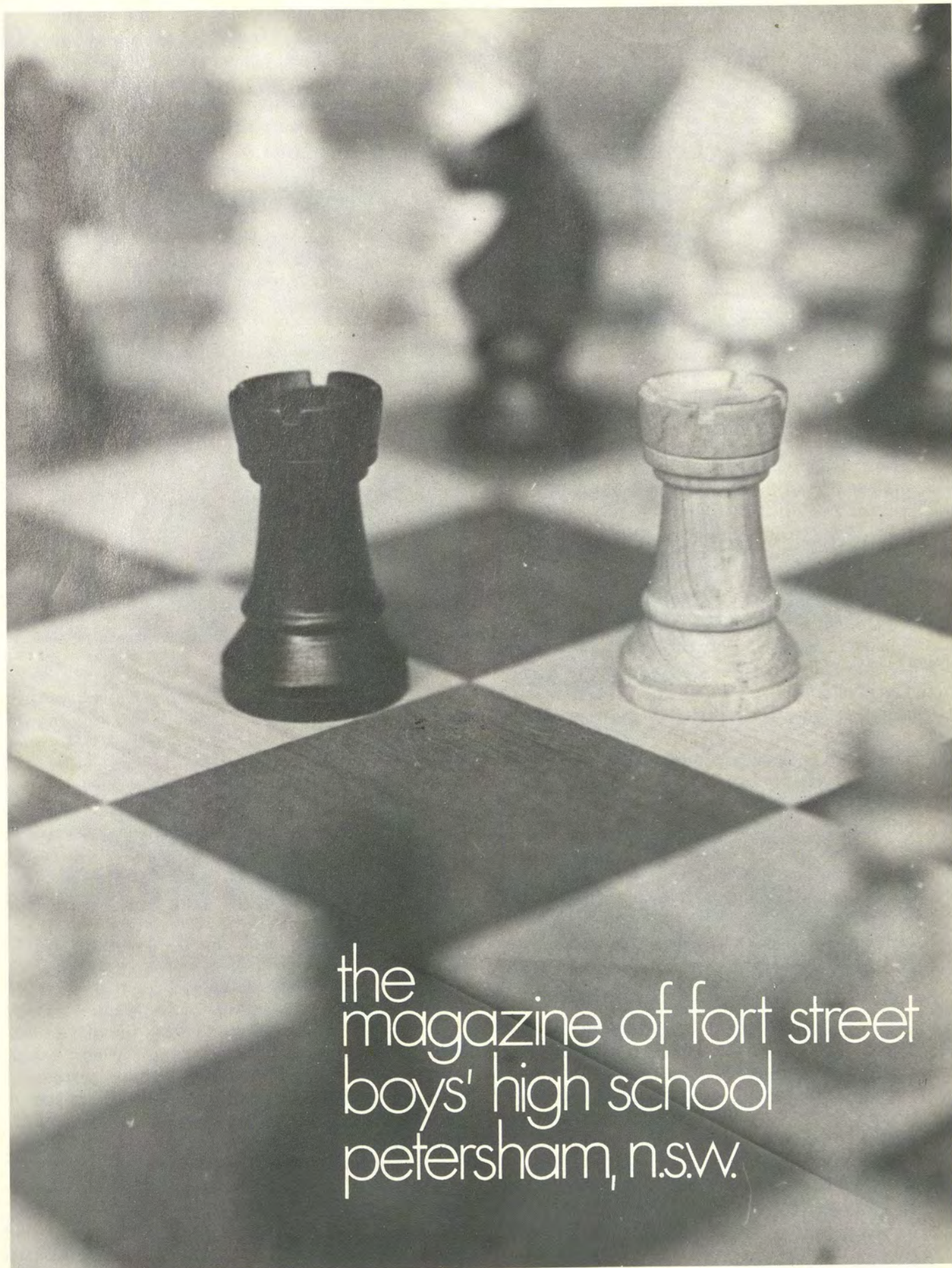


THE FORTIAN

1974



the
magazine of fort street
boys' high school
petersham, n.s.w.

All things must change To something new, to something strange

Longfellow.

In 1849, the old Military Hospital erected by Governor Macquarie in 1815 on Observatory Hill, was converted to Fort Street High School. Mr. William Wilkins became the first headmaster in 1850. He was heard to complain that the gold rush was interfering with the running of the school; a school which was then known as Fort Street Model School.

In 1900, Fort Street celebrated Federation by unfurling the flag a month early. Under the headmaster, Mr. A. J. Kilgour, Fort Street Boys' and Girls' School was officially established in 1911.

The school moved to Taverner's Hill in 1916. Petersham Council changed Norwood St. to Fort St. for the school's benefit. The old gates were moved from Observatory Hill to Petersham in 1937. Additional classrooms were added in 1936, and a new block begun in 1960.

Last year, 798 boys were enrolled. With Fort Street becoming co-educational, 850 pupils are attending this year. The title "Fort Street Boys' High School" will be retained until Fort Street Girls' School is closed in 1975. Then the school will be known as Fort Street High School.

The Education Department plans to spend \$640,000 on extensions to make possible a co-educational school for more than 900 pupils.

Amongst the many outstanding and important ex-pupils were:

- Sir Douglas Mawson — Southern Explorer
- Sir Edmund Barton—First Prime Minister
- Sir Joseph Carruthers — Minister of Education, Premier of N.S.W.
- W. C. Slowman — he went in search of Burke and Wills
- Mr. Verco — Director of Education
- Sir Kevin Ellis — Speaker, Legislative Assembly
- Hon. C. Evatt — Minister for Education, N.S.W. Government.

Truly every man is a maker of his own fortune.

—Lee Clancy, 1B.



YOU CAN ALWAYS RECOGNISE

A Pearson Blazer

CHANGING TIMES

I've got a new check uniform,
My sister had a navy one;
I climb a hill to school each day,
They used the escalator way;
They're brand new "everything" here I guess,
They worked for six years in a decaying mess;
But here I am on Taverner's Hill
And yet
I hear such tales of that other hill
Where years of memories linger still . . .
Yes, here I am, and glad to be . . .
My sisters talk of "Hangman's Tree".

—Jennie Linden, 1C.

THE FORTIAN

The extra 200 girls were sufficient to close the already cholesterolly clogged vessels which run between the floors in the old building. So in order that we may spend more than 20 minutes in each period, Mr. Barraclough instituted some of the best strategy of the decade. His classic "The sun rises in the east, and sets in the west" epigrammatically depicts the policy that the eastern staircase is for ascension, and ascension only, while the converse applies to the western one. The link between room 4 and the front via the office has also been severed for the express purpose of saving the leaders from being dismembered by uncontrollable forces which peak at recesses.



Though these measures have led to a renaissance of the staircase system, the length of the journey has regrettably increased. The supreme example is that of the legitimate route between the secretaries' office and the maths. staffroom.

Turning to a more pleasant note, you notice pressure growing parabolically on the canteen ladies — to the extent that Mr. Horan now every general assembly laments that "the ladies are in fear of their lives".

And as late as July there were still on occasion single red-faced junior boys exiting indiscreetly from the girls' toilets thinking that they were going to make a short cut to the lower playground. Is at last natural selection manifested in that man has developed a larger bladder?

And finally, there is that growing sect of seniors, "representative of the school", who decorate the front lawns with their strewn and prostrate bodies sunning themselves to the sweet sound of jack-hammers.

But when we ponder, crushed between floors or in the warmth of a portable classroom in first period, the peace of mind we all experience daily is unique of this school, Fort Street.

— Brett Lyons.



"You call this education, do you not?
Why, 'tis the forced march of a herd of bullocks
Before a shouting drover. The glad van
Move on at ease, and pause awhile to snatch
A passing morsel from the dewy greensward,
While all the blows, the oaths, the indignation,
Fall on the coupe of the ill-fated laggard
That cripples in the rear."

—Unknown.

editorial

A perhaps mundane view of the nature of life is that each individual, for himself, and, at least, sub-consciously, is constantly striving to establish a framework of order and routine, in the face of a constantly, often violently, changing world around him. Once the individual is mentally satisfied with his own personal framework, and believes this framework is secure, he calls it happiness.

Mundane as this view may be, it is certainly applicable to Fort Street Boys' High School. Male students who had been previously secure, in an ordered existence, this year found this security threatened by the intrusion of female students, workmen and jack-hammers. The teachers who had taken comfort from those things around them that were constant and with which they were familiar, also found the death of Fort Street Boys' High School to be painful. Ex-pupils whose memories cling around buildings and rest in desks also have lost something; if only that part of the dream which still exists in reality.

Some people believe that the true artist is he who extracts order from the chaos of the world around him, and presents this order to us, civilisation, in a form that we classify as "art". Thus, that this, the last magazine of Fort Street Boys' High School, has been produced under the most difficult conditions, is not an excuse for its failings but a tribute to its artistic success, and to those who worked to create this success; the Fortian Committee.

But it is not the purpose of this editorial to sing the praises of the Fortian Committee. They will be judged on what lies before you.

Instead, the purpose of this magazine is to provide a final chapter in an historical story; to bear final witness in the death of a school. That this 1974 edition of the magazine will still exist when the school is no more, is evidence of its value.

—R. Pemberton.

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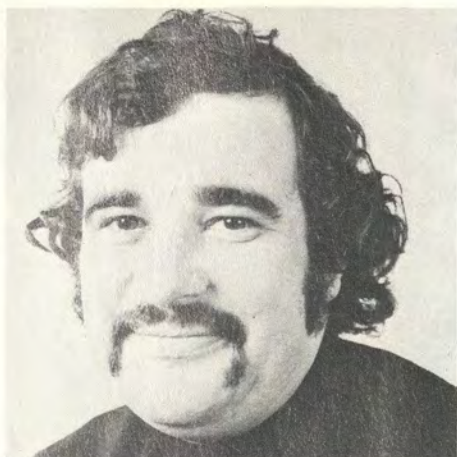
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If all the trees in all the woods were men,
And each and every blade of grass a pen;
If every leaf on every shrub and tree
Turned to a sheet of foolscap; every sea
Were changed to ink, and all the earth's living
tribes
Had nothing else to do but act as scribes,

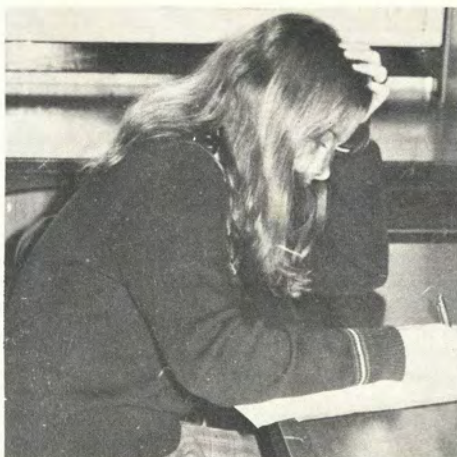
And for ten thousand ages, day and night,
The human race would write, and write, and write,
Till all the pens and paper were used up,
And the huge ink stand was an empty cup,
Still would the scribblers clustered around its
brink
Call for more pens, more paper, and more ink.

—O. W. Holmes.

FORTIAN COMMITTEE



Mr. R. Pemberton — *Editor.*



Lynette Purcell — *Research Editor.*



Brett Lyons — *Art Editor.*



Karen Mewett.



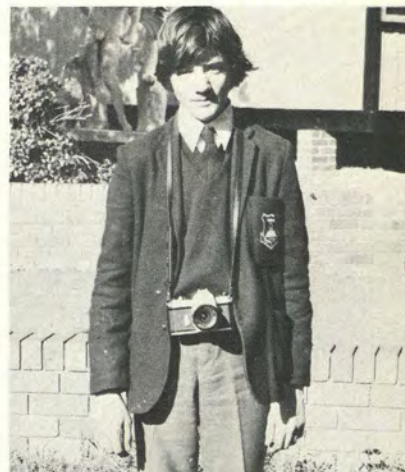
Greg Wignall — *Photographer.*



Roger Davies.



Joy Herron.



Greg Robinson — *Photographer.*



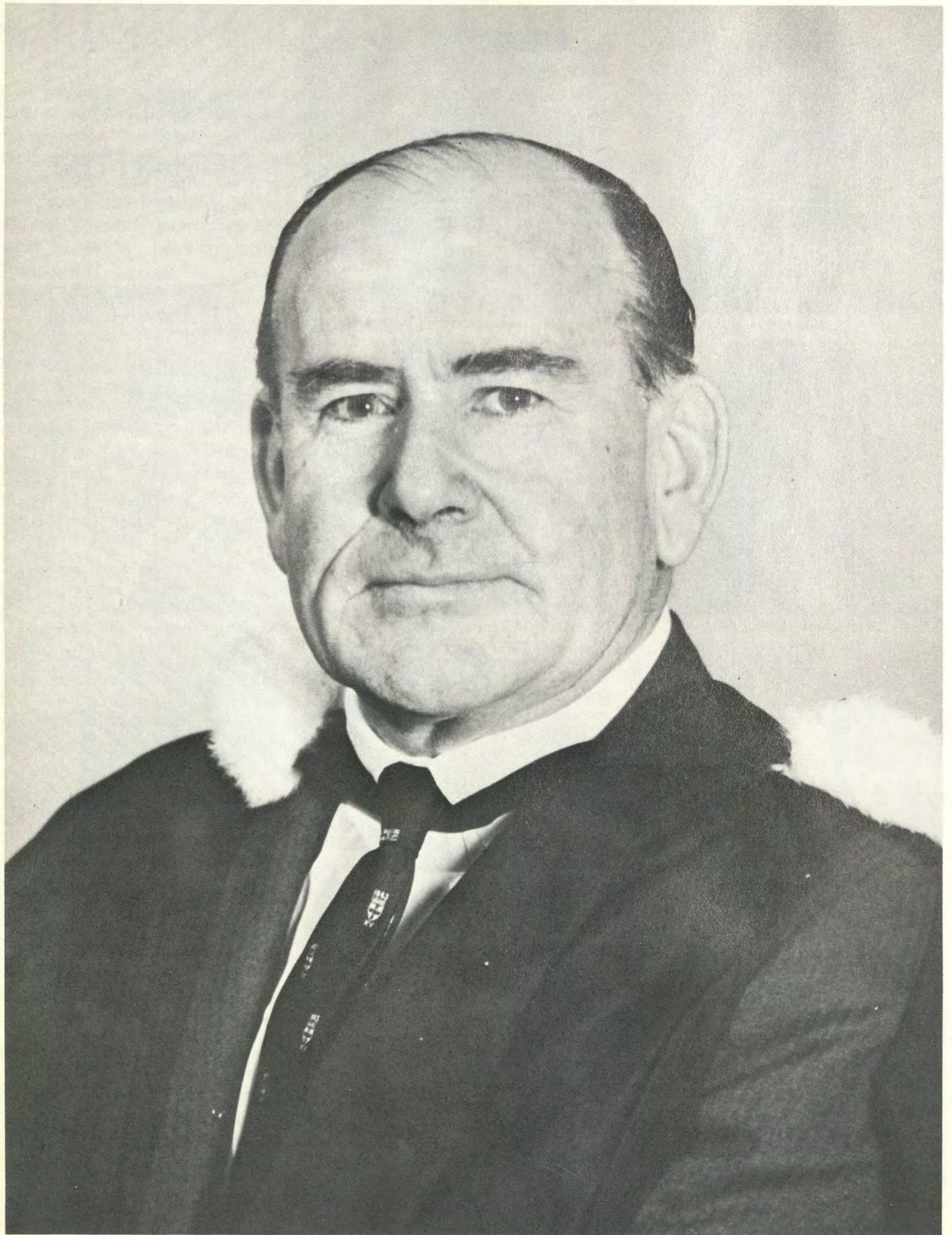
Roderick Broune — *Sports Editor.*



Tim Baker.

and

Barry Armstrong,
Robert Hedrlin,
Diana Coutts.
Mr. A. Tucker,
Mr. J. Lawrence.



Mr. T. V. Cooke, B.A. — *A Great Headmaster.*

THE HEADMASTER'S MESSAGE

During the days of my service in primary schools, I made frequent use of weekly mottoes, and these I would carefully write on the blackboard as models for daily practice in something we used to call WRITING, a subject paid scant respect today; more's the pity. I regret also the departure of another subject from the primary time-table — one called MORALS — in which the mottoes also fulfilled a useful function.

My days of teaching Writing ended long ago, but I still seem to spend much of my time at promoting something much akin to "morals", for which I offer no apology, although I would probably find another word for it these days.

I have been turning over in my mind possible approaches for a final message when suddenly one of those old mottoes came strongly back to me, in all its brevity and simplicity and with its source long since forgotten — "Moderation in all things, save fresh air and sunshine". You will note the strong "moral" tone.

I think I can demonstrate that the words, especially those of the first phrase, have an appositeness to the forms of behaviour that I have been advocating over the past four years. I remember, for example, calling for moderation at the time of the "strike", when student activism was at its peak in schools, when I opposed the formation of a student "union" (so-called) because of the highly immoderate aims and conduct of the ringleaders, who, from the very beginning were obsessed with "direct action". We can see the whole series of incidents now in proper perspective. Student activism achieved for its protagonists or for anybody else, no educational benefit whatsoever, and it has disappeared without trace; at Fort Street at any rate. As a postscript, I can relate a brief incident. One of the last of our erstwhile rebels left school late last year to enrol at a "progressive" school, where the freedoms and student rights held sway, where the teachers filled mere advisory functions — as "resource persons" — where the fees were high and the lavatories sub-standard. This school should have been the realization of the lad's ideals, but the truth is that he was there very briefly before sadder, and a lot wiser he was begging to return to the once rejected Fort Street, a place where some learning went on. He had learned a very painful lesson.

If the activists no longer present much of a problem, there is another group with whom I have taken continued issue over the years — those who waste their time and that of their fellow-pupils and teachers, those who have no aim in life, those who are a constant worry to their poor parents and

those who form the bulk of the School Counsellor's clientele every Thursday. In some ways they are at an opposite pole to the activists in that they represent non-involvement in learning against over-involvement in opposition to accepted forms of learning. In this sense this second group provides a further example of the need for moderation. Unfortunately, they, and they seem to comprise a larger proportion of boys, have not faded from the scene. The number, however, may not be growing at Fort Street, and I would like to take with me some small measure of comfort in the thought that my efforts may have done a little to arrest the tide.

I would have liked more time with you to preach the gospel of "fresh air and sunshine"; and so, with my good wishes to you all for the future, please accept as part of those wishes my fervent hope that you all develop some awareness of the need for physical fitness.

My Fort Street years, though arduous, have been happy ones. I am proud to have been present at the birth of the new school and to have played some part in easing its birth pains. The fine healthy baby, with the good work and the good will of you all, could develop into the greatest of the Fort Streets. I am sorry that I won't be around to aid that development — but, happy growing, Fort Street High School!



Mr. J. E. Barraclough, B.A. — Deputy Headmaster.

MR. T. V. COOKE

Mr. T. V. Cooke was appointed in 1971 to the position of Headmaster of Fort Street Boys' High School.

All those interested in the future of this famous School welcomed the coming of Mr. Cooke, a man highly regarded for his long and successful record as a teacher and as a headmaster of 24 years' experience.

The School's splendid record of achievement covering many fields over the years involved a very great responsibility for the Headmaster to maintain its standards and add to its reputation. Mr. Cooke has well discharged this responsibility, in keeping with the best of his predecessors. He has worked tirelessly and effectively to promote the School's welfare, anticipating problems where possible, meeting and solving others as they have arisen daily in the course of his four years' tenure of office.

During the last two years of preparation for the coming 1975 change of the Fort Street Boys' High School to a co-educational school absorbing the Fort Street Girls' High School, there have been unprecedented strains and stresses placed on the headmaster, staff and students. All have undergone in some measure the preliminary birth pains of the big co-ed. baby to be born on 28/1/75. There have been a few who, although faced with the unavertable change, have continued actively to oppose it; others have thrown in the sponge; yet others — and those, happily in the majority — have agreed to make the best of the unavertable, assisting the School's continuance to function with a minimum of loss to its students. Amongst the last group, in the most onerous position, at the apex of the school's organizational structure, has been the Headmaster, who, mindful of the adverse effects which could result from any drop in morale — and consequently standards — has afforded encouragement and assistance to staff and students alike by example and precept. His door has been open daily to the many seeking decisions.

Mr. Cooke will take up the position of Headmaster at Normanhurst Boys' High School in 1975. The many teachers, parents, citizens and students who have had the welfare of Fort Street Boys' High School at heart deeply regret his departure — in a way as they regret the passing of Fort Street Boys' High School. Their best wishes for future happiness will accompany Mr. Cooke to his new position, together with their appreciation of his dedicated and unremitting effort on behalf of the School in the final and most difficult years of its distinguished history. . . . A Great Headmaster.

MR. J. E. BARRACLOUGH

Deputy Headmaster

At the end of this school year, Mr. "Mac" Barraclough, Deputy Principal since January, 1969, is required to vacate his position, under the terms of the staffing policy established for the merged schools. He has accepted the appointment as one of the two deputies at the Correspondence School.

During his six years here his influence on the school has been so strong that it will be long remembered, by his colleagues as well as by the school pupils.

He will be remembered as a teacher with a gift for instruction and a real love of, and feeling for his subject, English. It has been one of his regrets that the rapidly increasing administrative load at Fort Street over the last two years has restricted his teaching time and has nullified the effectiveness and enjoyment of the little classroom work he has been free to perform. It is also with more than a tinge of regret that he departs for the Correspondence School, where he will be almost completely alienated from classroom and pupils.

A deputy is usually remembered by pupils as a disciplinarian, and many Fortians will have cause to remember his talent for investigation, his thoroughness in following-up a misdemeanor and his exacting expectations of pupil conduct. Some boys may have poignant memories of a strong right arm but even more will remember the great lengths to which he would invariably go in order to spell out more desirable behaviour patterns.

The building conversions and all the other upsets straining accommodation, rooming, furniture, etc. have provided a real challenge to a deputy's energy and to his ability to keep the school functioning. Mr. Barraclough has handled such multiple problems with an unobtrusive and uncomplaining efficiency and resourcefulness. It is perhaps in such tasks, often requiring hours of his own time, that his dependability and dedication may be seen at their very best. His ready ear for the many personal problems afflicting staff members during the continuing amalgamation crisis is probably in addition, the one factor which has kept up the spirit of an assailed staff.

If the amalgamation is ever to be achieved it is no exaggeration to direct a considerable portion of the credit to Mr. Barraclough.

We pay tribute to "Mac", a thoroughly reliable officer of the Department, a consistent, constructive and eager influence on the smooth functioning of the school, a fine teacher and a good companion. We wish him well and congratulate the Correspondence School for having gained a man of his quality.

—T.C.

MR. D. MOALEM

At the end of 1974, the school will farewell its Maths Master, Mr. D. Moalem, who has been an invaluable member of the staff for seven years.

Mr. Moalem transferred to Fort Street Boys' High School from Sefton High School in 1968. The school will sadly miss a man of his great organisational ability, who enthusiastically helped with the running of the school. His yearly work on the school's timetable, which consumed many hours including his own time, is greatly appreciated. His expertise in these matters came from years of experience in Australia and overseas study tours.

As the leader of the Maths Staff, he has been an inspiration to his staff, with his wealth of experience. Mr. Moalem is a member of the Maths Syllabus Committee and is well known for the many fine textbooks he has written. His broad knowledge of his subject material and teaching methods have been passed on to the staff over the years, to the benefit of all pupils of the school.

The school has lost a very good organiser and mathematician, and it is only fitting that a person of Mr. Moalem's ability and experience has been appointed to an Advisor's position with the Department of Education.

—B.M.

MR. J. E. WELLS

Mr. Wells was appointed to Fort Street in 1947, and but for the one year during which he did specialized training in school counselling of psychiatric cases has been a staff member for more than a quarter of a century. When I came to the school four years later in my first year of teaching I found myself seated next to him and for a decade we served together as members of the Modern Language team. It was a rich experience to come to know so well one who was interested in so many diverse aspects of man's endeavour.

It was specifically to re-introduce the study of Japanese that Mr. J. Back, Director of Secondary Education, appointed Mr. Wells to Fort Street. Mr. Wells had graduated from Sydney University and had taught Science at Rozelle and French at Cleveland Street. Under the services of the University Extension Board he had studied Japanese, gaining High Distinction in his fourth year. Upon his taking up a commission in the A.I.F. at the beginning of the Second World War, Mr. Back in urging him to pursue his Japanese studies had promised Mr. Wells a post in the teaching of Japanese upon his return. At the war's end he thus found himself on Tavener's Hill. His rich contribution laid a firm basis for what was a Fort Street tradition — the teaching of Japanese in Australia. So much later the nation was to become wildly enthusiastic about the introduction of Asian languages.

Mr. Wells had been with the militia in communications and radio in the years before the war. Upon the outbreak of hostilities he was commissioned and conducted morse code and radio training. He served in the fortress communications along the coast and also as a staff officer at First Division Headquarters bringing into service his scientific knowledge in the field of chemical warfare. In 1941, as a Captain, he was at Dunroon for four months. Here he gained his P.S.C. (passed staff course), which entitles an officer to join the general staff. The New Guinea campaign was reaching its critical stage and Mr. Wells chose to go to Dutch New Guinea (as the region was then known) as Adjutant of Advanced Land Headquarters Signals and then proceeded to Morotai with the invasion forces.

THE FORTIAN

It is interesting to reflect that in his first year at Fort Street, Mr. Wells, or Joe as we all known him, was already serving on the School Union Committee as representative of Athletics and Photography. He had been principally instrumental in founding a photographic club that year. His contribution to athletics, in particular C.H.S. Athletics, was to be considerable. Those happy, exciting days on Sydney Cricket Ground! For many years Mr. Wells was manager of both our athletics and swimming carnivals. What grand days they were! Two years later his representation had been extended to cover a third field — the Radio Club. In 1949 he was also supervising the Philatelic Club. It was in 1949 too, that Mr. Wells became School Counsellor, a post he was to hold until he became our District Counsellor in 1961.

Thus for twenty-five years Mr. Wells was to be responsible formally for the advising and counselling of young Fortians. How conscientiously and thoroughly he went about his assignment! Nothing was ever too much trouble. No case was ever just written off. As each new report of difficulty was brought forward, Mr. Wells attacked it with the zealous ardour of a neophyte. Can those of us that have only to become aware of problems facing a youngster appreciate fully just how great a skill is the fathoming of the unknown causes?

And yet this side of his activity that is most known to all is but only one angle of the man. In so many of the other aspects it has been my privilege to be closely associated with him. His abiding interest in Japanese has continued since he formally left modern language teaching in 1959 to take up full-time counselling. To this very day he remains a member of the Japanese Syllabus Committees. It heartens him indeed to know that the task that brought him to Fort Street continues to flourish despite every effort of the Department of Education to stifle the teaching of the Japanese language in its schools. But Fort Street held out and won this battle.

I cannot let this occasion pass without reflecting upon an incident of more than several summers past. Joe and I shared the small room on the middle floor for our smaller language classes. When a language inspector, without even the "doomo" in his vocabulary, came to inspect Mr. Wells' teaching of Japanese we were all much interested in what would transpire. At the conclusion of the lesson, Mr. Wells looked questioningly in the inspector's direction and was greeted with the remark: "I note you are using Mr. Hogan's duster?" In his inimitable quick-witted manner, Mr. Wells replied: "Yes. It's all right. He said I could."

But Mr. Wells is not going into a void. For his interests beyond the education department are manifold. His principal hobbies are gemstones and the raising of orchids. And there is too, that great forty acres of pine forest at Moss Vale. Mr. Wells is indeed just leaving the Department when such a man of universal interests is so sorely needed to implement the principle of "approved studies". Without the Joe Wells' of this world the mind boggles at the possibility of such an abstract's ever being successfully implemented. And ahead is that wonderful overseas trip — overland from India as far west as Turkey through the Khyber Pass. The chief target despite the lure of the East and Europe is to visit his son, Edward, who is Professor of Nuclear Physics at the Simon Fraser University in Vancouver. And then follows an extended two-years' trip around Australia. Retirement? To Mr. Wells and his wife we all extend our very best wishes for a future full of activity and happiness, and express the School's appreciation of so many, many years spent faithfully and profitably with us.

—R.H.

WHAT THEY WERE THE SCHOOL BECAME

Once upon a time when they were little
Doing what you and I do now . . .



Les.



John.



Ronald.



Paul.

Pupils in the past have complained about their lack of freedom and teacher domination, but this cannot be said by Fort St. pupils today. Teachers' efforts to meet pupils on equal terms have resulted in many of the situations of the past being reversed. I will cite a few examples.

It is now the teacher, not the pupil, who waits in the classroom at the beginning of a lesson while the pupils stroll, sometimes too casually, to class. This time is not always wasted, however, since some pupils are using it to demonstrate a new awareness as in the case of pupils who arrived at the classroom with freshly bought ice blocks, no doubt infinitely better than bubble gum or an all-day sucker.

The role of spokesman in the classroom has sometimes reversed since pupils, encouraged in self expression, can, after five years rigorous preparation, no longer hold back the avalanche of words and it is now the teacher, not the pupil, who is stunned by the power of their oration or at least by their persistence.

When I was a student at Fort St. it was the teacher who sometimes inflicted mass punishments. I recall one incident when almost an entire class was caned for failure to do homework. You may be wondering how this situation could possibly be reversed, surely the teachers would never submit. Those who were present at Lambert Park on Tuesday the thirteenth of August know what I mean, they witnessed the staff suffer an unmerciful caning.

Do pupils and teachers see things differently?
—Mr. Cox.

Those blessed memories . . . of dungeons (a classroom now part of the canteen) and Dogboxes (Rooms like X and Y). The staff seemed to be much stricter than the present one, and there was a scarcity of women on staff (no wonder) — the staffroom for nearly all the staff in the school was the present Common Room. I now sometimes wonder how they all fitted in there with their desks and books everywhere.

—Mr. Legge.

Anyone coming back to Fort St. after an absence of some ten years or more would find it hard to believe that it was indeed the same school. Apart from the presence of the fairer sex and the new building, many things have changed — boys are no longer required to wear their blazers when attending the weekly G.A. and the "Holy Steps" in the middle of the front verandah have long been desecrated by the feet of pupils . . . Even in those days, the pupils adjusted their school uniform to meet the fashions of the day. College-grey socks were progressively replaced with black. Trousers were tapered, and as snug-fitting as possible — needle and thread obtainable from the Secretaries for temporary repairs . . .

—Mr. Steenson.
THE FORTIAN

It has been my lot and my choice to be a member of the teaching staff of this school for a quarter of a century. My association however, goes back even further — into the mists of time before the wars. (I say not which ones.) For one day long ago I entered the old side gates as a first-year boy. Folklore has it that I never left, that I just stayed on, some use being found for my envied mathematical gifts and for the sounds that can on occasion issue up from the depths below my epiglottis. This folklore element I here categorically deny. There was a time between — a time of university, of war and teacher training. And so another myth departed.

Yes, long, long ago I was a pupil — and I would like to think a student, of Fort Street. It is a long time ago and yet the memory of so much of those grand old days is so very, very vivid: as if it happened only yesterday. The school was in many ways a very different school from the one we know and love today. But before I recall to you just something of those far-gone days, I want to stress that through all the change the basic values remain unchanged. In essence the unchanging message of Fort Street is that every boy has always had every chance to prove his true worth. I am not saying that all succeed therein, but that if any failed he had only himself to blame. Every boy has always been given a fair go.

By and large we were taught by chalk and talk. And I am not saying that there is anything wrong with that. Perhaps there is now not enough of it.

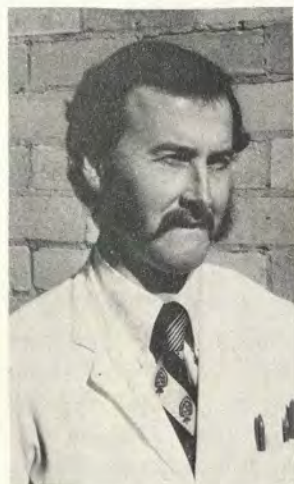
Today however, the educational experience can be enriched in other ways. And by and large, we taught ourselves, often failing wretchedly. I recall I scored four per cent in my first algebra examination. It was still not one of the worst performances in the class. This did not rule out a score of one hundred per cent in mathematics in the trial Leaving Certificate examination several years later. So take heart — early failure does not preclude eventual success.

Some of our teachers were outstandingly good. I remember that in my final year we bagged five of the thirty first-class honours in French. I still cherish my teacher's letter of delight. It is for me a great pleasure to be associated still with some of my former teachers. A goodly number were still on the staff when I as a fledgeling joined it.

At the time that my little feet first pattered across the central courtyard, Fort Street had already learned to do two things better than any other school. It could sing better, and it better exemplified the Thespian Art in its renowned Play Day. Music was just making its appearance in our secondary schools. And Fort Street held centre stage — at the Sydney Town Hall, the Conservatorium or whatever. What happy choir days they were! And it was as an Arabian dancing girl, probably of ill repute, and all unwitting on my part, that I first trod the boards of the new stage, completed only the day before my inaugural public appearance thereon. It was not to be my last!

—Mr. Horan.

Then one day they grew much bigger,
And this is how you'll find them now!



Mr. Legge.



Mr. Cox.



Mr. Horan and Mr. Steenson.



SCHOOL CAPTAIN'S MESSAGE

This year has opened a completely new era in the history of Fort Street, with the development of a new school under co-education. This change has certainly left the school a different place, with a completely "new breed" of Fortians now emerging, and ever increasing material facilities in the school. But beyond all this, what will it mean to the individual? Those who seek self-improvement in the competitive scholastic field will only do better as a result of the introduction of female students this year, because the increased numbers increases competitiveness.

After hearing of the fineness of the school and its tradition, you were undoubtedly thrilled to achieve your place here. But to be inspired by what the school is, you must have a full understanding of "tradition". It is not simply a set of age old customs passed on through generations. It is rather a spirit, that lies waiting to be released by you. Tradition is a driving force, for it is the CHALLENGE — the challenge you, yourself, must accept to fully develop yourself as an individual.

What must inevitably be the most important thing in my time at Fort Street is education. Here, I have learnt a great deal of formulae, facts and theories. But my education in the past six years has amounted to much more than this. I have learnt, by experience, what I could never have learnt anywhere else.

Your life is far more important than to be a 9 a.m. to 3.15 p.m. vegetable. But no-one will treasure that except yourself. Don't lead the life where you see nothing in coming to Fort Street except to find your way through the periods of the day, and maybe play soccer in the playground at lunchtime. For if you do this you are a nobody. Accept the challenge offered, for what it has to offer is what you alone can realise — self-improvement. For if you do your best in everything you attempt, then I know you share an experience I have come to realise in my six years at Fort Street.

—Peter Wesolowski.

