateur Rugby League for three years, and Rugby Union for Merewether-Carlton from 1932 to 1936. He captained the Newcastle side against the All Blacks, and also the combined Country team against N.S.W.

As Sportsmaster at N.B.H.S. from 1947 to 1959, Mr. McRae, who had now become known as "Keg", was probably the most widely known sportsmaster in the State.

For more than twenty years he has coached the school's 13 years cricket team, so successfully that, without exception, these teams have produced one or more 14 years State representatives.

Mr. McRae was made a life member of the P.S.A.A.A. in recognition of his services to school sport.

In wishing him a long and happy retirement, we can assure Mr. McRae that his unending kindnesses and warm personality and, in particular, his almost quixotic striving for fair-play, will long be remembered by his colleagues and the many hundreds of young men that he has helped to inspire.



Prefects



N.B.H.S. PREFECTS — Top: P. Wilson, S. McLeod, P. Alcock, R. Daley, P. Masters, C. Graham, G. Toll, P. Lane.

2nd Row: M. Gill, B. Patrick, B. Pickering, P. Idstein, J. Hoffman, G. Cousins, G. Valentine, S. Rich, J. Marshall.

3rd Row: P. Hood, W. Luck, B. Kerridge, P. McGorry, Mr. L. T. Richardson (Principal), D. Williams, G. Williams, A. Kennedy, M. Defina, Mr. A. T. Clarke (Prefect Master).

"To lead pupils . . . draw them into willing obedience, inflamed with the study of learning, and the admiration of virtue; stirred up with the high hopes of living to be brave men and worthy patriots, dear to God, and famous in all ages".

JOHN MILTON.

THIS PAGE DONATED BY McDONALD, JOHNSON AND O'NEILL



A REVIEW OF THE CINEMA AND CENSORSHIP

The years 1968-69 brought significant changes in the field of censorship, with marked effects on both cinema and live theatre. New demands for freedom of expression in the arts produced increasing pressures on all forms of restraint.

THE UNITED STATES.

New freedoms opened new markets. Sex and Pornography in books, films, and theatre, which had only been available in backstreets began to spread to areas where formerly they had been unacceptable. Books and magazines which had formerly been on sale only in the 42nd street district of New York City could now be found in shops and news stands; sex and nudity in the live theatre, which had formerly been confined to off-Broadway theatres, suddenly became acceptable to the main theatre-going public.

In the live theatre "Hair," a musical show peppered with four letter words and a nude scene, became a sensational success. This led in 1969 to British drama critic Kenneth Tynan's producing a musical with nudity sex, and eroticism, called "Oh Calcutta," which stimulated such a demand for tickets that prices rose to astronomical heights.

A Swedish film, "I am Curious (Yellow)," which showed complete frontal nudity (both sexes), and copulation, was confiscated by the U.S. Customs Service. A U.S. District Court ruled it obscene, thus justifying Customs, but the verdict was appealed. The film was eventually shown in its complete form in a N.Y. theatre, and was a commercial success, although the main theme (Swedish politics), could hardly have been an attraction.

Since increasing freedom for film makers produced the risk of criticism of the film industry and risk of harm to children, a system of rating films was introduced in November, 1968. Films were rated as follows: "G" — suitable for general audiences; "M" — suitable for adults and children 16 and under; "R" — suitable for adults and for 16 year-olds and under accompanied by an adult; "X" — no person under 16 should be admitted.

One result of this rating system appears to be that films rated "X" are a special attraction to the public. Two examples are "I am Curious (Yellow)" and "The Killing of Sister George."

DENMARK.

In 1967 legal restrictions on written pornography were removed. Restrictions on pictorial pornography, however, were retained. There followed a marked decline in sales of written pornography and a corresponding increase in sales of pictorial pornography. This resulted in all legal restrictions on pictorial pornography being removed. In 1969 all censorship in films for adults (16 and over), were removed.

SWEDEN.

Film censorship in Sweden has become increasingly permissive with regards to sex, but has restrictions regarding scenes of violence.

ITALY.

In recent years Italy has probably produced more sex films than any other country; Franco Zeffirelli, a motion picture producer, publically condemned the production of salacious and pornographic films, which resulted in his expulsion from the Italian Association of Cinema Authors. The Italian Penal Code defines obscenity as "that which according to sentiment, offends public morals." This has been questioned so the Christian Democratic Party has proposed to Parliament an alternate definitio:— "acts and objects that offend morals according to the sentiments of a good father of a family." While arguments go on sex films are still produced.

THE CENSORSHIP DEBATE.

Censorship will probably remain a controversial subject for some years. The decisions regarding censorship will be made by national legislators — the elected representatives of the people — who will probably accept a sensible compromise, that will give the artist freedom, and at the same time control the pornographer in the interests of society and the individual.

The aim, of course, should be to find a way of giving freedom to the artist without doing social harm or individual harm by giving freedom also to the people who set out to make money by exploiting human weaknesses.

B. SANTARELLI, 4th Form.

THE INSTITUTION

Did you hear
About the
M
A
N

Whowentintothe
LA DI
E \$

He got

O S

£

when O = U

J. BRYAN, 5A

SNOWFLAKES

Carefree, colourless and casual, the cold snowflakes float and flutter freely to the troubled earth. Their wonderful whiteness blankets the world in a veil of purity. This veil covers all traces of war, poverty and injustice; everything is uniform and tranquil beneath its powdery covering. Peace rules the world. But alas, as quickly and silently as it came, the snow melts, trickling into the creeks and rivers of the world, to be forever lost to the ocean. As the snow melts, peace and tranquility are lost and the cruelty, starkness of war, starvation and poverty are again uncovered, and the world takes on its true face.

P. RUSSELL-GIBSON, 5B.

"THE CROWD"

(dedicated to a man who shall remain unanimous)
Two breakers roll,
Hardly separable,
Ringing, Echoing, Resounding
Suddenly extinguished to a whispered hush on the shore.

A many sounded noise
Unlike any other.
Allegro Con Brio.
A boistrous flowing tuneless melody oozing on the ear.

Replica Sempre.
"The smell of the grease-paint"
Crescendo ma non troppo.

The first movement is embellished with a shrill bird-like tone.

But there is no finale,
No second movement,
No ultimate conclusion,
Just an occasional smorzando and subsequent raucous solo.

. "Off the field!"

J. BRYAN, 5A.

WAR

Valiant years,
patriotism,
left, right,
orders, commands,
must obey, salute.
left, right,
march, keep going,
to war.
rumbling trains,
left, right.
to the battlefield.
sleeplessness:
mud, foxholes, bombs,
tramping ever,
left, right,
to what end?
death is swift.
as the dove of peace comes,
I lay,
On to eternity.

GLENN GORDON, 3A



"THE CROWD"

THIS PAGE DONATED BY THE RURAL BANK OF N.S.W.