

# *High Tide.*



**75<sup>TH</sup> Anniversary Edition.  
1990**



## FOREWORD

It gives me great pleasure to write the foreword for this special edition of Williamstown High School's 75th Anniversary "HIGH TIDE".

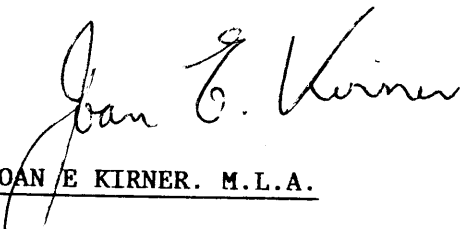
My association with the school dates back to 1981, when my daughter attended the school; and I was a member of the Parent and Teacher Association, and later on School Council.

During that time I have witnessed the school undergo a series of important changes. In particular, Williamstown High has made a genuine attempt to open up decision-making to teachers, parents and students. For example, working together, parents, teachers and students have changed assessment and curriculum policies in ways which both challenge students and meet their needs. The school's retention rate has been one of the real successes, catering for students and upholding the belief that "access and success" are twin educational goals.

Since I have come to live in Williamstown, and become the Local Member, I have realised how important Williamstown High School is, as part of the local community of Williamstown and its environs. This was particularly highlighted at the Seventy Fifth Anniversary functions in March of this year, when many, many hundreds of ex-students and teachers celebrated the occasion.

The challenges now facing the school include the implementation of the VCE and extending co-operative learning arrangements with other local schools to provide a full range of curriculum offerings. I am confident that, with the continuing support of its community, Williamstown High will meet these challenges.

I extend my best wishes to all for a successful future based on the fine achievements of the past.



THE HON. JOAN E KIRNER. M.L.A.

PREMIER OF VICTORIA.

November 1990.





## CONTENTS

Foreword .....	1
School Council President's Address.....	4
Principal's Report.....	5
Reprint of 1921 Official Opening.....	6
Early Buildings at the School.....	7
The Drill Hall to Assembly Complex.....	8
Early Days.....	9
An Historical Record.....	10
Phyllis Hall & Jessie Ferguson Memoirs.....	13
Bert Crellin Speaks & Woodfull Legend.....	14
The Parkers Phyllis Miller & Nora Murton.....	15
Recollections of Margaret Burns & Hartley Halstead.....	16
Woodfull - The Test Cricketer.....	17
From a 1930'S "HIGH TIDE".....	18
1940'S Students Have "A Say" in "HIGH TIDE".....	19
Drama in the 40's in "HIGH TIDE".....	20
Joan Parke.....	21
Betty Sinclair.....	21
Alan Galvin.....	21
Meeting George Bird.....	22
A Letter from John Frazer.....	23
1949 Vacation Tour Report in "HIGH TIDE".....	24
The Glenn Campbell Story.....	25
The Timeball - "HIGH TIDE" - 1940's.....	26
Activities of the 40's & 50's in "HIGH TIDE".....	27
Social Events in the 40's & 50's in "HIGH TIDE".....	29
Memories Of An Oak Tree in "HIGH TIDE".....	31
From the Old to the New World in "HIGH TIDE".....	32
A History of Williamstown in "HIGH TIDE".....	33
Cadets and All That in "HIGH TIDE".....	34
"The Dear Ol'QUAD" Recorded in the 50s.....	35
Music in the Eighties.....	36
Curriculum Innovation & Leadership in the 80's.....	38
From "The Victorian Teacher 1983".....	38
From "The Educational Magazine 1984".....	40
School Curriculum Review 1984.....	44



Creative Writing in the Nineties.....	45
A DAY in L.A. by Clarke Aaron.....	45
SHOPPERS' GUIDE by Andrea Leicester.....	47
DEATH by Megan Mc Auliffe.....	48
YEAR TWELVE by Faten Hasna.....	49
INEVITABLE DESTRUCTION by Anthony Paine.....	50
DUCK SHOOTING by David Turner.....	51
THE COMPETITION by Jackie Georgoski.....	52
AN ALTERED LIFE by Diane Krslovic.....	53
Meet Three Generations of Bowyers.....	54
The Grieve Years.....	55
75th Anniversary Celebrations.....	56
The Anniversary Assembly.....	56
Victorian Ministry Publication on the 75th.....	58
The Pictures & Articles of the Weekend.....	60
75th Anniversary Gate Opening.....	65
A Play in Review.....	67
Second Student Conference Day.....	68
Home Economics Today.....	70
A Night of High Fashion.....	71
Camps.....	72
Sport.....	75
Music, Music, Music.....	77
English Today.....	80
Art And Craft 1990.....	81
Media Now.....	83
Pastoral Care & the Units.....	84
An Ancient House "War Cry" thanks to Gwen Garnsworthy.....	84
The Pelican Unit.....	85
The Seagull Unit.....	86
Class Photos 1990.....	86
7WM.....	86
8HY & 9IF.....	87
9DM & 10EP.....	88
7GH & 8SG.....	89
8RA & 9AG.....	90
10JO & 10SC.....	91
YEAR 11.....	92
YEAR 12.....	93
The Staff of 1990.....	94
Autographs.....	95
Acknowledgements.....	96

Inside Front and Back Covers: THE SCHOOL SONGS.  
COVER DESIGN by AARON CLARK, GRAPHICS Year 12, 1990.



## PRESIDENT'S ADDRESS

It is a great honour to be asked to write this piece for the 75th Anniversary "High Tide". The triumph of the "centre-piece" of the 75th celebrations, that wonderful weekend in March, may now be just a memory. It is to be hoped that these memories, so strongly stirred, will live on in this publication.

In my speech to those of you who came to our anniversary dinner, I spoke of the "amazing nostalgia" and expressed my wish that everyone should "feel free to indulge themselves" in that great feeling. I think I can safely say that this happened. It was indeed a splendid night. Williamstown Town Hall was crowded with friends and steeped in memories of bygone days.

Seventy-five years as a school on the same site and with some of the original one hundred and twenty three year buildings still in use is, indeed, an outstanding achievement. More than three generations of students have passed through our doors. Those of you who were present on either the Saturday or Sunday will agree with me. It was a great feeling to be back in the schoolgrounds. Our souvenir ties, glasses and teatowels were eagerly sought. Trading was indeed brisk ! Amid a rapidly changing world and a wearisome Victorian scene, it was lovely to return to the safety and security of our school days - albeit ever so briefly. I wonder to what extent we look at those days through 'rose-coloured' glasses ? It was certainly a stiff test for the memory: "Was that woman actually in my form?" "Did that person really teach me Maths?" "Can these men be the ones I flirted with in Science?" "Do I look

as old as her ?" Oh, how I could go on and on !!

The planning and organization of a Reunion, such as we saw last March, involves a tremendous amount of work. A very hard-working committee spent many hours at their task. A special mention must be made of the incredible work done by Iris Whitehurst [nee Webb], our committee Chairman, without whom, the weekend would not have run so smoothly nor so successfully. The spectacle of the weekend functions was almost entirely due to her sterling efforts. Thank you Iris, most sincerely !!

It could be said that our school is "at the crossroads". Whilst we look back on seventy-five years of learning; and reflect on the fond friendships and achievements gained, we precipitate aspirations for the future. Our past, present and future should certainly envelop us in feelings of well-being, integrity and satisfaction.

The pride we all must feel for our old school is a wonderful feeling; and those who were present in March, I'm sure, will agree with me: "They were Great Days and Happy days.....!!"

Yours most sincerely,

HEATHER RUSSELL.  
[President].





# PRINCIPAL'S REPORT

"The Best School of All". These words have been used to describe many schools. Such frequent usage can reduce the phrase to the status of a cliché.

However, I am confident that it has heartfelt meaning to the majority of students and staff who have been part of our great school.

Williamstown High School has been a site for the education of young people since 1867. It is stimulating to try to place our beginnings into the context of White Australian History.

At the time of the school's inception, Australia as a nation, was less than fifteen years old. Within weeks of the school commencing, the ill-fated landing of the ANZACS took place at Gallipoli. Our first students would have been caught up in the national pride that this event created.

Indeed, our school colours were derived from the admiration for "brave little Belgium" in the face of enemy attack.

Since those early years, our school has served the needs of thousands of students, many of whom went on to higher education and distinguished careers.

As one of the oldest secondary schools in the state, and located in the Western suburbs, the school provided an educational opportunity for many children whose forebears had been denied all but a basic education.

As the current Principal, I am extremely proud of being part of the very rich tradition. I have been able to sense a strong identification with Willy High that spans many generations.

The school continues to uphold basic community standards. In particular, it

is concerned about striving for excellence, attempting to provide students with skills and attitudes that are relevant to the times, as well as care and consideration for others, and co-operation between the school and its wider community.

I can say without fear of challenge that the school has taken many courageous steps during the last decade in order to adapt our teaching and learning styles for children who will spend the majority of their lives in the 21st century.

These efforts have been widely used as a model by schools across the state.

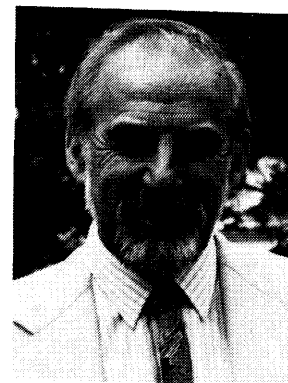
What makes our school unusual, compared to most, is that change has been managed from a solid base of tradition.

I have been constantly amazed by the depth and breadth of this tradition. It is very hard to measure it. In deed it has a kind of metaphysical property.

Throughout the historic celebrations of the 75th Anniversary, we have seen part of that collective, seemingly intangible symbol - millions of memories- that go to make Willy High- for us- the best school of all today, yesterday and for the past 75 years.

And what of tomorrow ? I am certain that Williamstown High School will continue to meet the many challenges that lie ahead; and contribute greatly to the overall development and success of education in Victoria.

LLOYD JONES.  
[PRINCIPAL].  
November 1990.





### THE OFFICIAL OPENING OF W.H.S.

By L.T.

May 18th, 1921—the reddest of all red-letter days at W.H.S.

It was not until the students had assembled and a guard of honor had been formed by our senior cadets that Sir Alexander Peacock, the Minister of Education, arrived, accompanied by Mr. Tate, Director of Education, and a number of other officials.

After some preliminary remarks upon the advantages gained by the establishment of High Schools in Victoria, Sir Alexander gave the signal for the Union Jack to be unfurled, at the same time declaring the Williamstown High School to be officially opened.

Three ringing cheers rent the air, and with proud hearts we enthusiastically sang that grand song, known and loved by all High School students, "The Best School of All."

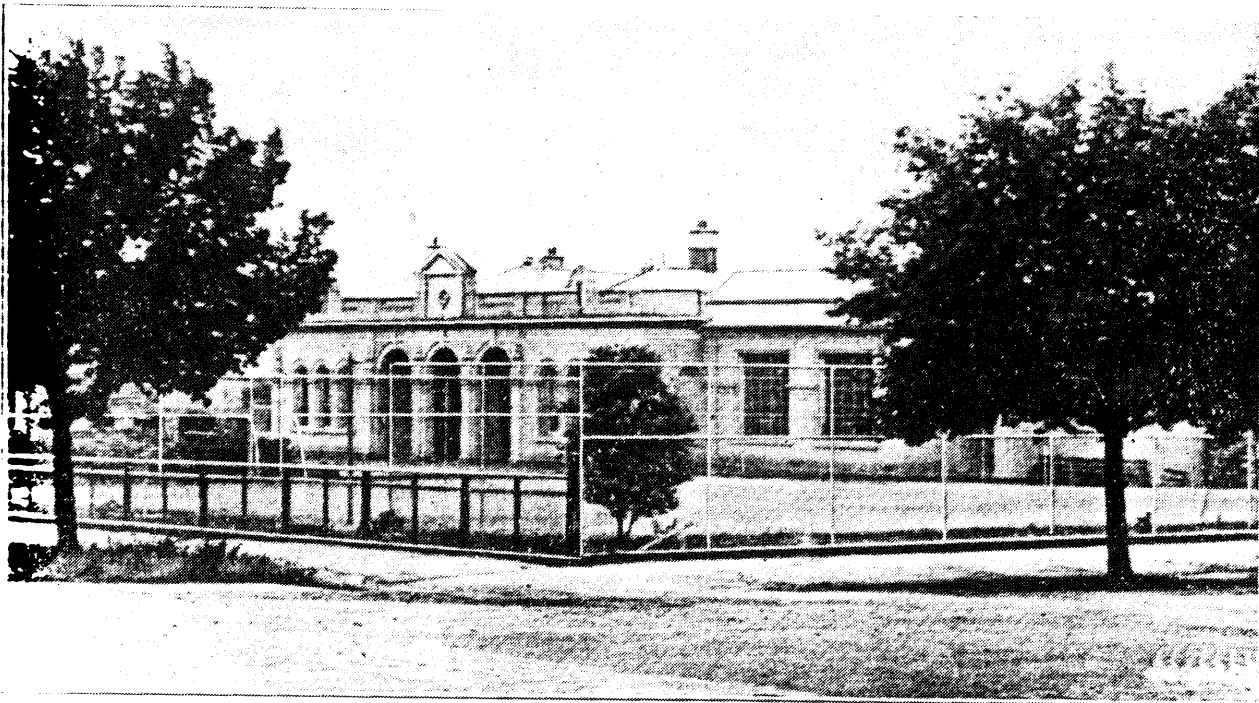
The remaining speeches were delivered, the speakers dwelling on the need for greater accommodation, and, above all, for the addition to our school building of a large assembly hall. A report was then read of the splendid scholastic and swimming achievements of the last six years, and afterwards a few songs were rendered by our school choir.