THE FORTIAN



1974 PREFECTS

School Captain: Peter Wesolowski

Vice-Captain: Kim Watson

Senior Prefect: Ross McNair

Lance Borwick, Rodney Coxhead, Keith Crews, Gregory Fardell, Ross Fishburn, Bruce Hume, Gregory Isaac, Neil Johnston, Ray Johnston, Warren Mee, Wayne Miranda, Graham Nisbet, Kenneth Parks, Leo Phillips, Douglas Reddel, James Richardson, Anthony Rooke, Peter Roumeliotis, Kosalopathy Sinniah, Glen Spotswood, Peter Taradilis, Maryse Alvis, Diana Coutts, Patricia Davies, Joy Herron, Wendy Ko, Suzanne Swensson.

This is, to my recollection, the first "Fortian" Prefects' report. There has always been a photo of the prefect body in our school magazine, but nothing of them in print apart from what the Captain might say in his message to the school.

The Prefects, the representatives of the student body — elected by their peers and the staff, fulfil a most important function in this school. So much of the general smooth running is their responsibility and their achievement. All manner of supervision and planning, counsel and report is theirs. To them at all times the Headmaster delegates authority to ensure the carrying-out of the school rules, a set of precepts drawn up to ensure the safety and happiness of all members of the school community.

The year 1974 has been a particularly bright one because the Prefects have indeed exemplified the qualities that are expected of them. In precept there is a general awareness of their important function and they have shown their ability to carry this into practice. Elsewhere in this journal there must be accounts of the agonies of '74. Organisation and control have been most difficult as the building falls about our ears. The Prefects deserve therefore special commendation for the successful expending of their efforts in circumstances so inauspicious.

As the chosen leaders, the Prefects have shown their leadership in so many avenues of a community so rich in diversity as is a school. I record merely: membership of the First Grade Cricket, Rugby, Soccer, Tennis, Hockey, Basketball, Water Polo teams, and the captainship of a number of these. They too have been the Zone and C.H.S. representatives in a number of sports. The School Captain was the Athletics Age Champion. Their activity too has been important in the choir, cadets and the debating team. And even as I write Wayne Miranda is packing his bags for Japan on tour with the C.H.S. Water Polo team.

At all times all members have acted as the chosen representatives of the student body and opinions have always been sought from their fifth and sixth-form peers. The Prefects of '74 must stand as one of the most effective Prefect bodies in the history of the school. To each and every one of them the school extends good wishes for success in the public examination and for making a success of the life to follow.

—R. Horan.

OLD BOYS' UNION REPORT

Time is catching up with the name "Old Boys' Union" because with the amalgamation of Fort Street Girls and Fort Street Boys it must eventuate that an old students' union will replace both the Old Boys' Union and the Old Girls' Union.

The main event of 1973 was the Annual Dinner held in October at the Wentworth Building, Sydney University. The guest of honour was Mr. John Singleton (1958 year) — Managing Director of the Sydney based advertising company Doyle, Dane, Bernbach Pty. Limited.

In July an Old Boys' rugby team soundly beat the school's best rugby players. The old boys have always enjoyed considerably more success than the school at rugby.

The Junior Dinner was held in February, 1973, at the Glebe Rowing Club. The Annual General Meeting was held as usual in March. A Dinner Dance was held in conjunction with the Old Girls' Union at the Roxy Restaurant, Brighton-Le-Sands. In August the Union organised a theatre party to see the play "Jugglers Three" at the Parade Theatre. A car trial was conducted in December. A memorable part of the day was the successful participation of sixth formers.

In 1974 the year's social calendar commenced with the Junior Dinner. This was followed by the Annual General Meeting in March. This year the Union's Annual Dinner will mark the one hundred and twenty-fifth anniversary of the school. Ironically this coincides with the last year of the school as a boys' school. Inevitably the Union, too, will have to change and although no steps have yet been taken, it may well be that the Old Boys' Union and the Old Girls' Union will amalgamate in the future.

As only a minority of sixth formers join the Union on leaving school, it is felt that on a whole Fortians are not aware of the significance of the Old Boys' Union. It often happens that Fortians join the Union many years after leaving school, coming ultimately to appreciate the significance of keeping in touch with their old friends, experiences shared, and commonly held values.

Inevitably, with dramatic changes in the organisation of the school there will be changes in the life of the Union and it is our real desire and hope that men leaving school will join the Union to maintain their association with the school and their friends in the years to come.

—Grahame Bellany, President.

SPEECH NIGHT — 1974

"Authoritarian elements (in school) . . . stress the funnelling of information to the student".

"How many conflicts arise through misunderstanding and misinformation about each other" (with particular reference to the administration and students)?

Two of the pertinent and thought-provoking questions asked by Dr. B. H. Peterson, a Fortian from 1931-1933 and now a fellow of the Australian and New Zealand College of Psychiatrists, M.B., B.S., Diploma in Psychological Medicine, Military Cross and President of the Family Life Movement, in his occasional address to the last Annual Prize Giving and Review of Fort Street Boys' High School.

"We read in the Second Chapter of Genesis that Adam needed a helpmate, and so Eve joined him, and so the girls are joining you, and a new chapter in the life of this great school is beginning".

He went on to say that although there had been many changes in the school; and in the society, there were some unchanging aspects of life; namely "Personal relationships with others; secondly, use of intellect and skills; and thirdly, impulse to worship".

The basis of personal relationships was "dialogue of communication — a written or spoken communication between two or more persons, usually serious, and an exchange of ideas . . . a dialogue is between two, and a monologue is one person's long speech uttered in the company of others, and that is what you, a captive audience, are suffering at the moment. I can only hope it isn't a soliloquy . . .".

Dialogue is an exchange — mutual and sharing — each person open to the other, listening to the other, for otherwise, meaning is lost and misunderstandings occur. Too often people are on the defensive, biased, because if you're open, you're able to be hurt.

He saw true dialogue as a challenge. "The being and truth of one, confronts the being and truth of the other. . . . It is neither comfortable nor easy".

"Bringing the question of dialogue into the school situation" authoritarian elements would stress the funnelling of information to the student. . . . On the other hand, permissive elements would stress the students' freedom to learn.

Both on their own, ignore the personal relationships that can form: from dialogue between teacher and student — the teacher hearing the student's quest for knowledge, and the student hearing the teacher's response. Is this impractical? "I believe that it is unusual for students not to respond to true dialogue with their teachers, and vice versa".

Then on the subject of student councils and student participation in the running of the school, which Dr. Peterson saw as quite feasible: "student participation will only be fruitful in open, expressive dialogue between administration and students, with neither side pulling any punches. What would happen if this were practised in more truth-seeking ways? How many conflicts arise through misunderstanding and misinformation about each other? Most conflicts, I suspect?"

—R. Davies, 5th Form.



STAFF OF 1974

Headmaster: Mr. T. V. Cooke, B.A.

Deputy Headmaster: Mr. J. E. Barraclough, B.A.

Department of English:

Mr. W. J. McCallion, B.A. (Master)

Mr. P. E. Baker, B.A., Dip.Ed.

Miss C. Bennett, B.A.

Mr. P. J. King, B.A. (Hons.), Dip.Ed.

Mrs. B. Lehmann, B.A., Dip.Ed.

Mr. B. Mahony, B.A. (Hons.), Dip.Ed., Dip.Lib.

Mr. R. Pemberton, B.A., Dip.Ed.

Mr. R. Pyne, B.A. (Hons.).

Department of History:

Mr. B. Byrnes, B.A. (Master).

Mr. W. B. Childs, B.A., Dip.Ed.

Mr. H. R. Jones, Dip.Tchg. (N.Z.).

Mrs. G. McDonald, B.A., Dip.Ed.

Mr. A. Tucker, B.A., Dip.Ed.

Department of Languages:

Mr. R. Horan, B.A. (Hons.), Dep.Ed. (Master).

Miss E. Gugger, B.A. (Hons.), Dip.Ed.

Mrs. H. McLachlan, B.A., Dip.Ed.

Mrs. I. Smith, B.A., Dip.Ed.

Mr. I. Walker, B.A., Dip.Ed.

Department of Mathematics:

Mr. D. Moalem, B.Sc., A.S.T.C. (Master).

Mr. J. Cox, B.Sc. (Hons.).

Mr. T. Henry, B.Sc. (Hons.), M.Sc., Dip.Ed.

Mr. B. J. Metcalfe, B.Sc., Dip.Ed.

Mrs. L. Moyes, B.Sc.

Miss B. Sanders, A. Mus. A.

Mr. P. J. Steenson, B.Sc., Dip.Ed.

Department of Science:

Mr. W. Bray, Dip. Tech. (Sc.) (Master).

Mr. A. Ferris, B.A., Dip.Ed.

Mr. L. Legge, B.Sc.

Mr. K. Molyneux, B.Sc., Dip.Ed.

Mr. A. Payne, B.Sc., Dip.Ed.

Miss G. Rosen, B.Sc., Dip.Ed. (Sports Mistress).

Miss A. L. Cooney.

Science Assistant:

Mrs. A. Maddock.

Department of Social Sciences:

Mr. D. Grove, B.Com. (Master).

Mr. R. Archer, B.Ec.

Mr. R. W. Inglis, B.A., Dip.Ed.

Mr. J. Lawrence, M.Sc. (Geog.).

Mrs. U. McLeod, B.Ec., Dip.Ed.

Department of Industrial Arts:

Mr. R. N. Handley, A.S.T.C., Dip.Art. Ed. (Master).

Mr. B. Clarke.

Mr. A. Sambrooke

Mr. J. Sharples.

Mr. S. Wood.

Department of Music:

Mrs. G. McDonald, B.A., Dip.Ed.

Department of Art:

Mrs. V. Peer, Dip.Art. Ed.

Mrs. L. Rogers.

Department of Physical Education:

Mr. R. Tremayne, B.Ed. (Phys.Ed.) (Sports Master).

Department of Home Science:

Mrs. B. Kershaw.

Department of Library:

Mrs. M. Maticka, B.A., Dip.Lib.

Mrs. M. Keogh (Library Clerical Assistant).

Mrs. M. Watts (Library Typiste).

Special Master:

Mr. B. Mahony, B.A. (Hons.), Dip.Ed., Dip.Lib.

Careers Advisor:

Mr. H. R. Jones, Dip.Tchg. (N.Z.).

District Counsellor:

Mr. J. Wells, B.A.

Clerical Assistants:

Mrs. C. O'Hara, Mrs. B. McCormick, Mrs. D. Williams.

Teachers' Aide:

Mrs. M. Harrison.

Caretaker:

Mr. J. Dunne.

General Assistant:

Mr. D. Clarke.

STAFF CHANGES

We farewelled:

Miss Lennon—to A.B.C. Television.

Miss M. O'Brien—to Bingara High.

Mr. H. C. Opperman—to Sydney Technical High.

Mr. C. Kuklik—to Wenona Girls' High.

Mr. B. G. Pietsch—to Seven Hills High.

Mr. I. C. Stevens—University course.

Mr. A. Berriman—England.

Mr. P. Macinnis—Ashfield Boys' High.

Mr. M. Reines—retired.

Mr. R. Gillies—Burwood Girls' High.

Mr. R. Mitchell—resigned to further musical career.

Mr. J. Wood—Randwick Girls' High.

Mr. P. Sullivan—resigned.

Mrs. E. Holmes—Merrylands Girls' High.

Mr. R. Harris—to Enmore Boys' High.

We welcomed:

Miss C. Bennett—from Meadowbank High.

Mrs. B. Lehmann—from Sydney Teachers' College.

Mr. R. Pemberton—Jordanhill College School, Glasgow.

Mr. R. Pyne—from Sydney University.

Mrs. G. McDonald—from Sydney University.

Miss I. Gugger—from Fort Street Girls' High.

Mr. T. Henry—from Teachers' College.

Mrs. L. Moyes—from Fort Street Girls' High.

Mr. L. Legge—from Sydney University.

Miss B. Sanders—from Fort Street Girls' High.

Miss G. Rosen—from Fort Street Girls' High.

Miss A. L. Cooney—from Asia—travelling.

Mr. D. Grove—from Greystanes High near Prospect.

Mr. R. Archer—from Armidale Teachers' College.

Mrs. V. Peer—from Fort Street Girls' High.

Mrs. L. Rogers—at home.

Mr. R. Tremayne—from Caringbah High.

Mrs. B. Kershaw—from Port Hacking High.

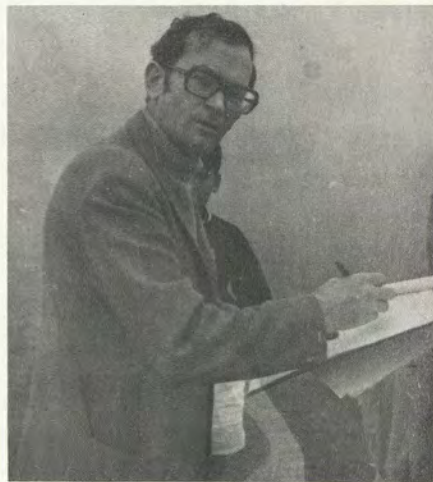
Mr. E. Wilson—from Europe.

Mrs. M. Maticka—from West Sydney Technical College.

EDUCISTS



Mr. B. Mahony, B.A. (Hons.), Dip.Ed., Dip.Lib.



Mr. P. J. King, B.A. (Hons.), Dip.Ed.



Mr. W. J. McCallion, B.A. (Master).
Mr. R. Pemberton, B.A., Dip.Ed.



Mr. P. E. Baker, B.A., Dip.Ed.



Miss C. Bennett, B.A.



Mr. R. Pyne, B.A. (Hons.).



Mrs. B. Lehmann, B.A., Dip.Ed.

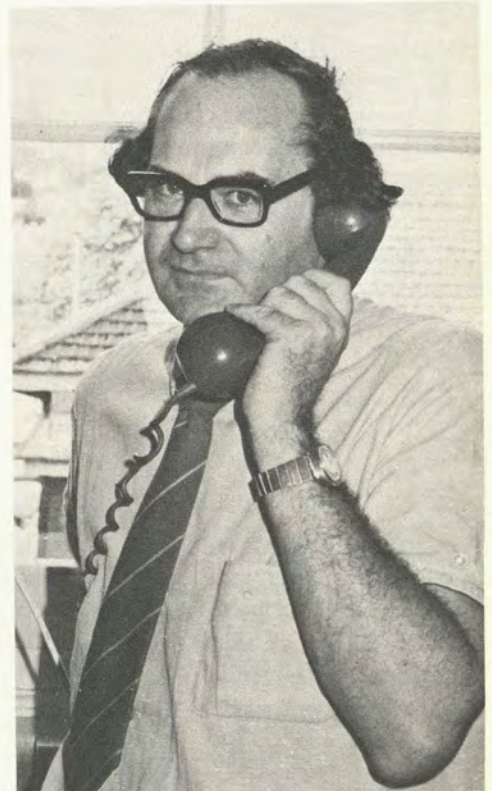
HISTORY



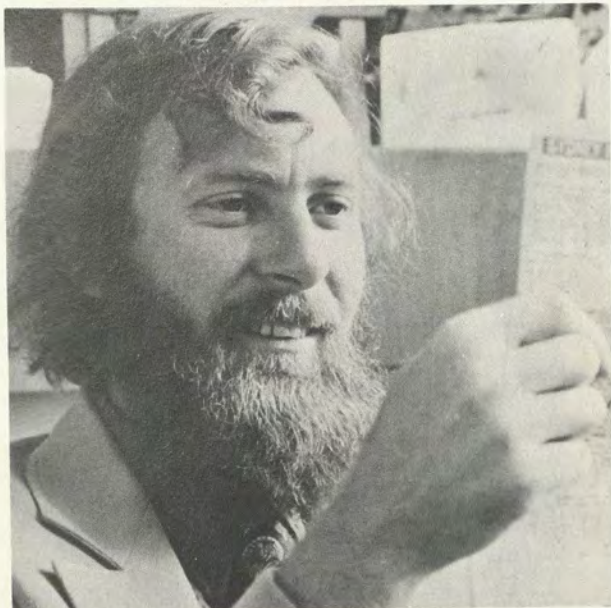
Mrs. G. McDonald, B.A., Dip.Ed.



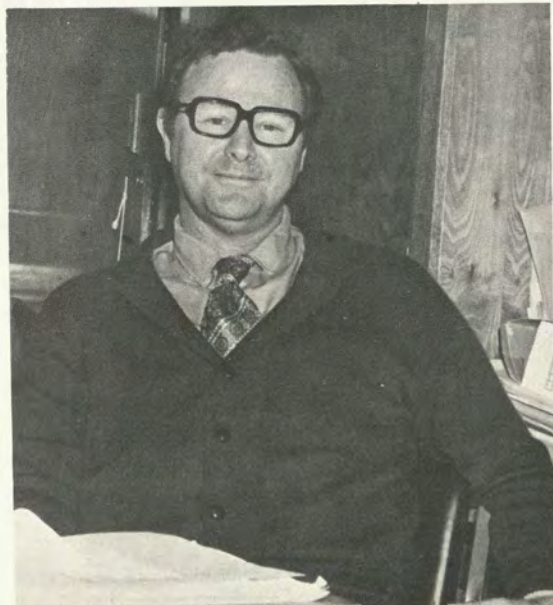
Mr. A. Tucker, B.A., Dip.Ed.



Mr. H. R. Jones, Dip.Tchg. (N.Z.).



Mr. W. B. Childs, B.A., Dip.Ed.



Mr. B. Byrnes, B.A. (Master).

MATHS MATHEMATICS

GOOGOLS

A googol is a number which may be written with one followed by one hundred zeros. In index form it is 10^{100} .

A googolplex is a googol raised to the power of a googol. How many zeros are there in a googolplex?

☆ ☆ ☆

Find the digit represented by each letter so that when adding, you obtain:

$$\begin{array}{r} \text{SEVEN} \\ \text{SEVEN} \\ \text{NEVER} \\ \hline \text{TWELVE} \end{array}$$

☆ ☆ ☆

A man and his wife, accompanied by their twin boys and a dog, had to cross a stream, but their boat would only carry 80 kg. Now the man weighed exactly 80 kg, and so did his wife. The two boys weighed 40 kg each, and the dog 10 kg. How did they all get across?

☆ ☆ ☆

Suppose we had a rope that could surround the earth at the equator: it would have to be 40,000 kilometres long, approximately. Imagine we now raise the rope so that at all times it will be 7 metres above the ground. By how much do we have to lengthen the rope in order to make the two ends meet?

☆ ☆ ☆

Given 8 billiard balls exactly the same in appearance, with one differing in weight from the others. Could you pick out the odd one with three weighs on a chemical balance?

☆ ☆ ☆

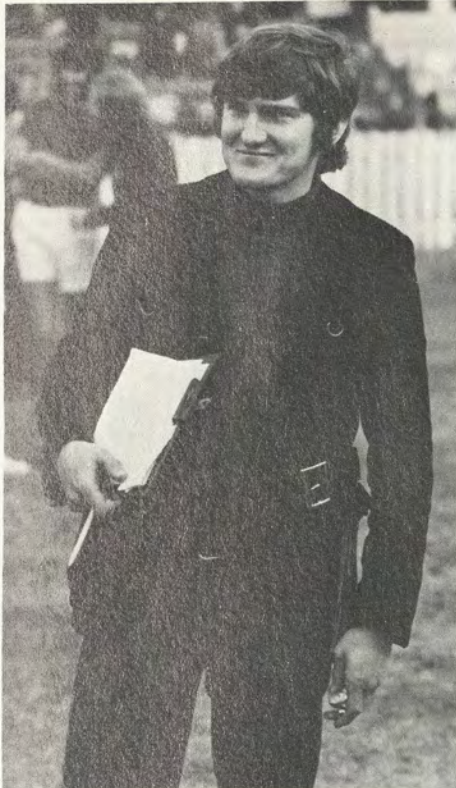
A man who had no watch was about to leave for a friend's home, when he noticed that his clock had stopped. Having gone to his friend's place, he remained there a few hours, returned home and set his clock. How could he do that with any degree of accuracy without knowing the time taken for the trip from his friend's place?



Mr. D. Moalem, B.Sc., A.S.T.C. (Master).



Mr. T. Henry, B.Sc. (Hons.), M.Sc., Dip.Ed.



Mr. B. J. Metcalfe, B.Sc., Dip.Ed.



Mr. P. J. Steenson, B.Sc., Dip.Ed.



Miss B. Sanders, A.Mus.A.



Mr. J. Cox, B.Sc. (Hons.).



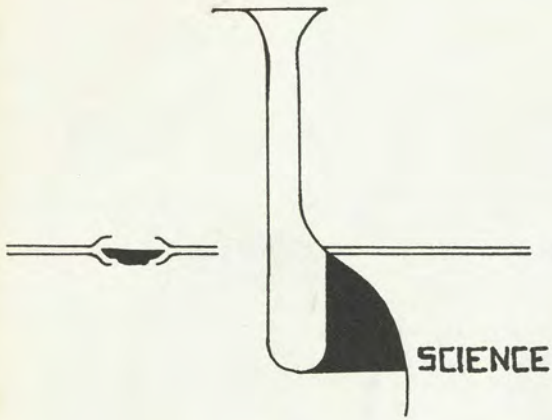
Mrs. L. Moyes, B.Sc.

"A teacher should be sparing of his smile."

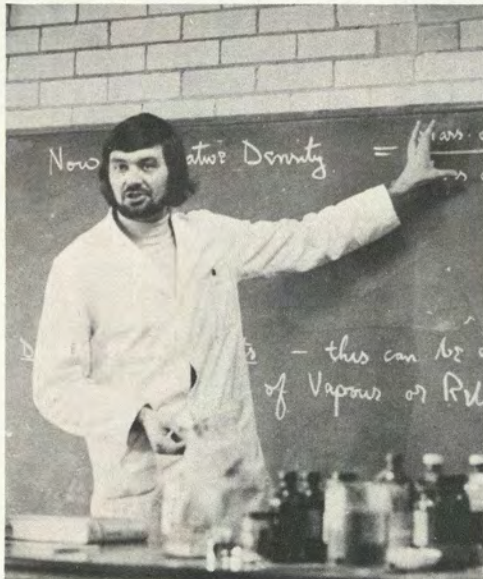
—Couper.

"But in these cases
We still have judgement here; that we but
teach
Bloody instructions, which being taught,
return
To plague the inventor . . ."

—Shakespeare.



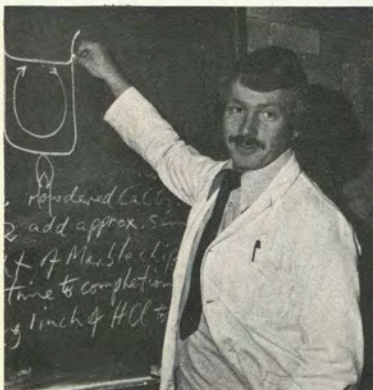
Mr. A. Payne, B.Sc., Dip.Ed.



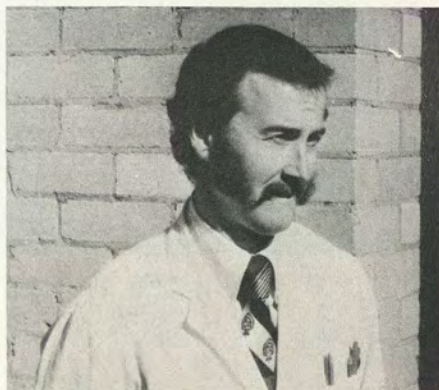
Mr. K. Molyneux, B.Sc., Dip.Ed.



Miss G. Rosen, B.Sc., Dip.Ed. (Sports Mistress).

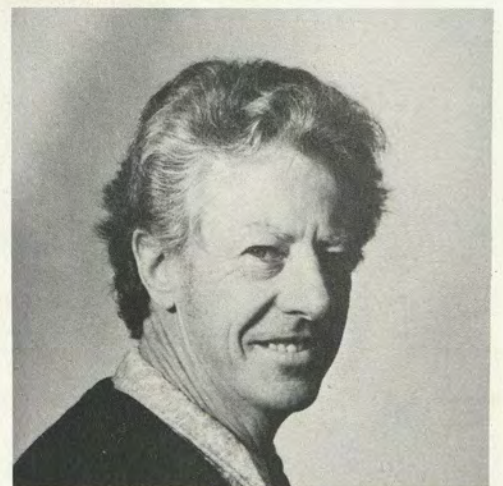


Mr. A. Ferris, B.A., Dip.Ed.



Mr. L. Legge, B.Sc.

Absent: Miss A. L. Cooney.



Mr. W. Bray, Dip.Tech. (Sc.) (Master).

"It is a luxury to learn, but the luxury of learning is not to be compared with the luxury of teaching."
—Hitchcock.

"He who can, does.
He who cannot, teaches."

—Shaw.



Mrs. V. Peer, Dip. Art Ed.



Mrs. L. Rogers.



Mrs. A. Maddock.



Mrs. M. Matticka.

PALAEONTOLOGY

Palaeontology comes from the Greek words:— “palaios” (ancient), “onta” (beings), “logos” discourse. This branch of science is the study of prehistoric remains of animal and plant life. Two particular types of fossils are Trilobites and Brachiopods.

The Trilobite was an animal that looked something like the King crab and later evolved into something like a cockroach.

The Brachiopod was a shellfish and its shell resembles a butterfly.

Dinosaurs are one of the most prominent features of prehistory, and lived mainly in the Mesozoic Era. The Mesozoic Era (middle life) has three main periods: Triassic, Jurassic, and Cretaceous. It has been called the “Age of Reptiles”.

Triassic Period — The earliest known dinosaurs appeared during this time. They were much smaller than the ones famous today.

Jurassic Period — The Brontosaurus and Diplodocus are typical, huge quadrupedal and plant-eaters. The Allosaurus was the tallest Jurassic carnivore and was thirty-five feet high.

Cretaceous Period — This period is responsible for the most famous of all dinosaurs, the Tyrannosaurus Rex (Tyrant lizard king).

— R. Carter and W. Milward. 2nd Form.

“Now owls are not really wise — they only look that way. The Owl is a sort of college professor.”

—Hubbard.

"LISTEN MATE"

A One Act Play in One Part

Scene: Tim Jackson and Reg Smith, two Form Four students conversing at lunchtime.

"Listen mate, wotawe gonna do about these subjects for next year? Economics, or Geography or both?" asked Jacko.

"Yer, well I don't know. Seems to me that Economics wouldn't be too bad. I mean I'm doing Commerce and that's a pretty good subject," claimed Regie.

"Yer! Why do ya reckon that?"

"Well, it was interesting and a lota wot ya do is true to life" said Regie. "I mean they tell you how to go about spending ya pay-packet in a way that's likely to get most out of it. You gotta be a bit careful about, say, who you borrow money from to buy a car. Some reckon they'll lend you money at bank interest rates, but mostly it's only the banks that'll give you that rate. For the others you've gotta be a bit careful."

"Yer, well that sounds all right but . . ."

"Yer, an' the way they go about teaching's pretty good, too. We've filled in plenty of fair dinkum forms like cheques, insurance forms and you know. We went out on a coupla excursions, and played some games. You know, they were Commerce games but they were pretty good. Like we played one game called "Takeover" which was a bit of a riot. A bit like on the floor of the Stock Exchange with all the noise. But I reckon we learnt a fair bit", said Regie.

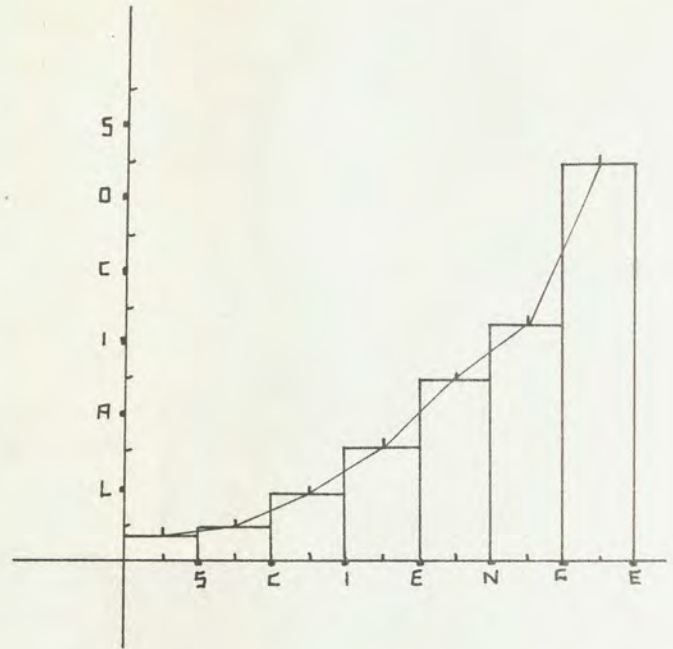
"Listen, I slipped the camera into the lesson with the game on. Have a go at this!"

"A corka, hey! Might slip that one into the "Fortian" — an action shot. Wotdoya reckon?"

"Yer, well that seems a pretty good idea to me. Listen, how about this one?" asked Jacko, "I got that one on the trip down to Pelican Sheep Station for Geography. Hey, that was a tremendous day, you know! A bit of work but great fun and I learnt a few things. Like the bloke who owns the property would have to be one of the most organised cockies you could ever imagine. He runs quite a few different types of sheep for different purposes. But he makes more from the restaurant he runs on the property."

"Yer, well listen wotabout these subjects?" asked Regie. "Wot's Geography gonna be like next year?"

"Well it works on a system approach like vegetation or climate, or manufacturing or urban. You know, they're all systems that make us the man/land



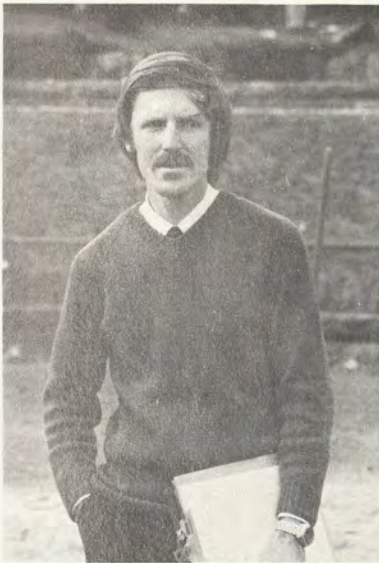
"Sheep Station."

system. At least that's wot Mrs. McLeod calls it", said Jacko.

"And how interesting is it?"

"Yer, she'll be great mate!" exclaimed Bulldog. "The course sorta like allows you to find out things for yourself and there's a few excursions to help. Say wotta bout Economics?"

"Yer, well that's so important that they're fighting elections on Economic bits these days. I reckon if that's not interesting nothing is. I mean Billy Mackie and Gough can't find an answer to inflation but give me a bit of time in the course and I'll come



Mr. R. W. Inglis, B.A., Dip.Ed.



Mr. R. Archer, B.Ec.



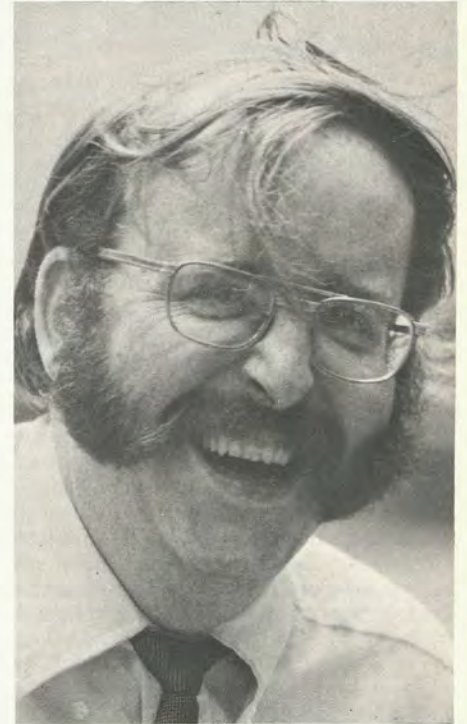
"An Economics Student?"



Mrs. U. McLeod, B.Ec., Dip.Ed.



Mr. D. Grove, B.Com. (Master).



Mr. J. Lawrence, M.Sc., (Geog.).

up with the answer. Wotta bout this? How about holding wages constant, and with increases in productivity, reduce prices by an amount which will allow profits to be increased at the same time. I mean that solves inflation immediately."

"Ya gotta be joking! Wot's productivity anyhow?" asked Jacko.

"You'll find out when you do the subject. Say listen, yer heard about the farmer who had a dam on his property with a lily that was doubling its size each day. He reckoned it was gonna take 30 days to cover completely the dam, but he decided

THE FORTIAN

it was a bit small to do anything to stop it at the moment. In fact, he decided to do nothing until it covered half his dam. How many days would it take to cover half the dam?" asked Regie. "And what's more, they reckon that's got something to do with world population growth and that's in Geography next year Jacko."

"Yer, well listen mate, wotta we gonna do about these subjects?" asked Jacko.

—Anon.

- Author's Note: 1. It will take 29 days
 2. May Bills continue to R.I.P.

LANGUAGE DEPARTMENT

LANGUAGE DEPARTMENT

Some few months ago one of the School's best language students of the past quarter century, Mr. Leslie Seiffert (First Class Honours English, French and German), took up his appointment as Reader in German at Oxford, a prized scholastic post in the academic world. The heartiest congratulations are extended to him. His renowned scholarship, particularly in German language and literature of the early period, has deservedly earned him this high post. His basic knowledge of German was acquired at Fort Street. No immediate German background was his. His attaining his high goal will serve as a model to be emulated by all Fort Street students with special academic gifts, no matter what the field be in which they show their proficiency.

Of the establishment of the first language laboratory in a State school in this country mention has been made in former "Fortians". This first unit was in time replaced by the present new installation. Some time ago the school re-acquired the console of the original unit. When things settle down, and we are promised that eight years should see us through our present agony and us basking at midday in our pool on Suttons corner, we are hoping to re-establish our original laboratory. The potentiality of the language laboratory as the greatest aid to foreign language learning (and I stress aid, it is no miracle box), continually reinforces itself in the presentation of our programmes. Ideas are also ready for implementation in order to increase the effectiveness and attractiveness of the present laboratory set-up.

The past twelve months have been marked with progress and achievement despite all the difficulties. The shortsightedness of the Department of Education in destroying the Language Resources Centre, an installation that had no reflection anywhere in a State school, for the establishment of a cooking kitchen, will forever remain a blot in the annals of progress. But we have not space here to pursue this item. The heartening thing is that the number of students pursuing language courses

is increasing and compare most creditably with even co-educational schools with a much larger population. Latin has enjoyed a revival, the classical studies being conducted by Miss I. Gugger and Mr. P. Baker. The number of Japanese classes has been re-established. The number of French and German classes has also increased. We are heartened by the active participation of language students in scholarship and verse-speaking programmes organised by cultural agencies and universities.

Thanks in particular to the financial assistance of the Parents and Citizens' Association, there have been these past six months important extensions to the library of tapes, records, colour slides, stripfilms, projecturals and posters, which now constitute a most valuable collection of teaching aids. Movie films and telecasts are constantly employed to widen the experience of the learner in the language and in the ways of the people. Bastille Day was celebrated with croissants and coffee, an occasion on which the language laboratory throughout the day resembled more a series of French breakfast settings than its true self. For the Swiss national festival we feasted on a glorious fondue. Sauerkraut and sausage followed the next day for the Germans. And the Japanese were to taste the delights of Japanese food. The Fifth Form girls have also shown how to convert a good recipe into reality. Rumour has it that the excavations under the Assembly Hall are in search of snails for next year's Bastille Day celebration.