Upon the conclusion of the National Anthem we dispersed to conduct our visitors over the school. Assuredly the famous Chemistry room, made attractive by the appearance of shining apparatus and the action of spectacular experiments, deserved to be inspected first, while the Physics room, hardly less important, was thronged by enthusiasts who sought to initiate their parents into the mysteries of various scientific experiments. Meanwhile, the commercial students displayed the glories of D form-room, which enjoyed the closest attention, especially by those parents who aspire to have their children shining lights in the world of commerce. The ugly pavilions were viewed from without by dismayed mothers, horror-stricken that anyone should be forced to work in such cheerless abodes throughout the dismal winter.

Then out to the sports field, where the junior footballers and the girls' basket ball teams gave exhibitions of their skill, and where many tales were related of how the occasional defeats of the former are always more than balanced by the glorious victories of the latter.

Soon—too soon—as lengthening shadows proclaimed that evening was drawing near, we reluctantly wended our way homewards, bemoaning the fact that the afternoon had closed, and one and all prepared, for many weeks afterwards, to launch forth, at the slightest encouragement, into a thrilling description of the opening of "The Best School of All."

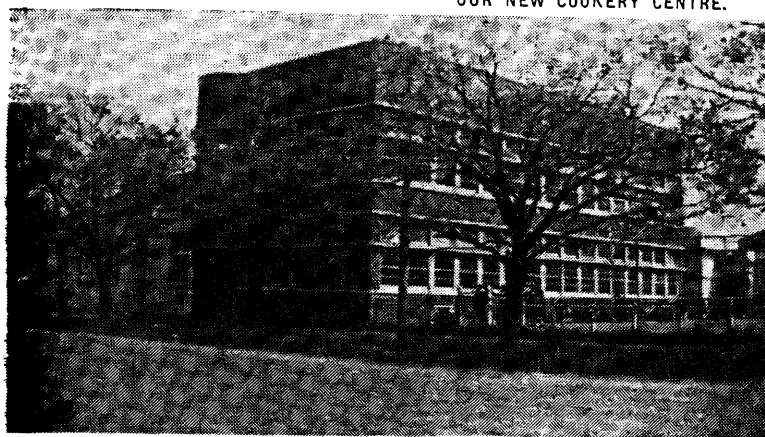
# A SCHOOL OF CHANGE



WILLIAMSTOWN HIGH SCHOOL.



OUR NEW COOKERY CENTRE.



## OUR NEW SCHOOL.

Lately a crowd of men have been invading our seat of learning. We could not guess who they were until they took off their jackets and started to take Room 13 for a ride near the Cookery Centre. Then we found out they were coming to make Williamstown High School into the second largest High School in Victoria. Near the Cyprus trees in the boys' yard was gathered the largest crowd, as the men were mixing mortar. Rooms 13 and 14 were placed on wheels and taken around near the caretaker's sanctum. No longer will we sit in Room 14 on a freezing morning without a fire. No longer will the boys complain of having to shut the door. With the new brick buildings going ahead things look rosy as far as lessons are concerned. Although we gain in one direction we lose in another, i.e., our new buildings and the tennis courts will cost us a lot of playing grounds, and our good football ground will disappear. Still, we will have a fine new school and something of which we can be proud.

B. Mountford, D3.

# VALE - THE DRILL HALL

With the demolition of the Drill Hall so turned a page in the early history of, not only the R.A.N., but also of old Williamstown.

The old Drill Hall had experienced the solid tramping of naval boots, the clear ring of nautical commands, the shrill call of a boatswain's pipe and the raising of the colours for nearly two generations. Many local residents have memories of the Drill Hall functioning at its peak of efficiency and in latter years, unknown to many, it was classified 'D' by the National Trust.

Originally built in 1886, near the Naval Dockyard, the Drill Hall served as a gunnery school for the Victorian Navy, the power of which in those days centred around the ships *Cerebus* and *Nelson*. Both ships rarely put to sea but their mere presence heralded an air of well-being to the local people.

In 1916 the Drill Hall was dismantled and the materials transported to the Pasco St. site. Each piece of timber from the original building was numbered according to position and direction and by 1924 the building was ship-shape and become known as H.M.-A.S. *LONSDALE II*. Like all shore-based establishments *LONSDALE II* presented a guard box at the main entrance, a quarterdeck, a middle deck, focsle, galley and a wardroom complete with cellar in the floor.

With the advent of World War II the Drill Hall assumed a new air of efficiency. Around the drill yard sprang up a ship's hospital, seamens' galley, mess decks, and C.P.O.'s living quarters and mess. It became the District Depot for the Naval Reserve and for

many locals it was a temporary home before they were drafted to sea.

After the war Naval Dockyard Police and cadets from T.S. *VOYAGER* used the building and, a little over a decade ago, the Education Department assumed control from the Navy.

The building, covering an area of 176' x 72', exhibited many fine and distinct characteristics. The Oregon beams had a single span varying between 60' and 90' and, as such, were the largest single length spans ever brought into the country. The port side presented gun ports which opened out for the running of guns, while the floor boards were New Zealand Kauri of two inch thickness.

On the quarterdeck there once stood a torpedo off the heavy cruiser H.M.A.S. *SYDNEY*, the wheel of the *Cerebus*, and a bell from the Queensland gunboat *GAYUNDAH* which was stripped down in Williamstown at the turn of the century.

However, history gives way to progress and this year the Drill Hall was demolished to make way for a modern multi-purpose Assembly Hall.

Though the quarterdeck has been saluted for the last time, the colours will continue to be raised. For the splendid forty feet high flag staff still remains and at present Naval Dockyard employees are renovating the staff to full rig so that it may be used again.

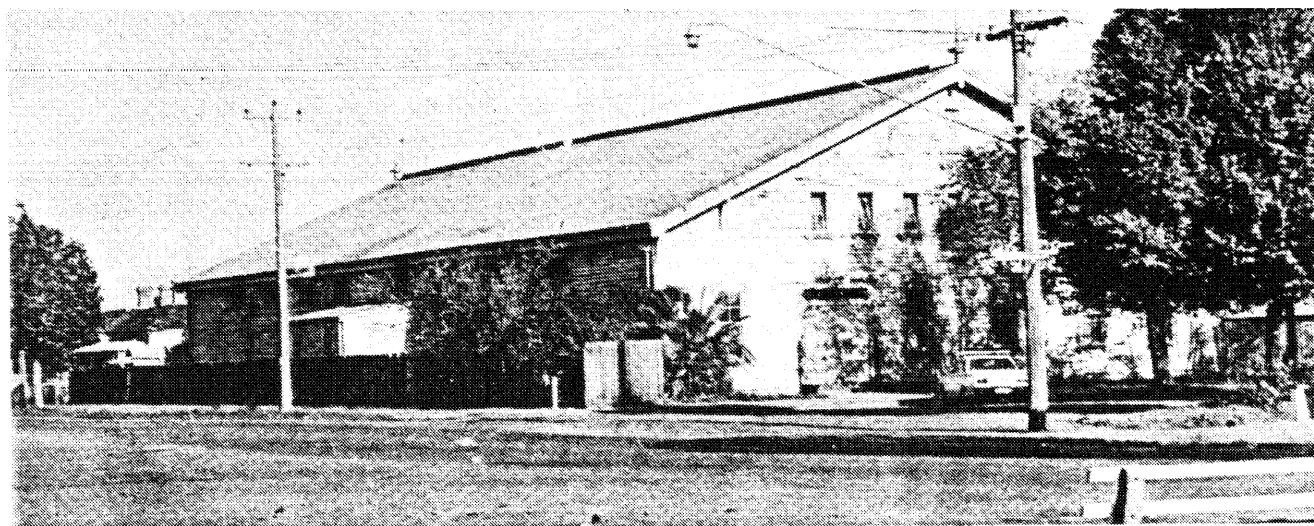
..... in memory of days gone by.

DENNIS J. NILSON

Staff 1970

W.H.S.

AS IT WAS .....





This early photograph should be of particular interest to any readers who were associated with the early days of Williamstown High School. The photograph was made available to us, through Cr. L. Parker, by Mrs. R. F. Taylor, of Bendigo. It is noteworthy that Mr. Gerity was the founder and principal of Williamstown Grammar School and that he continued as a teacher for many years after its conversion to Williamstown High School. Mr. F. Johnson, who was an honoured guest at last year's Jubilee celebrations, was the first Head Master of Williamstown High School.

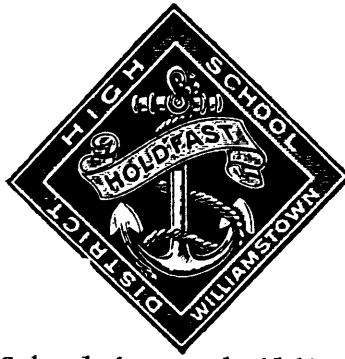
STAFF OF WILLIAMSTOWN HIGH SCHOOL 1918



Back row (left to right): Mr. L. Millar, Miss H. West, Mr. D. Gerity, Mr. F. Johnson, Mr. Jack (Sloyd Teacher), Miss C. Hunter (Mrs. R. F. Taylor), Mr. R. Colman.  
Front row: Miss F. Swan, Miss M. Deehan, Miss Carson, Miss Doris McCrae, Miss H. McGarvin.



Nelson Place - 1893



## AN HISTORICAL RECORD

There has been a Secondary School in the current location of Williamstown High School since 1867. In June 1867 a part of the present site was reserved under the trusteeship of the Borough Council. As recorded in 1875: "The site was acquired as a result of taxpayers' opinion that such a school would "obviate the necessity AND expense of sending children to Melbourne to obtain a superior education". SUPERIOR and EXCELLENT it has been and will continue to be.

In July, 1867, Williamstown Grammar School opened. The original building still stands today; with the facade being classified by the National Trust of Australia. The cost of this building was eight hundred and seventy pounds, nineteen shillings and tuppence. The history of the school between its inception and the eventful and eventual take-over by the government begs description.

Suffice to say, it was, and will continue to be, a fine school; and "leading light" in the Western Suburbs. The school was a private, fee-paying institution; and by 1874 parents preferred to send their children to the free State Schools. Prior to 1897 the school closed and re-opened several times. In 1897 D.F. Gerity took over as headmaster and the school remained in operation until 1914, when the Health Officer for Victoria, Dr. H. McLean, reported in February to the Williamstown Council that the buildings were unfit for occupation. After an inspection by Sir Alexander Peacock, Minister for Public Instruction, arrangements were made to place the school in the hands of the Education Department for renovation and the opening of the first District High School in the West.

The official examination of the Grammar School buildings took place on the 27th June, 1914. The old building with its ornamented facade was reroofed and refurbished under the supervision of the chief architect from the Public Works' Department. The original

building was left as originally sited. Plans were drawn up to add to its sides by placing two pre-fabricated buildings, as a temporary measure, so that it would be ready for occupation around August or September of that year. Design for the permanent buildings included a new structure abutting the Pasco Street frontage to create the quadrangle.