Further involvement in the ways of the people and their language has been shared by the boys taking part in the series of foreign language camps. Worthwhile excursions of varying form have also been a feature of our general programme. One of the highlights of the past year was the presentation of the Japanese play, "Bimbogami", at the 1973 Annual Drama Festival and the play was later taken as it were on tour to a day of drama at the Japanese School. The play was produced by Mrs. Kuklik and Mrs. McLachlan.



Mr. R. Horan, B.A. (Hons.), Dip.Ed. (Master).



Miss E. Gugger, B.A. (Hons.), Dip.Ed.



Mrs. I. Smith, B.A., Dip.Ed.

Both the French and German camps were run by the Modern Language Teachers' Association and held at the Narrabeen Fitness camp. The aim was to provide some kind of French atmosphere where experience of the language and civilisation studied could be gained away from the classroom. Various activities were offered, ranging from conversation with native speakers to a "cabaret", and every participant had an enjoyable weekend.

At the end of 1973 we were pleased to welcome Monsieur Pierre Béthoux to the school, who came and addressed pupils in all forms of French. He brought with him a wide selection of colour slides and teaching aids and spoke to our students on a large range of topics, both in French and English, thus providing valuable experience in meeting a native French speaker. Monsieur Béthoux is an "orienteur pédagogique" with the Department of Education and we were very grateful for his visit.

During the history of modern languages at Fort Street, German has always played a vital part. Among junior forms, in particular, the prospect of learning German has generally met with an enthusiastic response. In 1974, for the first time in several years, we had such a large number of boys electing to study German that it warranted the formation of two second form classes. These are taught by "Herr Walker" and "Frau Schmidt", who have been delighted to observe that the initial interest has not waned, but that both groups, indeed, are working energetically and conscientiously and making good progress.

We are not entirely certain what it is that has triggered off this fiery enthusiasm for German, although we do have a number of theories. For instance, the high ratings of "Hogan's Heroes" could be a contributing factor. Or, perhaps our young Fortians wish to establish beyond all doubt whether "Herr Horan" really is Willy Brandt in disguise! At any rate, we are confident of increasing our number still further as a result of West Germany's brilliant victory in the 1974 World Cup Soccer Competition.

We were pleased to welcome Miss I. Gugger to our staff this year. Her extensive knowledge of the language and her class affinity with one of the German-speaking countries in particular, Switzerland, have been of great value to us. She has certainly endeared herself to the third form German boys with the cooking of her delicious sauerkraut! And to us too! It was she who made the Swiss National Day memorable for the language staff by introducing them to an exquisite fondue in true Swiss style.

We try to instill into our pupils some of the flavour and atmosphere of Germany, to convey the customs and values of the people, in addition to studying the language. However, we have not been entirely successful in this aim. Our efforts, for example, to encourage our pupils to emulate the German's absolute dedication to punctuality have often been a dismal failure! Being fortunate in having access to a wide range of films and tapes, German excursions have been kept to a minimum this year so that we can all save up for "the big one" — an eventual trip to Germany.

Sixth formers have attended various lectures and seminars during the course of this year relevant to the language and literature they are studying and have seen several German plays performed. Last year's inter-school German camp, at which Stephen Hetherington and Gary Lembit represented third form, was a great success. As a measure of its popularity, it was decided this year to hold two camps. The first was in June and was attended by Gareth Chandler of Form 3. The second is to be in October and we encourage more members of Fort Street to take part in a very worthwhile and enjoyable weekend.

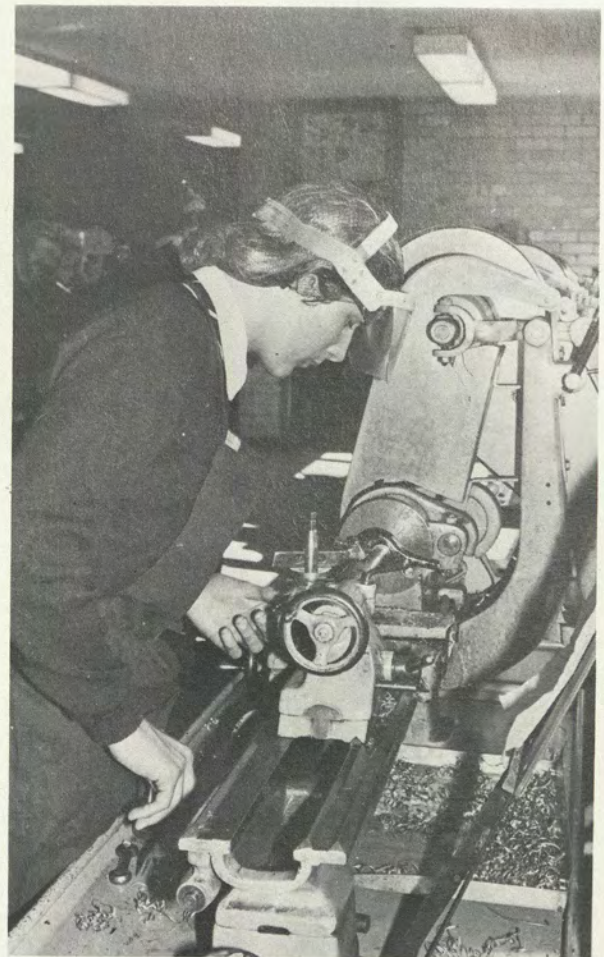
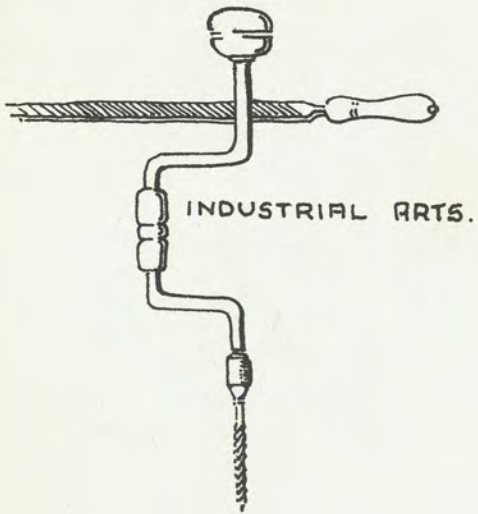
Our report opened with congratulations to a former German student. It ends on the same note. Our congratulations go to Ross McNair of sixth form, who succeeded in reaching the finals of the Australian-German Student-Exchange programme. We are very proud of his achievement and wish him and also Michael Sycz of fifth form success in their applications this year.



Mr. I. Walker, B.A., Dip.Ed.



Mrs. H. McLachlan, B.A., Dip.Ed.



"The average schoolmaster is and always must be essentially an ass, for how can one imagine an intelligent man engaging in so puerile an avocation?"

—H. L. Mencken.



ANCILLARY STAFF

LADIES' COMMITTEE REPORT

The Ladies' Committee has worked steadily throughout the year with a good band of ladies always willing to help. Some of the services provided have been the regular attendance of Mrs. Alderton at the Clothing Pool each meeting day; the catering for such functions as Prefects' Investiture Luncheon, Welcome to New Mothers, Spring Luncheon, Masters' Luncheon, 6th Year Farewell Luncheon and suppers for Speech Night, Drama Nights, etc.

Our Annual Dinner this year — the first to be attended by mothers and daughters as well as sons and fathers — was to welcome newcomers to Fort Street and was held on a particularly wet, cold and wintry night in May. Despite the weather it was well attended and we hope more will be wanting to come to this function next year. Outside functions have been attended, such as other High School luncheons and Grace Bros. demonstrations. Funds have been raised for Speech Night prizes and sick bay linen, etc.

We thank Mrs. Crandon for her services as President and for her continued interest and loyalty to the school and its activities. We thank Mr. Cooke also for his informative talks with us each meeting and for his willingness to co-operate in any way he can. The Executive gratefully acknowledges the help received from the ladies ensuring the success of the various functions.

Friendship engendered in our meetings and functions has been very satisfying and these friendships have grown strong. Will you give us a try and meet with us on 4th Thursday of each month at 11.10 a.m.

—Shirley Davis, President
Rose Hunter, Secretary.

CANTEEN COMMITTEE REPORT

1973 proved to be the usual busy year one has grown to expect at Fort Street.

Despite the noise and confusion involved in the transformation of the school, Mrs. Sutherland, our supervisor, and her assistants, Mesdames Rich and Franklin, managed to do the superb job they always do and for which we are very grateful.

Roster problems did not decrease during the year and once again we relied upon a small, willing band of helpers who gave so freely of their time. To them all go the sincere thanks of the Committee. In a school in excess of 800 pupils, only 60-70 mothers constitute the roster where a minimum of 200 would be a desirable working number.

We had an anxious time finding a treasurer early in the year. Mrs. Beth Rooke filled the office and has performed it admirably. We feel it should be noted, however, that the Treasurer's task has become such an enormous one, involving at least three half days per week, thought must be given to making this a paid position in 1975, when Mrs. Rooke will no longer be available. There will also be the increase in enrolment which makes the job larger again.

The turnover of the Canteen amounted to almost \$36,000 this year and a nett profit was shown of \$4,381. This has only been possible by again revising our prices as food costs continue to soar. It is regrettable that this has to be the case but when those involved work so hard for the canteen, it is at least satisfying to know we have maintained this important income which does so much in improving the facilities for students and staff.

We welcomed two representatives of F.S.G.H.S. Canteen Committee to our October meeting, when we discussed the possible needs of the girls coming into this school in 1974. Any changes necessary will be introduced gradually. Of course the major task ahead is not so much 1974 as 1975 when we move into promised, new premises and cater for a full co-educational enrolment.

Our thanks go to Mr. Cooke for his help and advice on numerous occasions, throughout the year. He is a most commendable "prop" when there are problems.

My personal thanks also go to the members of the Committee who are always willing and able and make my role a much more satisfying one.

The Canteen continues to be a necessary and popular segment of school life. If it is to remain thus and cope with the increased numbers in the school, it is absolutely necessary for EVERY AVAILABLE MOTHER to give her services as a voluntary helper. The future of Fort St. Canteen operating as we now know it, depends on this. —Eunice Worrall, Chairman.

THE FORTIAN



Mrs. M. Harrison.



Mr. J. Dunne.



Mrs. D. Williams.



Mrs. C. O'Hara.



Mr. D. Clark.



Mrs. Sutherland.



Canteen



Mrs. B. McCormick.

EX LIBRIS



LIBRARY REPORT

The Library is entering an exciting period of change. In recent years, the educational trend has been towards individual courses of study, devised by teacher and pupil together. A strong school library is an essential support for such an educational programme. It is fortunate that, at such a time, the Library will be more than doubled in the size of its collection and of its physical facilities.

The new Library should be fully functional early in Term 1, 1975. Several hundred students will be able to use the Library at any time; a great improvement over the present situation which only allows one class at a time to use the Library. I know that the girls particularly will appreciate this: the Girls' School's excellent library collection is housed in an extremely small room. The Library staff will

have more convenient workspace, and there will also be better facilities for small groups of students to work together.

The Library is, in a sense, "marking time" this year, waiting for the amalgamation. In addition to the usual grants from the Commonwealth and State Governments, we had a special grant which was used to buy books for 1st and 5th form girls. The P. and C. has been generous too, as they always are.

The ranks of the library prefects now include a number of charming and helpful 1st and 5th form girls. Library prefects and librarians are people without whom the library could not function: Mrs. Keogh and I could never cope with the daily work of issuing, discharging and shelving books, which these boys and girls do cheerfully and well.

—Mrs. Maticka.

THE FORTIAN



THE MUSIC DEPARTMENT

In general matters of Music Courses offering to students at the school, there remains a fair allotment of classes available, despite growing pressures from the demands of a modern community and the constant emphasis on scientific or more functional subjects. All classes in First Form still have two general classes per week and members of Second, Third and Fourth Forms, at least one and, in some cases, two, classes per week.

People in Third Form or Fourth Form have the added benefit of the special elective classes in music, each form taking five classes per week. It is to be regretted that an elective was not possible this year in Second Form but we hope to make amends for this in 1975 with the instigation of a Third Form Elective. Towards this aim, some proselytizing is about with both the Second Form boys here and also the Second Form girls at Observatory Hill who will move here at the beginning of next year. Hopes are even held out, at this stage, for the retention of a Fifth Form Special Music group.

The music department, like all others at Fort Street, this year, has suffered in accommodation shortages and awkward access to the full use of equipment but, at the time of writing this, improvements are anticipated to the general furnishings of room 25 and these will at least include carpeting to the floor and construction of double windows to act as some buffer against growing traffic and other sound interference.

Of five pianos in the school, one is for immediate renovation and others, in turn, are to receive necessary attention. It is planned to carry out early improvements to the school's set of brass instruments and, while there is a fairly wide range of strings and woodwinds, it must be said here that we should always be most grateful for donations of any orchestral items which are in playable, or close to playable condition. The latest issue to the music department's stock book is our share of a new Federal grant of some half a million dollars, realised, for us, as a new bassoon and two saxophones. Pupils who would like to make use of these are welcome at all times to make themselves known to me and indicate the direction of their interest. Towards a school orchestra, there must also surely be students with their own instruments, willing to assist us and share with us the fun of producing combined sound and there is a permanent invitation to you to arrange for a time to sit and discuss your interest and level of performance.

THE FORTIAN



Of musical groups and activities, there are more in existence than one could know about in such a large school. The Recorder Group, David Worrall, Roger Davies, Ross McNair and Nick Manousaridis, have set a high standard in performance on these tricky, ancient woodwinds and did well to present items at The Annual Prize-Giving in the absence of a music teacher. Later in the year, at the First Formers' welcoming dinner, the flute solos of Nick Manousaridis were much appreciated.

The School Choir and Recorder classes, now experiencing the arrival of young ladies, are, this year, undergoing some quiet revisions of outlook; once again, the best efforts in choral work have been achieved by the senior boys who gained representation in the choral concerts of the combined secondary schools' choirs, given at the Concert Hall of the Opera House, at the end of July. The major works presented this year were Vivaldi's "Gloria" and the "Carmina Burana" by the modern German composer, Carl Orff. In the Public Schools' Concert Orchestra, used at this festival, Fort Street was well represented by Sam Davies on trombone and the violinist, Lynne Purcell.

The Senior Girls' Madrigal Group, of 12 singers, led and inspired by Lucy Latham, are in regular rehearsal and have again entered in sections of The City of Sydney Eisteddfod. It is understandable that many groups involving the girls' musical activities are temporarily weakened by the one-year's division of forces. And, by the same token, we do anticipate an immense build-up of forces, both in performers and in equipment, with the confluence of the two grand schools, next February.

Besides initial steps being taken in string group playing and gradual re-organization of woodwind and brass players in the school, there are many other small music groups occupying practice time, including a beginners' Drum Group in which both girls and boys are learning the rudiments of the art, and with assistant tutorship from Frank Kavo, of Third Form.

A series of individual class musicales, known as The Rameau Evenings, is at present underway and a new date, early in October, is set for the postponed annual school musicale.

It has been a very happy and interesting ten weeks for me since I arrived at Fort Street from Britain and I thank the staff of "Fortian" for this opportunity to make a brief reappraisal.

—E. J. Wilson.



MRS. C. O'HARA

When Mrs. Connie O'Hara (Senior Clerical Assistant) retires at the end of this year, her 14½ years of continuous service will be surpassed by only one present staff member, Mr. Ron Horan. She was the first clerical assistant to have been employed by the Department of Education at the school.

She has seen many changes in those years — from those quiet days, with Mr. Biggers the Headmaster, in 1960 when she was the sole clerical assistant, through the years, with Mr. Mobbs the Head, of educational change (with the introduction of the Wyndham Report) and building flurry, to the last few years of staffing expansion, accelerated building activity and the greatest change of all — to co-education.

All these events have made a variety and intensity of demands on Mrs. O'Hara and she has been more than equal to them all. She seems to have an insatiable appetite for work, an energy that would be the envy of ladies (or gentlemen, for that matter) half her age; a unique ability seemingly to perform a dozen tasks at once, some of them exacting and quite specialised; and a detailed and accurate memory that has been the saviour of many teachers and at least one Headmaster. She has, in addition, performed her duties in an unfailingly cheerful manner, managing at the same time to infect her colleagues and other staff members with at least some of this cheerfulness. To countless pupils over the years she has been a mother-figure, a dispenser of pain-relievers, a bandager of wounds, a confidante.

Mrs. O'Hara is the possessor of so many admirable qualities that it is impossible to list them or even to sum them up. We can only say how sorry we are that she has reached the retiring age and must leave us; the school will sadly miss her ladylike presence, her wisdom and her unremitting loyalty. We wish her a long and happy retirement.



MR. BRIAN METCALFE

After seven years on the mathematics staff at Fort Street, Brian Metcalfe has decided to make the move to a school closer to his home at Penrith.

His dedicated approach to both curricular and extra-curricular duties led to outstanding performances by his pupils both academically and on the sporting field and made him many friends on the Fort Street staff. The school staff, particularly the mathematics staff, wish him and his family all the best for the future. His absence will be felt by all.

—J.C.

Mr. MAX REINES

In March, 1974, Mr. Max Reines concluded a long and successful teaching career. Commencing in the depression years, Mr. Reines taught in many schools throughout the State, his last being Fort St. where he served for three years as Social Sciences master. Recognised by both staff and students as a consistent teacher whose classes gained excellent results, he was, however, equally noted for his wide knowledge of the stock market. Securities were his personal hobby and over the years he built up a wide portfolio of investments. Pupil interest in his hobby was always high and Mr. Reines was always willing to contribute to their knowledge. He has well earned his retirement.

FOOTNOTE: Students who eagerly played "stock market" games may wonder if Mr. Reines has committed suicide following the recent dramatic slump in share prices. Not at all! Though he is "locked in", he reports that income is still good and that he is off on a six-month world trip next January. After that he plans to return to university and start a career in law!

ROGUES' GALLERY

Alan Chang.
"Society is a hospital of incurables."
 —R. W. Emerson.



Anthony Rooke—Prefect.
"He from whose lips divine persuasion flows."
 —Pope.



Leonardo Repeti.
"What cannot be cured must be endured."
 —Rabelais.



Greg Mathieson.
"Zeke everywhere, my son."
 —Rivers.



Henry Kozlowski.
"What is harder than rock?"
 —Ovid.



Carl Franklin.
"But the cat came back for it wouldn't stay away."
 —Harry S. Miller.



Jeffrey Malcolm.
*"One fish, two fish
 Red fish, Jewfish."*
 —Dr. Suess.



Augustine Yong.
"They are young and they live in freedom."
 —Anonymous.



Hilton Terry.
"When we are grown . . ."
 —Rudyard Kipling.



Edward Wilkinson.
"The first model for the teddy bear."
 —New Yorker.



John Montgomery.
"Marshall has made his decision."
 —Andrew Jackson.



Peter Roumeliotis—Prefect.
"The fish are not fighting today."
 —Simpson.



Leslie Rokobauer.
"No rock so hard."
 —Tennyson.



David Pickering.
"You've got to pick a pocket or two."
 —Lionel Bart.



Larry Lovrencic.
"The monotonous monster."
 —Maytom.



Gregory Isaac—Prefect.
*"Their names are What and Why and
 When and How and Where and Who."*
 —Rudyard Kipling.



Arthur Drakopoulos.
". . . a striking new Count Dracula."
 —Ludlam.



Phillip Joannou.
"Oranges and lemons."
 —Folk Song.



Vincent Colubriale.
"Don't 'moke nor drink nor nuffin'."



Wayne Miranda—Prefect.
"A boy who would never shut the door."
 —Gore.



Norman Williams.

*"Once there were two rogues
sitting all alone;
They began to quarrel . . ."*
—Folk Song.

Dean Wilson.

Keith Crews.
" . . . he driveth furiously."
—2 Kings.

Lance Borwick—Prefect.
*"He who has great strength should
use it wisely."*
—Seneca.

Douglas Stewart.
*"O thou weed who art so lovely
fair . . ."*
—Shakespeare.

Bruce Hume—Prefect.
"Beautiful tyrant! fiend angelical!"
—Shakespeare.

Daniel Shaw.
*"Sure, the next train has gone ten
minutes ago."*
—Punch.

Ian Ible.
*"I used your soap two years ago,
Since then I have used no other."*
—Punch.

Ross Fishburn—Prefect.
*"We may give advice but may never
prompt behaviour."*
—Duc de la Rochefoucauld.

Peter Taradilis—Prefect.
"Made no more bones."
—Du Bartas.



Dale Connolly.
" . . . loads of gravel in the back."
—Shakespeare.

Ian Becker.
*"There is more to life than increasing
its speed."*
—Mahatma Ghandi.

Greg Tuchin.
"Polisht car."
—Milton.

Geoff Maloney.
*"Don't tell me of the honeymoon; it is
harvest moon with me."*
—Horace Walpole.

Arthur Ouzas.
*"Nobody speaks in earnest, sir; there is
no serious conversation in the house."*
—Samuel Johnson.

Stuart Neal.
"I shot an arrow into the air."
—Longfellow.

Ken Parks—Prefect.
"To attempt to shave a lion."
—Plato.

Con Andreolas.
"But the best wrestler in the green."
—Edmund Waller.

Kim Watson—Vice-Captain.
*"He that hath more manners than he
ought is more a fool than he thought."*
—Thomas D'Urfev.

James Richardson—Prefect.
*"Kings are natural lovers of low
company."*
—Edmund Burke.

Doug Reddel—Prefect.
"We each day dig our graves."
 —Edmund Waller.



Tony Power.
"And now, by jing, it's friz!"
 —Johnston.



Terry Murphy.
"A bashful young potato."
 —Gilbert



Jeffery Jones.
"A frog he would a-woooing go."
 —Thomas Ravenscroft.



Robert Hedrlin.
*"I don't see no p'intn about that frog
 that's better than any other frog."*
 —Mark Twain.



John Haub.
*"Spaniards seem wiser than they
 are . . ."*
 —Francis Bacon.



Stephen Fauset.
"I have sprung a leak!"
 —Johnston.



Peter Dixon.
*"Hope, for a season, bade the world
 farewell, and Freedom shrieked . . ."*
 —Thomas Campbell.



Geoff Chamberlain.
*"The voice of the turtle is heard in
 our land."*
 —Song of Solomon.



Kosta Berjitsky.
"Every creature drink but I?"
 —Abraham Crowley.



Tom Bartusz.
*"Whenever our neighbour's house is on
 fire, it cannot be amiss for the engines
 to play a little on our own."*
 —Edmund Burke.



Ian O'Connor.
"A little fire is quickly trodden out."
 —Shakespeare.



David Powers.
*"Mathematics possesses . . . supreme
 beauty—a beauty cold and austere."*
 —Lord Russell, Bertrand.



Steven Baker.
*"I said it very loud and clear! I went
 and shouted in his ear."*
 —Lewis Carroll.



David Kates.
*"O that the desert were my dwelling
 place."*
 —Byron.



Gregory Fardell—Prefect.
*"What shall we do with a drunken
 sailor?"*
 —Shanty.



Keith Johnston.
". . . cocoa is a vulgar beast."
 —G. K. Chesterton.



Rodney Coxhead—Prefect.
"Wynken, Blynken and Nod."
 —Ludwig Feuerbzch.



Gary Drysdale.
*"You are a very poor soldier: a
 chocolate cream soldier!"*
 —Bernard Shaw.



Peter Wesolowski—School Captain.
*"Here lies that peerless peer,
 Lord Peter
 Who broke the laws of God and man
 and metre."*
 —J. G. Lockardt.



Walter Lorenson.
"Learning in a prince is like a dangerous knife in the hands of a madman."
 Anonymous.



Paul Sparks.
"There is no electricity in the air."
 —Emerson.



Neil Johnston—Prefect.
"If I must die, let me die drinking."
 —Lord Manners.



William Frankland.
"Who's 'im, Bill?"
 —Punch.



Leo Phillips—Prefect.
"Charge, Chester, charge!"
 —Sir Walter Scott.



Kosal Sinniah—Prefect.
"Sultan after sultan."
 —Edward Fitzgerald.



Graham Nisbet—Prefect.
"It is very hard to shave an egg."
 —George Herbert.



Warren Mee—Prefect.
*"The little gnomes and leprechauns
 Are want to play all day."*
 —Anon.



Glen Erickson.
*"In summer's heat and winter's cold
 He fed his flock and penn'd his fold."*
 —John Gray.



Gregory Theile.
"Mute and magnificent."
 —Dryden.



Peter Windsor.
*"It cometh out of Ethiopia and Ind,
 black as jet."*
 —John Lydgate.



Raymond Johnston—Prefect.
"Like two single gentlemen rolled into one."
 —Coleman.



Neil Larsen.
*". . . the conscientious . . . from merely
 natural virtue."*
 —John Henry.



Henry Grau.
"Chock-a-block tull of it."
 —Rivers.



Dragos Tomic.
*"When people call this beast to mind,
 They marvel more and more
 At such a little tail behind."*
 —Belloc.



Glen Spotswood—Prefect.
*"Did you ever have the measles, and
 if so, how many?"*
 —Artemus Ward.



Grant Stephens.
"A wheel of fire".
 —Shakespeare.



Peter Nicols.
"I myself must mix with action."
 —Tennyson.



Stephen Swanson.
"What! No soap!"
 —Samuel Foote.



Ross McNair—Senior Prefect.
*"This wonder (as wonders last) lasted
 nine days."*
 —John Heywood.



Last Will and Testament

This is the last will and testament of us, SIXTH FORM OF FORT STREET BOYS' HIGH. I hereby revoke all prior wills. I direct my executor to pay all debts, testamentary dues, expenses owed by my estate and to dispose of the residue of my estate as follows:

- to Mr. Molyneux: his science lab. in 100 pieces;
- to Mr. Clarke: no basketball singlets;
- to Mr. Steenson: a ticket to our next dance;
- to Mr. Byrnes: all our essays (because we didn't get them back anyway);
- to Fort Street: a lucky school (who made it that we missed out on co-education?);
- to Mr. Jones: any other career he pleases and crimson stripes, lavender silk bow-tie and matching socks;
- Mr. Clarke: a muffler (not for his car).
- Mr. Wilson: a copy of "make friends with music".
- Mr. Bray: a set of unbreakable test-tubes and beakers, plus a stray jacket, and a teaching manual.
- Staff: "a pub with no students".
- Mr. Cox: a new joke book, for a few laughs.
- Mr. Inglis: "a great bag of fruit".
- Mr. Metcalfe: an abacus.
- Mr. Tucker: a real live rabbit.
- Mr. Walker: a bowl of garlic-prawns.
- Mr. Mahony: a return bus ticket to Dublin.
- Mr. Burns: presentation of Moratorium badge, in the silence of the library.
- Mr. Moalem: a copy of the Geneva Convention.
- Mr. Horan: a megaphone for his old age, in memory of his youth.
- Mr. Wood: a can of rust remover for cars.
- Mr. Sambrooke: Mrs. Peer.
- Sir Grove: **Official** knighthood.
- J. Dunn: a book-full of rumours.
- Mr. McCallion: a pony of beer.
- D. Clarke: a pin-up of Gen. Montgomery and poster of Potter.
- Mr. Lawrence: a guide to walrus breeding.
- Mr. Henry: a new shade of colour glasses.
- Mr. Baker: a few less crummy loafers.

—6th Form, 1974.

AWARDS

RESULTS

PRIZES

HIGHER SCHOOL CERTIFICATE Outstanding Passes Within The School

- 1st Gregory Shepherd
- 2nd Gregory Rose
- 3rd James Alexander
- 4th Steven Mihos
- 5th Mark Riddell
- 6th Gabriel So
- 7th Geoffery Allars
- 8th Richard Elligett
- 9th Leigh Cunneen
- 10th Nicola D'Angelo

AWARDS

1. **Gregory Shepherd:** The Killeen Memorial Prize for the Dux of the School proceeding to Sydney University.
2. **Gregory Rose:** The Lodge Fortian Prize for Proficiency. The D. J. Austin Prize for Mathematics (endowed by the Ladies' Committee). The P. and C. Prize for Industrial Arts. The May Tunks Prize for Science (Aeq).
3. **Steven Mihos:** The late Sir Bertram Stevens Prize for Economics.
4. **Richard Elligett:** The O.B.U. Prize for Ancient History. The P. and C. Prize for German.
5. **Mark Riddell:** The Warren Peck Prize for Modern History. The Baxendale Prize for English.
6. **Graham Wilson:** The P. and C. Prize for Geography.
7. **James Alexander:** The May Tunks Prize for Science (Aeq).

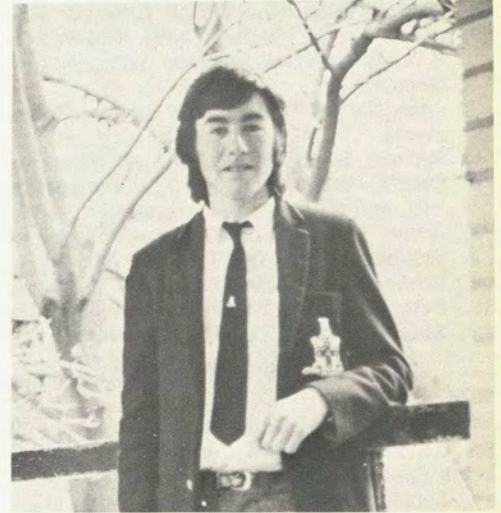
Subject Key Code

- | | |
|--------------------|------------------------|
| 1. English | 11. Italian |
| 2. Mathematics | 12. Spanish |
| 3. Science | 13. Russian |
| 4. Modern History | 14. Chinese |
| 5. Ancient History | 15. Japanese |
| 6. Geography | 16. Music (S.S. Board) |
| 7. Economics | 17. Music (A.M.E.B.) |
| 8. French | 18. Industrial Arts |
| 9. German | 19. Art |
| 10. Latin | GS. General Studies |

- ALEXANDER, James Kevin 1-2, 2-1, 3-1, 7-2, GS.
ALLARS, Geoffrey Kenneth 1-2, 2-1, 3-1, 8-1, M-1(A.M.E.B.).
ANG, Kerry Roger 1-2, 2-2S, 5-2, 6-1, 7-2, GS.
ANGELOPOULOS, Michael 1-2, 2-2S, 5-1, 7-2, 8-1, GS.
BAILEY, Stephen Jack 1-2, 2-3, 5-2, 6-2, 7-2, GS.
BARBARIOL, Robert 1-2, 2-1, 3-1, 7-2, GS.
BEEBY, Paul David 1-2, 2-2F, 3-2F, 6-1, GS.
BENJAMIN, John Stanley 1-2, 2-2F, 3-1, 6-1, GS.
BENNETT, Paul Douglas 1-2, 2-3, 4-2, 5-2, 6-2, 7-2, GS.
BINNS, Douglas Ian 1-2, 2-2F, 3-2F, 6-1, GS.
BIRD, Stephen 1-2, 2-2S, 3-3, 6-2, 7-2, GS.
BIRDSALL, Ian Andrew 1-2, 2-2F, 3-2F, 6-1, GS.
CAMBRIDGE, Michael John 1-1, 2-2F, 3-1, 4-1, GS.

- CARGILL, Larry William 1-2, 2-2F, 3-2F, 18-2, GS.
CHALMERS, Michael David 1-1, 2-2S, 3-2S, 4-1, 7-1, GS.
CHAMBERS, Ian Geoffrey 1-1, 2-2F, 3-1, 4-1, GS.
CHUA, Guan Huat 1-2, 2-1, 3-1, 6-1, 7-2.
CLERICI, Sergio Paul 1-2, 2-1, 3-1, 8-1, GS.
COE, Frank Albert 1-2, 2-3, 3-2S, 6-2, 7-2, 18-2, GS.
CUNNEEN, Leigh Nigel 1-2, 2-1, 3-1, 18-2, GS.
D'ANGELO, Nicola 1-2, 2-1, 3-1, 18-2, GS.
DELIGIANIS, Charles Peter 1-2, 2-2S, 3-2S, 6-2, 7-2, 18-2, GS.
DIMITRIOU, Jim 1-2, 2-2S, 5-2, 7-2, 18-2, GS.
DONNELLY, Warren Ross 1-2, 2-3, 3-2S, 6-1, 7-2, GS.
DUNCAN, Ian Maxwell 1-2, 2-2S, 5-2, 6-2, 7-2, GS.
DURHAM, Colin Bruce 1-2, 2-2S, 3-2S, 6-2, 7-2, 18-2, GS.
EDWARDS, Ross Keith 1-2, 2-2S, 3-3, 4-2, 7-2, GS.
ELLIGETT, Richard Trevor 1-1, 2-2S, 4-1, 5-1, 9-2, GS.
ERICKSON, Wayne 1-2, 2-2S, 3-2S, 7-2, 8-1, GS.
FENWICK, Douglas Fyffe 1-2, 2-2F, 3-1, 4-1, GS.
FIELDING, Barry John 1-2, 2-2F, 3-2F, 4-2, 6-2, GS.
FLORIO, Toni Martin 1-2, 2-2F, 3-1, 18-2, GS.
FONG, Michael Wing 1-2, 2-2F, 3-1, 18-2, GS.
FOWLER, Ross Ian 1-2, 2-2F, 3-1, 6-1, GS.
GOLZ, Bernhard 1-2, 2-2F, 3-1, 7-2, GS.
GRAY, Kevin Herbert 1-1, 2-2S, 3-2S, 4-1, 7-1, GS.
GUM, Steven 1-2, 2-3, 3-3, 7-2, 8-2, GS.
HAESLER, Andrew Carl 1-1, 2-2F, 3-1, 4-1, GS.
HAMMELL, Reginald 1-2, 2-2F, 3-2F, 6-2, 18-2, GS.
INGRAM, Errol William 1-2, 2-2S, 3-3, 6-2, 7-2, GS.
JEWKES, Murray Gordon 1-2, 2-3, 3-3, 6-2, 7-2, GS.
JOHNSTON, Leigh Parker 1-2, 2-3, 3-3, 6-2, 7-2, 18-3, GS.
KAFCALOUDES, Michael Stephen 1-2, 2-2S, 3-3, 4-2, 6-2, 7-2, GS.
LAU, Tok Ching 1-2, 2-1, 3-1, 7-1, 14-2.
LEE, Ken 1-2, 2-1, 3-1, 18-2, GS.
LENNON, Robert 1-2, 2-2S, 3-3, 4-2, 7-2, GS.
LIM, James 1-2, 2-2S, 4-1, 6-1, 7-1, GS.
MANCQ, Mark Edmond 1-2, 2-2F, 3-1, 4-2, GS.
McFADDEN, Charles 1-1, 2-2S, 3-2S, 4-2, 6-1, GS.
McLAUGHLIN, Ian Timothy 1-2, 2-2S, 3-2S, 6-2, 7-2, GS.
McLEAN, Bruce Neil 1-1, 2-2F, 3-1, 7-1, GS.
MIHOS, Steven 1-2, 2-1, 3-1, 7-1, GS.
MORLING, Gregory William 1-2, 2-3, 3-2S, 4-2, 7-2, GS.
MURDOCH, Allan David 1-2, 2-3, 3-3, 4-2, 6-2, GS.
OONG, Ronald 1-2, 2-2S, 3-3, 6-2, 7-2, GS.
PEPPERNEILL, Neale Edward 1-2, 2-2F, 3-1, 7-1, GS.
RIDDELL, Mark Alan 1-1, 2-2F, 3-2F, 4-1, 17-1(A.M.E.B.).
ROBERTSON, Ronald James 1-2, 2-3, 3-3, 6-2, 7-2, GS.
RODDA, Bruce Thomas 1-2, 2-2F, 3-2F, 6-1, 7-2, GS.
ROSE, Gregory Gordon 1-2, 2-1, 3-1, 18-2, GS.
SAEZ, Peter Paul 1-2, 2-2F, 3-2F, 4-2, 12-1, GS.
SAHU KHAN, Abdul Aziz 1-1, 2-2F, 3-1, 4-1, GS.
SCAVO, John 1-1, 2-2S, 3-2F, 4-2, 8-1, 11-1, GS.
SCUCCIMARRA, Michael Anthony 1-2, 2-2F, 3-1, 18-2, GS.
SHEPHERD, Gregory John 1-1, 2-1, 3-1, 4-1, GS.
SHEPPARD, David Keith 1-2, 2-2S, 3-2S, 6-2, 7-2, GS.
SIDOTI, Tony 1-2, 2-2F, 3-2F, 4-2, 18-2, GS.
SNEDDON, Gregory Ross 1-2, 2-3, 3-3, 7-2, 18-2, GS.
SNOW, David William 1-2, 2-2F, 3-2F, 4-1, GS.
SO, Gabriel 1-2, 2-1, 3-1, 4-2, 14-2, GS.
SOILEMEZIDIS, Nicholas 1-2, 2-2F, 3-2F, 4-2, 18-2, GS.
STEFANOFF, Peter 1-2, 2-1, 3-2F, 18-2, GS.
STOCKTON, Paul Geoffrey 1-2, 2-2F, 3-1, 18-2, GS.
STRATH, William Bruce 1-1, 2-3, 4-1, 5-2, 7-2, GS.
TAYLOR, Stephen John 1-2, 2-3, 3-2S, 4-1, 7-2, GS.
TERRY, Phillip Sterling 1-2, 2-2F, 3-2F, 6-1, GS.
TOUMAZIS, Andrew 1-2, 2-2S, 3-2S, 6-1, 7-2, GS.
TOUNDJEL, Osman 1-2, 2-3, 5-2, 6-2, 7-2, GS.
VASILIKAS, Con 1-2, 2-1, 3-1, 18-2, GS.
VOO, Richard 1-2, 2-1, 3-1, 7-1, 14-2, GS.
WATKINS, Alun 1-2, 2-2F, 3-1, 6-2, GS.
WILSON, Graham Craig 1-2, 2-2F, 3-1, 6-1, GS.
WOOD, Philip John 1-2, 2-2F, 3-1, 6-2, 18-2, GS.
YIANGOU, Andrew John 1-2, 2-3, 3-3, 4-2, 6-2.
YONG, Augustine 1-2, 2-2F, 3-1, 6-2, GS.
YOUNG, Peter John 1-2, 2-3, 3-3, 6-2, 7-2, GS.
ZOGRAPHAKIS, Peter 1-2, 2-3, 4-2, 5-2, 7-2, GS.

DUCES — 1973



Roderick Broune—Form 4.



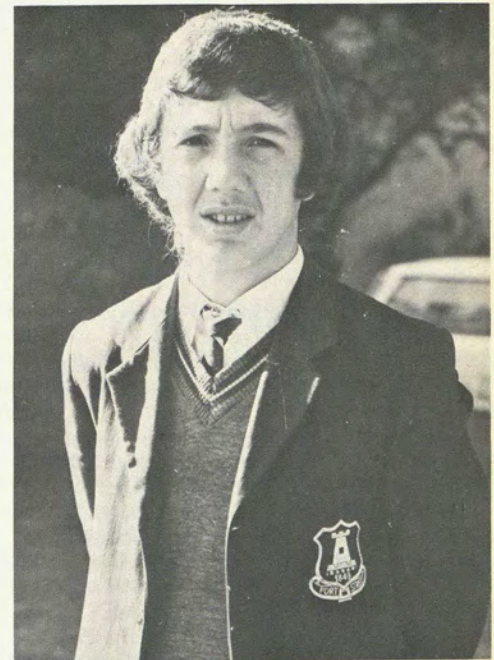
Peter Alexiadis—Form 3.



Joy Herron—Form 4.



Geoffrey Lane—Form 1.



Endre Nagy—Form 3.

1973 SCHOOL CERTIFICATE AWARDS

1. **Roderick Brone:** The Judge Samuel Redshaw Prize for Dux of 1973, Fourth Form. The Baxendale Prize for English (Aeq). The O.B.U. Prize for Mathematics. The P. and C. Prize for French. The Prize for Geography.
2. **Mark Swadling:** The Lodge Fortian Prize for Proficiency.
3. **Roger Davies:** The O.B.U. Prize for Science. The Baxendale Prize for English (Aeq). The Prize for Japanese. The F. L. Burtenshaw Prize for Latin (endowed by the Ladies' Committee).
4. **John Nicols:** The late Sir Bertram Stevens Prize for Commerce.
5. **Michael Sycz:** The P. and C. Prize for German.
6. **Vasilis Mouratidis:** The Dr. George Mackaness Prize for History (donated by his sisters).
7. **Arthur Ho:** The O.B.U. Prize for Technical Drawing.
8. **Stephen Harris:** The Prize for Art.
9. **Leslie Barnard:** The Prize for Music.
10. **Peter Donohue:** The Prize for Woodwork.
11. **Stephen Wells:** The Prize for Metalwork.

ACADEMIC PRIZE LIST

1973 SPECIAL PRIZES

- Aziz Sahu Khan:** The P. and C. Prize for School Captain.
Ian Duncan: The C. H. Christmas Prize for Service.
Leigh Cunneen: The R. A. and A. J. Husband Prize for the pupil declared to be the student of the year.
Bruce McLean: The Debien's Motor Auction Prize for Citizenship and Community Service. The Prize for Music (Senior).
Gregory Shepherd: The Raymond and Frank Evatt Memorial Prize for History. The Herbert Williams Prize for Shakespeare and Drama.
Ross McNair: The John Hills Memorial Prize for the Fifth Form student displaying outstanding qualities of leadership and service.
Bruce Hume: The Prize for Junior Debating.
Andrew Haesler: The Prize for Senior Debating and Public Award.
David Kennedy: The Headmaster's Senior Drama Award.
Rod Chambers: The Headmaster's Junior Drama Award.
Jeffrey Coleman: The Outward Bound Prize.
David Worrall: The Prize for Music (Junior).

1973 FIFTH FORM

- Not Awarded:** The P. and C. Prize for Dux of Fifth Form.
Peter Dixon: The O.B.U. Prize for Proficiency. The Prize for English. The Prize for Ancient History. The P. and C. Prize for Modern History. The Prize for French.
Neil Johnston: The Prize for Economics.
Glenn Spotswood: The Prize for Mathematics. The Prize for Science (aeq).
Ross McNair: The Prize for Science (aeq). The Prize for German.
Dean Wilson: The Prize for Geography.
Hilton Terry: The Prize for Industrial Arts.
Jeffrey Jones: The Prize for Art (aeq).
Steven Baker: The Prize for Art (aeq).
Kim Watson: The Prize for Japanese.

1973 THIRD FORM

- Endre Nagy:** The P. and C. Prize for Dux of Third Form. The Prize for French (aeq).
Stephen Hetherington: The O.B.U. Prize for Proficiency (aeq). The Prize for English. The Prize for German.
Jeffrey Kingston: The O.B.U. Prize for Proficiency (aeq). The Prize for Science. The Prize for Music.
Dino Marinelli: The Prize for Japanese.
Bruno Maurel: The Prize for French (aeq).
Mark McGrath: The Prize for History.
William Trotter: The Prize for Geography.
Paul Laurendet: The Prize for Commerce. The Prize for Mathematics.
Arthur Farmakis: The Prize for Art.
Mark London: The Prize for Technical Drawing.
Paul Georgoulis: The Prize for Woodwork. The Prize for Metalwork.

1973 SECOND FORM

- Peter Alexiadis:** The P. and C. Prize for Dux of Second Form. The Prize for French (aeq). The Prize for History.
Christopher Barnes: The O.B.U. Prize for Proficiency. The Prize for English. The Prize for Japanese.
Paul Bull: The Prize for German.
Milan Lukas: The Prize for French (aeq).
Trevor Dixon: The Prize for Science. The Prize for Mathematics (aeq). The Prize for Geography.
John Calvani: The Prize for Mathematics (aeq).
Anthony Giunta: The Prize for Technical Drawing.
James Rokobauer: The Prize for Woodwork.
Con Mantzouridis: The Prize for Metalwork.
Luke Everingham: The Prize for Music.
Frank Vouroudis: The Prize for Commerce.
Frankie Marinelli: The Prize for Art.

1973 FIRST FORM

- Geoffrey Lane:** The P. and C. Prize for Dux of First Form. The Prize for Language (aeq). The Prize for Social Studies (aeq).
Perry Ellis: The Prize for Mathematics. The O.B.U. Prize for Proficiency.
Andrew Brady: The Prize for Science. The Prize for English (aeq).
Thomas Palmal: The Prize for Language (aeq).
Stephen Sycz: The Prize for Language (aeq).
Michael Krasny: The Prize for English (aeq).
Christopher Kloutsiniotis: The Prize for Social Studies (aeq).
Mark Walburn: The Prize for Art.
Howard Lane: The Prize for Music.
SCHOOL BLUES
Rugby: Ian Duncan.
Soccer: Neale Peppernell.
Water Polo: Wayne Miranda.
Fortian: Peter Dixon.
Fortian: Ross Fishburn.

SPORTS AWARDS

SPECIAL AWARDS

- Senior Sportsman of the Year:** Colin Durham.
Junior Sportsman of the Year: Richard Yamine.

O.B.U. SPORTS TROPHIES

- Cricket:** Mark Swadling, Ray Johnson.
Rugby: Andrew Yiangou, Peter Windsor.
Water Polo: Frank Antonini.
Soccer: Neale Peppernell
Hockey: Phillip Joannou, Stephen Fauset, John Langridge.
Rowing: Peter Matterson.

SPECIAL TROPHIES

- The Dalgleish Award for Water Polo:** Wayne Miranda.
The Drummoyne Rugby Club Trophy for Best and Fairest: Ian Duncan.
The Drummoyne Rugby Club Trophy for Most Improved: Colin Durham.
The Western Suburbs Soccer Club Trophy for Best and Fairest: Neale Peppernell.
The Western Suburbs Soccer Club Trophy for Most Improved: Kim Watson.
The Stella and Walter Forbes Trophy for the Most Outstanding Performer at the Annual Swimming Carnival: Frank Antonini.

Swimming Champions:

- 12 Years: Ross Bell.
13 Years: Peter Jobling.
14 Years: Jeff Milward.
15 Years: Frank Antonini.
16 Years: Peter Donohue.
Open: Colin Durham.

Athletic Champions:

- 12 Years: Mark Walburn.
14 Years: George Katsillis.
15 Years: David Hutt.
16 Years: Ian Taylor.
17 Years: Eric Sandblom.
Open: Richard Elligett.

SCHOOL CERTIFICATE — 1973

Subject Key Code:

- | | |
|------------------|--------------------|
| 1. English | 9. Music (S.S.Bd.) |
| 2. Science | 10. French |
| 3. Mathematics | 11. German |
| 4. Geography | 12. Latin |
| 5. History | 13. Woodwork |
| 6. Commerce | 14. Metalwork |
| 7. Art | 15. Japanese |
| 8. Tech. Drawing | |

- ABBAS, Aiko John 1P, 2A, 3A, 4A, 8A, 11A.
 ADOLFSON, Mark 1A, 2A, 3M, 4A, 6C, 14C.
 ALEXANDER, Ian 1A, 2A, 3A, 4A, 5A, 6A.
 ALLAN, Christopher 1A, 2A, 3C, 4A, 5A, 7M.
 ALLISON, Adrian Edward 1A, 2P, 3C, 4C, 6A, 9M.
 ALLISON, Peter Geoffrey 1A, 2A, 3A, 5A, 6A, 8A.
 ANDREWS, John William 1C, 2A, 3A, 4A, 8C, 13A.
 ARMSTRONG, Barry Colin 1A, 2A, 3M, 5A, 6A, 10A.
 ARNDELL, Glen Raymond 1A, 2A, 3C, 5A, 6A, 10A.
 BACKO, Michael 1C, 2A, 3C, 5A, 8A, 14A.
 *BAINTON, Antony 1A, 2A, 3A, 4A, 14A, 10A.
 BAKER, Colin Timothy 1A, 2A, 3C, 4A, 5A, 6A, 15P.
 BARNARD, Leslie Claude 1A, 2A, 3A, 4P, 9A, 10A.
 BARRY, Scott David 1A, 2A, 3A, 5A, 6A, 10A, 15A.
 BATE, Geoffrey 1C, 2A, 3C, 4A, 13P, 9M.
 BAXTER, Gary Alexander 1M, 2A, 3A, 4A, 6A, 8A.
 BERRY, John Francis 1A, 2A, 3C, 4A, 7C, 14A.
 BISSETT, Wayne Leslie 1M, 2A, 3C, 4C, 8P, 13P.
 BLYTHE, Kevin Leslie 1P, 2A, 3C, 5A, 7M, 8C.
 BOARDMAN, John Kenneth 1A, 2A, 3A, 4A, 6A, 8A.
 *BRELSFORD, Kim Leslie 1A, 2A, 3A, 4A, 6A, 11A.
 *BROADBENT, John Stephen 1A, 2A, 3A, 4A, 8A, 11A.
 *BROUNE, Roderick James 1A, 2A, 3A, 4A, 10A, 11A.
 BROWN, Greg Malcolm 1A, 2A, 3A, 4A, 6A, 8C.
 BYRON, David Maurice 1C, 2A, 3A, 5A, 8A, 11C.
 CANNON, Norrie David 1A, 2A, 3A, 4A, 5A, 6A.
 CASSIMATIS, Nick George 1C, 2A, 3A, 4A, 8A, 10A.
 CHANTER, Roderic Alan 1C, 2C, 3P, 5A, 7C, 11C, 15C.
 CHIU, Saung Richard 1M, 2A, 3A, 4A, 6A, 8A.
 CILONA, Ricky Santino 1A, 2A, 3A, 5A, 8A, 13A.
 CONRY, Michael John 1P, 2P, 3C, 4P, 6M, 14C.
 CONZEK, Charles 1P, 2A, 3P, 5C, 8P, 10A.
 COOLEY, Garth David 1M, 2P, 3C, 4P, 6A, 10A.
 CORCORAN, Craig Mark 1A, 2A, 3P, 5A, 10A, 12M.
 CROOK, Andrew Henry 1C, 2A, 3C, 4A, 6A, 9C.
 DANIEL, Allan Henry 1A, 2A, 3P, 4A, 7P, 11P.
 DAVIDSON, James Stuart 1C, 2A, 3M, 4C, 6A, 10P.
 *DAVIES, Roger Phillip 1A, 2A, 3A, 5A, 10A, 12A, 15A.
 DAVIS, Graham Robert 1C, 2A, 3M, 4A, 5A, 8A.
 DECATALDO, John 1P, 2A, 3A, 4A, 8A, 10A.
 DI MARCO, Salvatore 1P, 2A, 3A, 4A, 6A, 10A.
 DIMITRIOU, Angelo 1A, 2A, 3C, 4A, 5A, 8A.
 *DIXON, Guy Andrew 1A, 2A, 3P, 5A, 10A, 11A, 15A.
 DONOHUE, Peter Leo 1A, 2A, 3A, 4A, 8A, 13A.
 DURING, Ruediger 2A, 3M, 4P, 6P, 11A.
 EAGLESON, Stephen 1A, 2A, 3A, 4A, 5A, 8A.
 EDWARDS, Mark Philip 1P, 2A, 3A, 5A, 6A, 8A.
 EMERSON, Kerry Mark 1P, 2P, 3P, 4C, 8A, 14A.
 FISCHLE, Barry John 1A, 2A, 3A, 4A, 5A, 6A.
 GIOMPAOLO, Paul 1C, 2A, 3A, 5A, 7C, 8A.
 GORKA, John 1M, 2A, 3A, 4A, 6A, 11C.
 *GRAY, Alan Roderick 1A, 2A, 3A, 5A, 6A, 10A.
 *GREENLAND, Peter David 1A, 2A, 3A, 5A, 9A, 10A.
 GUNNINGHAM, Colin Peter 1C, 2A, 3P, 4C, 14P, 10P.
 HANCOCK, Keith Malcolm 1C, 2C, 3P, 5A, 6C, 10P.
 HARDING, Christopher 1C, 2A, 3C, 4A, 6A, 8A.
 HARRIS, Stephen 1C, 2A, 3A, 4C, 7A, 8A.
 HASAN, Huseyin 1P, 3C, 4C, 6C, 10C.
 HAYWARD, Richard Hugh 1A, 2A, 3M, 4A, 5A, 10A.
 HEELS, Peter Donald 1P, 3C, 5A, 8P, 13A.
 HILLMAN, Greg Ross 1A, 2A, 3A, 4A, 5A, 6A.
 HINDS, Jonathan James 1A, 2A, 3A, 4C, 6A, 11P.
 *HO, Arthur 2A, 3A, 4A, 7C, 8A.

- HOLMES, Geoffrey Allan 1A, 2A, 3A, 5A, 7A, 12P.
 *HOY, Greg Raymond 1A, 2A, 3P, 4A, 7A, 8A.
 HUTT, David John 1C, 2A, 3C, 4A, 6A, 13A.
 ILIEVSKI, Tom 1P, 2A, 3P, 4P, 8C.
 IUS, Robert John 1C, 2A, 3A, 5A, 8A, 10A.
 JESSUP, George 1A, 2A, 3A, 5A, 10A, 12A.
 JOHNSTON, Sammy 1M, 2C, 3P, 4P, 7P, 8M.
 KAPOSÍ, Steven 1A, 2A, 3P, 4P, 11P.
 KARSAL, Peter 1A, 2A, 3A, 5A, 8A, 11C.
 KEEL, Alan Peter 1P, 2A, 3A, 4A, 5A, 6A.
 KNIGHT, Stephen William 1A, 2A, 3A, 4A, 6A, 11A.
 KRAHE, Ian Robert 1A, 2A, 3A, 4A, 5A, 7A.
 KUBIS, Peter Michael 1A, 2A, 3C, 5A, 7M, 14P.
 KYRIAKOPOULOS, William Andrew 1A, 2A, 3M, 4A, 5A, 6C.
 LANTOURIS, Tony 1C, 2A, 3A, 4A, 8C, 11A.
 LARSEN, Ross 1M, 2A, 3C, 4C, 6C.
 LAUNT, Glenn Leslie 1C, 2A, 3P, 4C, 6C, 10A.
 LAW, Steven Andrew 1C, 2P, 3C, 4P, 14C.
 LAZZARA, Natale 1P, 2A, 3C, 4C, 6C, 10A.
 *LEMBIT, Roger Stephen 1A, 2A, 3A, 4A, 6A, 10A.
 LUCAS, Stephen Peter 1C, 2A, 4M, 7C, 8P.
 LUSH, Tony John 1A, 2A, 3A, 4A, 6A, 13A.
 *LYONS, Debrett Gordon 1A, 2A, 3A, 5A, 7A, 15A.
 *MACKENZIE, Colin 1A, 2A, 3A, 5A, 8P, 11C.
 MANOLERAS, Nicholas 1P, 2A, 3A, 4A, 8A, 11A.
 MATTERSON, Peter Anthony 1P, 2A, 3M, 4A, 8C, 14A.
 MATYSEK, Peter Jiri 1A, 2A, 3A, 5A, 8C, 10A.
 McKONE, Michael John 1A, 2A, 3P, 5A, 6A, 8C.
 *McLEOD, Neale Linton 1A, 2A, 3A, 4A, 5A, 8A.
 McMASTER, Raymond John 1P, 2A, 3P, 4P, 8C, 13A.
 McWILLIAMS, Robert Arthur 1C, 2A, 3P, 5P, 6A, 10P.
 MORRISON, Bryan 1C, 2A, 3M, 5C, 11P.
 *MOURATIDIS, Vasilis 1A, 2A, 3A, 4A, 5A, 10A.
 *NICOLS, John 1A, 2A, 3A, 5A, 6A, 8A.
 O'REILLY, Kelvin John 1A, 2A, 3A, 4A, 6A, 9A.
 ORKNEY, Robert John 1A, 2A, 3A, 5A, 10A, 11A.
 OSBORNE, Robert Stanley 1A, 2A, 3A, 5A, 6A, 10A.
 PACK, Norman John 1A, 2A, 3A, 4A, 6A, 8A.
 *PASCHALIDIS, Arthur 1P, 2A, 3A, 5A, 6A, 10A.
 PEARSON, Ross Gordon 1A, 2A, 3A, 4A, 5A, 6A.
 *PEL CZ, Sidney Imre 1A, 2A, 3A, 5A, 6A, 11A.
 PIERCE, Anthony John 1A, 2A, 3P, 5C, 10A, 15A.
 *RISTUCCIA, Christopher 1A, 2A, 3A, 4A, 6A, 8A.
 ROBINSON, Gregory Charles 1P, 2A, 3A, 4C, 6A, 9C.
 ROKOBAUER, Stephen Alfred 1A, 2A, 3A, 4A, 13A, 11A.
 ROSSIE, Colin Alexander 1C, 2A, 3C, 5A, 7M, 8C.
 *RUSSELL, Robert Keith 1A, 2A, 3M, 4A, 6A, 8P.
 SALAPATAS, Peter 1A, 2A, 3A, 5A, 6A, 10A.
 *SALTER, Graeme David 1A, 2A, 3A, 5A, 6A, 9A.
 SEARLE, Gregory John 1C, 2A, 3P, 5C, 6A.
 *SHEATHER, Paul John 1A, 2A, 3A, 5A, 6A, 8A.
 SMITH, Craig Anthony 1A, 2A, 3C, 4A, 8A, 10A.
 SMITH, Frank Norman 1A, 2A, 3A, 4C, 6C, 11P.
 STODDART, Brian 1A, 2A, 3A, 4A, 6A, 8P.
 STRATH, Jeffrey Ronald 1A, 2A, 3P, 5A, 8A, 14A.
 STUART, Mike Christopher 1A, 2P, 3A, 4P, 8A, 13A.
 STUDDERT, Anthony William 1P, 2A, 3P, 5C, 7C.
 STUURUP, Jean Louis 1M, 2A, 3P, 4A, 10A.
 *SWADLING, Mark 1A, 2A, 3A, 4A, 10A, 11A.
 *SYCZ, Michael Andrew 1A, 2A, 3A, 4A, 8A, 11A.
 *TAYLOR, Ian Philip 1A, 2A, 3A, 4A, 5A, 6A.
 THATCHER, Mark 1A, 2P, 3P, 4M, 6P, 14P.
 *THEODOSI, Theo George 1A, 2A, 3A, 4A, 5A, 6A.
 THORN, Alan David 1P, 2A, 4P, 6P, 13P.
 *TURNER, Graham William 1A, 2A, 3A, 4A, 7A, 11A.
 *VALPIANI, Charles 1A, 2A, 3A, 5A, 8A, 11A.
 WELLS, Stephen 1A, 2A, 3P, 4A, 7A, 14A.
 WHYLEY, Paul John 1P, 2A, 3M, 4P, 5A, 13P.
 *WIGNALL, Gregory David 1A, 2A, 3A, 4A, 5A, 10A.
 WILLIAMS, David John 1C, 2A, 3P, 5A, 10A.
 *WONG, Stanley 1A, 2A, 3A, 4A, 6A, 10A.
 WORRALL, David Charles 1A, 2A, 3C, 5A, 9A, 10A, 15A.
 *YOUNG, Jimmy 1A, 2A, 3A, 5A, 6A, 8A.

C L A S S I S T S

SIXTH FORM

ANDREOLAS, Con
BAKER, Steven
BARTUSZ, Tom
BECKER, Ian
BORWICK, Lance
CHAMBERLAIN, Geoff
CHANG, Alan
COLEMAN, Jeffrey
CONNOLLY, Dale
COLUBRIALE, Vincent
COXHEAD, Rodney
CREWS, Keith
DIXON, Peter
DRAKOPOULOS, Arthur
DRYSDALE, Gary
ERICKSON, Glen
FARDELL, Gregory
FISHBURN, Ross
FRANKLAND, William
FRANKLIN, Carl
FAUSET, Stephen
GEORGIU, Chris
GRAU, Henry
HAUB, John
HEDRLIN, Robert
HUME, Bruce
IBLE, Ian
ISAAC, Gregory
JOHNSTON, Keith
JOHNSTON, Neil
JOHNSTON, Raymond
JOANNOU, Phillip
JONES, Jeffrey
KASLAR, Douglas
KATES, David
KENNEDY, David
KOZLOWSKI, Henry
LARSEN, Neil
LEARY, Alan
LORENSEN, Walter
LOVRENCIC, Larry
McNAIR, Ross
MALCOLM, Jeffrey
MALONEY, Geoff
MATHIESON, Greg
MEE, Warren
MIRANDA, Wayne
MONTGOMERY, John
MURPHY, Terry
NEAL, Stuart
NICOLS, Peter
NISBET, Graham
O'CONNOR, Ian
O'DONNELL, Gary
OUZAS, Arthur
PARKS, Kenneth
PICKERING, David
PHILLIPS, Leo
POWER, Anthony
POWERS, David
REBER, Brook
REDDEL, Douglas
REPETI, Leonardo
RICHARDSON, James
ROKOBBAUER, Leslie
ROOKE, Anthony
ROUMELIOTIS, Peter
SHAW, Daniel
SINNIAH, Kosal
SPARKS, Paul
SPOTSWOOD, Glenn
STEPHENS, Grant
STEWART, Douglas
SWANSON, Stephen
TARADILIS, Peter
TERRY, Hilton
THIELE, Gregory
THISTLETHWAITE, G.
TOMIC, Dragos
TUCHIN, Greg
WATSON, Kim
WESOLOWSKI, Peter

WILLIAMS, Norman
WILSON, Dean
WINDSOR, Peter
WILKINSON, Edward
*YONG, Augustine

FIFTH FORM

ABBAS, Aiko
ADOLFSOHN, Mark
ALEXANDER, Ian
ALLAN, Christopher
ALLISON, Adrian
ALLISON, Peter G.
ARMSTRONG, Barry
ARNDALL, Glen
BAINTON, Antony
BAKER, Timothy
BARNARD, Leslie
BARRY, Scott
BAXTER, Gary
BERRY, John
BOARDMAN, John
BRELSFORD, Kim
BROADBENT, John
BROUNE, Roderick
BROWN, Greg
BYRON, David
CANNON, Norrie
CASSIMATIS, Nick
CHANTER, Rod
CHIU, Saung Richard
CILONA, Ricky
CONZEK, Charles
COOLEY, Garth
CORCORAN, Craig
DANIEL, Allan
DAVIS, Graham
DAVIES, Roger
DAVIDSON, James
DE CATALDO, John
DI MARCO, Salvat
DIMITRIOU, Angelo
EAGLESON, Stephen
EDWARDS, Mark
FISCHLE, Barry
GRAY, Alan
HANCOCK, Keith M.
HARDING, Chris
HARRIS, Stephen
HASAN, Huseyin
HAYWARD, Richard
HILLMAN, Greg
HINDS, Jonathan
HO, Arthur
HOY, Gregory
IUS, Robert
JESSUP, George
KAPOSI, Steven
KARSAI, Peter
KING, Robert
KNIGHT, Stephen
KRAHE, Ian
KUBIS, Peter
KYRIAKOPOULOS, Bill
LANTOURIS, Tony
LAUNT, Glenn
LAZZARA, Natale
LEMBIT, Roger
LUSH, Tony
LYONS, Brett
MANOLERAS, Nick
MATTERSON, Peter
MATYSEK, Peter
MacKENZIE, Colin
McKONE, Michael
McLEOD, Neale
McWILLIAMS, Robert
MORRISON, Bryan
MOURATIDIS, Vas
NICOLS, John
ORKNEY, Robert
OSBORNE, Robert

PACK, Norman
PASCHALIDIS, Arthur
PEARSON, Ross
PELCZ, Sidney
PETROULAS, Col
PIERCE, Anthony
RAYMOND, Peter
RISTUCCIA, Chris
ROBINSON, Gregory
RODWELL, Mark
ROKOBBAUER, Stephen
ROSSIE, Colin
RUSSELL, Robert
SALAPATAS, Peter
SALTER, Graeme
SEARLE, Gregory
SHEATHER, Paul
SMITH, Frank
SMITH, Craig
STRATH, Jeffrey
STUART, Mike
STUURUP, Jean
SWADLING, Mark
SYCZ, Michael
TAYLOR, Ian
THEODOSI, Theo
TURNER, Graham
VALPIANI, Charles
WHILEY, Gregor
WIGNALL, Gregory
WILLIAMS, David
WONG, Stanley
WORRALL, David
YOUNG, Jimmy

FIFTH FORM GIRLS

ALVIS, Ruth
BAILEY, Annette
BALDWIN, Anne
BLANDA, Lucy
BROUGGY, Coletta
BURCHETT, Robynlee
CASTELLANOS, Maria
CIGANEK, Maria
CONSTANTI, Marina
COUTTS, Diana
COWLING, Janice
COX, Glenda
DAVIES, Annette
DAVIES, Patricia
DUFF, Susanna
EFSTATHIOU, Helen
GERIBO, Karen
GLOVER, Genelle
GORDON, Ailsa
GREEN, Wendy
GUTMANN, Sally
HANSEN, Susan
HARROD, Margot
HERRON, Frances
HOWELL, Cordelia
HRONOPOULOU, Dimitra
HUNTER, Anne
JONES, Bronwyn
KEEVERS, Donna
KNEES, Dagmar
KLEE, Yvonne
KO, Wendy
KOSSIUAS, Helen
LATHAM, Lucy
LEACH, Kerry
LENNARD, Lynette
LISSON, Deborah
LIVERMORE, Lorraine
LIVINGSTON, Rhys
LORGER, Sharon
MALAMAS, Kathy
MARSHALL, Rosemary
McKENNA, Lynette
McPHERSON, Debbie
McPHERSON, Narelle
MEWETT, Karen
MILLER, Susan
MORTATIS, Mary

O'DONNELL, Catherine
 PANSARINO, Pasqua
 PARKS, Christine
 PRIMMER, Carlene
 PURCELL, Lynette
 RATTANAVAN, Chantha
 REDWIN, Karen
 RETSINIAS, Anna
 RIDDINGTON, Karen
 RIGBY, Fiona
 RUSSELL, Vicki
 SCOTT, Deidre
 SCULLION, Gay
 SELDEN, Penney
 STEELE, Lynne
 STEMP, Karyn
 SWENSSON, Suzanne
 VATNER, Liza
 WADE, Michele
 WATSON, Denise
 WEARN, Annette
 WHITLING, Anne
 WRIGHT, Patricia

FOURTH FORM

ALSTON, Steven
 ANDERSON, Scott
 ANGELONI, Franco
 ANTONINI, Franco
 AUSTEN, Ian
 BECKER, Steven
 BLEACH, Murray
 BLUME, Mark
 BORRI, Martin
 BOYTER, John
 BRADLEY, Ian
 BROUGGY, Mark
 BROWN, Glen
 BUTCHARD, David
 BYRNES, Gregory
 CAMBRIDGE, Stephen
 CARBERRY, David
 CARBONE, Joseph
 CARROLL, Gregory
 CASHMAN, John
 CHALKER, Victor
 CHASELING, Martin
 CHRONOPOULOS, Greg
 CHURTON, Ian
 CODSI, Michael
 COLLINGWOOD, Peter
 CORNFORD, Paul
 CURRY, Peter
 CZOKALSKI, Arthur
 DAVIES, Samuel
 DEMPSEY, Ian
 ELLIGETT, Peter
 ERICKSON, Wayne
 FARMAKIS, Arthur
 FLINT, Stephen
 FLOYD, Alan
 GEORGOULIS, Paul
 GIBSON, Monty
 GODMAN, Lionel
 GOGO, William
 HACKLAND, Brian
 HADLEY, Gary
 HARDING, Craig
 HART, John
 HAYWARD, Stephen
 HEGEDUS, John
 HEGYI, Charles
 HETHERINGTON, Stephen
 HOWARD, Steven
 ILLINGWORTH, Geoff
 ISHAK, John
 JACKSON, Gary
 JARJOURA, Gregory
 JENSEN, Alvin
 JESSUP, John
 JOHNSON, Michael
 JOY, Kevin

THE FORTIAN

KALLOS, Chris
 KANAYASI, Joseph
 KARADJIS, Michael
 KATSILIS, George
 KINGSTON, Jeffrey
 KOSZTA, Laszlo
 LAGOS, George
 LAMBROPOULOS, Con
 LANGRIDGE, John
 LAURENDET, Paul
 LEADBEATTER, Brian
 LEMBIT, Gary
 LEONARD, Rik
 LONDON, Mark
 LOVE, Graeme
 LYNCH, Thomas
 McGRATH, Mark
 McKIMM, Peter
 MAKINSON, John
 MALLIN, Lindsay
 MARINAKIS, Andrew
 MARINELLI, Dino
 MARKS, Peter
 MAUREL, Bruno
 MAVRIDIS, Yuri
 MENDHAM, Gary
 MENELAOU, Lucas
 MERCER, Craig
 MIETH, Rainer
 MILWARD, Jeff
 MOHAN, Terry
 MORGAN, Patrick
 MULLER, Ian
 MUSSAWAR, Rami
 MUSSO, Michael
 NAGY, Endre
 NEAL, Warwick
 NTATSOPOYLOS, John
 OUZAS, Stanley
 PAGE, Larry
 PARKER, John
 PATANE, Guido
 PAYOR, Rick
 PETLEY, Gregory
 PINSON, Richard
 PINSON, Robert
 PORRO, Victor
 POULOS, Andrew
 RASTALL, Peter
 ROACH, Kevin
 ROOKE, Ross
 RYAN, Gregory
 SCUTELLA, Craig
 SEAGROVE, Andrew
 SENCZAK, Peter
 SEPP, David
 SHEEHAN, Timothy
 SIEDERS, Peter
 SIMPSON, Mark
 SMITHIES, Neil
 SPOTSWOOD, Stephen
 SQUIRES, Stephen
 SZOTA, Peter
 THEODOSI, Andrew
 THOMPSON, Kerry
 TREVALLION, James
 TROTTER, William
 TSOLAKIS, Christo
 UREN, Mark
 VANDERZON, Gary
 VENTICINQUE, Robert
 VERRALL, Michael
 WATERS, David
 WATSON, Paul
 WATTS, Jeff
 WEBB, Peter
 WEBSTER, Graeme
 WESTBROOK, Guy
 WOTHERSPOON, Derek
 YAMINE, Richard