On 4th November, 1914 a proclamation of the land as a site for a High School was published in the Victorian Government Gazette.

The Inauguration of Williamstown High School took place on March 27th, 1915. The first departmental Headmaster, F.W. Johnson, originally suggested a Motto of "DON'T DRIFT": presumably because so many pupils tended to drift away from their education at an early stage. However, noted Director of Education, Frank Tate, recommended the more positive version: "HOLD FAST". All of this was at the time of the First World War when Germany had invaded Belgium. The Allies held Belgium in great respect and sympathy. The design of the school emblem and flag reflect this: Red, yellow and black are the colours of the Belgian flag.

The records of the Official Opening of the school, by Sir Alexander Peacock, show that it took place on 15th May, 1921. At this function the address was given by the Director of Education for Victoria, Mr. Frank Tate. Curiously enough, various extensions to the buildings over the years were not officially opened. The next official opening in 1972 was undertaken by Mr. F. H. Brookes, who was at the time the Director-General of Education.

In 1930 a single-storey building was added in front of the original Williamstown Grammar School Building. In 1945 the Advisory Council placed on record its appreciation of Mr. J. Lemmon, M.L.A. for his successful efforts in arranging for the erection of six additional classrooms at a cost

of eight thousand eight hundred and fifty pounds. A further brick extension of two storeys was added in 1948.

The next additions were a two storey science, art and social sciences block, together with a new manual craft wing, were completed in July, 1969.

For years the Department of the Navy generally allowed the school to use the Naval Drill Hall in Pasco Street for Assemblies. Then in 1961, this property was purchased by the Education Department. Thanks to the untiring efforts of the Parents' and Citizens' Association, various committees, as well as a State Government subsidy, a sum in excess of \$113,000 was raised to enable the construction of the Assembly Hall/Gymnasium which was opened free of debt in 1972. Prior to the demolition of the Drill Hall, this area and nearby buildings had been used as temporary classroom from as far back as 1957. Despite deplorable conditions there, these buildings provided vital accommodation during the construction of the School Science/Craft wing.

A serious setback occurred when part of the original building was destroyed by fire on 14th February, 1970. Four classrooms and the Male Staffroom were destroyed. This resulted in the re-occupation of the sub-standard rooms at the Drill Hall for another year during rebuilding operations. On 27th March, 1980 the most recent addition to the school was opened by the Governor of Victoria, Sir Henry Winneke: the Commonwealth Government Library and Humanities Block. It is ever so interesting to note that the pot-holed Pasco Street surface was completely dug up and macadamised shortly before that date. This complex has provided excellent educational resources; and will continue to do so for many years to come. The cost in excess of \$1m was provided largely by a federal grant. Another couple of building developments include the extensions to the what used to be the Girl Prefects Pavilion. This was refurbished by parents in 1982; then an extension funded by the Disadvantaged Schools' Program took place

in 1986. The complex now forms the extremely well used "Parents' Pavilion". There has also been the construction of a "Talking Books" room in the library complex.

In 1975 the National Trust gave the school the distinction of a "D" classification - not for the entire school; but for the facade to the quadrangle building, which is the surviving remnant of the original building dating back 123 years.

Many former Williamstown High School students have achieved high distinctions in professional and public life. One such person who looks back with pride, affection and gratitude for the years he spent at the school was Group Cpt. George Thompson, Hon. Surgeon to Her Majesty, Queen Elizabeth II. Another notable ex-student was Rear Admiral Mussared, further cementing the close links the school has always had with the navy and the sea. Others have been highly successful in other fields. Mr. Ron Reed became the Departments Director of Secondary Education. Mr. Alex Coultard became Secretary to the Premier's Department. Mr. Albert Booth was Director General of the Department of Social Welfare. Mr. George Brett was a Master of the Supreme Court of Victoria. Mr. G. R. Thoms was a leading Melbourne gynaecologist. Mr. Alan Hird was a senior officer in the Education Department. Rev. H. Faichney was the Moderator of the Presbyterian Church of Australia. Mr Noel Wilby was a Chief Commissioner of Police. Professor Brian Grieve, [University of Perth] who was also a Rhodes Scholar. Mr. Frank Cahill was the Chief Electoral Officer for Victoria. Mr. Gordon Thompson was the Director of The National Gallery of Victoria. Mr. Arthur Gardner was Chairman of the Victorian Public Service Board. AND many, many others....

The school has always been superbly represented in other areas, such as sport. Among them must be Lesley Thompson, former Australian Diving Champion. Cricketers, George and Jim Thoms, George Meikle, Len

Maddocks, George Tribe, Ken Meuleman and Alan Hurst are but a few from a long list of creditable performers. Bruce Davies and Alan Hird have had distinguished football careers.

In fact three ex-students were torch bearers at the 1956 Melbourne Olympics; while a further two, Dave Stephens and Les Percy, were competitors. Records show that badminton and La crosse were other sports at which many former students excelled exceedingly well.

Distinguished former members of staff in terms of sporting fame include Bill Woodfull and F. H. Brooks.

Between the 1970s and March 1990 Williamstown High has undergone many changes - not so much as the interesting but cold-hearted physical ones - but those of greater human and educational significance. In this historic 75th Anniversary Year, knowledge and acknowledgement "must be paid" to the great institution of Williamstown High School. The students, staff, parents and community representatives embarked on a massive evaluation of the school's curriculum

and assessment policies in 1982. It has now become internally renowned as "The Lorne Conference". Many changes occurred as a result of the extensive work leading up to, during and after that conference. Williamstown High virtually reasserted itself as not only the pioneer of modern secondary education in the western suburbs of Melbourne [as it did in 1915 - or even by osmosis in 1867]; but also made way for it to be widely recognised as one of the few schools ready, willing and very able to introduce teaching and learning practices now universally accepted in Victoria. It is not surprising that the school is currently one of the few schools which has comprehensively piloted the processes and subjects commonly known as the "new VCE". The school is, thus, continuing to reflect on its past and present; and ever more so willing to gear itself up for the future needs of students, parents and community. Let's see Willy High live on; and continue to be: "The Best School of All".

[Ed. note: Thanks for the contents of this article go to a number of recorders, including past Principal Alan Fagan, over the past 123 years]



Official reopening of High School 1922





## "SKIPPING CLASSES IN THE 20'S"

Miss Phyllis Hall, a lifelong resident of Williamstown and former student of Williamstown High School, has come to our attention through the 75th Anniversary Reunion of ex-students.

At the age of eighty, Miss Hall is an active member of the community and still keeps in contact with many old school companions from her school days between 1922 and 1925.

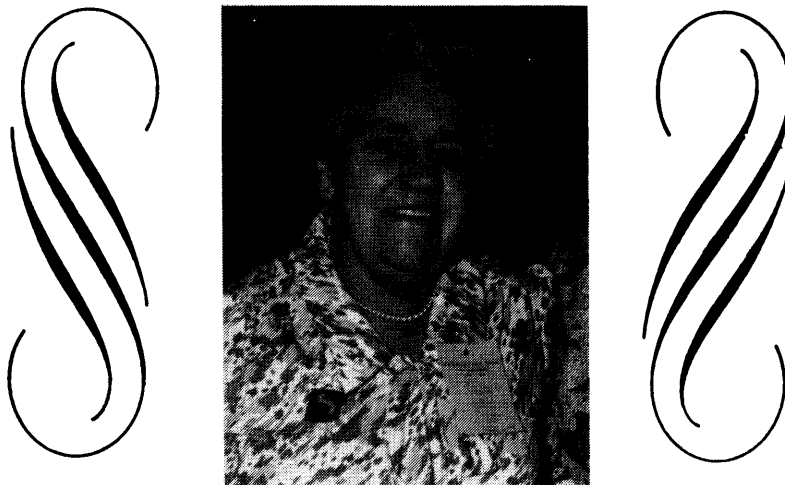
Miss Hall's comments were very interesting: taking us back to the early days; and sharing both her emotional and personal experiences. She gave us an insight into what it would have been like as a student in the 1920's

Miss Hall started her secondary schooling at the age of eleven years and four months. In the 1920's an education was not free: costing three pounds four shillings per term, which was why Miss Hall, whose mother was a widow, had to leave school early.

One of her teachers was the famous Australian cricket captain, Bill Woodfull.

Recalling a particular school day when she decided not to stay at school, half-way through lunchtime, Miss Hall elected to take the rest of the day off, without informing her parents or teachers. Unknown to her, one of the teachers lived across the road from the school. She had only made it half-way out the school gate, when she came face to face with this beloved English teacher.

Miss Hall was frozen solid with shock and amazement. Her teacher's face and stern remark are still remembered today: "Leaving school without permission, Phyllis? I will see you straight after school at three o'clock." At the time, it was certainly not funny. But now she can raise a smile in fond remembrance.



## JESSIE'S SCHOOL IN THE 20's

Jessie Ferguson attended the school for three years, those being 1922-24. She remembers that there were only a few subjects offered: English, History, French, Arithmetic, Algebra, Geography, Physics, Cooking for girls and Woodwork for boys.

Her recollections indicate that there were only five other High schools within any proximity for students on this side of the river. Willy High had four Sport Houses: Dingoes, Koalas, Possums and Wombats.

Punishments included the strap and detentions.

Each class in the school had a motto like: "Aim High" and "Never Venture Never Win".

Ms. Ferguson regularly sees friends from the school at St. Andrew's Uniting Church.

She wished the school well in its 75th anniversary year.

## MR. BERT CRELLIN SPEAKS



*MR Bert Crellin, 87, began his secondary education at Williamstown High School in the first year of its operation, 1915.*

Mr. Bertram Crellin, was one of the earliest students who contacted the school during its 75th. Anniversary; and recalled schooldays in 1915.... Cadets, uniform and strong doses of discipline were an integral part of school life. So, too, was a

positively shared fondness between the school and the "Country-like" community of Williamstown well before it was united with the metropolis of Melbourne by the Westgate Bridge, over half a century later.

# Those old school days

BERT Crellin, 87, walked through the gates at Williamstown High School on the first day of its operation in 1915. He remembers his days there as though they were yesterday.

"Kids have it easy these days," he laughs.

"There's no discipline. There is no iron hand."

The person who most stands out in the mind of Mr Crellin is his former

mathematics tutor "of the type you don't have anymore", Mr Gerity.

"Mr Gerity had remarkable knowledge and a knack of imparting that knowledge on to the students.

"He was also very strict. He could write something on the blackboard and hear some student talking or sniggering behind him. Whoosh! He would throw a piece of chalk and never miss the culprit. He didn't even have to look."

Mr Crellin believes students today have a choice of more subjects than his generation were given.

"We studied the basics: mathematics, English, French and sport," he said.

"We wore a uniform of tie, cap and pullover but did not have to wear a blazer.

"Kids were different in those days. It was not necessary to give so much discipline at school because you

would already be getting it at home. The teachers did give the strap - that I remember."

Mr Crellin now believes school days are the best of your life.

"The kids have got it made now. It was the case in my day that if your family had no money, there was no chance you could go to university. Today, there is assistance for that type of thing. Youngsters have more chances."

## THERE IS A LEGEND !!

Long, ago, Bill Woodfull, noted Australian Test cricketer, was Sportsmaster at our school. He loved to play cricket with the boys out in the school-yard.

One day in the early 20's, he made such a full-blooded 'WACK' that the ball ended up in the grounds of Williamstown Hospital !! This was the stuff of legend which remains to the present day. That the Matron refused to return the ball is of little historical merit to people born and bred beyond the illustrious bounds of Williamstown. "He did do it saith all the "authorities" who gave counsel.

Woodfull, a dignified captain of Australia in the "Bodyline" series, a few years after his tuition at Williamstown, is a source of many special memories over the past sixty odd years. Ian Cumming, a retired Associate Professor [Auckland University], who recalls with twinkling

delight how he, himself, once bowled the esteemed Woodfull.

Larry Noye recalls events, unrelated to the Woodfull era; as he attended in the early 1940's. He remembers "taking to his heels"; and ending up under a bed at home after giving cheek to a tough "Chalkie" who chased him after school. [Ed. Note: Have times really changed all that much ? Bill is a source of mixed and honoured legendary faith... out of which Australia as a nation grew and continues to develop as a meaningful neighbour in the world community and its international environs.

Larry also recounted at the re-union in March, the story of another "toughie" Mr. Bradshaw, who gave his class the choice of a detention or the cane. Twenty two boys were sensible and "insensitive" enough [or well-padded enough!] to choose the latter !!

## A DIFFERNT TIME WITH THE PARKERS

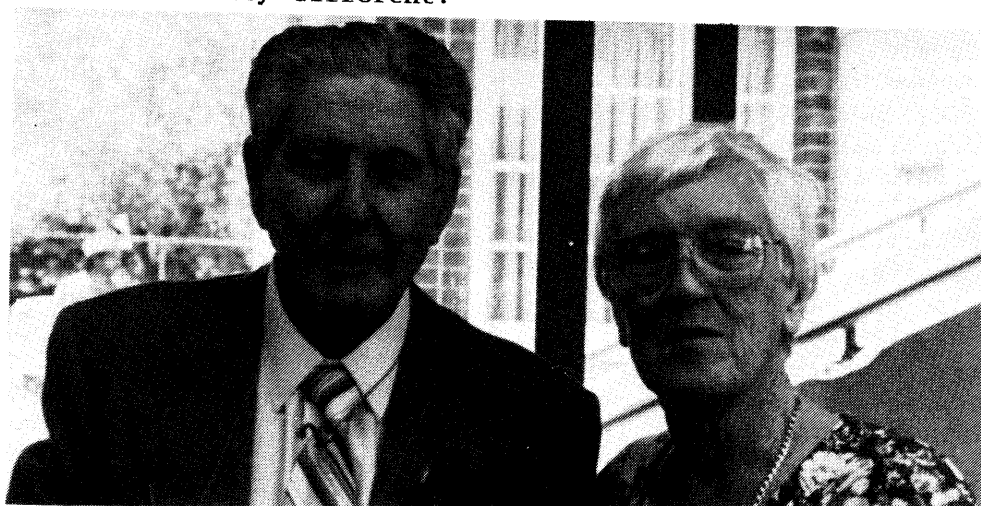
The Parker family have been in Williamstown since 1840. Mr. Parker first attended Willy High in 1922; while Mrs. Parker, in 1926. Students used to come from a very wide range of suburbs because in those days there were only seven high schools in Victoria. Malvern, Geelong and Sunshine were some of the "far-flung" places mentioned as areas from which students came.

Class sizes were also very different:

averaging 50 students per class. The teachers were regarded as "more strict" with punishments including the cane, detentions and pupils being sent out of class. Uniform included hats and gloves for the girls; and boys' heads expanded under their caps.

Mr. Woodfull used to hold some of his detentions till 6pm.

The Parkers still have contact with ex-students; but to use their phrase: "We're in the age group where you lose a friend every now and then."



## HELLO AGAIN PHYLLIS MILLER & NORA MURTON

PHYLLIS: I loved the school and hated leaving. I did think of being a teacher; but then I thought it would be a lot of work. If I had gone on to teaching I am sure I would have been quite successful because I like meeting and communicating with people. I ended up working in the commercial field.

NORA: W.H.S. was years ahead of its time: Girls were treated the same as boys and did Maths and Science. They were even given help after school by my husband. Now you read that girls should be treated the same.... but they were - in the 20's. The Head Prefect in my days was Harry Powell, who came back as principal and tried to get rid of the Houses. He got letters from me, London and America in protest!

PHYLLIS: We took the House rivalry very

seriously.

NORA: I remember when they decided to place siblings in the same House to stop the arguments at home! They weren't allowed to talk to the boys. I wasn't even allowed to speak to my brothers. A new Head Mistress, Carmen Strauton, gave us a simple talk when I was in Form 5: "Now gals, I don't want you to get into a train carriage with a man in it." That was it: that was all she said; and we didn't have sex education in those days. We laughed ourselves silly.

PHYLLIS: I fondly remember the sport competitions - especially the experience of travelling by steam train to places like Geelong. That was fantastic.

## MARGARET BURNS AS REMEMBERED BY LARRY NOYE

One of our wonderful Senior Mistresses [1939 - 45] died just before Christmas 1990 in her own her 90's. Apart from being known to her pupils for a strict attitude, she met them in another context at reunions between 1973 and 1975.

Boys who had been very wary of her discipline were shocked to find that she once chided a teacher, "Jacka" Lovett, for strapping too hard.

In her later years, she recalled a particular radio session on a program called "Heckle Hour". In those days, radio programs were as popular as any current T.V. soapie. It was radio's heyday when families listened, turned off the radio and discussed the issues over a cup of "Cocoa", a game of cards or other family activities. What's more, community issues were debated at all levels in the community. Two students spoke on the program. A dispute on the impact of the students' views occurred between the tutoring teacher, Miss Burns, and the then Headmaster, Mr. Richards. Many years later Miss Burns was exonerated for her strong stand in the ensuing conflict.

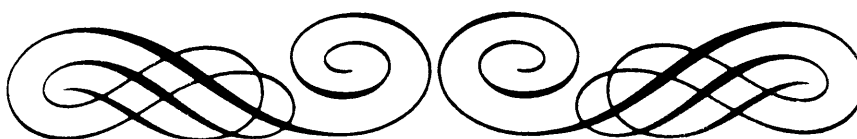
But, woe betide romantic eyed students coupling up after a school social, when Miss Burns was around. She sent one aspirant "Romeo" back to Williamstown from the tram terminus in Footscray. She was also fair and soft when need be; and even made an apology to the writer bravely in front of the class. It was a pure and simple: "apology to Larry Noye".

One Mr. Maddocks from Newport, who fathered no less than two Australian Test wicket-keepers, recalls how these boys' characters were developed because she invariably was "down on them like a ton of bricks" - and this comment was much later passed on to her. Her reply: "Tell Mr. Maddocks I thank him for his comments."

At the reunions, many a past student could not believe that such a diminutive woman could have exercised such power from her eight stone frame.

Quite some time before her passing she wished me fond farewell: "Well, goodnight, dear."

I now wish her "Bon voyage - and thanks from me and many other proteges."

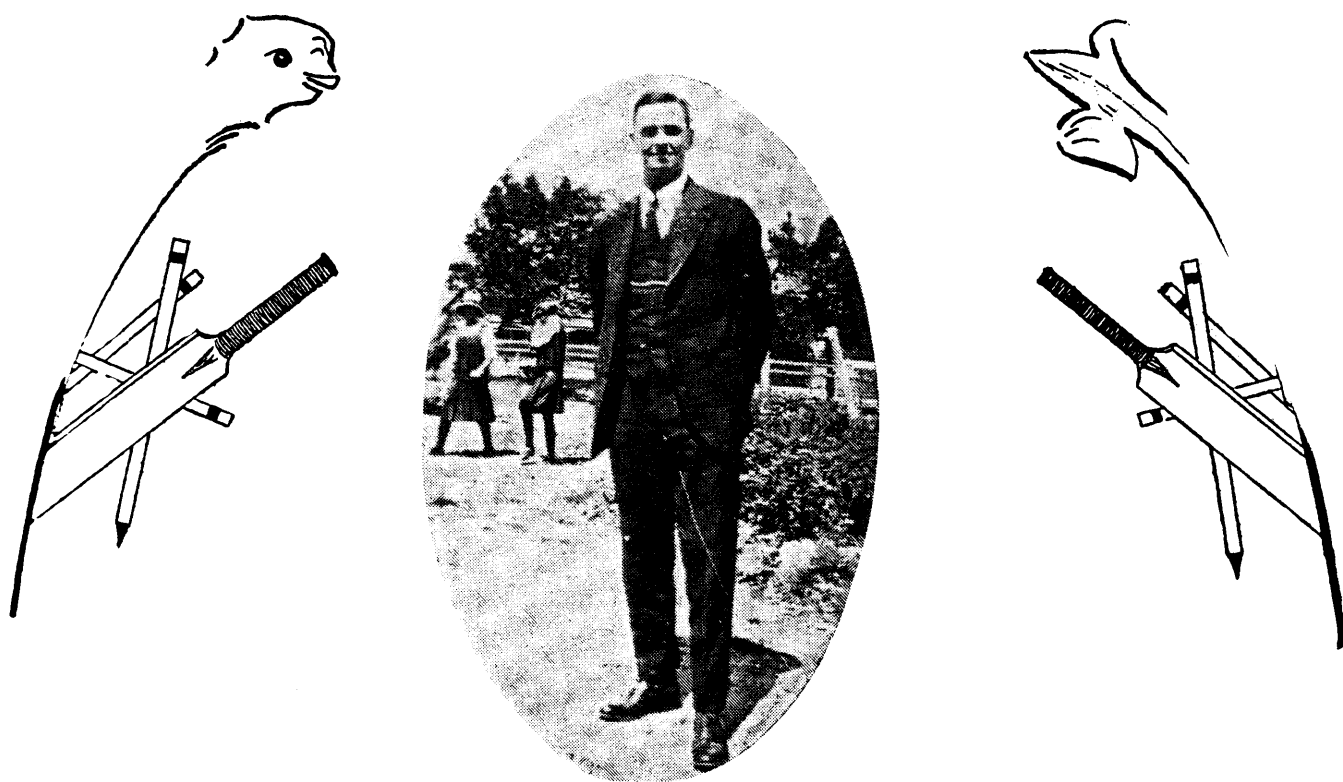


## PRESENTING MR. HARTLEY HALSTEAD.

A man who went to WHS as a boy of 9 became the Leader of Victoria's 14 Colleges of Advanced Education in 1978. Mr. Halstead's education began at North Footscray State School. Recalling starting at high school at the tender age of 9, he believes that it was actually too early. Secondary school life required a maturity which he didn't have at that stage. It caught up with him later when he had to repeat Form One.

In fact, he returned to his primary school as a 16 year old trainee teacher. In 1939 he returned to WHS as a science teacher. Over the years he rose to positions such as Director of Caulfield Institute of Technology. Then he was elevated to succeed noted educationalist, Dr Phillip Law, as vice-president - a kind of Vice Chancellor - of the Victorian Institute of Colleges. He is included in the very long list of past students who excelled in the field of education.





### W. M. WOODFULL.

Woodfull! The name conjures up thoughts of green sward, white-clad figures, and the cheerful click of ball on bat. His name is known to cricket enthusiasts the world over. Everyone has read of his exploits over in England, so what follows will not be a lengthy discourse on his deeds there. At the same time it would not be out of place to say that he was among the last to be selected, but he fully justified his inclusion in a Test Team. He gained the highest average, his top score being 201.

At the time of his selection, Mr. Woodfull was a Master at this school, where he was coach for the cricket and football. The students were proud of his achievements in the cricket world, and they had good reason. At dinner-hour he used sometimes to take a "hand," and a crowd would quickly gather behind the wicket to watch his prowess. He would hit many a ball to the railway line and once hit one in the hospital grounds. It was considered a high honor to clean bowl him, and the successful boy would be the object of envy for days often, and was liable to suffer from "swelled head." This fact was accomplished only three times during his stay at the school. In concluding, we may say that Mr. Woodfull will doubtlessly be included in all future Test Teams, and will surely make a great name for himself.

J. RODDA.

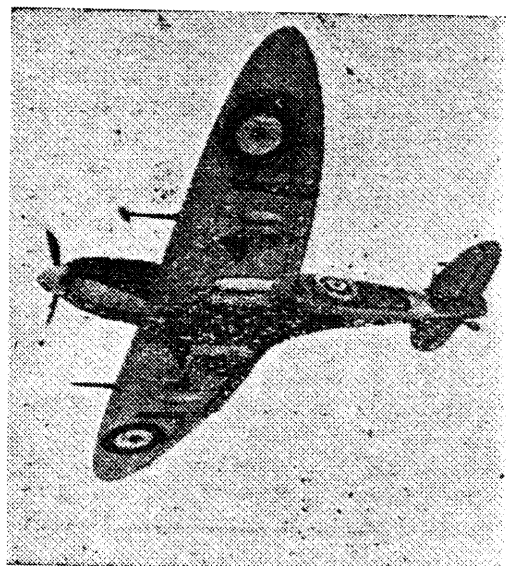


### Editorial

When our last issue appeared the victorious Allied armies were racing through France, hot on the heels of that disorganised rabble which was once the German 7th Army. For the first time in a century has war been brought to German soil. As this is being written the forces of liberation are sweeping through Holland, and are now on the Rhine. Even before this paper is published the war may be over in Europe, thus clearing another obstacle from the pathway to a new world order of justice and freedom.