THIRD FORM

ADAMS, Greg
 ADCOCK, Greg
 ALDERTON, Robert
 ALEXIADIS, Peter
 ANGELOPOULOS, George
 BARNARD, Graeme
 BARNES, Chris
 BARTOS, Martin
 BEATTIE, Alan
 BENSLEY, Mark
 BOLAND, Ian
 BOLTEZAR, Ciril
 BOYD, Dean
 BRASINGTON, Ian
 BROOKS, John
 BULL, Paul
 CALVANI, John
 CHALLENGER, Stuart
 CHAMBERS, Graeme
 CHAMBERS, Roderick
 CHANDLER, Gareth
 CHENG, Chris
 CHISHOLM, Perry
 CICLOVAN, Geoffrey
 COLEMAN, Bruce
 CONSIGLIO, Raymond
 CORNER, Robert
 CRIDLAND, Donald
 CULLURA, Frank
 DAVIS, Jeffrey
 DEANSHAW, Wayne
 DERRIMAN, Mark
 DINHAM, Shane
 DIXON, Trevor
 DOLLIN, Mark
 DONNELLY, Mark
 DUFFY, Michael
 DUNN, Steven
 DWYER, Chris
 DWYER, Michael
 EAGLES, Ian
 EBBUTT, Peter
 ELLIOT, Mark
 EVERINGHAM, Luke
 FARKAS, Tommy
 FELLNER, Charles
 FITZPATRICK, Gary
 FOUFULOS, Con
 GALANIS, Theodore
 GIBSON, Terence
 GIUNTA, Antony
 GIUNTA, Sam
 GRANIERO, Antonio
 GREENWOOD, Ian
 HAGSTROM, Neil
 HARLEY, Robert
 HART, Mark
 HEAGNEY, Bradley
 HEDRLIN, Pierre
 HEFFRON, Chris
 HODGSON, David
 INNES, Brian
 ISAAC, Graham
 JOBLING, Peter
 JOYCE, Geoff
 KAFCALOUDES, Phil
 KARATASAS, Sam
 KARRAS, Anthony
 KATSANTONI, Theo
 KAVO, Frank
 KELLY, Wayne
 KOSPETAS, John
 KNYNENBURG, Stephen
 LADOPOULOS, Alex
 LACEY, James
 LAURIOLA, Leon
 LAVOPA, Anthony
 LAWTON, James
 LEARMONTH, John
 LEE, Frank
 LENTON, Michael

LUCAS, Gregory
 LUKAS, Milan
 LUKETIC, Tony
 McFADDEN, Bradley
 McKAY, Graeme
 McKENNA, Peter
 MADDOCK, Glenn
 MANOUSARIDIS, Nich
 MANTZOURIDIS, Con
 MARINELLI, Franco
 MARTIN, Bruce
 MAURICI, Frank
 MAZZONI, Eduardo
 MITCHELL, Darren
 MORCILLO, Val
 MOSS, David
 MUNRO, Howard
 MURPHY, Raymond
 MUSTAC, Mario
 NEILLSSEN, Olav
 NEWTON, Wayne
 NIEMENIN, Peter
 NISBET, Stephen
 OHLSEN, Fred
 OLIVER, Brian
 PACK, Malcolm
 PAPPAS, Nicholas
 PATATO, John
 PEDERSON, Michael
 PEISKER, Mark D.
 PHILLIPS, Craig
 POLIPOULOS, Andrew
 PONZIO, Vincent
 RAUCH, John
 READ, David
 REID, Paul
 ROBERTS, Peter
 ROGERSON, Bruce
 ROKOBAUER, James
 SANDBLOM, Eric
 SANTI, Alan
 SCOTT, Bruce
 SHORT, Aaron
 SILVA, Lee
 SLUNSKY, Boris
 SNOWDEN, Brian
 STANTON, Glenn
 STEEL, Craig
 STEVENS, Andrew
 STEWART, David
 STRUTZENBERGER, H.
 TANNER, Chris A.
 TANNER, Chris I.
 TAYLOR, Nigel
 TEODOROWYCH, Andrew
 THOMAS, Craig
 VATNER, Antony
 VOUGIATZIS, Con
 VOUROUDIS, Frank
 WADDINGTON, Stephen
 WARING, Michael
 WELLS, David
 WHEELER, Mark
 WILLIAMSON, Alan
 WILSON, Brent
 WOODS, Rowan
 YAKALIS, John
 ZAMAGIAS, Phillip
 ZOGRAPAKIS, Theo

SECOND FORM

ABDOO, David
 ADOLPHE, Pascal
 ALDERTON, Grahame
 ATKINS, Wayne
 AUSTIN, Scott
 BAKER, Nicholas
 BARBA, Ivan
 BELL, Ross
 BIRCHILL, Andrew
 BLACKWOOD, Terry
 BORA, Nedim
 BOZ, Hayrattin

BRADY, Andrew
 BRAKIS, Mark
 BULL, Brendan
 BYRNES, Rodney
 CALLINGHAM, Brett
 CANNON, Stephen
 CARTER, Robert
 CASSERLY, David
 CATSANOS, John
 CHRISTODOULOU, Lucky
 CINELLI, George
 CLEMENTS, John
 COLLEY, Peter
 CRAIG, John
 CRIDLAND, Steven
 DAVIES, Charles
 DEMETRIOU, James
 DEMPSEY, Trevor
 DISTEFANO, Frank
 DONLON, Roger
 DOUGLAS, Neil
 DOYLE, Peter
 DUFFY, Leo
 EARL, Mark
 ELLIS, Perry
 EVERINGHAM, Adam
 FARKAS, Frank
 FERGUSON, Mark
 FERGUSON, Wayne
 FUGG, Victor
 GEARIE, Mark
 GEORGATOS, Lucas
 GERDES, Warren
 GODMAN, Ramon
 GORDON, Brett
 GORREL, Paul
 GRAY, Michael
 GREGORY, Steven
 GRONDEK, Mark
 HALDANE, James
 HAND, Maurice
 HILLMAN, Neil
 HODDA, Glenn
 HOROWITZ, Stephen
 HOSPERS, Jacob
 ISAAC, Robert
 JACOVIDES, Peter
 JONES, Craig
 KATAKATSANIS, John
 KARPANEN, Peter
 KEMP, Frank
 KERR, Brian
 KING, Stephen
 KLOUTSINIOTI, Chris
 KOUTALIANOS, Vasila
 KOUTSOURAS, George
 KRASNY, Michael
 KYRIAZOPOULOS, Peter
 LANE, Geoffrey
 LANE, Howard
 LATTARI, Domenic
 LAURIOLA, Lorenzo
 LEARMONTH, David
 LEMBIT, Murray
 LENNON, Barry
 LEONTIOS, Nick
 LEWIS, Daryl
 LICENCE, Dale
 McDONALD, Max
 McGLEW, Ken
 McPHERSON, Robert
 MAINWARING, Lawrence
 MARGELIS, Georga
 MARTIN, Benito
 MARTIN, Ricardo
 MATYSEK, Lukas
 MEHAN, John
 MIETH, Mark
 MIHAILOVIC, Boris
 MILNE, Andrew
 MILOVANOV, Michael
 MILWARD, Warren
 MIRANDA, Ken

MORANTE, Donald
 MORRIS, Ricky
 MORTON, Charles
 MUELLER, Carl
 NICOLS, Steven
 NOTARANGELO, Leo
 OHLSEN, Harry
 PALASOVSKI, Miley
 PALMAI, Thomas
 PERKINS, David
 PETERS, Ian
 PHILLIPS, William
 PIONIC, Boris
 POLIVKA, Raymond
 POLLARD, Neil
 POLLOCK, John
 PRATTEN, Robert
 RADDATZ, Mark
 REBECCHI, Fausto
 REMFREY, Peter
 ROCHE, Craig
 RUTUPS, James
 SAKARIS, Leon
 SALIBA, Raymond
 SETH, Sanjay
 SHARPE, Geoffrey
 SISINNI, Don
 SMITH, Bradley
 SPASEVSKI, Nick
 STATHOPOULOS, George
 STEEL, Anthony
 STERLING, Darren
 SYCZ, Stephen
 TAYLOR, Ian
 THATCHER, Stephen
 THURSTON, Michael
 TIRABOSCO, Felici
 TRODDEN, David
 TROTTER, Robert
 TSOULOUHAS, Harry
 TUCHIN, Peter
 TZANOPOULOS, Peter
 VALASSIS, Demetrious
 VATALIDIS, Ray
 VERZI, Joseph
 VIANELLOS, James
 VRAHNOS, George
 WALBURN, Mark
 WALSH, John
 WALSH, Philip
 WESTBROOK, Jeffrey
 WINCHESTER, Keith
 WOOD, Robert
 ZAIA, Jeffrey

FIRST FORM (1A BOYS)

BAXTER, Steven
 BRADFORD, Chris
 CONSTANTINIDIS, George
 COUTTS, Graham
 DAVIDSON, Robert
 DUFFELL, Robert
 DUNSTAN, Alexander
 FARMAKIS, Nick
 FRAZER, Jeffrey
 GASPARRE, Tony
 GIANNINI, Nicola
 HUNTER, Wayne
 McLEOD, Frank
 MOUSINHO, John
 PAPPAS, Stephen
 ROONEY, Lyle
 SUHANIC, Harry
 WARE, Robert

FIRST FORM (1A GIRLS)

ALVIS, Alayne
 AUSTIN, Tracey
 BEYNON, Julie-Anne
 BRADY, Maud
 CAHILL, Cathy
 CHAMBERS, Janette
 CUTLER, Natalie

d'ALPUGET, Michele
 DIXON, Susan
 HANCOCK, Greta
 LISSON, Jacqueline
 MERRICK, Sharon
 NORBERRY, Susan
 O'LOUGHLIN, Vicki
 PENNY, Helen
 SCHULZ, Lisa
 UREN, Cathy
 WINDSOR, Linda
 YEE, Katherine

FIRST FORM (1B BOYS)

BARLIN, Maurice
 BECKER, Glenn
 BLUME, Darryl
 DEAYTON, Mark
 DE SANTIS, David
 DUNNETT, Mark
 EVANS, Anthony
 GREENWOOD, Jeffrey
 HARRIS, Brian
 HERMAN, David
 HIGGINS, Peter
 ILIADIS, Con
 KARPOTHAKIS, John
 QUILLAN, Steven
 MORSON, Romano
 SANDBLOM, Matthew
 SHEATHER, Brett
 SIVERTSEN, Brian
 WELSBY, Mark

FIRST FORM (1B GIRLS)

BISSETT, Debbie
 CAHILL, Theresa
 CLANCY, Lee
 EBBUTT, Vanessa
 FANARA, Mary
 FLEMING, Julie
 GRAU, Annie
 HAYLOCK, Debra
 HUTT, Katharine
 ILLINGWORTH, Wendy
 LOMBARDI, Maria
 NEWLANDS, Kristine
 PARMIGIANI, Cath
 PAYNE, Tanya
 PETTITT, Mary-Louise
 SUTHERLAND, Elizabeth
 THAVARAVY, Indra
 WILLOUGHBY, Amber

FIRST FORM (1C BOYS)

BATOR, Peter
 BUHAGIAR, Raymond
 BUSDON, Richard
 COOLEY, Rohan
 DERRIMAN, David
 DEVINE, Barry
 HAIGH, Stephen
 HARDING, Bret
 HAWKINS, Craig
 LARK, Jonathon
 LEE, Raymond
 LOUTAS, Evaggelos
 MACK, Leslie
 MAWBY, David
 MESTEROVIC, Nikola
 PADJAN, John
 PAPAIOANOU, Chris
 TRIST, Darren

FIRST FORM (1C GIRLS)

BAMFORD, Lisa
 FEENEY, Joanna
 FITZPATRICK, Natalie
 HEFFERNAN, Cheryl
 HEWSON, Laurieanne
 KOOREY, Helen
 LAND, Jennifer
 LEE, Doris
 LINDON, Jennifer
 LINNEY, Eva
 LUKEN, Cindy
 MALAMAS, Joanne

MONTALDI, Rosanna
 PAPPAS, Joy
 RIDER, Jacqueline
 STEVANOVIC, Olga
 TIRABOSCO, Maria
 VILLALBA, Maria
 ZIEGLER, Yvonne

FIRST FORM (1D BOYS)

ADCOCK, David
 ANDREWARTHA, Steven
 COOKE, Warren
 HO, Michael
 KAYA, Yalcin
 LAGOS, Alex
 McKONE, Martin
 McPHERSON, Rodney
 MARZINOTTO, Claudio
 MILLAR, Douglas
 MOSES, Moheb
 ORTLEPP, Norman
 PHILLIPS, Michael
 PRESTON, Craig
 ROCHE, Adam
 SKOURAS, John
 TELLZEN, Roland
 TSIPROU (O'BRIEN), Leon

FIRST FORM (1D GIRLS)

DEECE, Alexandra
 DEVRIES, Denise
 GOERL, Nicole
 GRANT, Jenny-May
 HOLMRE, Karin
 HUME, Lindy
 JACKSON, Tracey
 JOHNSON, Bareena
 JOHNSTON, Melanie
 KYRDES, Maria
 MANIACCO, Tina
 MORANTE, Shaune
 ROBINSON, Leanne
 RODRIGUEZ, Esther
 TEODOROWYCH, Ksenia
 WATTERS, Kerrie
 WING, Elizabeth
 YIP, Jenny

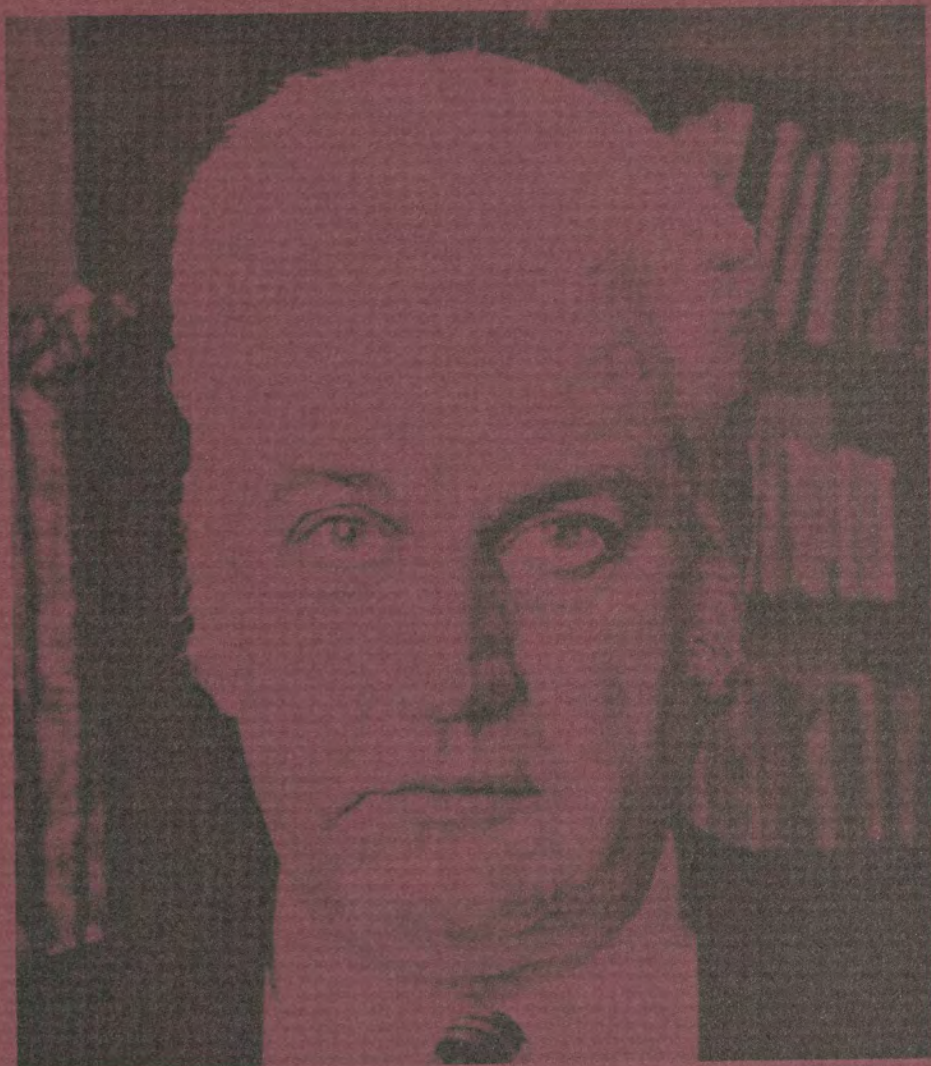
FIRST FORM (1E BOYS)

BAXTER, David
 BRADY, Christopher
 CHANDLER, Sean
 CHAPPELL, Peter
 ETHERTON, Raymond
 INSAUSTI, Esteban
 JAMIESON, William
 KENNEDY, Thomas
 KERRISON, Peter
 KOMORA, Kon
 KOSTOPOULOS, Andrew
 MOXON, Bruce
 PEGIOS, George
 SLATTERY, Peter
 SPANOPOULOS, Nick
 TOLHURST, Stephen
 WALSH, Steven
 WILSON, Peter

FIRST FORM (1E GIRLS)

ADCOCK, Robyn
 ALLSOPP, Shayne
 BENNETT, Venetta
 CASTLE, Kim
 CHURCHES, Alison
 CVETKOVSKI, Suzana
 GEDEON, Grace
 GOODLOCK, Tanya
 HARRIS, Sharon
 HOLDEN, Dianna
 KAZAGLIS, Victoria
 LORIK, Katalin
 MEDCALF, Michelle
 NEAL, Penelope
 SAVAS, Mary
 SHEPHERD, Suellen
 TSIAMIS, Athanasia
 VAN BEEK, Irene

FORTIANS IN FOCUS



SIR JOHN KERR

In July of this year Sir John Kerr became Australia's Governor-General. He is the fifth Australian to hold the post, but at the same time the first non-politician in a line of politicians. His appointment marks a bold and exciting new approach in the appointing of the man for the highest post in the land.

John Kerr came to Fort Street in 1927 from Balmain. His father was a Cockatoo Island boilermaker. The young Kerr was a brilliant student at Fort Street, producer of many of Australia's great jurists. In 1931 he was Vice-captain of the School. In his Leaving Certificate he obtained first class honours in English, Modern History and Chemistry. He was fourth in the State in Modern History and sixth in Chemistry. He won the Raymond and Frank Evatt Memorial Prize for the best essay on the subject: "Should Australia be more enterprising in the Pacific?". In real life his role was to play a very important part in shaping the history of the Pacific. A scholarship took him to Sydney University law school where he won or shared every scholarship and prize awarded. He

was admitted to the Bar in 1938 at the age of 24.

During World War II he joined the A.I.F. and served as an adviser on civil government in Papua-New Guinea to the Australian Commander-in-Chief, Sir Thomas Blamey. As a colonel, in 1944 he accompanied General Blamey to the Prime Ministers' Conference in London and a year later represented General Blamey in London discussions. His task was to find out just how the British proposed to deal with their post-war problems in Borneo. In his prescient way he had perceived that one of the great tasks facing Australia in the post-war years was the business of decolonisation — the future political strategy for Papua-New Guinea. Sir John, as early as 1944, believed that New Guinea would and should, in view of the anti-colonialist pressures he foresaw arising, be independent by about 1970. The notion was regarded as utterly heretical then and fell like a lead balloon among indifferent politicians. It now stands as a remarkable prophecy. He was fully aware of the historical processes at work in and around Australia. Sir John Kerr stands as one of the most outward-looking and forward-looking



INTERVIEW WITH SIR HERMANN BLACK

Sir Hermann Black is Chancellor of the University of Sydney.

Q. What effect did the War have on your school activities?

A. Because Germany had been the enemy, the teaching of German had been, for a while, suspended and German was hated after the War. Because the Japanese had been on our side on that occasion, it was decided to institute Japanese. So Fort Street became the first school in N.S.W. in 1918 to teach Japanese, and I took Japanese and studied it for my Leaving Certificate. We were the pioneers in the whole of Australia in teaching Japanese. Our teacher was a marvellous man, Mr. Miyata. We were taught Japanese much better than other boys because we were taught how to dress, how to act, how to fight. I learnt the Japanese swordfighting, Kendo, and to this day I think this is one of the most exciting of sports. It's a magnificent sport, once you have the armour on. It's much better than Jujitsu. We used to fight in the old gymnasium, in the old quadrangle. We had a marvellous time because we used to have a whole lesson learning to fight, to act, to make ink and draw beautiful characters. It was more than a language; it was civilisation. The standard Mr. Miyata set should be followed, because you don't read just French, you read into the French civilisation. This is why all my life I've been interested in Japan. I go there every year.

Q. Where was the Gym?

A. The Gym was underneath the opposite side to Miller's Brewery. The instructor was a retired sailor, Bill Humphrey, known as "Billumph" — a tough little chap, a thoroughly fit man, and Mr. Miyata was half his weight

and size, and we always wanted the great day to come when "Billumph" took Mr. Miyata on in a wrestling match. I've never forgotten the day, because Mr. Miyata just picked Bill up and threw him over his shoulder, and for us that was one of the greatest days of our lives, to see old "Billumph" fly through the air and landing flat on his backside. Marvellous! I can still see it. But they're both dead now. Mr. Miyata was an anti-militarist and had nothing to do with the Japanese army.

Q. What was school like then?

A. Marvellous. I've never enjoyed five years of my life so much as I have enjoyed at Fort Street. Magnificent Masters; they were excellent. They were devoted and the school was a selective High School; and in terms of sport, lessons and general school life, we were well looked after. Take sport. When we went on the field, we were all immaculately dressed, making us feel good, and the coaching was very good. We used to try to murder North Sydney in all sports; cricket, swimming, tennis; and the Masters were always involved. The lessons were never monotonous, you did your "own thing", so to speak. Take English for example. We had to study Shakespeare, but we didn't just study him; We had to write one scene from a Shakespearean play, in Shakespearean style and language, which Shakespeare did not write. This would really get you "inside" Shakespeare, because you were actually the author. We were also involved in play day, as frequently we wrote our own plays. As a matter of fact, Mr. Miyata put on the first Japanese play performed by a school in Australia. In sport, we used to travel, which made it very interesting. Going to Orange, and Taree and thrashing them. We were beaten only once by Goulburn. They had all the luck on the very wet day.

At Fort Street, I was completely happy, and when Fortians from my time meet, the first thing you know they start talking about school. Yes, I had a magnificent time — I'd live that part of my life over any day.

Q. What was discipline like then?

A. That's a good question. As far as discipline went, I would think that there are two answers. We weren't disciplined in being constantly pulled up and checked. There was so much interest that there wasn't any time to play up. You weren't bored. The second reason was our Headmaster, Kilgour; a terrifying figure. He wore very formal clothes, and had a booming voice, and he had one sentence which would scare the life out of you. He would get you into his office, look at you and say, "You'll come to no good, my boy",

and threatened to expell you, which of course, was the end. But he would do exactly the opposite the next time when he had found out you had done something good—he'd call you in and say, "You'll come to a lot of good". That's how it went, discipline wasn't a problem. On Sports Day, we would have won everything, and then Kilgour would say, "Don't think that sport is everything, you must use your brains and study harder"; and he would get up and say, when we were slaughtered at the next athletics carnival, that, "study isn't everything, sport is important" — always the opposite.

Q. What was play day like?

A. Marvellous. You made your own costumes, supplied your own make-up, often chose or wrote your own play. We did it our own way.

Q. How did Fort Street affect your social life?

A. Social life was less of a factor in the sense that this was a school that was basically a boys' school, and the time that there was a dance or social function was very rare. You didn't have a great deal of formal social life, and didn't come into contact with the opposite sex. We were very definitely "mono-sex". It was not still I taught at Nowra that I came across a co-ed school, and I enjoyed it greatly. We led, at Fort Street, a sort of monastic life; social life however was not very great, and the reason for this is that we had a great deal of homework every night — normally about four hours, excluding study and the week was a pretty full week. We had some great school picnics at National Park, and the Masters came along. We all got soaked and fought water battles all day, and also trips to the country which were marvellous, and at school we had clubs. I had a magicians' club and called myself "Mr. E." I thought I was absolutely incredible. We also had chess clubs and so on.

Q. What courses were available then?

A. There were three legs. A study of Maths and Science. A study of English and the classics. It was an education for a society far less technologically developed and less sophisticated.

Q. Are there any changes you would like to see take place at schools and universities?

A. There are a great many changes, but I'll mention only a couple. Firstly, the relationship between High School and University. I would like to see something done about bridging the gap between High School and University. There is a problem of the transition between high school and first year tertiary education. I would like to do what they do in France. They get the University professors to lecture about University life and so on at High School. There is a gap between the

student guidance at the High School level to University which doesn't deal with the problem of the transition. Secondly, I would like more freedom to experiment with education rather than falling into the same sort of uniformed pattern.

Q. You recorded a radio programme on current affairs for some time?

A. Yes. I gave my first broadcast at Sydney University before the A.B.C. existed, under the station now called 2FC — it was then Farmers & Company — my first broadcast being in 1926.

Q. Do you still broadcast?

A. Yes. Every week. In the 30s I started to give news commentaries and discussions of international affairs. I started broadcasting, and got more involved in every subject at all levels. I used to run "The World We Live In" entirely on my own. We don't do it this way any more; we have half a dozen people running the programme, but I still broadcast every week.

Q. You went to Harvard, Sir Hermann. How does it compare with Sydney University?

A. There is absolutely no comparison. You have to remember that Harvard is the largest, best equipped University in the United States, though not in number — it's very limited in numbers of students — but it is vast in the range of study both in under-graduate and post-graduate years.

Q. What do you think of co-education?

A. I first encountered co-education at Nowra, and I can only say that based on that impression, that it is something completely natural, and a thoroughly acceptable way of conducting the education of young people.

Q. What are your views on the amalgamation of Fort Street?

A. I don't know how it is going to be brought about, but I hope it is not going to be regarded as a traumatic experience. The thing I find boring about people who are very eager about co-education is the idea that it is in some way a contribution to highly improved educational progress. There is no proof of this. You must realise that this is supposed to be an educational programme. We're not selecting people because of their sex. Some people say it will mean a different Fort Street, but then I don't fear change. A true conservative wants change; the true liberal wants to conserve.

Q. Yes. — Do you have a message for Fort Street?

A. Well . . . if you want a message, there's only one rule . . . Excellence, excellence, you see.

Q. Yes. Well, thank you for sparing us some of your time.

A. Oh, that's quite all right. It's been a pleasure.

Q. Thank you.

Going home on the trains, the Newington guys would get on. You know, the big rich guys who go to Newington? And that used to get me, and I'd say: I won't let you get a head-start on me just because you go to Newington. Inverse snobbery. And when I was working my way through university at night I'd be cleaning out the canteen and the lavatories, and the rich guys would walk by, and I thought: "This isn't fair, it's not fair". A socialist mind would have quit. A competitive mind just becomes more determined. I couldn't see myself going that well at university so I dropped out, became a copywriter, and eventually wound up where I am. You've got to do it yourself. Let no man be dependent on you and let yourself be dependent on no man.

That's why I feel socialism is such a sad philosophy. Childish in its naive simplicity. It takes away initiative. People don't strive to improve themselves when the state is going to look after them anyway. At Fort Street I learnt how to fight to better myself. To do this you should set yourself a goal and then achieve it.

Q. Don't you think that advertisements and the advertising business, trick or con people into buying things they don't want?

A. No, they don't do this, and I want to make this clear, because this is a common question. They don't do this. What successful marketers do is merely to find out what the people want and then present the product to the people in such a fashion that they realize that what they want is now available. If you've understood the market correctly they will buy. If you've misunderstood the product will die. And all the advertising in the world won't change that fact. Here (at DDB) we pick and choose our clients; and we fire them more often than the other way around. This is rare in the advertising business which is traditionally subservient to its clients. We only deal with businesses which are honest, and who, we believe, have a good product. We only deal with good products. Clients have to be enjoyable as well as profitable. To give you an idea of how choosy we are, it cost \$12,000 just to walk through our doors. That means we only get clients who really have a good thing to sell. Take Norman Ross Discounts. Before they came here, they were unknown. Now they are the biggest discount retailer in Australia.

We've got clients in almost every field — Nuford, David Jones, Norman Ross, Heinz, IXL, PMU, Tom Piper, Bristol Myers, Max Factor, Midford, Lend Lease, Harry Miller, Pye, Oak Insurance, Lee Jeans, and on it goes. There are very few product categories where we aren't plugged in.

We are one of the biggest advertising companies in Australia after only 5 years. And all because we get our point across fast and effectively. We work hard. We started from scratch. No help. No hand-outs.

Q. You implied you didn't like class distinction, or "putting it on"?

A. Yes.

Q. Well, what about the Duchess of Bedford commercial for Norman Ross. Wasn't that a case of "pulling" class?

A. No. Norman Ross had opened a range of jewellery, top class, but people would be slightly suspect, because it is a "discount store". So we got the Duchess, who is custodian to a lot of jewellery, to say it was high quality jewellery. Naturally enough, the Duchess would not say it was, if it wasn't, because she would ruin her name. It was an idea to get across that the offer was genuine.

Q. What about the Liberal Party ads you did?

A. As I said, the adverse publicity and threats, etc. didn't bother me. The only thing I'm sorry about is that the ads weren't successful. The Labor Party won. And look at us now. The country is sick and it's going to get worse. It was an expensive loss for Australia. Not just for us.

Q. Did those people really write their own scripts?

A. Yes. When we got the idea, we asked a couple of people to come on the air and state their opinions. Soon we were flooded with letters asking us if they could go on the air and state their views. We may have cut down some of the material, for the air space was limited to a certain time, but it still was the people's own script. Their own opinion in their own words.

Q. What do you think of co-education, and the amalgamation of Fort Street in particular.

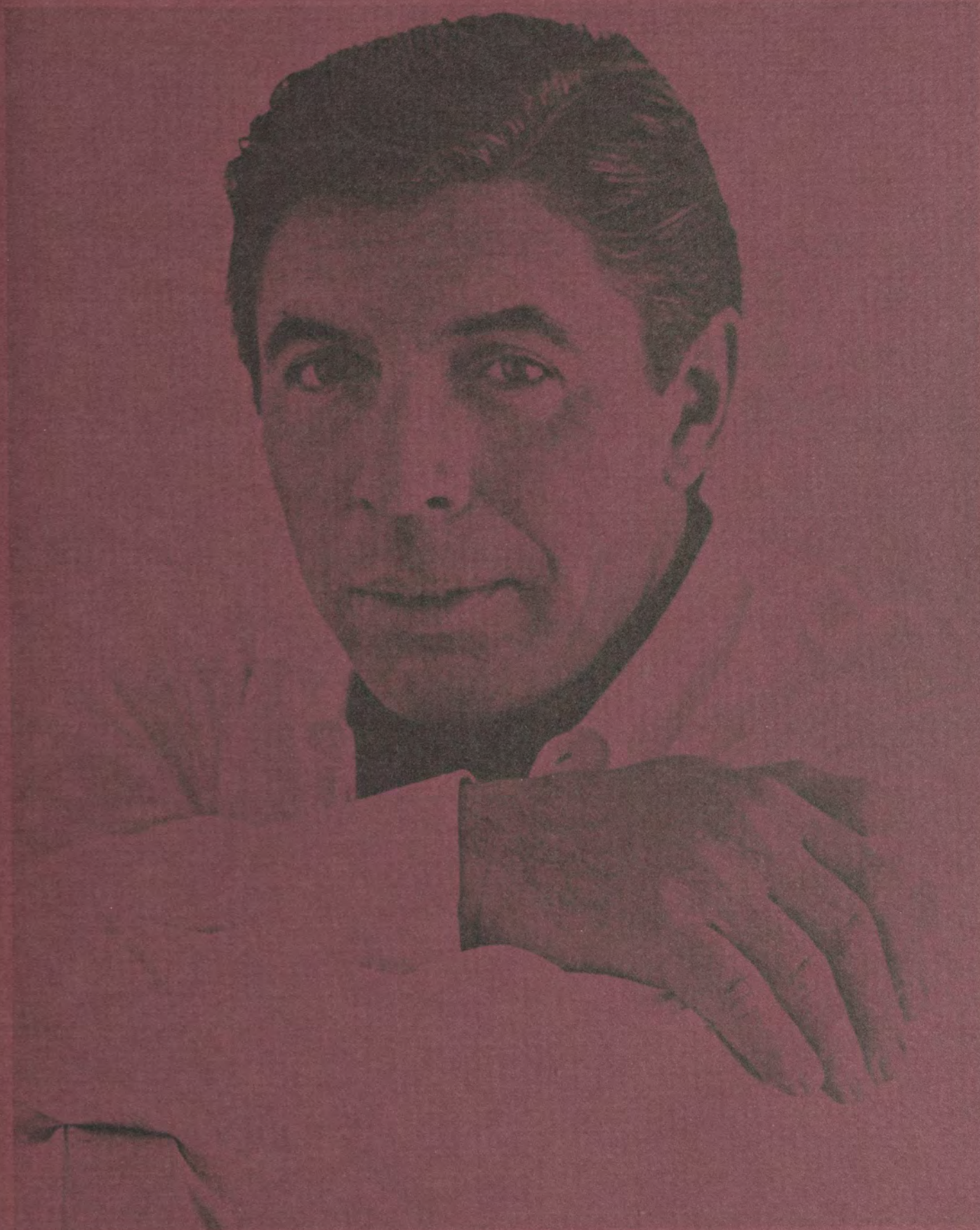
A. I think co-ed. is good as you have to live with the opposite sex eventually (although it's not compulsory). As for the amalgamation, it might brighten school life up. Have they set down any rules?

Q. Yes, you are to be no closer to the girls than 6 inches.

A. That's typical. Bureaucracies have to have rules; it is part of their nature. But six inches! Someone there must have a sense of humour.

Q. Any last messages to the school?

A. Just try to excel yourself and improve yourself. Each man really is the maker of his own future. And if "government" — Labor or Liberal — would start to understand that we could get back on the path and be the richest country in the world. Our old school motto is a good one. It's a pity Neville Wran must have forgotten it.



Michael Pate.

INTERVIEW WITH MR. MICHAEL PATE

Michael Pate has had a long and distinguished career in the film and television industry.

Q. Mr. Pate, what do you think of the amalgamation of Fort Street Boys and Girls' Schools?

A. When I went to school, the schools were quite separate. In that day and age, it was the best system. It seemed to work well.

Today, more boys and girls are going on to University and sharing classes together. The sooner they start taking classes together, the sooner they are going to understand each other better, and the more equipped they will be to enter into both the academic and commercial worlds.

I think it's a big step forward. When boys and girls come into their teens, there are particular problems they have to face. They have to learn to live in a world composed of two major sexes; not just the one that they belong to themselves. I believe the amalgamation is truly a significant step forward. I think it will work very well indeed. There will probably be many problems at first, but the end result will be a great step forward in co-education.

The old school building being turned over to the National Trust is a marvellous idea. Perhaps the Trust could put on display a collection of all the achievements of Fortians in medicine, law, engineering, architecture, the arts, etc. — also a record of past and present athletic achievements. I think it would be good to have a record of the many achievements of the great men and women of the two Fort Street schools.

Q. Have you any amusing anecdotes about school life at Fort Street?

A. Depends what you consider amusing. I went to Drummoyne Primary School at six and a half years of age, but until fifth class I wasn't achieving the best grades. That year my teacher told me I was capable of much better, so I studied very hard and was able to go to Fort Street. I wasn't ever the best in conduct in Primary School, and got my share of the cane. When I came to Fort Street I hadn't changed many of my habits, so I had to write lines as a form of punishment. I thought this a **great** waste of time.

I played a fair amount of sport at Fort Street. First, second and fourth year cricket, first and second year soccer. I also represented for C.H.S. at centre-half in 1932. In my fourth year at Fort Street I played in the 2nd XV rugby, after 3 games for the 1st XV.

As far as Drama Week was concerned, in my second year I played a beggar in the class play. I had to sit cross-legged on the stage for a considerable amount of the play. When the end of

the play came and everyone else walked off, I was supposed to do likewise. But my legs were numb with pins and needles, so I had to crawl off — drag myself off on my hands and knees. I got the best ovation of the day. This may have spurred me on to try the professional theatre.

I had a great English teacher — Harry Moss. When I did my Intermediate Certificate at the end of third year, I really blew it, and only got 5 Bs. When I returned for my fourth year, he came to where I was sitting in the classroom, lifted me right out of my chair by the short hairs at the back of my neck, and said, "I'm disgusted with you! I expected an 'A'!" He really did lift me right off my seat!

Q. What do you think of "selective" high schools?

A. It was with great pride that I went to Fort Street, knowing I had achieved a certain scholastic level.

Q. What did Fort Street mean to you?

A. It meant a system of teaching which was very strict and often too impersonal. The masters were aloof and I couldn't respond. There should be more counselling and personal contact with students.

Q. What influence did Fort Street have on you?

A. I liked the formality of Fort Street. It appealed to me. It gave me a very disciplined approach to work, which I have retained all my life.

Q. Would you please outline your career?

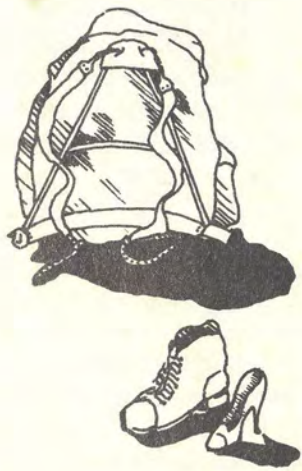
A. I started writing and acting for the A.B.C. in 1938, also for the theatre, and in films. I served in World War II. I went to America in 1950. I made sixty feature films there, three hundred television shows, and wrote a text book, "The Film Factor".

Q. Have you any message for present Fortians?

A. I believe "every man is the maker of his own fortune" in this society. School days are part of the total experience in life, and students should be encouraged to get the greatest benefit from school days. You should all remember that you are particularly fortunate to go to a school with such tradition, because it can be the foundation of many things. It is important to realise this and also to realise the debt you owe to society, to mankind, because from your future endeavours you will shape the future for yourselves and others. You have an obligation to take what has been given to you, and give back a hundred-fold. It's a kind of public service. You should set an example. You have an obligation to do your very best.

I am proud to have come to Fort Street, and proud of the people who went to Fort Street. I hope that the little I have achieved in my chosen profession will make people proud that I went to Fort Street.

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CLUBS

DANCE CLUB

This year, Modern Dance and Jazz Ballet were introduced to Fort Street Boys' High. Maria Castellanos conducted the Modern Dance classes on Friday lunchtime and Karen Riddington and Patricia Wright held the Jazz Ballet classes on Monday lunchtime.

Although these lessons attracted many spectators in the first few weeks, the numbers soon decreased to the dedicated few who wanted to become more involved in the dance. The lessons are now used for choreography dances, improvisations and basic techniques. Special thanks go to Mrs. Peer and Mrs. McCloud for giving up their lunchtimes to supervise these lessons.

—Lucy Blanda and Maria Castellanos, 5th Form.

I.S.C.F.

Jesus Christ is the Saviour, the Son of the Living God!

The Inter-School Fellowship exists because of this revolutionary fact. The I.S.C.F. has no formal membership, it is a sharing of a common experience, new Life in Jesus Christ. At our regular lunchtime meetings, held in Room B on Tuesdays, we aim to discuss life considering the implications of the Christian message. Anyone is welcome to come and share in these discussions. The topics we have discussed this year have included Jesus' life, his resurrection, Love, Hypocrisy, Persecution, Happiness, Suffering, and Satan and Spiritism.

We also viewed an audio-visual on medical work in Biafra, and subsequently organised a financial contribution to the nursing assistance being given there by The Evangelical Alliance Relief (T.E.A.R.) Fund. Since the beginning of Second Term we have continued to meet together for Bible Study after School every Thursday, and this has proved a valuable time for both students and Staff.

Amalgamation has provided a strong nucleus of Fifth-Form girls for our group, and added a new dimension which had previously been limited to inter-school activities. In the past Christian groups from the two schools have often shared together and this will now be able to be extended.

Inter-school activities this year have been rather limited. In April eight Sixth-formers attended a Seminar on Christian views of the texts set for the H.S.C. English Exam, and Graham Nisbet again represented us at the State-wide Leadership Conference held in the May holidays. An "End of Term Thing" was held on Thursday evening in the last week of Term One, and we hope to repeat this later in the year.

With the loss of Mr. Pietsch, our previous Counsellor, we have appreciated the help and guidance offered this year by both Mr. Handley and Mr. Inglis.





AERO CLUB REPORT

The 1973-'74 was for the Aero Club another successful year. The club continues to meet in Lab. 5 at lunchtimes, on Tuesdays, with Mr. Ferris, whose continued assistance and enthusiasm is greatly appreciated.

Meetings revolve around the broad subject of aviation with virtually every aspect of this field being touch upon at one time or another. We are constantly striving for the sublime goal of making the meetings (which consist of discussions, lectures, etc.) informative as well as entertaining.

Notable events were a number of excursions to places of interest throughout the year. These included several visits to the domestic section of Mascot Airport (where club members were invited to inspect the various aircraft strewn about the tarmac). I, for one, recall, with a touch of nostalgia, an informal chat with a T.A.A. ground engineer on the flight-deck of a "Fokker Friendship" while "watching all the girls go by" on the taxiway adjoining runway (16/34). The girls, of course, took the shape of Boeing 707's, 747's, and a whole gaggle of domestic jets.

Another equally memorable excursion took us to the Sandringham Flying Boat Base at Rose Bay for an inspection of the two famous Ansett seabirds of the Lord Howe Island run. The pair has been faithfully plowing Australian waters for close on 30 years, but unfortunately, through circumstances beyond anyone's control (I speak of course of politics), we must bid the last of them a tearful "bon voyage", for the final time in early September, as it leaves to make a new home in the Caribbean. And so "adieu" to the flying boats and Sydney Water Airport.

Naturally plans for the future are big — big — big.

We hope to acquire a display cabinet very soon which will greatly increase the scope of the "Aero Club Meeting". If aeronautics is the apple of your eye, then we would like to see you at the meetings.

—Dino Marinelli.



THE CHESS CLUB REPORT

This year, the most illustrious chess team that has ever represented Fort Street; Jeff Kingston, David Powers, Mike Johnston and Martin Borri, a team with the chess playing ability of Bobby Fischer, marched from success to success, winning the first round with a whitewashing 5-0 score, and now marches on to the inter-zone quarter finals.

In other spheres, the Chess Club has been just as influential, being the canteen's chief collection point for empty bottles, and lunchtime meeting place for fourth form movie "freaks".

Our thanks go to Mike John and his magic index finger, used in innumerable 'phone calls to organize badly time-tabled games; to Mr. Cooke for allowing us five dollars out of the school funds so that we could heap glory onto the school; to the secretaries for standing our pestering of them; to the cleaners for allowing us to play on uninterrupted on Friday afternoons, and to the man with the big heart, Mr. Pyne, for the use of his little room.

The Chess Club marches on as it has never marched before.

—M. Borri, 4th Form.

GYM CLUB

Gym club is held every Tuesday and Friday in the hall. Here, First Form girls learn Olympic gymnastics which consist of floorwork, vaulting, beamwork and assymmetrical bar work.

At present we have only low beams and mats on which to practise at school, but on Wednesdays we are instructed in a fully equipped gymnasium at the Y.M.C.A.

At the moment all the gym girls are practising for elementary gymnastic awards, which when completed mean we are theoretically ready for competition gym. Four girls: Vanessa Ebbutt, Natalie Fitzpatrick, Jackie Rider and Carol Uren are also practising routines for the zone competitions in August.

CADETS

HEY! FELLAS (AND GIRLS!)

These snaps in vivid action photography show the activities and interests of the Cadet Unit.

Despite the many knockers and knock-backs this year because of the loss of "Q" Store, and the consequent restriction on supplies, every effort has been made to make "Cadets" click.

Despite petrol strikes—Bivouac; despite inflation—Camp; and Cadets and Cadet endeavours have persevered.

To C.U.O.'s Gary Drysdale and Warren Mee, our senior leaders, thanks.

To C.U.O.'s Tim Baker and Brian Morrison, our junior leaders, their best efforts for next year with new "Q" Store and equipment.

—"Timmy".



"Be it ever so humble . . ."



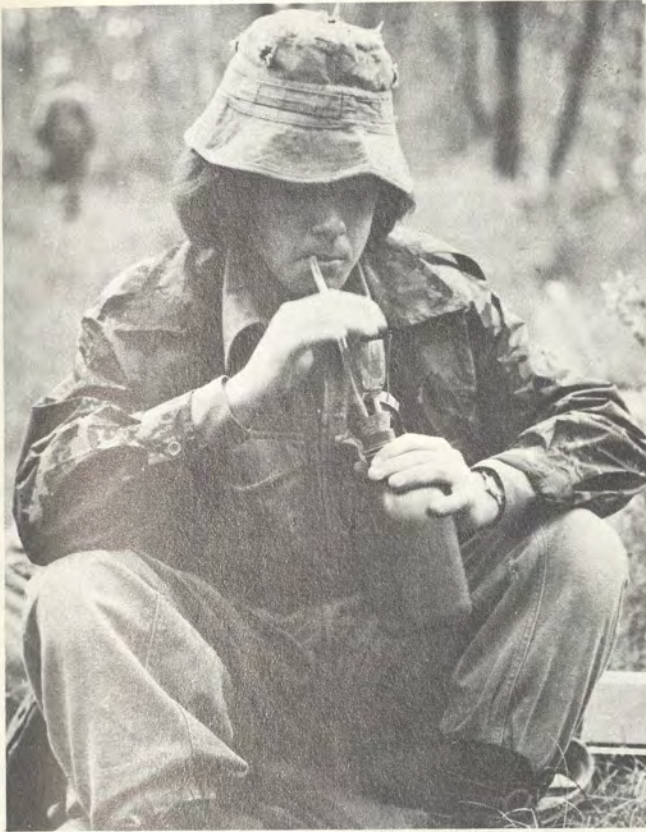
"The young workers!!"



"I see you in there!"



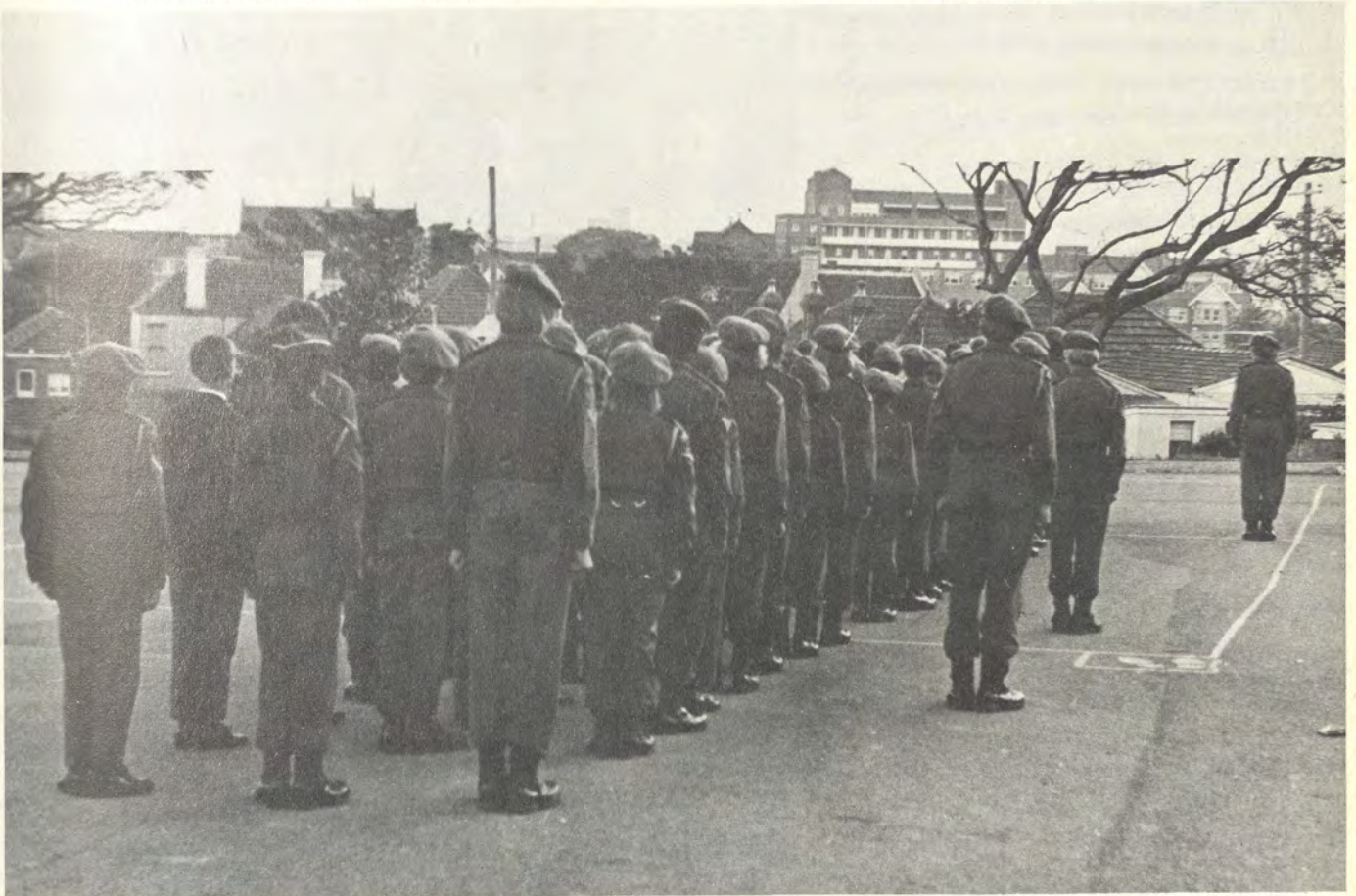
"The sillibilligoats!"



"Just like a chocolate milkshake . . ."



"The natives are getting restless!"



"On parade!"

DEBATING 1974

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KARL CRAMP DEBATING

The Team:

Roger Davies—"Cynicism is intellectual dandyism".
—George Meredith.

Rod Broune—"Speak softly and carry a big stick.
You will go far". —Theodore Roosevelt.

Kim Brelsford—"He speaks to ME as if I was a
public meeting". —Queen Victoria.

Tim Baker—"You may object that it is not a debate
at all; you are quite right, for it is only a debate
if I recognise it as such". —Franz Kafka.

The Results:

Zone champions—defeating Marrickville and Petersham Girls' and Enmore Boys' High School.

1st Round—defeated Hunters Hill High School.

2nd Round—defeated Killara High School. (Teasdale champions).

Quarter Finals:

defeated J. J. Cahill High School.

Semi-finals: Defeated by Kingswood High School.

Finals: Kingswood defeated Erina High School.

— R. Pemberton.

TEASDALE

The Teasdale Cup debating team did well this year; the zone championship just eluding our eager grasp. We won our first two debates against Petersham and Canterbury Girls, by the margins at four and twenty-one points respectively. Our final debate against Ashfield resulted in our knife-edge loss by three points. Best speaker overall was beyond doubt, John Makinson.

We would like to offer a vote of thanks to our long-suffering and dedicated coach, Mr. Pyne. May he and his team have better luck next year.

—Charles Hegyi, 4th Form.

E.S.U.

Fort Street Boys' High confounded the debating world by entering a team in the all-female English Speaking Union competition for the first time. The advantage thus attained disappeared, however, when we fronted up for the first debate at Burwood G.H. and the relieved opposition team found that it was, after all, a team of girls. But perhaps the shock tactics did help, because Fort Street won this debate.

The initial jubilation soon died when the next two debates, against Petersham G.H. and Strathfield G.H. were lost, but the last debate brought victory as Fort Street successfully denied "That democracy should begin in High Schools".

The team members: Lynette Purcell, Diana Coutts, Joy Herron, Margot Harrod and Carlene Primmer — acquitted themselves admirably. They were at considerable disadvantage, never having debated before and being hurled into what is primarily a Sixth Form competition, but their enthusiasm and talents earned them praise from the adjudicators.

They will undoubtedly achieve their rewards next year when they face teams of similar age and experience, meanwhile my congratulations and gratitude must go to them for a praiseworthy effort.

—C.B.

HUME-BARBOUR IN ACTION

The Fort Street team: Ross Fishburn, Neil Johnston, Bruce Hume — were solid as such, and were competing against a not less than brilliant Cleveland Street side. On appearance the two teams were very confident, and to the end this attitude was maintained. Be it from the leadership shown by the first speaker from Cleveland Street — a bearded character, cynical, and yet the most accomplished speaker at the debate — to the positiveness of Neil Johnston and Bruce Hume, and directness of Ross Fishburn, the audience experienced a dour struggle.

Indeed the adjudicator, himself, reflected that this topic could be bashed around and debated until the audience were willing to fall off their chairs, jump out of the window or even collapse in shock, while the even definitions and viewpoints were maintained by both teams. In circumstances such as these, the adjudicator searches for integral functions of manner, such as speech, gesture and appearance. It was here that the debate was awarded to Fort Street. The adjudicator said that despite the fact that Cleveland Street were well ahead early on in the encounter, he had no doubt in his mind when the final speaker had seated himself as to which side the debate should be awarded: Fort Street.

The Hume-Barbour team thanks Mr. King for his guidance and advice.

—Greg Fardell, 6th Form.



"THE UGLY DUCKLING"

The story of "The Ugly Duckling" centres on a king and a queen who are looking for a suitable match for their daughter, Princess Camilla. However, their task does not appear so easy because most people consider the princess quite plain and her chances of marriage seem very slight; much to the distress of her parents.

The main character is Camilla's father, the king, played by Jonathan Hinds. He portrayed the humorous and scheming old man perfectly. Right from the beginning, he captured the audience's attention and maintained our laughter throughout the play.

Cordelia Howell played the part of Camilla's mother with equal success, portraying a queen somewhat irritated by her husband's playful nature, but who managed to maintain the required dignity of her royal position.

The rest of the cast included Penney Seldon, as the Princess Camilla who, unlike the others, was well aware of her "elusively" supreme beauty: Ian Krahe, playing the part of Prince Simon, looked shockingly stunning in his red leotards: Margot Harrod was the unforgettable maid, the obsessed Dulcibella: Jimmy Young played the King's Chancellor, and Graham Salter played Prince Simon's servant.

All in all, "The Ugly Duckling" was most amusingly presented. One cannot forget the grand finale, consisting of the combined singing efforts of the male actors in their unique version of "Moonlight Bay".

— Kathy Malamas, 5th Form.

D R A M A

THE PEN OF MY AUNT

By Gordon Dariot.

Cast

Madame	Helen Kossivas
Simone	Deidre Scott
Stranger	Ricky Cilona
Corporal	Graham Davis

Once again Fifth formers performed in a number of the Play Day productions, and for the first time have found unnecessary the "female impersonators", or guest actors from another school. In this French Resistance intrigue, the immigrants from Observatory Hill performed the feminine roles admirably.

Madame—the apparently willing collaborator with the Germans, and secret Resistance worker, gave a creditable and convincing performance, despite chronic laryngitis. She convinces the uncouth German corporal with the assistance of her maid, Simone, that the stranger was in fact her nephew, and subsequently arranges his escape to the French coast.

The redoubtable pen (mightier than the sword?) enables Madame to conceal the addresses of her Resistance contacts in perfect security.

Despite the serious nature of the play, a polished performance, particularly from the ladies, and moments of humour maintained audience appreciation.

Simone treated us to a vivacious and interesting interpretation, while the Stranger and Corporal made a pair of capable, well-cast portrayals of the daredevil secret agent, and stolid, immutable German corporal.

A pleasing performance all round.

—Roger Davies. Fifth Form.

THE FORTIAN

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Producer: Mr. B. Childs.

"LOVE, COURAGE AND FAITH TRIUMPHANT"
or
"ALL'S WELL THAT ENDS —"

(With apologies to Winifred Phelps.)

The enthusiasm of First Form students in dramatic productions continues to amaze from year to year, and 1974 was no exception to the rule. This melodrama, with a cast coming from First and Second Forms, showed that the will to succeed is sufficient to overcome inexperience.

Cyril Snow wishes to marry Lady Bountiful's daughter, Patience, but must obtain his fortune before so doing. Sir Norman Noxious makes a number of attempts to foil Cyril, but is unsuccessful on the voyage to America. Here the evil Moll also attempts to relieve Cyril of his gold, but his love for Patience thwarts her attempts. Cyril returns to England (on a boat with very good acceleration!) where the conniving Sir Norman and Moll eradicate each other, due to a miscalculation of Cyril's height, no doubt! As is suitable in a production of this nature, all with love, courage and faith live happily ever after.



Producer: Mr. R. Ryne.

All round, the players showed good promise for future productions. Michael Phillips had some trouble with his lines, while everyone had a little problem involving voice projection. All were very suited to their roles, but there remains a suspicion of type-casting. Nicole Goerl showed dramatic promise in her role as Moll! Hopefully we will see these young actors in the future as their voices are able to overcome much of the audience competition which is unfortunately ever present.

Characters

Chairman	Michael Phillips
Lady Bountiful	Susan Norberry
Patience	Jan Chambers
Cyril Snow	Andrew Brady
Sir Norman Noxious	Craig Preston
Moll	Nicole Goerl
	—Rod Broune.



Producer: Miss C. Bennett.

DRAMA, 1974

Play Day seemed so brief compared with the long preparation which went into it. The performances themselves ran so smoothly, which belied the effort which was involved in their production. Our audiences were no doubt entertained by our performers, who gave so much of themselves and were admirably backed up by those not in the spotlight, but who worked equally as hard.

The preparations for a two-hour performance began some three months before, with selection of plays and auditing of casts. This year, Miss Bennett and Mr. Pyne enthusiastically offered their services about this time, and rehearsals soon began — lunch-times, after school and weekends. All these efforts were certainly well rewarded in the end.

For some time we were not sure we would have a hall to perform in, but thanks to Mr. Cooke and the co-operation of the Public Works Dept. men, that problem was overcome.

In the last couple of weeks there was a frenzy of activity. I think no one worked harder than Annette Bailey in preparing sets. Credit for design and painting of all those must be given to her, and I would personally like to thank her for the hours she put into them. Our back stage crew — Stuart Challenger, John Catsanos, Andrew Birchill were last minute recruits and did an excellent job, as did Mark Swadling in the preparation of the spots, with assistance from Mr. Tucker. Music was capably dealt with by Roger Davies and David Worrell.

I think everyone would agree that the Modern Jazz was a welcome departure from the traditional pattern of Play Day and an impressive feature of this was the effective lighting organised by Vicki Russell. As usual, we none of us thought everything would be done on time, or that we would ever get there. We did — and enjoyed every exhausting and exhilarating moment of it.

Mr. B. Childs.

CENTRAL AUSTRALIA — SEPTEMBER VACATION (2nd Form — 5th Form)

Itinerary: Sydney, Warren, Cunnamulla, Longreach, Cloncurry, Mt. Isa, Alice Springs, Ayer's Rock, Coober Pedy, Pt. Augusta, Broken Hill, Cobar, Sydney.

The most notable aspect of this tour, next to the incredible experience of seeing places and meeting people, was the remarkable way that everyone remained on good terms with each other right throughout the fifteen days of intense living-together. (Mr. Lawrence even tolerated Wignall and Davidson!).

More than one method for surviving the tour was implemented; the Tent-11 (10 men in a four-man tent!) method — the Nocturnal/Sleep-on-the-Bus method as well as the London/Jackson method (the-which-camp-am-I-in-method).

During the 15 days, we travelled through a complete variety of landscapes — savannas, desert, pasturelands, mountains— old and new and perfectly flat plains. The most incredible sight was the best known — Ayer's Rock; besides its monstrous size and its fantastic summit-view, the outstanding feature of this monolith is the "living" presence which it generates. Mrs. Lawrence and Chris Cheng will testify to the Rock's size.

The "experience" of the tour was had after leaving Coober Pedy early so as not to be trapped by bad weather. The

idea was to get right off the stretch of dirt road and to approach Port Augusta. As it was, we reached there at 4.30 a.m., but only after everyone, except a few sleepers (or were they just resting their eyes?), stumbled half-awake out of the bus, at midnight, into inches-deep mud to push the bus out of a bog!

A great feature of country life is the friendly people, although juvenile amenities are sadly lacking and consequently many "gangs" dominate night life — as exemplified by the large "bikie" contingent in Port Augusta.

Curiously, many towns in N.S.W. and Queensland have very modern civic centres and town halls, etc. A contrast was noted between the two mining centres — Broken Hill and Mt. Isa; the former is an old unplanned town while Copper City is very modern and well planned.

Alice Springs is almost entirely based on tourism — more precisely it runs on "ripping off" the tourist; with such things as Japanese boomerangs and souvenirs unique to Alice which are available Australia-wide.

Our last night was spent at Cobar; everyone enjoyed a friendly riot. To sum up: everyone enjoyed themselves, thanks to Mr. Inglis and Mr. Lawrence.

—Mark Swadling, 5th Form.

SPORT STOP PRESS!

2nd Grade Rugby: Premiers 1974. Fort Street's only senior premiers-ship-winning team.

1st Grade Hockey: Reached the quarter-finals of the State-wide Wales Cup.

C.H.S. Athletics: Peter Szota, 1st, 16 yrs. triple jump; 2nd, 16 yrs. long jump. Mark Uren, 2nd, 16 yrs. 1,500m.

G.S.S.S.A Athletics: Cathie Uren, 3rd, 13 yrs. high jump.

Congratulations to all!

"Damn with faint praise, assent with civil leer,
And without sneering teach the rest to sneer."

—Pope.

THE FORTIAN

ART
&
LITERATURE.

IMPENETRABLE

Life is like taking a shower in a raincoat. It defeats the whole purpose of taking a shower. It defeats the whole purpose of living — or almost.

I stood there. The water steamed down. It poured heavily. It beat down my back; splashed off and trickled down my legs. It was warm. It was wet. It was sticky. The coat clung to my back, my arms, my legs. It suffocated my body. My head was free. I reached up to the shower. The water fell on my face, pelting it softly and cleanly. My outstretched arms felt the pounding of the water. It ran down to my elbows, down my back, down my legs, tingling, refreshing. The coat fell back. The water trickled down my neck, down my front. Shivers ran through me as the wet cold coat became adhesive again. I thought "That's life". Refreshing; but unable to penetrate the wall built around me. I am unable to express myself, locked in. Shut up. I can't feel — I'm devoid of feelings. People can't reach me. But then: I want something — to live, to love. I reach out. A door opens, and life trickles in. A little stream of love and feeling runs down me; and through me. It refreshes me. I think of other people; their minds, my mind. I live for a moment, then the clammy, cold wall closes in and I'm lost again — impenetrable. The purpose of living seems useless again.

—Robyn Burchett, 5th Form.

LIFE

What is life?

Is it the opening of a flower, a fledgling's first flight, just going from day to day, or is it the ground beneath us? Whatever it is, it is there!

No matter how you look at it, however, life boils down to one main thing: Time. There is nothing greater than time. A leader of a country rules over us, but there will never be a ruler over time.

Time tells us when to laugh, when to cry and in the end, when to die. It tells you when to start and when to end.

Life is being alone, or being together with the people you know. This is friendship, something which we cannot do without. You need someone there with whom you can share your emotions.

But life isn't only the human races' emotions and needs. It is also the birds and fish and flowers that also share our world. They either make the world beautiful or ugly or meet our needs or not. One single bean of coffee can mean life. It can either give you pleasure, or taste bad and make you unhappy.

Everything has been put on this earth for a reason, to make you happy or to make you cry. It is all a part of life and even when we die life will go on. There will always be life.

—P. Szota, 4th Form.



THOUGHTS

Look at the world around you
Touch; feel
Reach out — for life.
Stretch, and find
 something,
 someone.
The shell of your body is dead
Without a mind that is alive
and forever searching —
 Take heart,
 hope.
Go and find a meaning for living
There are others like you;
Living in a dead world.
They do not understand the silence.
Find them,
 help them.
Then will you know
 you will discover
A fire within yourself.
At first, a spark, of truth.
Then a real flame, of touching
a light in the darkness.
They will feel,
 know,
 understand.
No longer blind —
They see the fire.
No longer cold
You feel the flame,
 comforting,
 warming
your heart.
You have not ended your journey,
But just begun
to grasp life.
You have taken that first step —
Communicated,
 Found Yourself.

—Robyn Burchett, 5th Form.

THE RED TERROR

With a flash of red and a roar of flame,
Down the side of the hill the bushfire came;
The wind did blow that terrible night,
As all rushed before it in terror and fright.
We battle the blaze with frantic haste,
Ne'er ceasing the struggle that necessity makes
Till dawn found us weary and worn,
Gazing upon blackened landscape,
Desolate and forlorn.

—Melanie Johnston, 1D.

THE HETHERINGTONIAN SONNET

I wish I could write poetry,
And use creative imagery.
The lyrics from my pen would flow,
And then the ink would too—oh, blow!
I shall endeavour to be like Shakespeare,
But then I would be dead—oh, dear!
His verse lives on—and so would mine,
The only difference would be the rhyme.
You will observe my octave pattern,
It is not a Miltonian, nor is it a Petrarchan.
I think that I have started a new scheme,
And though I well know that it will not seem
Quite right, I have attached to it my name
In order to ensure enduring fame.

—Stephen Hetherington, 4th Form.

GAME, SET AND MATCH

Life is like the game of tennis,
Everybody knows the game,
The rules are basic,
Most people enjoy it;
Some more than others.

People play competitively,
some with a social outlook.
Yet every person has his own style
This style like no other man's.
No one serves the same, nor plays
the forehand or backhand the same.

The ball may be hit in many directions
and may land in many different places.
Some hit it soft, some hard.

The aim of the game is to keep the ball in play,
One bad shot and you lose the point,
many bad shots and you lose the match;
But there will always be more matches,
there will always be more points.

Not everybody can be a Wimbledon Champion
or a Grand Slam winner; not everybody can play
a forehand drive correctly, nor play a serve
or volley the way it should be played.
But then again not everybody wants to;
But everybody has the opportunity to try.

No matter what the score,
No matter what the position,
Each point is a separate point and
should be played that way.

—Peter Webb, 4th Form.

☆ ☆ ☆

“Teacher, spare your simple flock. . . . Let the
dismal rods, sceptres of pedagogues, have a rest.”

—Martial.

Soon I shall sleep,
Never to wake
They will bury me,
And God, my soul will take (hopefully).

No one will remember
No one will cry
I'll no longer be a person
I'll just fade away and die.

All I dreamed of doing
The things I never did
Now I'll never do them.

No fun, no hope, no love
Just a tombstone for company
And not even the sky above.

No more trees, no more fountains
Just a lonely grave
Amongst the haughty mountains.

Now I'm not a person
Nor a human being;
Just a corpse beneath the ground
Not hearing or seeing.

The sky shall always stay blue
And the grass green;
But I shall disappear
Never to be seen.

Must I fade away?
Must I die?
There was so much to be done,
And so little time

POEMS ON NATURE

Summer—

The sun burns hotly
It burns hotly and brightly
Brilliant, dazzling.

Spring—

Bright flowers blooming
Fresh fragrances afloat
I breathe the spring air.

Autumn—

The noisy leaves fall
Making a crackling carpet
Of orange and brown.

Winter—

The cold grey sun moves
Touching the soft quiet snow
Glinting in silence.

—Alison Churches, 1E.

SYDNEY HARBOUR

A seagull silhouetted against the morning sky
glides serenely over the calm waters,
while across the harbour
the first risers lift heavy heads from their pillows.
Dark and imposing stands the Harbour Bridge
Jealously overlooking its new rival. The Opera House
Standing in all its new found glory:
No more derricks stand, or cranes' swinging arms,
such busy arms about her.
A Queen trod my walks, sat on my seats,
It seems to say.
Yes, it is the new "Queen of the Quay",
And the "elite" of the population listen
To the Operas with plastic smiles, rubber faces,
false praise, thinking, "I know I must come
to keep my status. But I am sleepy".
What use the Opera House when truly interested
people can't get in?
Sydney! bustling, noisy, crowded . . . home.

—Andrew Brady, 2nd Form.

"HIS LIFE"

His existence consists of an endless procession
of broken dreams,
He lies on the floor contemplating, hearing all, but
registering nothing,
Life to him is an illusion; sometimes full and en-
grossing, and other times consisting only of
despair and hopelessness.
There is so much to do, so many new frontiers
to be crossed.
His path is blocked by hate, fear and hypocrisy.
Love is all around him, yet he knows not of its
presence. It is something alien to him.
He is safe within his self inflicted quarantine —
a dream world of imagery, faint and delicate, a
place where only his thoughts and ideals are
accepted.
He strives to attain his self-set goal, yet he knows
not what it is.
At times, it all seems so pointless to him, yet still
he persists, knowing that it is his duty to survive.
His faults are many, he is the product of a defective
society; a society he must change.
But how?
He searches for the answer knowing that it is
awaiting to be found.
Time is running out!
If only he knew the secret of life, no longer would
his despairing Odyssey be necessary.
I have found it, but I cannot reach him.
He is lost in the maze we call life, a prisoner of
humanity.
I must free him.
Time is my only enemy.

—M. McGrath, 4th Form.

THE FORTIAN



A Trilogy — SKY

The watcher — Sometimes distant, blue, observing with a bright and loving trust, she is eclipsed only by a drift of white cloud.