It is we, now students, who will be called upon to uphold that new found freedom which has been bought at such a terrible price. One way of guarding our liberty is by making our thoughts vocal through the medium of the daily press. However, many people are too apathetic to make use of this means of expression. Therefore, it is your duty to learn to express yourself and to follow the opinions of others by both contributing to and reading your own

school paper. In doing this you will be training yourself to participate in the functions of the virile democracy, which we hope the Australia of the future will be.



**SPITFIRE.** — A particularly fine shot of this famous machine. Although designed ten years ago, this machine still ranks foremost amongst the world's first-line aircraft.

There are some people in our school who have recognised this and have contributed freely to this paper; however, others have taken the attitude of "let the other fellow do it," and have left it at that. These lazy people are of the type responsible in a great part for the world's evils. If people, ten years ago, had not said "Let someone else get rid of Hitler," that monster and many other pernicious sores on the face of our fair civilisation could not have existed today.

It is a blessing that the apathetic mind does not exist to any great extent amongst the seniors, but in the lower part of the school there is a high percentage of people who have no pride in their school whatsoever.

It is to these people that we say "Wake up!" and lead your school life as if you were really alive, instead of these spiritless lumps of clay as which you now appear. Contribute freely to the next edition of "Hold Fast" and you will be able to take pride in the fact that your thoughts have penetrated to the innermost corners of this school.

THE EDITORS.

# WHAT DO YOU SAY

## Readers Ask About "Matric" Form.

Dear Sirs,—As a member of the Fifth Form, I want to know whether there will be a Matriculation form at this school next year. Could not room 21 be used for Sixth Form classes? Failing this, here is another suggestion. With the introduction of "Free Rail Travel" many would be Footscray pupils will have to attend Hyde Street instead of W.H.S. next year.

At the entrance exam a smaller number of pupils could be chosen. This would result in a reduced First form, thus making room for the Matriculation class.—Yours, etc.,

"INTERESTED."

Dear Sirs,—Some of our teachers have been of late discussing the possibilities of our school having a "Matric" form. We sincerely hope that this is true. It seems a pity that the school, which has fostered us since we were First-formers, cannot have us in our last year of High School education.

When our school had an "honors" form, several Senior scholarships were won by Sixth-formers. I am sure that if we re-instituted the Sixth form our school will soon boast of its Senior Scholarship and Exhibition winners.—Yours, etc.,

"TWO FIFTH-FORMERS."

Editorial Comment. — Both correspondents have failed to realise that some of the First form will desire to matriculate one day. It is our duty to see that these youngsters have every possible chance to do so.

However, we hear that it is intended to make a Junior Technical school at the Williamstown North State School. It would be a far better idea to have two High School Junior forms there, thus relieving the pressure on the local High School.

## ORCHESTRA SUGGESTED.

It is suggested that those who have any musical talent should organise themselves into some form of orchestra. This school, up to date, has no outstanding organisation. Therefore it is only right that it should strive to maintain a higher standard in some form of activity.

AN ENTHUSIAST.

We hope that 'Hold Fast' is an "outstanding organisation." It has already been twice mentioned in the daily press.—Editors.

## FRETFUL AND FROZEN.

Dear Sirs,—Some weeks ago I, along with a number of others, was caught at school without my coat by a sudden downpour of rain. Having been evicted from the school building, we sought the shelter (?) of the bicycle shed. Soon, however, we were deprived of even this meagre protection and turned out into the wintry streets. Before facing the icy blast I had to fish my bike out of a miniature lake which lay on the other side of the shed. All this resulted in my taking two hours to thaw out that night with the further result that I had less time in which to do my home-work.

FRACTIOUS FIFTH-FORMER

## QUESTION OF CLUB EXHUMED.

Dear Sirs,—Some months ago you mentioned in your paper about a club being formed at this school. I would like very much to know what has happened to this admirable project.—Yours,

"QUESTUS."

Dear Questus,—We have too much work on our hands editing "Hold Fast" as it is. We only wanted to initiate the club, hoping that the staff would take an active interest in the furthering of the idea.

## DRAMATIC DAYS



### COMEDY

"Fly Away Peter" provides one of its many hilarious moments when Myra (Ken Jones) — the teen ager — gasps to her admirer "Pieface" (Douglas Henderson) that she does not know why people smoke.



Producer TOM WALSH.

## The Story of the Group's Activities

★

In 1947 Colonel Brook became headmaster at Williamstown—the oldest suburban High School in Victoria—which was founded in 1915 at the time when Belgium was being overrun by the Kaiser's German forces. The School authorities decided to use the Belgian colours of red, yellow and black, as their own, adding an anchor in honour of the Lonsdale Naval Depot situated nearby, with the motto "Hold Fast" — ostensibly to those values in life which are worthwhile.

One of the headmaster's first actions was to encourage Mr. Walsh—then recently discharged from the R.A.A.F. educational section—who both within and outside the services had a long association with amateur theatricals as an actor and producer—to form a dramatic group. The aim was to foster an interest in the theatre amongst Australian youth. It was hoped also to give them the necessary confidence in themselves to portray life, as well as encouraging them to render community service by performing plays all over their own country for charitable causes approved by civic leaders. The cause of education would be assisted in addition by enabling them to see their own country as well as meeting Australians in all walks of life.

Since 1947 three comedies "What's Your Favorite Pudding", "Tons of Money" and "Fly Away Peter", also the dramatic thriller "The Ringer" have been produced all over Victoria, New South Wales, Queensland and South Australia. At Gympie, Port Pirie, Port Lincoln, Adelaide, Sydney, Bega, Eden and at the Victorian towns of Orbost and Morwell over £500 has been raised for charities such as Hospitals, Youth Organisations, C.W.A., and activities sponsored by Rotary, Apex and Churches of all denominations.

This year the Agatha Christie thriller "Ten Little Niggers" is under production by boys whose ages range from 13 to 17 years. There is no star nonsense amongst our boys. They are a united team working as a group oblivious of personal glory, and only desiring to learn from the producer the manner in which he thinks the script should be interpreted for the playwright. In addition they attend to their make up and stage scenery. Newspaper reports reveal that their entertainment is not only of a high standard, but also not bettered by adults.

### VICTORIA'S GLOWING COMMENTS

"The play revealed that the boys possess talent. Some of the parts could not have been portrayed better professionally." (Williamstown "Chronicle" 24/9/48—"Tons of Money".)

"The characterisation of the various types assembled in the cast — a cross-section of the life of London — was a notable performance indicating more than ordinary skill for the producer and players." (Morwell "Advertiser", 2/3/49—"The Ringer".)

### MYSTERY

A dramatic moment in Edgar Wallace's thriller "The Ringer" when the house lights go on to reveal that the rascally Meister (Ralph Adams) has been stabbed by someone in the room full of police officers.





## A LETTER FROM JOAN PARKE

Thank you very much for the information about the celebrations marking the 75th year of Williamstown High School. Unfortunately I shall not be able to attend. Perhaps someone will wheel me in to the Centenary celebrations.

I was at W.H.S. 1945-49, a proud Dingo. I joined the British Colonial Service in 1950, as an Education Officer; and went to Kenya, where I later married and had two daughters. We all came to Australia in 1979.

During such a long absence I lost touch with friends from W.H.S. but remember my years there with great affection.

I wonder who else remembers those great characters on the staff, 'Bomber' Charles, 'Fluff' Mephram and a long lean Latin teacher whose name escapes me...

a wonderful teacher. But above all, for me Miss Mc Garvin who taught me to love the English language.

I wonder too if some of my contemporaries will be there: Barbara Parker, Aida Betts, Mary Goldie, Olive Powell, Trevor Treadwell, Ted Murby, Bert James... a surprising number of names come to mind. I would be very pleased to hear from any of these old friends.

I hope the 75th celebrations are a huge success.

Sincerely,

Joan Parke.

1403 Old Northern Rd.,  
GLENORIE N.S.W. 2157.

## BETTY SINCLAIR

Very strict discipline was imposed to segregate the girls from the boys. This was in the 1930's and early forties, when sport and craft classes were physically and geographically distanced to the 'n'th degree. The school rules were simple; and punishments daunting and inevitable.

In 1940, the ablution blocks and facilities were primitive in the extreme. Discipline often appeared Dickensian. The Masters strapped offenders outside classrooms whilst they were in progress. Pupils cringed inside - suffering for them. Thus, order was maintained; but I loved what I learned there. It opened my world."

## ANOTHER SUCCESS STORY: ALAN GALVIN

Mr. Calvin went a long way in business and construction, after leaving Williamstown High School. His primary years were spent at Hyde Street. 'Galvo' did not exactly give the impression of being a "serious student". Stories have filtered down through time suggesting that he was a kid with a will of his own - to use a euphemism. He maintained a steely, set smile in the face of adversity. In 1973 he recalled the hidden side to his character saying that: "The things I enjoyed were when I had good achievements, academically or in sport". "Perhaps I had an

exhibitionist streak in me," he mused.

"I used to keep a journal; and one thing I remember writing in it was: 'Did homework'." "I was actually in a serious frame of mind and wanted to learn - I felt I had to if I wanted to get anywhere." Alan Galvin said at the time.

Galvo has certainly gotten somewhere when one considers the status of the construction contracts his company has undertaken - especially in the western suburbs.

## MEETING MR BIRD

George started at the school in 1946 and left, after completing form 4, at the end of 1949. There were only six High schools around Melbourne at the time: Hampton, Essendon, Coburg, University, Melbourne and Williamstown. Students came from Sunshine, Albion, Footscray, Altona, Yarraville and Newport.

He remembers working on a baker's cart on Saturday mornings for the princely sum of five shillings.

The buildings were all connected to the quadrangle. There was a sports storeroom which he was in charge of; and which proved a refuge from unliked subjects and teachers on odd occasions. The student population was probably around 250. Furthermore, the girls greatly outnumbered the boys. Most boys attended Footscray Tech.; while some girls - only a few - went to Williamstown 'Domestic Arts' School situated at the State School. Most of the classes were segregated into the 'Professional' and 'Commercial' streams.

Having overcome a slight inclination to become a teacher, George became a clerk.

He recalls the time they introduced the school cap: worn through the school gate; but quickly abandoned to the depths of the school bag and uneaten sandwiches twenty yards down the street.

Being so close to the end of the war, a lot of new ideas were coming into education. For example, 'Doc' Walsh started organising camps at the weekends - one of which was a major

trip to Adelaide. The usual sports were football and cricket, as well as softball and basketball. An American teacher 'Hank' Bradshaw even gave a "kick-along" to baseball. Mr. Bird fondly remembers some terrifying battles on the football field as ruckman.

Plays like "What's Your Favourite Pudding" and "Tons of Money" were on the performance calendar. The latter production was taken to Adelaide, Brisbane and Gympie. "We didn't question things. We obeyed." were the terms he described the discipline climate - even though in those days students were allowed to shop for lunch at the good local Pastry Shop and still existing Fish'n Chips cafe - down by the Beach Station.

The 'Sarge' was a strict teacher. So too was a World War 1 veteran, 'Bomber' Charles, who was also a great teacher. One fine day, after explaining tangents he finished with the following: "Now you know what a tangent is; and it's not what you thought.... a bloke lying on the beach all day in the summer." [Ed.note:...groan...].

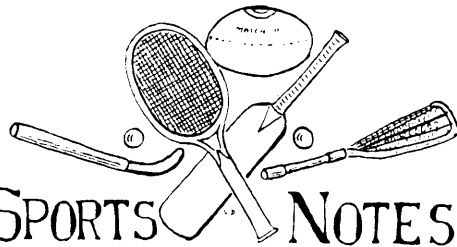
Mr. Bird cemented his schoolboy thoughts, "I just think of the good times...the good old days. You really don't appreciate them till after you've grown up. You think of all the special friendships you've made... and later missed."

"As far as discipline and behaviour is concerned we had idiots then; and I'm sure they exist today. You're not ever going to get everyone acting 100%" Mr. Bird added.