Trust is temporary and is dissolved into a haze of grey. Overcast descends to earth, claustrophobically close, surrounding the land in a shroud of oppressive grey. The humid air suffocates, the polluting fog enshrouds — airy envoys of a sky descending on land. With trust restored, the mists and clouds disperse and again the sky ascends to a level of distant observance.

Since ancient times sky has riddled man's mind and teased his imagination. An enclosing blue dome suspending sun and stars, or an expanse of endless empty air through which a distant sun and stars project their lights. The holder of a spectral rainbow bridge to another world.

In the clouds man saw images — nature, abstract and unearthly landscapes. These he saw in his mind, as he saw patterns in the stars. The unending cycle of zodiac ruling his fate, as the moon ruled the ocean tides. As above, so below? Only the watcher knows.

SEA

Ripples of light, colour and illusion on the bright water; shadow on the still, green pools, briny foam on rough grey ocean. The sea has many faces, clues only to a changing nature, ruled by moon, tide and time. Beneath the calm surface, the dark dragging currents tracing the sands of the seabed, as rugged and eerie as the mountains of the moon.

She both loves and hates, bringing a cycle of life and death — the source of a first primeval life, and the destroyer of result. Some float in the amniotic fluid, buoyant and preserved; others sink, lifeless into a watery void.

The tendrils of white foam beckon the earth-creature to leave his home, escaping the parching heat and solidity of earth, for the cool and liquidity of sea. Once entered the foreign domain, he is plunged into the whims of the changing sea.

Death comes. Swamping grey waves, groping undertow, cruel dragging claws of kelp. A sting, a savage tearing of flesh and fibres by the natives of the sea. Descent into the whirlpool.

A moment of agony and panic. Gasp for non-existent air. Lungs filled by water. Gasping, swirling images of sky, gulls, cliffs and sand. Struggle — descent — apathy — drift. Bright images and flashing memories of an escaping life projected by an air-starved brain. Limpness — descent — light. The sound of distant bells and sharp high sound. Oblivion.

To keep or reject? Burial in the submerged world or rejection of the remains — washed with drift wood onto a forgotten beach. Only the whim of the green currents decides.

EARTH

An indulgent mother, a possessive maternal smotherer. I lie here close to her, amid the overwhelming, humid earthy presence — the smell of the damp soil and decaying, dead things which were once nourished by earth. In such closeness, the earth fastened her maternal hold. Unable to arise, unable to escape except for a fleeting jump or artificial flight. Tenaciously the earth possesses her children, nourishing them, one upon the other, only to finally repossess that which sprang from her — again engulfing, again in her eternal brown womb. From the decay she replenishes, continuing an eternal reincarnation.

The surface is a patchwork — mountains, deserts, plains — jungles, cities, crops, towns. Beneath the sunlit surface, a maze of dark caverns that man and light have never seen.

Deep, damp, water-formed caves give way to a subterranean world of barren chasms. Downward to the "hell" which man has feared in his religion and envisioned in his writings. No "devil's kingdom" — just ancient and lifeless rock — the heart of a maternal killer.

— C. O'Donnell. Fifth Form.



THE FORTIAN

Six knights toast their old school



Six knights toasted Fort Street Boys' High, their old school, in champagne at its 125-year commemorative dinner in Sydney last night.

A seventh, the Governor-General, Sir John Kerr, was unable to attend because of the visit

to Australia of Prince Charles.

Fort Street Boys' High School will merge with Fort Street Girls' High School next year under headmistress Mrs Evelyn Rowe.

From left to right are: Sir Hermann Black, Chancellor of the Uni-

versity of Sydney; Sir Percy Spender, the President of the International Court of Justice and former diplomat and politician; Sir Kevin Ellis, former Speaker of the NSW Legislative Assembly; Sir Harold Wyndham, former Director-General of Education in

NSW; Sir Cecil Looker, a committee member of the Stock Exchange of Melbourne; and Sir Norman Rydge, deputy chairman of City Mutual Life Assurance Society, president of the Greater Union Organisation Pty Ltd and commissioner of the Rural Bank of NSW.

TO WHOM IT MAY CONCERN

Thank you for this chance to rave again in the "Fortian". I'm not including in this my life history (since the exams) — as it's quite boring. However, I did have an "interesting experience" (good grief!) during this time — and so have presented to you this following article which I'm sure should be of great cultural and philosophical value to the present sixth form (and others). I hope from the depths of my heart that it can be included — if not, however, no hard feelings — I'd just watch for letter bombs in the mail, water bombs from any direction — and other assorted greetings from anonymous donors — anyway, it reads:

"My little ego trip for 'The Fortian' will be a brief message to all those lucky people who have a H.S.C. coming up at the end of this year, or in the future. My message is one of understanding — yet of hope! How to turn that two week 'Exam. Nightmare' into merely a bad dream — in under a week.

The means is simple and cheap: costing no
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more than \$10 for food (if you guts yourself anything like I do), 50c on accommodation — and your life (but only if you're unfortunate. I'm told it's unfortunate. I was fortunate, oh, well!).

But by what means do I advocate this miracle? Merely by hitch-hiking to that well known Australian Tourist Resort, 20 m. from Coonabarabran. Yes, the Warrumbungle Mountains (immediately following the H.S.C. for greatest effect).

But, well you may ask, what will this offer? — girls — you too can lose weight (where you need it most) by taking a ride in the back of an empty tip truck — at 60 m.p.h., along a dirt road — see kangaroos come right up to you and eat your hand!

□ Guys — experience the thrills and excitement as some 'stupid' kid who picks you up manages to 'wipe out' on a bend.

□ Meet people — like beekeepers, truckdrivers, farmers and backstabbers.

□ Everybody — visit the famous Mudgee abattoir and experience the horror and thrills as the night

shift has a drunken party ten feet from your tent — and then plays chicken with their cars and your tent.

□ Finally, you get to stand and watch the sunset outside Tamworth for three straight hours — waiting for a lift."

Yes, all this can be yours — for further info. contact the Coonabarabran Bureau for Hitchhikers to the Warrumbungle Mountains (Aust.), or me,

My only recommendation for improvement is that you leave two weeks before I did — at the beginning of the exams — it saves a lot of cruel and painful waiting later.

Yours forever happy. I'm an ex-Fortian (just wish I'd become one sooner).

—Ian Chambers

(First Year Social Work at Uni. of N.S.W.)

P.S.—If you can't get this in I'll forgive you, considering it's two months late. Sorry about that. Exams would you believe?

LIFE

It isn't often that you can find wisdom and youth together. Life is something you get thrown into, head-first. You know nothing about why you are here, or where you came from. When death comes to you, and only then, do you realise what you are about to leave behind you. When you are withered with age, and are carrying the burden of many burning memories, then you realise that what you were not prepared to do when you were young, you would give anything to be capable of doing now.

Life is something that has always been taken for granted by human beings. Animals and senseless creatures live every day to the full; they alone know how easy life can be taken away by their natural predators.

Man has the misleading idea that he is immortal. He goes along, from day to day, doing things he knows he will regret later, putting things off till they never occur. He has a misconception that he, himself, is everything. He will never understand that life is a form of ultimatum. When you go to bed at night, there is no guarantee that what you have done today you will be able to regret, or put right tomorrow.

Life should not just be "being secure" and well-fed or warm, and all the other sensual feelings on which man places such a great value. Life should be every man's natural instinct, understood and made true. It should be something that will never end abruptly, but something that will end in due time, when life has been lived to the full extent.

Life to me is basically this one thing. But I will admit that if it wasn't for the natural and physical factors that make existence absolute, it would be just knowing you are alive.

"Life is like a flower; born to die" — Carol Lemon.

—Anna Retsinias, 5th Form.

SYDNEY HARBOUR

The gentle rippling of the waves,
The silent throbbing of the sea
Arouses in me
An appreciation of beauty.
Beauty can be seen in these gentle waters
Beauty that shall be seen by our sons and daughters.

There is a wide arch here
Beckoning, saying, do not fear.
A massive structure of steel,
It has an atmosphere, a feel.

Here there is no plight,
Just nature, and its delights.
Here you feel melancholy,
And wonder at man's folly
In thinking he can do better
Than Mother Nature.

—Sanjay Seth, 2nd Form.

EARTH'S GREATEST MOMENT

They had come from all over the universe to see this great event. Even though it would last only a short time, billions were situated at a safe distance in all sorts of spaceships; from light cruisers, to enormous space liners, and even home-made ones.

All of them were turned towards the solar system which had given birth to Man. Man was now spread throughout the universe, with the great planet Trantor at the centre. But, no one here was thinking of Trantor; but of Earth and all its glories (which would soon be gone).

As many nostalgic thoughts were racing through the observers' minds, it began, without warning. The sun turned from its usual dull yellow colour to a brilliant orange, and it seemed to bulge slightly, and then it seemed to burst like a balloon. Only this was no balloon, but a deadly explosion; far worse than any artificial bomb. The sun was about to become a "super-nova".

The planet, Earth, rocked at first and was thrown out of its orbit, before the heat of the Sun hit it. When it did, the Earth exploded into billions of fragments. Earth was no more. The mighty giants, Jupiter and Saturn looked tiny in comparison to the mighty wave of visible heat and light which was hurtling down to crush them into nothingness.

In a few days the main part was finished, and where the solar system had been, there remained only a huge mass — the remains of the sun spread all over the solar system. The billions started on their journeys homeward. Earth was gone but not forgotten.

—Paul Laurendet, 4th Form.



NON-CHEQUERED EXISTENCE

On the chessboard of life, everybody moves,
 Few win,
 Nobody stalemates.

It is a test — self inflicted.
 The apathetic opponent is life.
 Many will not see the subjective King for
 worthless men.

Spectators sigh and advise — they do not
 see your rationalism,
 They see only them moving.

By the time you might have succeeded
 They have all some friends, lovers, all;
 Except you.

Pinpointed, life's criterion — black or white,
 it does not matter.

The other end has not lost — it has other games.
 But you have won.

All your members may be lost,
 But you have

FOUND YOURSELF

—John Makinson, 4th Form.

“Variety is the mother of Enjoyment.”

—Disraeli.

“Men must be taught as if you taught them not,
 And things unknown proposed as things forgot.”

—Pope.

MY FAVOURITE

Scruffy and patchy he sits by the window,
Gazing with eyes that have long lost their shine,
Looking at people that pass-by below,
And his thoughts turn back to the time when he
was mine.

He was fat and yellow, happy and grinning,
We played together in my cubby-house tree,
And I would get angry when I knew he was winning,
Game after game — and he'd just smile at me.

A golden smile that would warm my inside,
A smile that brought joy to the place that I knew,
And Teddy's stitched seams would just burst with
pride,

When I took his yellow paw and whispered, "I
love you!"

But many summers have passed since I sat in my
treehouse,

And Teddy has grown quite stiff with time,
He sits, and waits and is as quiet as a mouse,
And hopes upon hope that once more he'll be
mine.

Silent tears gather in his once smiling eyes,
And trickle gently down his scruffy, old chin;
He thinks I don't notice the place where he lies,
He thinks he should be put in the rubbish bin.

But I remember the fun and the games we used to
have

In my cubby-house tree,

And I remember the different names we called each
other

When I was three,

And I remember how we'd tumble and fall on the
dewy damp grass

Way back in time,

And I remember a yellow toy that with Love and
Pride

I'd always call mine.

—Annette Bailey, 5th Form.

COUNTRY ROADS

Praise country roads, praise shale
glazed garnet in the rain;
praise day for ochre stain;
praise any two-wheel track
that takes you back
to farms deep in a vale;
praise roads, not white or black;
roads laced with grass
or lanes caught in a shower
that sprout blue sky like flowers;
roads that don't let cars pass
but take you singly by
to see what grows and
greenly treats the eye.

—Anonymous.

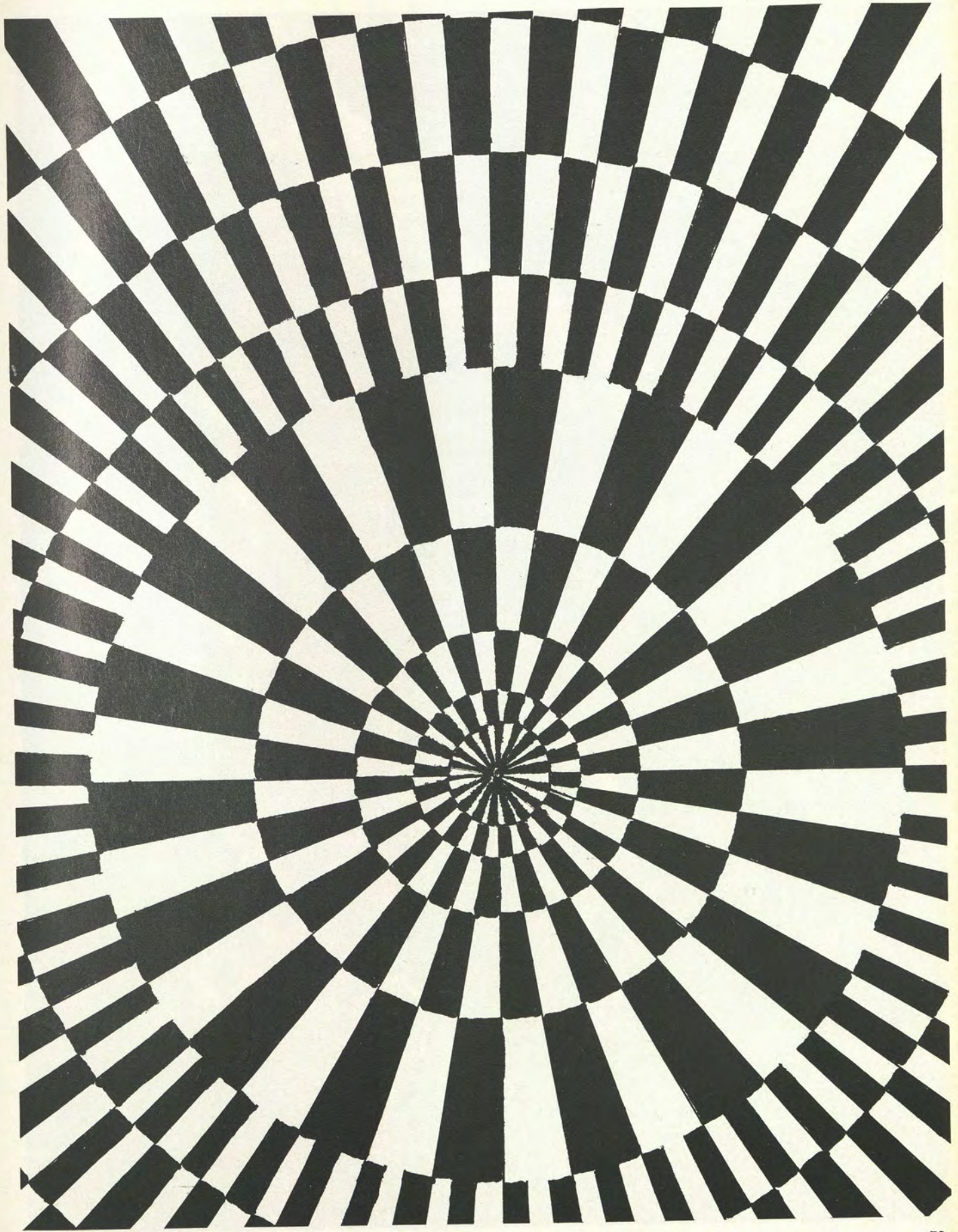
THE SPIRITUALIST

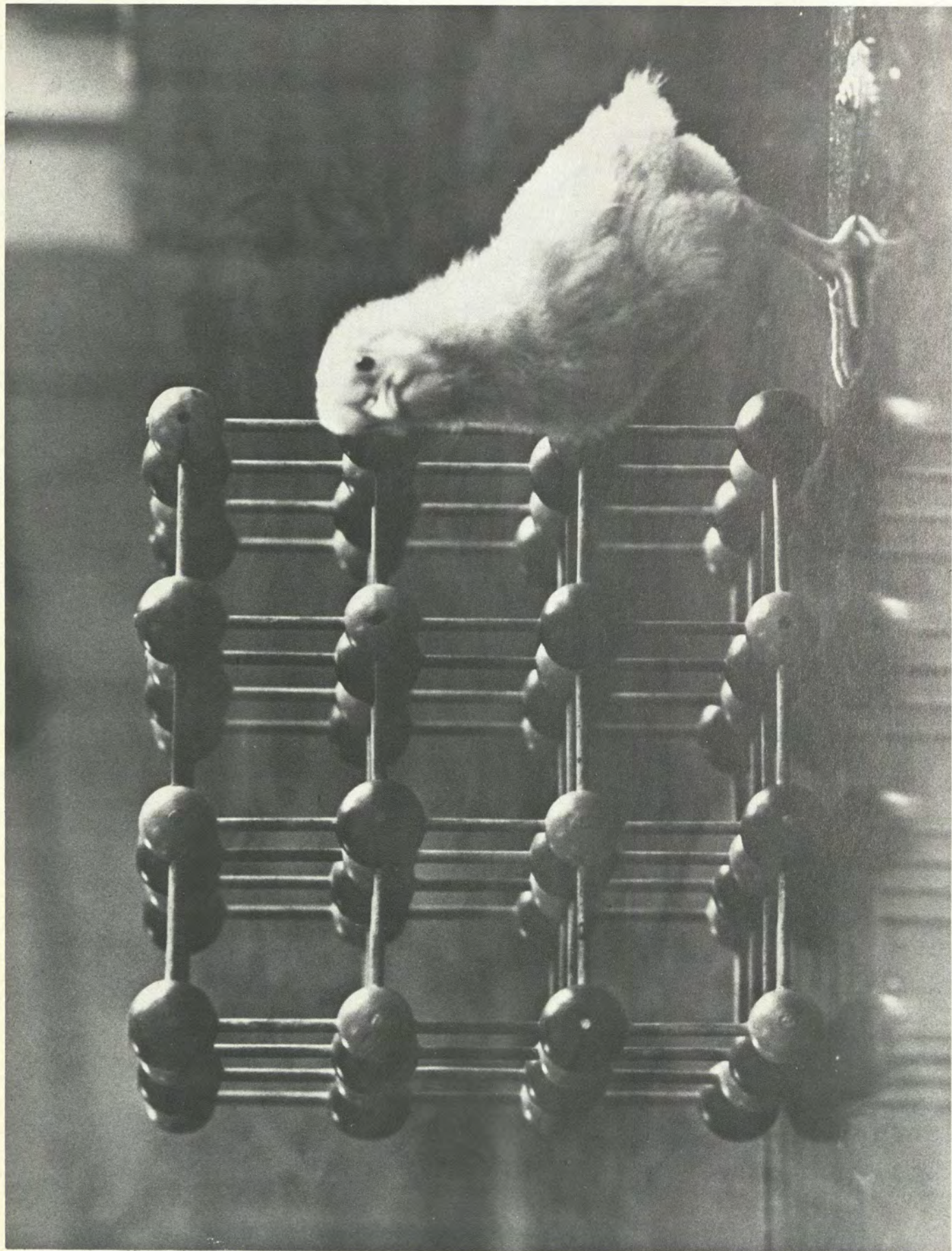
Light is low, air is heavy.
Incense burning slow and steady.
The Atmosphere is strong, dark, mysterious.
The crystal ball glows as though miraculous.
She mutters some words, "You are to die".
Is it real or is it a lie?
Shapes appear in the ball;
These shapes are coming clear to me
Shapes of death and agony.
I, myself, play the leading role,
These shapes are ripping apart my soul.
She shrieks and laughs at my torment,
A Gypsy laugh of madness and dement.
A face of moles, scars and age.
My "fortune" told, I have escaped
This place of hell where futures are faked.

—Mark Ferguson, 2A.

ASSEMBLY QUOTES

1. "A little faster than last week, Davies". — Mr. Wilson.
2. "There will be a bushwalking meeting, regarding rock climbing"—a notice from the bushwalking club, via Mr. Mahony.
3. "A large sum of money was handed in tomorrow".—Mr. Barraclough.
4. "If you don't have a uniform, you'll have to cover yourself with a note".—Mr. Cooke.
5. "We are reasonable — despite what people think".—Mr. Barraclough.
6. "Absentees today. Hands up?" — Mr. Barraclough.
7. "Girls going to Tasmania are reminded to stay behind".—Mr. Mahony.
8. "Somebody has indulged in some statistics". Mr. Cooke.
9. "We've got their uniforms, our uniforms, old uniforms, new uniforms . . ." and a Partridge in a Pear Tree.—Mr. Cooke.
10. "The women in the canteen live in fear of their lives after a G.A. on Thursday. Don't see how many you can get".—Mr. Horan.
11. "I'm no segregationist, believe me".—Mr. Barraclough.
12. "Do a little sensible breathing — use your mouth".—Mr. Wilson, on singing the school's song.
13. "Some are trying to force their way up while some are trying to force their way down!"—Mr. Barraclough on stair procedure.
14. "It's not going to rain".—Mr. Tremayne on the Athletics Carnival.
15. "I'm afraid somebody failed dismally".
"We hope to have an additional 300 odd pupils".
—Mr. Cooke.





HISTORY HYSTERICIS

1. **Mr. Jones:** (complaining about noise from jack-hammers): "I'm used to a room with padded walls. Ha, bloody ha!"
2. **Mr. Tucker:** "You want a quote for the 'Fortian', eh? This year I have said nothing worthwhile".
3. **Mr. Tucker:** Scene . . . 5th Form History Class (quietly procrastinating).
Sudden screams! Yells, wails and shrieks! — A horrid, hairy apparition at the window. "Kosta, stop scaring those girls".
4. And perhaps this is **Mr. Child's** way of thinking . . . "I don't show any favouritism — I'm equally unfair to everyone!"

MATHS MASTERPIECES

1. **Mr. Steenson:** "This 2S Maths paper is three years old."
Pupil: "And you're still doing it?"
2. **Mr. Henry:** "You should take up knitting, Rossi."
3. **Mr. Cox:** "I feel like smiling again today."
4. **Mrs. Moyes:** "Would you like a glass of warm milk?"
5. Student Teacher to 5th Form, 1st Level Maths: "Now, do you all know how to use logs?"
6. **Mr. Henry:** "Maths is just a basic formula. All you do is build a little house around it."
7. **Mr. Moalem** (to class): "If you haven't done them — do them again."

"FORTIAN" FOIBLES

1. **Mr. Pemberton:** "I'll leave that in your capable hands."
2. **Mr. Pemberton** to "Fortian" Committee: "This is **your** magazine. I don't want to do it . . . now, this is what I want done . . ."

ENGLISH ERRORS

1. **Mr. McCallion** (addressing 5th Form): "If I have to be bloody nasty, I'll be bloody nasty!"
2. **Mr. Pemberton** (to 5th Form English Class): "I think you'll like this: (on 'Crime and Punishment')."
3. **Mr. Pemberton** (regarding U.S.A.): "America must be really waiting for you. They've had Nixon, now they'll have Diana Coutts."
4. **Mr. King:** "I can't remember anything I've said this year."
5. Sports Announcement — "There will be training this afternoon, if the abnormal weather continues."
6. **Mr. Pemberton:** "I want three volunteers. Now, who's away?"
7. **Mr. Mahony:** "During times of peace, men tend to turn their attentions to things other than war."

"'Tis the taught already that profits by teaching."

—Browning.

SCIENCE SUBTLETIES

1. **Mr. Bray:** before knocking over a jar of salt, "Be careful and don't knock over anything".
2. **Mr. Barraclough:** "There's an eclipse to-morrow" (applause)
"Here's Mr. Bray to tell you all about it." Mr. Bray: "Well, um, an eclipse is when the moon goes in front of the sun."
(deafening applause).

ECONOMIC ESCAPADES

1. **Mr. Archer:** "When I was in the 7st. 7s at Armidale".
2. **Mr. Archer** (to the masses): "Say please".
3. **Mr. Archer** (before being asked): "Yes, you can ALL go to the toilets, but be sure to be back sometime today".
4. **Mr. Inglis:** "My mother thanks you, my father thanks you, my sister thanks you, and I thank you".



EXPERIMENT

Aim: To extract pure literature from a Fourth Form English class.

Method: Boil an aqueous infusion of fourth form students and writing material for 40 minutes, with a catalyst of 10 extra assessment marks. Then pass through a fractionating column and distillation tube to be filtered and collected in a beaker. This filter should be 100 per cent literature.

Result: No literature was obtained, but note the various boiling points of the aqueous infusion. This classifies the literature into three main groups:

Obscene literature — liberated at zero degree Kelvin.

Mediocre literature — liberated at 15 degrees Centigrade and top quality literature — yet unobtainable.

Conclusion: That this fourth form class cannot produce literature passable for the "Fortian".

—B. Trette.

THE CHANGING WORLD

Over the mountains is a quiet lake,
The scenery is so peaceful.
The slightly sloping hills go to sleep,
The world is breathing clean fresh air.

Then crash! bangs, screams and yells,
Floods, droughts, fires and cries:
The humans are destroying earth.

People killing, dying,
Pollution choking.
Angry rivers,
Fierce streams.

Dark eerie shadows peering, leaping,
They cast a giant shadow,
Then darkness, H E L L . . .

—Maria Kyrdes, 1D.

UTOPIA LOST FOREVER

As the golden circle sank behind the watery horizon,
A blanket of misty, black air closed in on me;
The coarse grained sand beneath me turned into a
shivering cold earth.

I tried to forget everyday life and live with the nature
around me.

I lived through that night with the constant drone of
crashing waves,
And with the animals that crept and crawled on
the ground around me.

I lived a carbon copy of that night for five years over.
Then the strangling city approached my Utopia,
The dark, crisp blanket of the night was forever
gone,

In its place came a stifling brown blanket of smog
Covering all in its pathway.

I hurriedly left for another land, never to return.

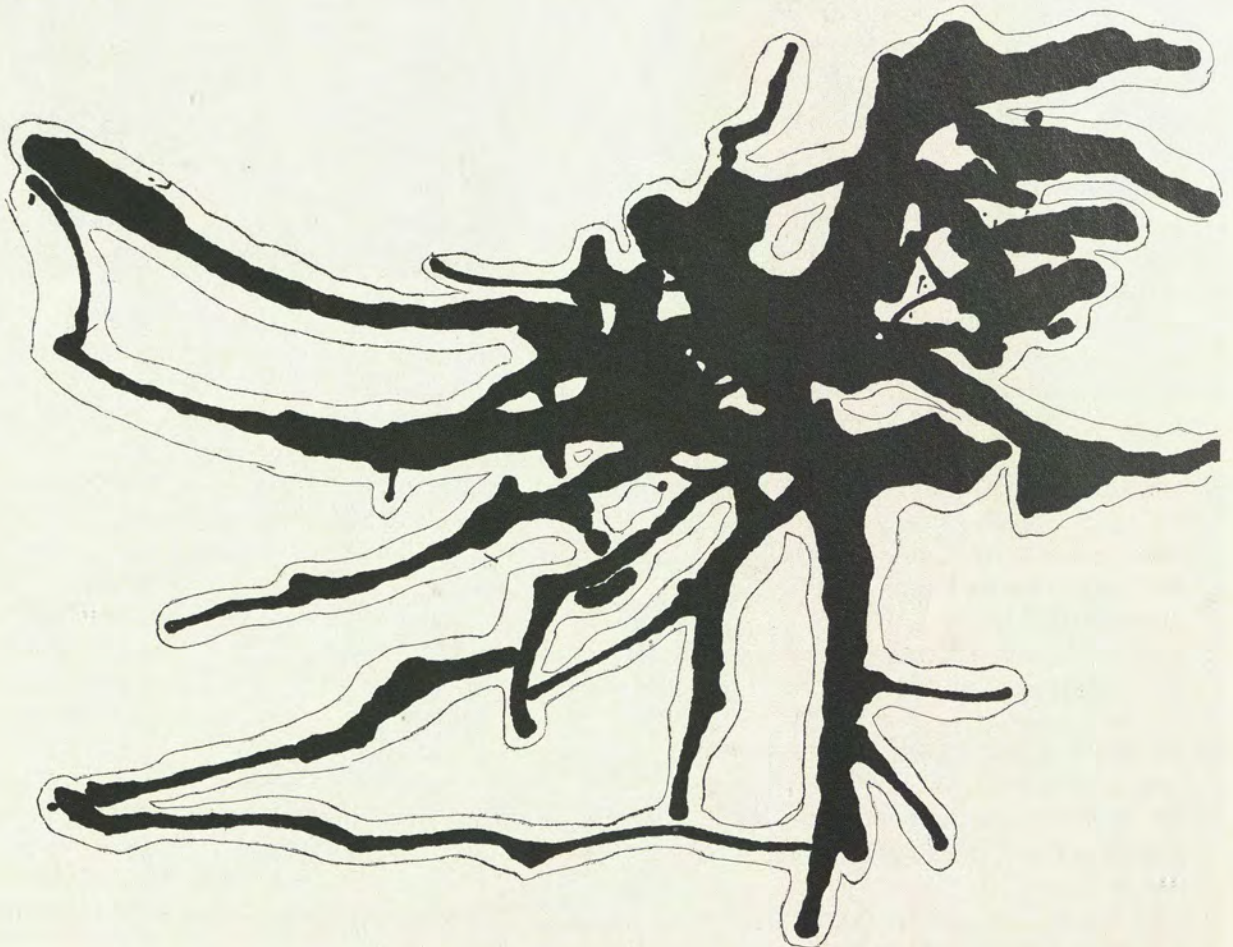
—S. Spotswood, 4th Form.

“When I am Forgotten, . . . say, I taught thee.”

—Shakespeare.

“Better to be ignorant of a matter than half know
it.”

—Publius Syrus.





A COLLECTION

Money makes the world go round,
 Blood makes the world go round,
 Love makes the world go round,
 Momentum makes the world go round.
 The world goes round despite us,
 Goes round,
 round
 It will stop.

Will I by the end of the week, have arrived? Will I ever arrive? And where was I ever going?
 Up — school — work — eat — bed.

Ad infinitum. Ad nauseum. Ad libertum. Add — subtract. Refract your nose! What are you doing any way? Go any way at all. All the time. There's time enough.

Enough to die.

A shadow, a mere figment
 Of your imagination, a light bulb.
 Symbol of today — the success story
 Of a century — the only Public Buildings
 Lacking light — are moribund schools.
 Torpid in education, religious stagnation
 The safe way, the easy way
 Assures our destination.

—Anon.

“Not only is there an art in knowing a thing, but also a certain art in teaching it.”

—Cicero.

TEA BREAK

For him a rest was a welcome opportunity.
 To stop from the dizzying pace of life.
 And relax
 And think.

The tea — sour and black. He would like sugar to sweeten, and milk to soften.
 But realised niceties were a disillusionment and took away the raw flavour.

Lighting up a cigarette he thought of his life burning away — to be finally ground up in an insignificant ash-tray.

He had ever liked the tea; too compelled to drink it, or so he thought.

His eyes fell down into the cup, and saw a face — unsmiling.

He smiled, black turned white
 he laughed, white turned golden.

Someday someone would make it taste better; but at least now it tasted promising.

So he thought.

—John Makinson, 4th Form.

I AM NOT YET BORN

I am not yet born,
 I would like to be protected from danger,
 I am not yet born,
 I wouldn't like to be miserable.

I am not yet born,
 I would like to have eyes to see bad and good.
 I would like to have ears to hear progress of man.
 And I would like a mouth to speak truth and justice,
 I am not yet born.

—Andrew Kostopoulos, 1E.

HOME

If you were a stranger visiting my home for the first time, you would probably be ushered into the kitchen where you would be offered tea or coffee. I don't think anybody would get a large chance to look around at first, because my sister, who is obsessed by umbrellas, would loudly be enquiring if she could have yours, so that while my father put your umbrella in a corner you would have to tell her, in the best four-year-old type talk you can manage, that you left it at home. Then, my brother (or I) would politely be asking if you were from India or Italy, and whether you were related to the bushranger so-and-so because you have the same surname.

The first thing you would notice would be the wallpaper and ceiling. The stained spot near the range where countless winter soups have bubbled.

And in the dining room, the chairs where our cats sleep; fine feline hair interwoven into the cloth.

The lounge where three generations of children have lain to listen to the phonograph, then the radio and then watch TV. From Sinatra to Slade. From Mickey Mouse to Matlock.

In the yard. The brick "barby" where Sunday chops and steaks have sizzled. The tool shed where Custer planned the attacks on Sitting Bull one hundred times. The poinsettia tree where Tarzan holds all his war councils.

This is the feeling of warmth and security I get when I'm home. The type of warmth you feel when all the family is inside on rainy winter days. The glow of a heater. The steady drumming of rain on the roof. It's all added together to get the indescribable, almost hypnotic feeling which gets an answer from any person, "Just like home".

—Andrew Brady, 2nd Form.

THE LIFE CYCLE

1. Life begins with childhood
Ignorance is all we expect
Non-stop shouting and moods
Problems you cannot bisect.
2. The next stop is at twelve
The jump from toys to thought
Into your queries you begin to delve
Finally you're not overawed.
3. Quite soon your real life begins
You are either a millionaire or recluse
It is now you show your sins
You either sit patiently or let loose.
4. The end of this period is dying
There is no reason to wait
Long ago you had stopped crying
You're like a dog that has taken a bait.

—Anon.

TARRALEAH

A bright green overlay of trees stands like a sentinel in the glistening sunlight, on the side of the mountains, in contrast to the vivid blue of the sky.

In the centre of this tranquil setting is a sparkling white building; its large glass eyes reflecting on the crystal water; the sunlight, like facets of a diamond. This building houses the heart of Tasmania's Hydro-Electric Scheme. It is Tarraleah.

The power station is like a mother, protecting the eerie green turbines. It is turning great amounts of water every minute and making the dream of electricity, a reality. The turbines pump water to make electricity, and relay the electricity through a mass of wires and generators to the top of the hill, high over the concrete pipes. Running down the mountain through the trees, these inanimate wires reach like fingers groping over the hill. Meanwhile, the water spills its contents into the lake to start the process all over again, and supply electricity to the "Apple Isle".

Looking at Tarraleah no one would think that in this peaceful setting is housed the heart of Tasmania; for if this heart stopped, then the industry of Tasmania would stop, like a human struck down with a heart seizure: final and fatal.

As long as this heart continues to throb, pumping life and light, it will make Tasmania live.

—Robert McPherson, 2nd Form.

WHO'S KIDDING WHOM?

Three monkey's sat in a coconut tree
Discussing things as they are said to be.
Said one to the others, "Now listen you two,
There's a certain rumour that can't be true;
That man descended from our noble race . . .
The very idea, it's a real disgrace!

No monkey ever deserted his wife
Starved her babies and ruined her life.
And you've never known another monk
To leave her babies with others to bunk,
'Till they scarcely know who their mother is!

And another thing you'll never see:
A monk build a fence round a coconut tree,
And let the coconuts go to waste
Forbidding all others to even taste.
Why, if I'd put a fence around that tree,
Starvation would force you to steal from me.

Here's another thing a monk won't do:
Go out at night and get in a stew,
Or use a club or a gun or a knife
To take some other monk's life!
Yes, man descended . . . let's make no fuss,
But brother, He didn't descend from us!

—G. Davies, 5th Form.

THE FORTIAN

EIDOLON (or Six Years)

Share your thoughts
There isn't any crime
Or if you killed your quiet rose
Amidst the beauty of the prose
And just beneath that crucifix
On the wall
Then come and weep for me
While I laugh at your good fortune.

In the restoration dream we say
Will come that crippled piano
So good and yet unable to play
For you and I alone in bed
That day we slept
And suffocated to death.

Grasping at fools and fallen trays
This animal strikes
At your best blue face
And screams and rips for hatred at a price.

Of the faces that pass reflections in the street,
That swell the gutters with blood so sweet
Stained and drowned in self reflection
Oh! hypocrites and crushing blows of anger
In duels do they swear with heat
And spill your hats — velvet and crumpled in pain.

A dozen white roses who listen
Who crowd the room
And speak when spoken to still glisten
Still there sitting at the window
Looking not at you nor me
But only she could make the rain come.

Footsteps are footsteps of the dead
Amongst the bleeding raven dark and black
Who smiles at second hand jewellery
And broken finger nails.

Of this hazy goddess alone for a while
The slackened rope of shortened hair
Adorns the wall if not moved
For a few short intervals and seconds between
The black that black will be.

As before we are told to breathe
The tears and fancy ideas
The dust suspended in down
Those supine glances meeting in collision
Strangle the straitjacket in the corner
Hanged ten year ago.

Those lips too mellow to yield cigarettes
Not even to your name
But with that wasted tune
A followed noon departs

With moments from another room
The focal point unknown
To curtains and other absorption
Plain and trivial they swallow
In design and fate of conception.

Will you come to see the air
The sun the moon the star
The portrait high above the mantelpiece
The smiles in the coffee
The police behind the door
Always listening to all directions
Keep coming in hysteria
To the world
Where it becomes the same as ought.

Where fact becomes the same as value
And the world which is described and perceived
Becomes the same as the world
Which is valued and wished for.

—Arthur Ouzas, 6A.



RED PACIFISTS

The soldier stared around him
Blood and pain
Misery and suffering
All surrounded
Him.

Emasculated pacifists refused to fight;
They were dead: executed,
All ten of them.
The brave fought
And killed
Then wept.

His own shattered hand held
A gun.
If he wasn't such a
Bloody god-fearing pacifist
He would kill himself. —John Makinson, 4A.

DIMENSION

The sights and sounds
Are monstrous.
Hideously distorted.
Here comes red nourishment
And there it goes.
My world is closing
In on me.
Where am I?
Where was I?
I'm being pushed,
Pressured and forced;
The wall is opening,
Harsh lights.
My God: That noise,
That screaming noise
It's coming from me.

—John Makinson, 4th Form.

THE DEATH OF THE DEAD

Hope put down his plough and fixed his vision on the blood sunset; a sunset that spoke of blood and carnage many years ago, many lifetimes ago.

The soil was hard and unyielding; its meagre returns were barely worth the effort. Others in the ground were once fertile and the cities were not always devoid of life. Hope knew better.

His eyes hurt and his body throbbed from the day's hard work. Then he saw it: It was her. She seemed to appear from nowhere. Tall, beautiful, waist-length blonde hair and in a dazzling long gown—white; virginal. He felt naked yet unembarrassed. Her eyes ate him. The words came involuntarily:

"What's your name?"

"Faith", she sang, "I know yours".

"Most of my people are dying — yours are dead".

She looked sad, yet felt happy . . .

"Hope is an unusual name for a man!"

"I've always been called Hope".

As the sun grew smaller, her eyes grew larger; more dominant. He did not even notice the starshine or the unnatural aurora . . .

As the sun rose Hope awoke. His rough clothes were soiled from sleeping on the earth, yet he felt stronger than he ever had. Was she an illusion? His eyes no longer ached — the sunset would be bloody no more.

The plough horse was even there. He scooped up a handful of earth — it felt softer, more fertile— perhaps even more, more — yes more charitable.

—John Makinson, 4th Form.

We will always remember . . .

1. Mr. Mahony's chair.
2. B.M.W. "Rhinoceros".
3. Mr. Bray's Hydrogen Sulphide Experiments.
4. The day or so when half the school didn't know on which side the sun rose.
5. The way the girls tried to outdo us singing the school songs.
6. MR. REINES.
7. Water polo — Mr. Clarke's and Miss Rosen's way.
8. Mr. Jones' rose snuff.
9. Miss Rosen's GYMNASTIC deterrent.
10. Mr. Clarke's stairway bouts.
11. The day Mr. Molyneux wore a tie.
12. Mr. Horan's Tuesday afternoon treasure hunts.
13. The day the new female recruits to the cadets HIT more "bulls" than the boys.
14. "You, Davies, are a wetrag. Authoritarian, wishy-washy, liberal, from the North Shore, so there!"

You will live in the shadows of your memories
stagnant pool of memories
Your name will be handled by whores
your actions will be gestures.
Gestures of the pantomime clown
who laughs at the audience.
The audience will not come
still, you will laugh
you will laugh
you will live . . .

Look into the frozen trees
see the bird
hear him sing —

like knives tearing flesh.

—Anon.

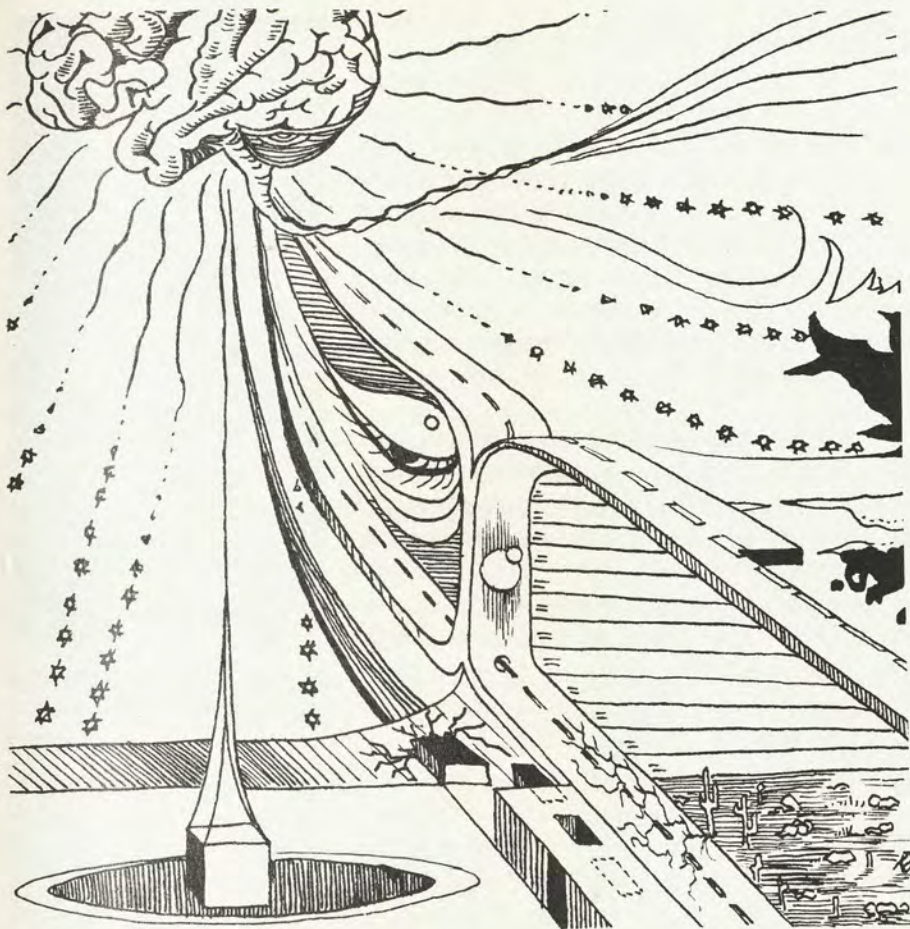
A CINQUAIN ON LIFE

Life
Must continue
Even though death
Claims our happy lives
Indifferent

An anquain is a form of French poetry. Cinq in French means five and a cinquain always has five lines.

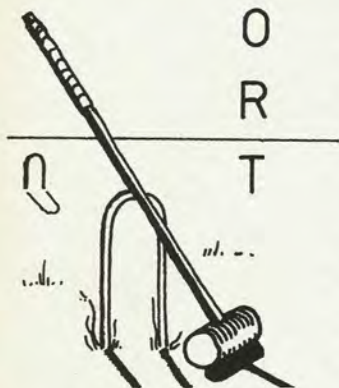
—Alison Churches, 1E.

THE FORTIAN



SPORTSMASTER'S REPORT, 1974

S P O R T



1974 seems to have been the year of Fort Street as the unsuccessful finalists. In the senior grades of the Zone Competitions, Fort Street was the losing finalist in 1st grade basketball, 1st grade volleyball, 1st and 2nd grade tennis; and both 1st and 2nd grade water polo teams were eliminated at the semi-final stage. That all these teams got so far in their respective competitions is evidence of their high sporting abilities; but it seems as though concentration and determination has been lacking at the crucial stages.

It was left to the junior grades to show championship qualities, with Fort Street providing five premier-ship-winning teams in the 10 zone competitions. Mr. Payne showed great persuasive qualities to coach Stephen Spotswood to put down his surf-board and lead the 4th grade basketball team to a 25-17 victory in the final against Enmore. Tucker's

"terrors" tormented, tantalised and tortured Enmore to defeat in the 4th grade cricket final, and Mr. Walker's 5th grade tennis team made Enmore's day even more miserable by defeating them 24-6 in their final. The 4th and 5th grade softball teams, coached by Mr. "King Hit" himself, completely dominated their competitions, winning the finals 13-3 against Ashfield and 27-7 against Ibrox. 5th grade basketball, 5th grade water polo and 4th grade tennis were runners-up in their respective competitions.

As a result of some fine performances during the summer months, Mark Swadling was chosen to represent the Metropolitan C.H.S. cricket team and Wayne Miranda was selected for the C.H.S. water polo team to tour Japan in August.

The 1974 swimming carnival was held at Ashfield Pool, and Mr. Clarke welcomed the warm sunshine in a floral see-through shirt and wide-brimmed hat. Despite this distraction, Ken Miranda and David Hutt were able to create two new records, and Paul Sheather swam and swam and swam . . . Karen Holmre dominated the junior girls' races, and Glenda Cox and Margot Harrod shared the honours in the senior girls' events. It was noted that now that girls are competing, there was a much-improved attendance at the carnival — come to think of it, there seemed to be more members of staff there also!

At the zone swimming carnival, Frank Antonini and David Hutt were outstanding, and the 15 years relay team of Scutella, Milward, Eagles and Gibson created a new zone record, and Paul Sheather just swam and swam and . . . two swimmers were selected to compete at the C.H.S. Carnival, Frank Antonini and naturally — Paul Sheather! At the girls' zone swimming carnival, Glenda Cox, Margot



Harrod, Karen Holmre and Vanessa Ebbutt all reached the finals and performed creditably.

The zone cross-country championships were conducted at Cabarita Park under ideal conditions, clinging mud, slippery inclines and brilliant sunshine! A number of individuals performed exceptionally well, notably Mark Uren, who won the 16 years' race. However, Fort Street seemed to lack the depth of talent necessary for success in the team events; except in the 15 years' age group, which was the school's sole team victory at the carnival.

The Athletics Carnival was held at Petersham Oval on the foggiest day this year! This made the javelin and discus events particularly hazardous, and Mr. Lawrence thought it would be a good idea if certain students were posted in the throwing areas in the hope that javelin and/or disci may find them. Certain students thought the same about Mr. Lawrence! Probably the outstanding performer at the carnival, besides Berjintsky's dog, was Cathie Uren. Her times in the girls' 13 years events were better than any 13-year-old boys', and her high jump of 4' 4" was 2" higher than any boy's of equal age.

Cathie went on to the zone carnival and was declared the 13 years' age champion after winning the 200 metres and high jump, and coming second in the 100 metres. Other successful competitors at the girls' zone carnival were Kate Hutt (1st in the 12 years' 100m), Jackie Ryder (2nd in the 12 years' 80m hurdles), Lisa Schulz (2nd in the 12 years' high jump), Venetta Bennett (2nd in the 13 years' long jump), and Penny Seldon (2nd in the 17 years' 100m). All these girls were selected to represent the zone at the state carnival.

The outstanding school athletes at the boys' carnival were George Katsilis, who dominated the 15 years' sprint events, and Peter Szota, who won the 16 years' 400m, long jump, triple jump and 100m. Seventeen boys from the school were selected for the C.H.S. carnival. One of the disappointing features of the boys' zone carnival was the lack of overall success in the 12 and 13 years' age groups. There is much room for hard work and improvement in these groups.

The winter grade competitions proved to be a strange repeat of the summer months. The school won more than its share of soccer, rugby and hockey games against other schools, and made the final in 1st, 2nd and 6th grade soccer, 1st and 4th grade hockey, and 5th grade rugby, but of these, only the 4th grade hockey side became premiers, defeating Drummoyne 5-3. The 1st grade soccer final was especially disappointing because, after winning every game, Fort Street drew the final with Ashfield 1-1, only to be declared runners-up on a corners countback. However, owing to some fine individual performances in the winter months, Vince Colubriale was selected to represent N.S.W. C.H.S. at rugby union, and Geoff Illingworth was chosen in the N.S.W. under 16 soccer team.

A fitting climax to the winter season was the Staff against 6th Form soccer game, one of the sporting spectaculars of 1974. After some torrid exchanges in the opening minutes, the teams settled down to play some terrible soccer, much to the delight of the large crowd. The enthusiastic school side managed to squeeze in eight lucky goals and were extremely fortunate to withstand a concerted staff fightback which resulted in a solitary, but beautifully executed goal. Gate receipts were \$23 — to Stewart House.

A group of 1st and 5th form girls organised themselves into a netball team and entered the Saturday district competition, to take on the best of schools with full quotas of girls. The girls trained themselves so well that they proved far superior to their opponents and finished the season undefeated, beating Canterbury Girls' H.S. in the final.

Whilst all the grade "stars" performed with varying degrees, the majority of the school were involved in "house" sports. The aim of these is, in the junior years, to give the students a firm, basic experience in the more traditional sports, such as cricket, basketball, soccer and rugby. Later on in the school careers, it is attempted to give the students a more varied range of activities from which to choose, hoping that while they get exercise and enjoyment, the students may find an activity which they can pursue in later life. Some of these activities include ice skating, table tennis, tennis, swimming, life-saving, golf and rowing. Some of the rowing group travelled to Taree to compete in the C.H.S. regatta in the May vacation.

Whether grade OR house, whether competing in an exhausting race of just playing "ping-pong", whether good or useless, the important thing about sport is that one enjoys it. With more sedentary ways of life and more leisure time, it is becoming increasingly important that human beings participate in some form of worthwhile exercise activity, and it is hoped that you, the students, find exactly that; some form of worthwhile exercise activity; in your school career.

Finally, the success of sport in Australian schools depends very much on the co-operation and enthusiasm of the whole staff. I wish to thank those who have co-operated and enthused in grade and house sports.

—R. Tremayne.

FIRST GRADE CRICKET

Team: R. Johnston (captain), M. Swadling (vice-captain), I. Alexander, P. Allison, V. Colubriale, R. Hayward, G. Illingworth, R. Lembit, R. Pearson, A. Thorn, R. Yamine.

Performances

Batting—

R. Yamine: 33, 22	A. Thorn: 64, 55
M. Swadling: 22, 22	R. Johnson: 69, 24
R. Pearson: 29, 25	P. Allison: 25, 30

Bowling—

M. Swadling: 4-14	R. Johnston 5-15 (including hat trick)
R. Hayward: 2-4	F. Smith: 2-7
R. Yamine: 2-8	

1st GRADE CRICKET

Coach: Mr. Sharples

Results: 2nd in Zone

1. I. Alexander
2. P. Allison
3. V. Colubriale
4. R. Hayward
5. G. Illingworth
6. R. Johnston (c)
7. R. Lembit
8. R. Pearson
9. M. Swadling
10. A. Thorn
11. R. Yamine

2nd GRADE CRICKET

Coach: Mr. Horan

Results: —

1. G. Arndell
2. R. Broune
3. J. Carbone
4. N. Cassimatis
5. G. Chamberlain
6. D. Connelly
7. K. Johnston
8. S. Kaposi
9. G. Launt
10. W. Mee (c)
11. T. Murphy
12. S. Rokobauer
13. S. Swanson
14. D. Williams

RUGBY

1974





SOCCER



Top: Jimmy Young.

Left: Peter Wesolowski.

Right: Grant Stephens and David Pickering.



Top: Leonardo Repeti v. R. Pemberton.

Left: Tony Rooke, J. Cox, R. Pemberton and Leonardo Repeti.

Right: Peter Wesolowski.

ATHLETICS CARNIVAL

ATHLETES' FOOT NOTES

"Now, we are not going to tell you where we are having the javelin event. We might get rid of some of you". Mr. Byrnes in the fog on the microphones.

* * * *

"Calling all teachers — we need more people to look for the javelins: some of them haven't come back".

* * * *

"We can't afford to have blood on the javelins. It makes them too heavy to throw".

* * * *

"Margot Harrod — an impressive win: First, second and third".

* * * *

"Mr. Childs seems to be the only competitor in the thirteen years long jump".

* * * *

"The Loneliness of the Long Distance Runner".
—Peter Dixon.





SUMMER SPORT



G. Vrahnos (Captain)



Mr. I. Walker (Coach)

5th GRADE TENNIS

ZONE PREMIERS



M. Ferguson

R. McPherson

B. Martin

L. Mainwaring

R. Polivka

4th and 5th GRADE SOFTBALL



Mr. P. King (Coach)

J. Kenyasi (Capt.)

F. Angeloni

M. Gibson



F. Marinelli (Captain)



J. Ishek

P. Georgoulis

P. Curry

A. Giunta

N. Manousaridis

Absent: M. London O. Neilsen.



B. Bull

S. Cannon

D. Casserly

R. Donlon

M. Gearie



L. Natarangelo

J. Katakatsanis

G. Lagos

D. License

F. Rebecchi

D. Sissini

D. Sterling

4th GRADE BASKETBALL



S. Spotswood (Capt.)



Mr. Payne (Coach)

S. Spotswood (Capt.)

G. Katsilis

G. Ryan

P. Elliget

J. Rauch

J. Lawton

G. Ciclovan

W. Kelly

S. Dinham



4th GRADE CRICKET



A. Beattie

G. Lembit

D. Boyd

E. Nagy

I. Boland

W. Erickson

C. Thomas



J. Jessup (Captain)



P. Alexiadis

L. Mallin

G. Chambers

I. Austen

M. Peisker

J. Kospetas

M. Swadling (Vice-Captain)



and 3rd in Zone

1st GRADE CRICKET



G. Illingworth

V. Colubriale

I. Alexander

R. Pearson

F. Smith



M. Swadling

P. Allison

R. Hayward

R. Yamine

R. Lembit

GRADE TEAMS

1st GRADE WATER POLO

Coach: Mr. P. Steenson

Results: 3rd in Zone

1. F. Antonini
2. P. Joannou
3. N. Johnstone
4. W. Miranda (c)
5. I. Muller
6. T. Power
7. L. Repeti
8. L. Rokobauer
9. J. Sturrop

2nd GRADE WATER POLO

Coach: Mr. P. Steenson

Results: 4th in Zone

1. T. Baker
2. M. Bleach
3. G. Hadley
4. M. McKone
5. N. Pack
6. G. Salter
7. P. Sheather

4th GRADE WATER POLO

Coach: Mr. J. Cox

Results: 3rd in Zone

1. I. Eagles
2. R. Harley
3. J. Milward
4. K. Miranda
5. J. Rokobauer
6. C. Scutella
7. S. Waddington
8. R. Woods

5th GRADE WATER POLO

Coach: Mr. J. Cox

Results: Zone Runners-up

1. G. Adcock
2. R. Alderton
3. I. Barba
4. R. Bell
5. M. Berriman
6. M. Dwyer
7. P. Jobling
8. W. Milward
9. C. Phillips
10. B. Pionic
11. N. Spaseuski
12. A. Steel

1st GRADE BASKETBALL

Coach: Mr. Clarke

Results: 2nd in Zone

1. K. Berjitsky (c)
2. B. Hume
3. H. Kozlowski
4. R. McNair
5. K. Parks
6. G. Spotswood
7. P. Wesolowski

2nd GRADE BASKETBALL

Coach: Mr. Clarke

Results: 3rd in Zone

1. R. During
2. J. Gorca
3. K. Hancock
4. H. Hasan
5. L. Lovrencic
6. R. McMaster
7. P. Nicols
8. D. Stewart
9. B. Stoddart

1st GRADE RUGBY

Coach: Mr. Clarke

RESULTS:

Minor Premiers Zone

1. I. Alexander
2. V. Colubriale
3. M. Edwards
4. W. Frankland
5. C. Franklin
6. B. Hume
7. G. Isaac
8. G. Jarjoura
9. M. McKone
10. W. Mee
11. W. Miranda
12. D. Reddel
13. F. Smith
14. I. Taylor
15. P. Windsor

2nd GRADE RUGBY

Coach: Mr. Steenson

RESULTS: Zone Premiers

1. M. Adolfson
2. R. Broune
3. S. Chiu
4. R. Gray
5. K. Hancock
6. C. Harding
7. K. Johnston
8. N. Johnston
9. H. Kozlowski
10. R. Lembit
11. R. McNair
12. G. Maloney
13. T. Murphy
14. R. Pearson
15. G. Stephens
16. S. Swanson
17. P. Watson
18. E. Wilkinson

4th GRADE RUGBY

Coach: Mr. Archer

RESULTS: 5th in Zone

1. G. Adams
2. S. Alston
3. S. Austen
4. D. Cridland
5. I. Eagles
6. P. Elligett
7. W. Erickson
8. M. Gibson
9. I. Greenwood
10. R. Harley
11. J. Hart
12. G. Isaac
13. G. Katsilis
14. J. Lacey
15. B. Martin
16. J. Patatou
17. A. Poliopoulos
18. P. Reid
19. J. Vianellos
20. D. Wells

5th GRADE RUGBY

Coach: Mr. Baker

RESULTS: Zone finalists

1. G. Angelopoulos
2. J. Brooks
3. P. Bull
4. D. Casserly
5. J. Catsanos
6. G. Cinelli
7. S. Dunn
8. C. Dwyer
9. T. Gibson
10. S. Giunta
11. A. Karras
12. H. Lane
13. A. Lavopa
14. F. Maurici
15. L. Notarangelo
16. M. Pack
17. B. Pionic
18. J. Rauch

19. P. Remfrey
20. A. Short
21. G. Stathopoulos
22. A. Theodosi

6th GRADE RUGBY

Coach: Mr. Tremayne

RESULTS: Withdrawn

- 1.
2. B. Bull
3. J. Demetriou
4. R. Donlon
5. M. Earl
6. M. Gearie
7. M. Gray
8. G. Hodda
9. R. Isaac
10. D. Learmonth
11. K. McGlew
12. M. McKone
13. R. McPherson
14. G. Margelas
15. D. Sissini
16. G. Vrahnos

1st GRADE SOCCER

Coach: Mr. Molyneux

RESULTS: Zone runners-up

1. S. Di Marco
2. G. Erickson
3. G. Illingworth
4. R. Johnston
5. M. Musso
6. C. Petroulas
7. L. Repeti
8. L. Rokobauer
9. S. Rokobauer
10. K. Watson
11. P. Wesolowski
12. R. Yamine
13. J. Young

2nd GRADE SOCCER

Coach: Mr. Metcalf

RESULTS: Finalists

1. N. Cannon
2. J. Carbone
3. C. Conzek
4. A. Drakopoulos
5. A. Giunta
6. I. Ible
7. R. Ius
8. K. Joy
9. V. Mouratidis
10. K. Parks
11. S. Pelcz
12. R. Rooke
13. A. Rooke
14. P. Salapatias
15. P. Sheather
16. J. Stuurop

3rd GRADE SOCCER

Coach: Mr. Sharples

RESULTS: Last in Zone

1. F. Antonini
2. D. Byron
3. G. Carroll
4. N. Cassimatis
5. M. Chaseling
6. A. Farmakis (c)
7. G. Hillman
8. A. Jensen
9. S. Knight
10. I. Muller
11. J. Ntatsopoylos
12. J. Parker
13. P. Szota
14. G. Turner

4th GRADE SOCCER

Coach: Mr. Henry

RESULTS: Semi-finalists

1. P. Alexiadis
2. F. Angeloni
3. W. Deanshaw
4. M. Donnelly
5. S. Hayward
6. J. Kospetas

7. B. Lennon
8. T. Luketic
9. V. Morcillo
10. E. Nagy
11. W. Newton (c)
12. J. Rokobauer
13. C. Scutella

5th GRADE SOCCER

Coach: Mr. King

RESULTS: Last in Zone

1. A. Birchill
2. D. Boyd
3. S. Cannon
4. R. Consiglio
5. M. Elliot
6. P. Ellis
7. A. Everingham
8. J. Haldane
9. A. Ladopoulos
10. D. Licence
11. C. Mantzouridis
12. V. Ponzio
13. F. Rsbecchi
14. P. Reid
15. C. Tanner
16. A. Williamson

6th GRADE SOCCER

Coach: Mr. Legge

RESULTS: Zone Finalists

1. D. Adcock
2. I. Barba
3. C. Brady
4. S. Haig
5. B. Harding
6. B. Harris
7. N. Hillman
8. S. Horowitz
9. C. Iliadis
10. Y. Kaya
11. A. Kostopoulos
12. F. McLeod
13. R. McPherson
14. G. Sharpe
15. B. Sheather (c)
16. N. Spanopoulos
17. D. Trodden
18. M. Walburn

1st GRADE HOCKEY

Coach: Mr. Handley

RESULTS: Zone Finalists

1. C. Georgiou
2. J. Calvani
3. J. Langridge
4. P. Georgoulis
5. H. Grau
6. G. Chamberlin
7. P. Joannou (c)
8. K. Sinnian
9. D. Wilson
10. S. Fauset
11. J. Kanyosi
12. A. Santi
13. N. McLeod
14. G. Tuchin
15. D. Carberry
16. J. Ishak
17. R. Venticinque
18. G. Westbrooke

2nd GRADE HOCKEY

Coach: Mrs. McLachlan

RESULTS: Zone Premiers

1. O. Nielssen
2. C. Thomas
3. N. Manousaridis (v-c)
4. E. Sandblom
5. B. Wilson
6. P. Tuchin
7. B. McFadden
8. R. Woods (c)
9. A. Beattie
10. B. Rogerson
11. L. Silva
12. G. Joyce
13. G. Adcock

HOUSE SPORT



SWIMMING CARNIVAL



THE NEW OLD BOYS (6th Form, 1973)

The cry is often heard in the corridors of Fort Street, "What ever happened to 'so and so'?"

Well, it is the aim of this article to tell you what "so and so" is doing now. Because of extenuating circumstances, we are able to print only a few of the replies received by us, answering the question: "What have you been doing since you left school?"

We picked this broad cross-section of answers: Peter Zographakis—Since leaving school, Peter has been in the employ of the Commonwealth Bank. He has begun a night course in accountancy.

Philip Wood: Prefect '73—Philip, after leaving Fort Street, worked in Grace Bros. "saving his pennies". He then went on to Sydney Teachers' College where he is studying Secondary Science.

Gregory Sneddon: Greg is now working on a property somewhere in the wilds of Queensland. He is undergoing a course on Property Management through the Australian Agricultural Company.

David Snow: David, after leaving Fort Street, enlisted in Australia's Fighting Forces. He is undergoing training for eventual graduation at Jervis Bay Naval College. No complaints, except that the schedule is tight, allowing David only one week's leave in the first months.

James Alexander: Since leaving Fort Street, James had a short holiday before commencing Economics study at Sydney University.

John Benjamin: Prefect '73—John, on leaving school, got a part-time job with an electrical contractor. Since then he has taken up Civil Engineering and studies at the University of N.S.W.

Leigh Cunneen: Senior Prefect '73—Leigh, on leaving school, got a job as a bus conductor. He is doing auditing in a part-time course, and has taken up a course consisting of accountancy and commerce at the University of N.S.W.

Warren Donnelly: Warren is doing Arts at University of N.S.W. He worked for six weeks as a carpenter's labourer. When asked if Warren has had any vacations, his father replied, "Warren has a vacation here; about every half day".

Ian Duncan: Vice-capt. '73—Ian is now in the employ of a Permanent Building Society acting as a trustee. When asked what Ian was doing, his mother replied, "Acting the ass at the moment. He often rings up and disguises his voice". This is probably why Mrs. Duncan wouldn't believe we were from the "Fortian" but thought that it was her son, Ian, skylarking.

Wayne Erickson: Wayne obtained a part-time job working at Pacific Films over the counter. He is now doing a course in Science-biology at Macquarie University.

Douglas Fenwick: Doug still surfs in all his spare time. He obtained a part-time job at the Nestles' factory before studies commenced. He does a course in Pharmacy at Sydney University.

Steven Gunn: Steven has had a cadetship in Electrical Engineering since he left school. Steve says he enjoys it, but he hasn't had much time for vacations, as he has been too busy with work.

FIRST IMPRESSIONS OF THE NEW STAFF—1974

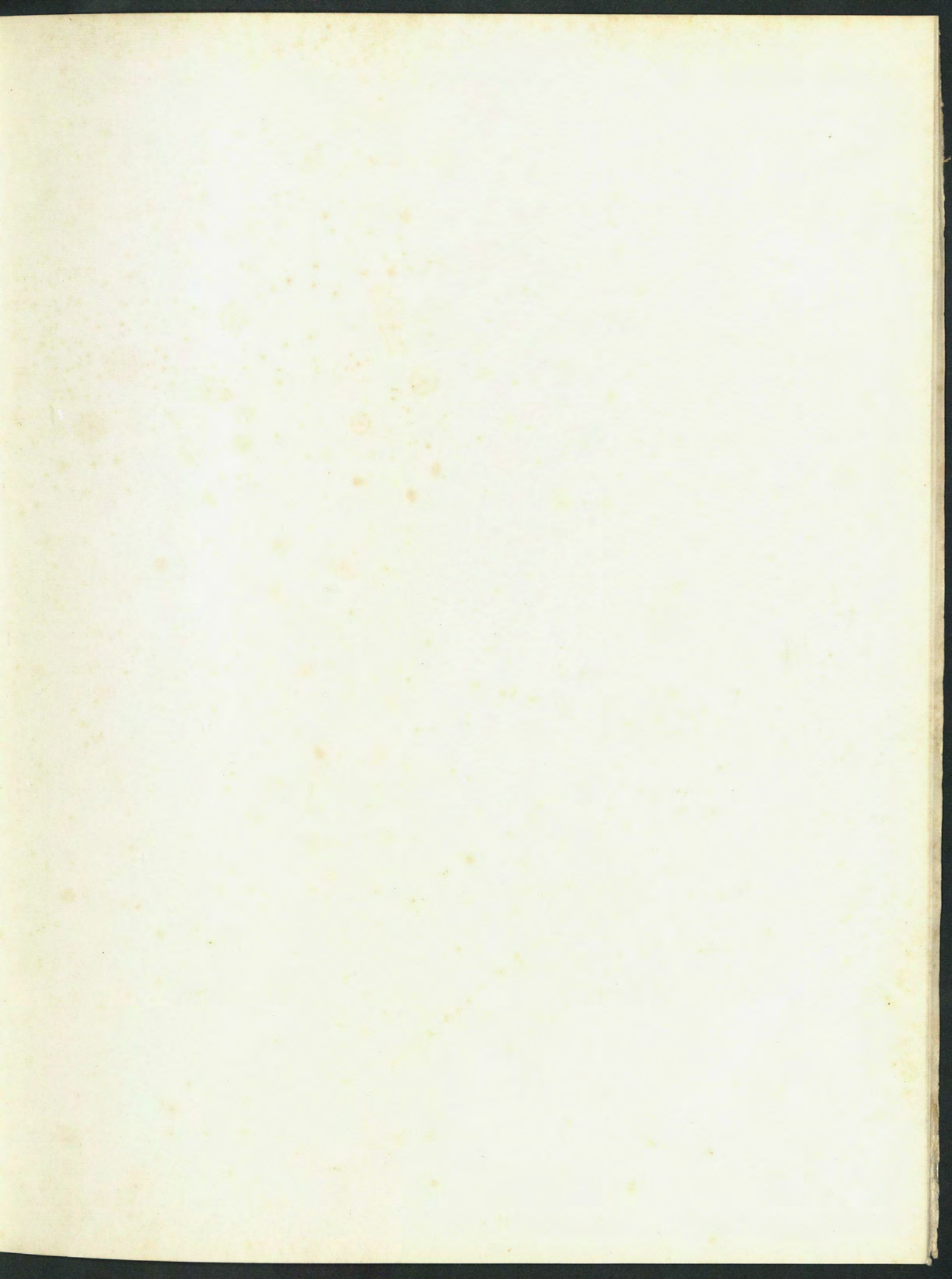
1. "I shall return!"—Mr. Pemberton.
2. "It leaves me speechless".—Miss Bennett.
3. "You won't print it, will you?"—Mrs. Lehmann.
4. "Who puts the flag up and down?"—Mr. Pyne.
5. "Pretty disgusting having only one toilet!"—Mrs. McDonald.
6. "Unwanted . . . not that the boys were unfriendly, but I had to get used to seeing boys about me — 'a nice bunch of youngsters'."—Miss Gugger.
7. No comment.—Mr. Henry.
8. "It seems SO LONG ago! . . . Loud reverberating voices".—Mrs. Moyes.
9. "I enjoyed the Co-Ed. atmosphere—impressed with attitude and co-operation amongst staff and students".—Mr. Legge.
10. "It's changed a lot!"—Mr. Legge.
11. "Gee! What a BIG place!"—Miss Sanders.
12. "It seemed reasonably friendly—I found it hard to find any girls".—Miss Rosen.
13. "Different. It's fairly rambling. It starts, and rambles on down the hill".—Miss A. L. Cooney.
14. "How the hell am I going to pronounce all 'those' names!"—Mr. D. Grove.
15. "An old building overwhelmed by the brewery—the smell of hops is very intriguing". — Mr. Archer.
16. "Not many boys in shorts THIS year!"—Mr. Tremayne.
17. "The first day remains hazy for me, however that soon passed and by the end of the week I thought, how fortunate I am to have such delightful girls to teach".—Mrs. Kershaw.
18. ". . . a cosmopolitan influence unknown to it in former days — but surely an influence offering much goodness in its contribution of many other cultures".—Mr. Wilson.
19. "Oh it's a LOVELY school!"—Mrs. Maticka.

☆ ☆ ☆

"A schoolmaster should have an atmosphere of awe,
and walk wonderingly, as if he was amazed at being himself."

—Walter Bagehot.





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