## ISABEL CAITHESS RECALLS

A lovely old lady told of her time at the school in the 20's. She was Isabel Caithess. Her days at the school were indeed adventurous and happy. Her life was capped by many telling events - none, however, to be surpassed by her award granted by Queen Elizabeth: as a

"Member of the Order of the British Empire [MBE]". She very fondly remembers the teachers, curriculum, principals and students - leave alone the good and bad times. Her memories will not be forgotten herewith.



## SPORTS NOTES.

Dear Deputy Principal,

Thank you very much for your guided tour down memory lane last week when I was surprised how little change had taken place over 50 years.

The attached photo of the girls in our final year has somehow survived my wanderings but the 23 boys are missing. We always had mixed classes prewar at WHS but most boys simply seemed to ignore them.

It was a great pity that as with a few others including Rob Hindson I was 15 when I sat for the "Leaving" and just starting to really appreciate school - far too young. No money for University and 5 years night school at Melbourne Tech. for a Chemistry Diploma and a war on is not to be recommended.

While not the best student, I was absent only for 4 days in 5 years and spared just enough time from sport to pass exams. "6 of the best" one or two times per year was well deserved and certainly caused no animosity in my case.

Our Form Mistress, Miss Broughton, was Senior English teacher - an excellent teacher as were most of the very many I can remember, but I can recall deliberately provoking one or two.

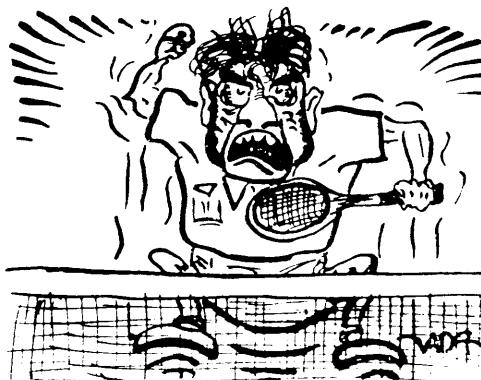
The form motto "To strive, to seek, to find" in a picture frame above the centre of the blackboard had some strange fascination for me although the opening verse "I cannot rest from travel, I will drink life to the lees" probably influenced me most as I still have about 6 overseas visits per year.

You could probably persuade your regional Williamstown, Footscray paper, if there is one, to reprint the photo as a human interest story to try to discover any survivors after 50 years and lead into a request for any printed material, particularly "High Tide" covering the 1930-60 period.

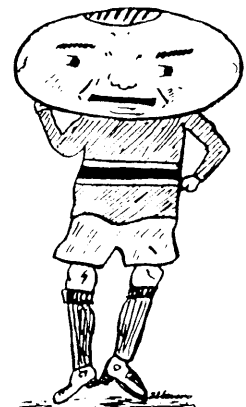
With the obvious friendly efficient atmosphere generated by you and the Principal, I would be even more delighted to be recycled and spend my secondary education at WHS.

Best wishes for you and WHS

JOHN C FRAZER.



THE OPPOSITION!



# VACATION TOURS

## TRIP TO PERTH.

On Monday, January 10, a group of ten happy boys, accompanied by Mr Walsh, left Essendon aerodrome for an educational trip to the "Golden West."

On arriving at Parafield (S.A.) we went by bus to Adelaide, and after lunch departed by train for Port Pirie. Here, after half an hour's wait we boarded the Trans-Continental for Kalgoorlie. At several stops on the way aborigines came to the train, begging for money and trying to sell boom-rangs and skilfully carved wooden animals.

After passing across miles of semi-desert we came to Ooldea, from where the Null-arbor Plains begin. The only "town" of any size is Cook, with a population of about 200. It has an annual rainfall of only five inches. We crossed the W.A. border at 7 p.m., and arrived at Kalgoorlie at 11 a.m. on Wednesday. We were met by the City Engineer, who showed us over the city and the gold-mines before we left that night for Perth.

On arriving in Perth we put our luggage in the dormitory of the Young Australia League headquarters, where we were to stay, and spent the rest of the day touring around the city. On Friday we went to Mundaring Weir, the source of Kalgoorlie's water supply. The water travels 350 miles to the goldfields through pipes about eighteen inches in diameter. The following afternoon we left by bus for New Norcia, eighty-two miles north of Perth. New Norcia is known throughout Australia for the Spanish Benedictine monks who live there and educate the half-castes in the vicinity. The Benedictines were certainly very hospitable to us and showed us all their marvellous buildings.

On arriving back in Perth late on Monday morning we went to the City Council Chambers, where we had been invited to lunch with the acting Lord Mayor (Cr. Spencer J.P.)—and what a lunch! In the afternoon we had a swim in the Swan River, near Aquinas College, which we had previously looked over. The next day we were invited to lunch with the Mayor of Fremantle (Sir

Frank Gibson), who has been mayor of that city for 25 years. We were then shown around the city and wharves by one of their well-known footballers.

The next day will always be remembered by most of our boys. We went to Rottnest Island, about 24 miles from Perth, and were shown all over it and saw its numerous salt lakes (six times saltier than the ocean). However, on the return trip many boys (notably the two brothers) were seasick, because the Indian Ocean was the roughest for two years.

On Thursday we left for Margaret River in West Australia's big timber country, down in the south-west. While there we visited some of that State's largest caves, the Mammoth and the Lake Caves. In the latter there is a wonderful lighting system.

After visiting Cape Leeuwin and the lighthouse on Monday we left for Perth. We must have been popular at Margaret River Hotel, for the waitress came to see us off. Train transport back to Perth was very poor, the carriages being little better than cattle trucks.

We arrived back at Spencer Street on January 30 in the "Overland." After such a holiday is it any wonder that we were all stimulated with a desire for travel?

B. JANES.



"West Australian"

The Acting Lord Mayor of Perth (Alderman Spencer) watches W.H.S. boys sign the Visitors' Book.

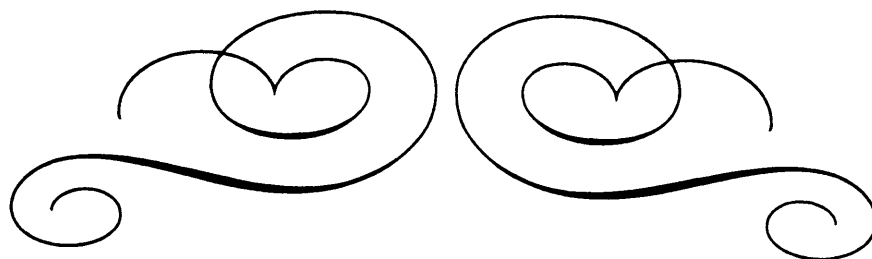


## MR. GLENN CAMPBELL

Known for his musical talents around the school, Mr. Campbell - like his counterpart in America - was a highly successful student musician in the sixties. House pianist at school for the Dingoes was followed by a distinguished Masters Degree in Music and a Dip. Ed. Needless to say, that the Dingoes always won the Eisteddfods while he was there. The overall trophy, in those days, called the Parker Cup, was also won by the dingoes on many occasions.

that one of our school songs, Hold Fast was written by Glenn while a student. Mr. Campbell is currently organist and choir-master for one of the churches in the old home town of Willy. He is now a private music teacher, specializing in pianoforte. He is also an examiner for the Australian Music Examinations Board. He produced some wonderful memorabilia for the 75th celebrations. We thank him for past and present generous feelings for the best school in the west and further afield.

The great 'pith and merit' is the fact

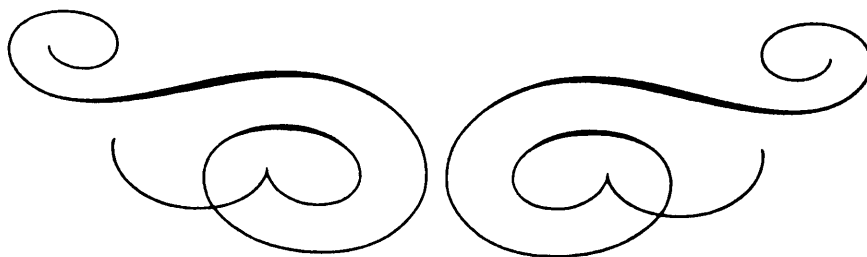


Words: A.H. Lawson

HOLD FAST

Music: Glenn Campbell

Hold fast to the things that are wor- thy, hold fast to the things that are true, re- mem-ber that oth-ers un-  
round you are last- chas- ing the ac- tions you do. Hold fast to what you learn here, hold fast to the i- de- als, youth,  
when you leave the old school then con- tin- ue to hold fast to hon-our and truth.  
when you leave the old school then con- tin- ue to hold fast to hon-our and truth!



### THE TIME-BALL

Entering Melbourne aboard one of the great liners or in a humble fishing-boat, you will probably notice a strange, silver-painted building on your port bow. It is the old time-ball, just at the foot of the Breakwater Pier, Williamstown.

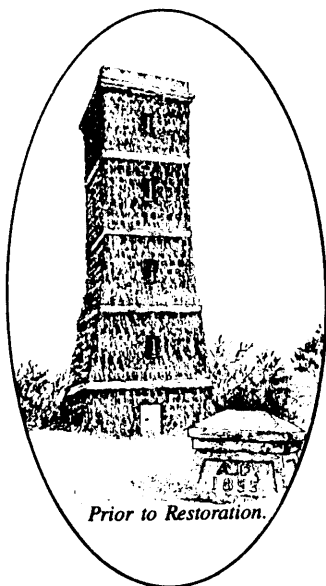
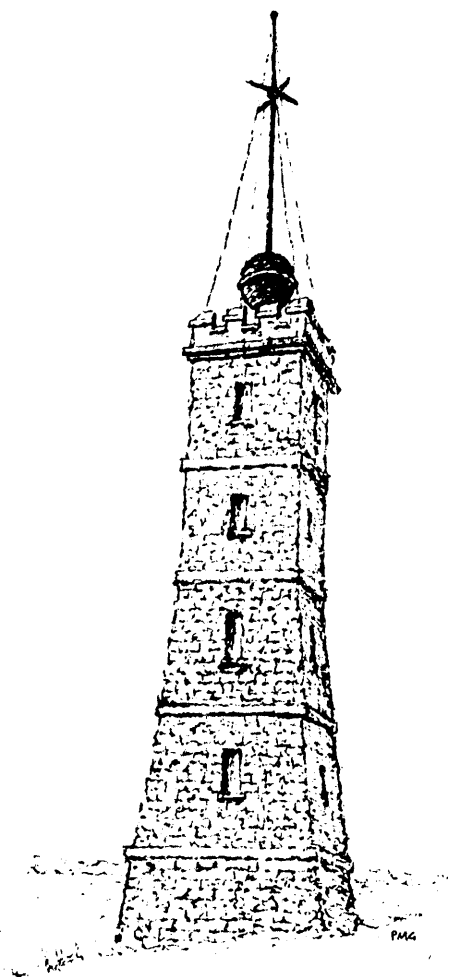
This tower was the first astronomical observatory in Victoria, erected in 1852. In the early days its equipment was quite up to date and for many years served a useful purpose in connection with the early surveys of the colony. It was fitted with loop-holes, so that it could be used as a guard-house, to prevent the convicts escaping.

At that time, when Williamstown was visited by sailing ships from all parts of the world, masters of the vessels found it invaluable for checking their chronometers. To enable them to do so, the tower was connected electrically with the main clock in Melbourne, and at exactly one o'clock each day an impetus was given by a current which dropped the time-ball down its mast to the second. The ball was controlled by automatic machinery within the tower.

Later, as railway traffic increased in volume, and the guns of the Gellibrand battery caused too great a vibration for the delicate instruments, it was disbanded as an observatory.

The old ball, however, continued to fall for many years until the removal of much of the shipping to Port Melbourne and Victoria Docks, when it outlived its usefulness, and the dropping of the ball was discontinued. But the old structure still stands as a landmark for shipping and as a reminder of the old days of Williamstown.

VALERIE WEATE, Form V



Prior to Restoration.

# ACTIVITIES

## SENIOR DRAMATIC CLUB

Yes! We even have a Dramatic Club, and I venture to say that it's the best of them all. Mr Walsh presides over a sometimes unruly group of about fifty girls and boys.

After the plays, "What's Your Favorite Pudding?" and "Tons of Money" with all-male casts, "The Bloaters," with a cast of girls and boys, caused a thrill among the male members of the school. Admittedly the former plays were good, but the girls portrayed femininity in a much more refined fashion than the pseudo-females of the other plays.

The cast of "The Bloaters," which was performed at the National Theatre, consisted solely of Club members. Those who took part were Allison Stringer, Helen Nelson, Lorraine Tyley, Joyce Riley, Beverley Godwin, Judith Hayes, Barry McDonald and Paul Schramm, all of whom acquitted themselves well.

Under the direction of Mr. Walsh we produce drama, melodrama and comedies throughout the year. These treats are exclusively for club members.

Whilst not working on important plays, the Club devotes its time to charades and impromptu concerts.

Sometimes we manage to entice some gracious notability to deliver a talk on the technical side of our work. Foremost among these was Mr. John Cairns, the director of drama on the A.B.C., who produced the play, "Campbell of Kilmohr," before the students. We learnt quite a lot from his excellent tuition. Another visitor was a make-up expert, Mr. Young, who, with a few deft touches, rapidly transformed the features of Harry Brown from his natural youthfulness to those which we think he may possess in five or six decades.

It is the desire of every member of the Dramatic Club to convey to Mr. Walsh their sincerest appreciation of the valuable time that he has devoted to the Club and of the happy hours that they have spent under his direction.

## INTERNATIONAL FRIENDSHIP CLUB

Our Club was formed this year with the idea of working, in our own small way, for friendship with the peoples of other countries, irrespective of race or colour or political or religious creeds. Our main method is the forming of individual friendships through the interchange of letters with children of other countries; and so our main task in Term I was to obtain the names of possible pen-friends, mainly in India, Ceylon, United States, and South Africa. Some of us have written to friends in Germany and China, while correspondence with French children in their own language has been taken over by Miss Facey.

## JUNIOR DRAMATIC CLUB

This year a large increase in numbers made it necessary to divide the Dramatic Club into two sections, Junior and Senior. In the Junior Club, led by Mr. Herry, apart from a performance of "The Hordle Poacher," we have limited ourselves to impromptu sketches, nursery rhymes and fairy tales. Although many of these, in particular "Cinderella" and "Red Riding Hood," were not quite the same as the original story, they were enjoyed by the large audiences.

Many members have entertained us during the year. Beverley Godwin, Judith Hayes and Paul Schramm represented our club in the Play Festival in August.

## THE ART CLUB

Our work has consisted of sketching, charcoal drawing, some painting and other artistic creative work, with an occasional talk on artists and their work. Australian artists, such as Streeton and Heysen were very prominent at these talks. The charcoal work consisted mainly of light and shade effects on trees and scenery, but figure-drawing was often practised with the help of voluntary models. Charcoal was used mainly in portraiture, which was done with the help of models. Posters and cartoons, for those interested, are permitted and other creative work is indulged in by the others.

Recently a period was devoted to etching, its manner of production, and the artists who have excelled at this patient and laborious type of art. Whistler's fine etchings of English scenery were discussed, and also the etching work of Rembrandt.

The club at present consists of about 20, and, although the time allotted for clubs is rather short for any serious art work, quick sketches and talks are always an enjoyable feature of the period.

We have also affiliated ourselves with the United Nations Association of Victoria, as a Junior Branch, and are hoping for the loan of film-strips in Third Term, and visits from interesting speakers. In connection with this, some of us recently visited a United Nations Exhibition in the Melbourne Town Hall, where twenty-eight nations had co-operated to show us the special crafts and customs of their countries; and as the stalls were presided over by nationals of these countries, who were glad to talk to us, this was a most interesting expedition and a good end to Club activities for Second Term.



### CHORAL CLUB

We are a club of forty girls led by Mrs. Francis, who is assisted at the piano by Maureen Owens. We hold our meetings every Thursday afternoon in Room 2, where, in opposition to Mr. Keogh's "Quick March" to the cadets, and in the quad., the school's pride and joy, the 1850 model gramophone blares away for the Folk Dancing Club, we try to sing our large variety of songs.

During Term 1, a number of junior members took part in a Choir Festival held at the Federal Hall, Footscray.

Recently we commenced learning the various parts of the operetta "The Boy Mozart," which tells of the composer's early life. This is progressing well with the help of the Gardening Club, who join in with their melodious voices (soprano) as they pass by.

Usually our concluding song is "Auld Lang Syne," which, by now, we know back to front (though we never sing it that way of course).

### FOLK DANCING CLUB

The Folk Dancing Club was chosen by many of the girls this year. We enjoy doing the reels and dances of folk of other lands. Our dancing is done in the quad-rangle to the music of the old school gramophone. When it lets us down we manage to do our dances without the music. We are very grateful to the boys who carry the gramophone out and in for us every week.

Some of the dances we have been taught by our helpful teachers Misses Facey and Bryan are:—

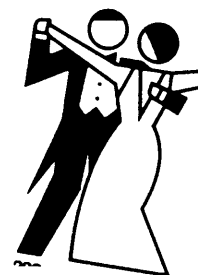
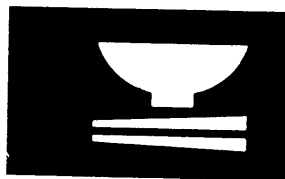
English, Dutch and German circular dances, a Swedish dance and several English longways dances.

When the weather is wet, we go into one of the spare rooms to pass away the time. One day we had the pleasure of seeing a film in Room 5. But on the whole this year the weather on Thursdays has been rather fine, so we have been able to enjoy our club to its fullest extent.

BERYL JENKINS.

### PHOTOGRAPHIC CLUB

Under the guidance of Mr. Wilson the Photographic Club was formed this year



for the first time. Mr. Morrison, a lecturer from the Kodak Company, has paid fortnightly visits to the school and has given the members many interesting lectures. After the promotion of Mr. Morrison to the Kodak Head Office, Mr. Svenson was sent out to continue the good work. Mr. McCoy, also of Kodak, has helped Mr. Svenson to entertain us with his slide projector.

Some of the lectures that were given dealt with Contact Printing, Colouring of Enlargements, Actual Photographing, the Uses of a Portrait Attachment and the Box and Folding Cameras. These lectures were generally held in Room 4, and were combined with the Science Club, headed by Mr. Straede. A competition for the best landscape photograph was held during the months of September and October.

D. HEWETT.

### JUNIOR SCIENCE CLUB

The aim of this club is to give each member an opportunity to prepare a paper on any science topic which interests him.

He thus qualifies for a turn as secretary, and then as chairman, under the guidance of Mr. Mephram as president. During the year papers were read on wool by Radford; snakes and crocodiles by Trace, Phillips and McCarty; motor bikes by McDonald; water supply by Hay; clouds and wild animals by Hogan. There were debates and discussions on subjects ranging from eagles to the causes of sneezing.

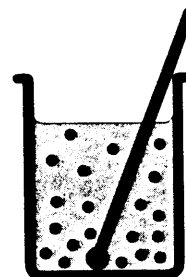
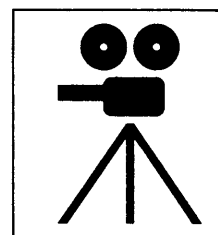
Special thanks are due to G. Dann for papers on steam engines and wool-scouring, and for the organization of a visit to the woollen mills where the processes were explained by Mr. Gething. M. Wainstein showed himself able and willing to help the club along at short notice with papers on the brain, the animal world and chemical news.

J. D. McCARTY.

### CRAFT CLUB

For those interested in handwork this club is ideal. The various types of work include decorative needlework, lamp-shade making, leatherwork and puppetry. The puppet show "Cinderella" is to be produced towards the end of the year.

The girls appreciate the helpful guidance given by Mrs. Barnes during the year.



# Social Events

## THE JUNIOR BALL

The Junior Ball held at the Williamstown Town Hall on July 19 was well attended in spite of the wet weather. The good performance was again due to Madame Bindley's tuition. Mr Brook, Miss Cook and Mr. Green, who was the M.C., were among several of the staff in attendance. Among the Ex-students present were several of last year's prefects.

Although all items were welcomed with enthusiasm, the most popular dances on the programme were the Rhumba and the Polka. The individual items were greatly enjoyed, especially the "Umbrella Dance" and the "Torch Boys." The soloists were Joyce Riley, Audrey Penny, Pat White and Joy White. Bouquets were presented to the Mayoress (Mrs E. W. Jackson), Miss Cook and Madame Bindley by Thelma Ditchburn, Ann Gibbon and Janice Pritchard, who looked very becoming in white frocks.

In his address Mr. Brook thanked the parents for the part they had played in making their children look so attractive. He also thanked all for coming to the Ball, thus contributing to the school's fund for improvement of its classrooms.

## THE SENIOR BALL

One of the great events of the school year took place on the night of July 28, 1949. It was the Senior School Ball held in the Williamstown Town Hall. The ball was a great success both financially and as a romantic interlude. Many ex-students and their friends were present and enjoyed a happy reunion.

Of course the senior pupils of W.H.S. were well represented, all the lasses looking extremely charming, while the lads looked the part as Australian "Peter Lawfords." During the evening Bill Smith gave a fine rendition of "jitterbugging" to Peewee Hunt's version of a certain jazz classic. Many of the damsels mourned the absence of our debonair head prefect (but the hearts of several were set a-flutter at the sight of a certain male member of the staff!)

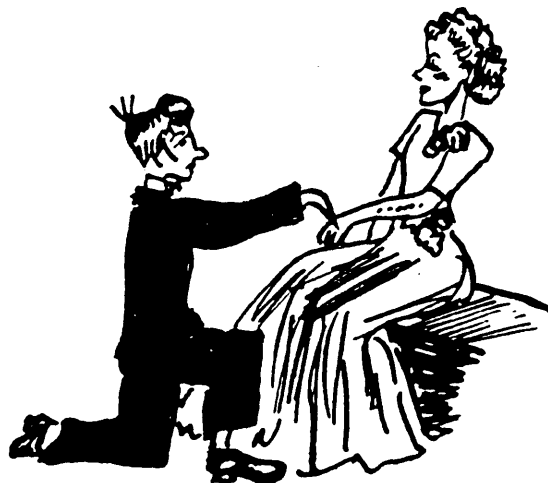
In this delightful atmosphere of soft lights and sweet music, an excellent evening's entertainment was enjoyed by all.

On the same evening the Second Junior Ball was held in the Town Hall Supper Room and was again a great success. To the not so gentle music of Wally Hyde's Band the juniors danced and had a very good time.

The beautiful dresses paraded at the first ball had their second airing and made just as attractive a show. At first some of the younger boys seemed shy at asking their "petite" partners to dance, but, as the night progressed, they overcame their bashfulness and began to rival the technique of the Third Formers.

Many students had enjoyable dances with their teachers and were surprised to find them quite human without a black-board background. These teachers did a spectacular "Scottish Reel" (or so they called it) in one corner of the room while the — this time — well-behaved children quietly(?) danced in the remainder of the hall.

Some parents sat the night out keeping a parental eye on their youngsters. Then on the way home (I hear) they asked some embarrassing questions such as "Who was the pretty little girl you were talking to?" or "What is the name of the dark-haired boy you had most of the dances with?"





Some of the older girls spotted a man looking through one of the windows. After calling to two of the men teachers for aid, they found "the man" quite harmlessly sitting in a tree in his own back yard, enjoying the fun from afar. But while it lasted it provided a glimmer of excitement.

We are all looking forward to the next year's ball, but some of us will leave our junior days behind and enter the senior hall. Nevertheless we will always remember the fun, disappointments and companionship of the Second Junior Ball.

J. EWART.

### SENIOR SOCIALS

TERM I.—Rooms 11 and 12 looked very festive on May 11 for the First Term Senior Social, which was attended by a large number, including twelve members of the staff.

At 9.30 the gay party made their way to rooms 3 and 4 where a delicious supper awaited us. After these refreshments the programme of dancing continued. The parcel game was a great success and also the Monte Carlo, which was won by Dave Griffiths and Barbara Parker. The winners were greeted with polite applause — but some suspected foul play!

The orchestra helped to make things go with a swing, while Trevor Treadwell was a capable M.C.

At 10.30, the dancers left the hall and made their way quietly(?) to the station.

TERM II—Again the hall was decked with gay streamers, the school colours in crepe paper decorated the wall, while pink and white blossom brought a breath of Spring to the atmosphere. (Perhaps that explains the starry eyes and light hearts of the dancers.)

The programme of dancing was enlivened with several novelties, such as the Snowball Dance, a Balloon Dance, won by Ada Betts and Barry Wylie, while Margaret Haslam and Wilma Thompson were victorious in the Monte Carlo. Of course, the usual parcel game caused many laughs. Supper was not served in the science rooms as usual, but the prefects handed around the refreshments.

Trevor again did an excellent job as M.C. and an enjoyable evening was had by all.

B.P.



### 3XY BROADCAST

On Monday, May 2, Eileen Williamson, Carmel Haynes, Lois Webber, Margaret Ashworth, Joan Raecke, David Griffiths, Bruce Porter, Ron Henderson, Trevor Treadwell and Neville Young were interviewed by Tom Jones of 3XY in a series of actuality broadcasts entitled "At the School Gate." They were asked to comment on their favourite city site and to suggest means of improving Melbourne. The programme was broadcast at 5 p.m. the following Wednesday.

### CASTLEMAINE VISIT

On 17th August Mr Brittain, headmaster of Castlemaine High and a former Williamstown High teacher, accompanied senior and junior football teams which visited Williamstown.

The Castlemaine boys were shown around Williamstown and returned to the school for lunch at the cookery centre. The waitresses under the supervision of Miss Turner did a very good job in serving the boys, who had a very enjoyable meal.

After lunch football matches were played, Williamstown winning both. The results were: Senior—Williamstown 10-9 69 d Castlemaine 5-11-41. Junior: Williamstown 15-13-103 d Castlemaine 1-2-8.



### THE OAK THAT HOLDS FAST

My first memory is of being praised for my beauty. That was when my first leaves opened about eight years ago, and having stood for so long, I have seen and heard much of W.H.S.

When I was tall enough to see over the guard placed to protect me and make me grow upright, I watched from day to day the completion of the New Building. Before long, the six new class-rooms were in use, and during lessons, I have felt the gaze of many pupils as they have looked through the windows at me, hoping for inspiration, or longing for the bell.

In summertime, the growing shade of my dark green leaves is most popular with the older ones, who talk of their holidays and ambitions for the year, at the beginning of first term; and of the wonderful times they have had at W.H.S., of teachers, sport, exams and of future careers, at the close of the year. The younger ones prefer to play in the long grass and shoots at my feet; for when they first come to W.H.S., they feel strange, and unused to their new life of Maths., Science, and stricter discipline.

While studying for their examinations this autumn, some girls noticed the first long, smooth acorns among my leaves, which were gradually turning yellow and brown, so that

the winter wind could sweep them away. My leaves began to drop rather quickly as the fleecy clouds of summer became rain-laden and wet the ground around my roots, making it uncomfortable for my friends to visit me.

During winter, I should become lonely if I could not see the school at work in its warm class-rooms, and at play in the icy wind. It is a pity that I cannot hear the children's excitement over their inter-school matches and their school balls until the warmer, drier spring months. "Look! The leaves on the oak tree are starting to shoot." Hearing this cry, I know that many days of happiness are in store.

Now that I have become stronger, my sheltering guard has been removed and I am left to protect myself against the attacks of the weather. As I have grown, so has the school and its scholars. Next year I shall have more young ones about my roots, while the seniors of this year will have started their careers. Many of them, too, will have their protective guards removed, but when school has closed for the day and I am left alone in the darkness, I shall be content if I know that they, and those that follow them, will sometimes think of the oak at the "Best School of All".

GWENDA STEPHENSON, Form V

## FROM THE OLD WORLD TO THE NEW

It was the cold grey dawn of September 9, 1948, when I left London with my family.

We arrived at Victoria Station, the London terminus of the boat train, and boarded the "Golden Arrow" express bound for Folkestone. The journey to Folkestone was very interesting, for the English countryside was taking on its Autumn tints. At Folkestone, after passing through the Customs, we boarded the S.S. "Canterbury," which was to carry us on another stage of our journey.

The Channel was as calm as the proverbial millpond, for which, my brother especially, we were very thankful. After a journey of one and a half hours we docked in Boulogne where voluble excited porters were all clamouring to carry people's luggage. We entered the French Customs Department, where we were issued with a sheet of bread coupons. After a meal we entered the train for Paris.

We were agreeably surprised at the second class accommodation, which was in many ways better than that of the first class Melbourne suburban trains. We were very amused when we found the train was running along one of the main roads of Boulogne like a tram. After a while we noticed we were following the coast, and then the train veered inland. The countryside was lovely, but its beauty was marred by the scars left by war.

We arrived at Paris Central at five p.m. and had to go across Paris by motor coach to the "Gare du Nord." We left Paris in darkness. When we woke up the next morning we found we were travelling through Switzerland. The Swiss villages nestling at the base of the mountains were really a beautiful sight.

We stopped at Moden where the Italian Customs officers boarded the train. After leaving Moden the train ran through a series of tunnels, one of which was the longest tunnel in the world, the Simplon Pass. This tunnel is twelve and a half miles long. We stopped at Turin for a short while, but we did not leave the station. We arrived at Genoa at night, so our first glimpses were not very clear.

Genoa, as we found out the next day, had escaped serious damage by war. The city was compact, but it seemed overcrowded, with the narrow streets and dingy alleys. One thing that amused me was the fact that all the policemen rode motor scooters. We stayed in Genoa for five days and then we boarded the ship which was to take us the last stage of our journey, the M.V. "Napoli." We left Genoa on the night of the 14th of September. After following the French coast for nearly two days we arrived in Marseilles, but we did not get a chance to go ashore.

We did have the chance of seeing Naples. This city was far more scarred by battle than Genoa. Standing guardian of the harbour is Mount Vesuvius, which looks well at night, with the lights of the streets and houses shining. After leaving Naples we passed within about ten miles of Stromboli; we were near enough to see the harbour with the fishing boats drawn up on the beach.

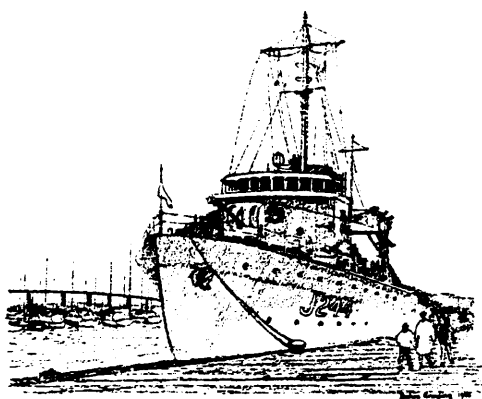
After travelling several days through the beautiful blue Mediterranean we reached Port Said. The ship did not tie up, but anchored out in the bay. Many rowing boats came round the ship; the men on these boats sold just about everything except motor cars and houses. We left Port Said at about three a.m., so we saw the Suez Canal in the lovely Egyptian dawn. As we went along the Suez we saw a herd of camels being driven along the bank, and an Arab's cloak was blowing out in the wind. He looked just as though he had stepped out of a book. Half-way through the Canal we came into the Lake of Ismalia, where the ship dropped anchor and we were allowed to swim. From the deck of the bridge we could clearly see the Ismalia Memorial. When we left the Suez we entered the Red Sea, where the heat was terrific. We sailed for roughly a week before we saw land. This was our next port of call, Colombo. Once more we anchored in the harbour and to go ashore we had to be rowed in a small rowing boat which carried about six passengers. It was late at night when we arrived, so we did not get the chance to see the city, but the next morning we were up early ready to go sight-seeing.

The city was beautifully clean, with its whitewashed houses. We went down to the native market, which was very interesting, stalls being crowded with different fruits. It was surprising the number of natives who spoke English. We went and saw a Buddhist temple. The priest who showed us round was dressed in a yellow robe, wrapped right round him. There were different rooms where the plaster "god" Buddha was shown in different positions, one was sleeping, another was praying. Before we went into any of these rooms our shoes were taken off by natives. We left Colombo by night, and our last glimpses of the city showed crowds of lights along the Mutiwal sea shore.

Whilst crossing the Pacific we had a "crossing the line" ceremony. This was great fun. My brother and I were both lathered with a flour paste and then shaved with a wooden razor which was about two feet long. Then we were ducked and given our certificates.

Then came the great day, the first time we saw Australia. We only had a few hours in Fremantle, but it was great. The ride from Fremantle to Perth was really pretty because of the attractive English-looking bungalows and their well-kept gardens. Then after four days, rolling from one beam's end to another in the Bight, we reached Melbourne, our journey's end.

PAT WHITE.



### WILLIAMSTOWN IN THE EARLY DAYS

Although Williamstown is now only a suburb of Melbourne, at one time it was thought that Williamstown would be the Capital of Victoria, and Melbourne would be the suburb. However, Williamstown's water supply was too small and so Melbourne became the capital.

Some of the first people to come to Williamstown were the convicts. These convicts, who lived in hulks or ships anchored off the coast, built the Breakwater pier and walls, the lighthouse, the timeball and many of the early roads. Afterwards the convicts were housed in the old Stockade, which is believed to be the oldest building in Victoria. It can now be seen behind Cruse's Hotel. It was in this building that Superintendent Price, one of the early governors, was murdered. Price was very cruel to the convicts and delighted in taunting them. The convicts grew tired of this, and they managed to get a file and secretly filed through their manacles. Then one day they all attacked Price and beat him to death. The soldiers were immediately called to the trouble, and they quickly got their rifles and fired at the convicts. Nothing happened. They had forgotten to load them. They hurried away for ammunition, but by the time they had returned the convicts had been captured and fastened up.

In 1853 a timeball was built, and the ball was dropped at one o'clock every day. In Melbourne at the Melbourne Flagstaff a man with a telescope watched the Williamstown Timeball and as soon as it was dropped the Melbourne Timeball was dropped. A man in Geelong also used to watch the Melbourne Timeball, and in this way all the towns for miles around got their time from Williamstown.

At the present time Williamstown is sometimes called "Dog Town." This name probably arose from the fact that in the early

days there was a Coursing Club in Williamstown which was very popular. People came from miles around to watch the Dog Racing every Sunday.

When the gold fever attacked the people in 1852, Williamstown was only a small town, and it did not take long to empty—that is, of men, for the women and children were usually left behind. A shop in Williamstown was not like the shops on the front today. There were no glass windows then, and the butter was sold in bottles by the pint instead of by the pound, and other foods were often flavoured with fish, tar, or soap.

It was during this time that the Nelson gold robbery took place. On a mild and peaceful evening a gang of men with faces covered with crepe rowed rapidly and silently with muffled oars to the barque Nelson as she lay at anchor in the Bay. Without resistance they boarded her and stole a treasure worth £40,000. The water police went after them and later caught them, but not before the men had had time to hide the gold somewhere along the waterfront. This gold was never recovered and the men did not have an opportunity to go back for it, so if you look along the waterfront you may possibly find £40,000.

Williamstown even has a ghost story. Two men, Dansey and Luck, both formerly convicts, were walking through a lonely part of the scrub on their way to Melbourne. Luck thoughtlessly told Dansey that he had a fair amount of money on him. So when they came to the thickest and loneliest part of the scrub Dansey murdered Luck and leaned him up against a nearby rock. Then he walked quickly on his way. However, the police caught Dansey and he was hanged.

A few nights later two men had to pass through that part of the scrub at 11 o'clock and, when they came to the part where the murder had been committed, their horses stopped dead. Although the men tried to force the horses to move, they could not do so, and so one of the men started to look for something to hit the horses with.

Suddenly he saw a dark shape against the rock where the murdered man had been leaned. One man, who was stronger willed than the other, walked towards the shape, thinking it was probably only a shadow. But as he went forwards the shape went backwards until the man fell over a small stone. When he got up the shadow had gone. After this several people saw this shape.

So you see Williamstown really has an interesting history. It has a ghost story, a gold robbery and many other interesting things attached to it.

STELLA WARK.

## CADET UNIT

CADETS 1968:—

1968 began badly for the Cadet Unit at W.H.S., it was decided that Cadets be limited to Forms III plus.

Previously boys fourteen years and over, were eligible to join, but because Junior Sport and Cadets ran concurrently less boys participated than previously (1967 attendance 102). Reducing numbers even further (1968), were the boys in Forms V and VI, who, reaching non-commissioned rank, decided not to continue, because they thought that there would not be enough interesting activities for them.

To explain this I will run through a "typical" member of the Cadet Service.

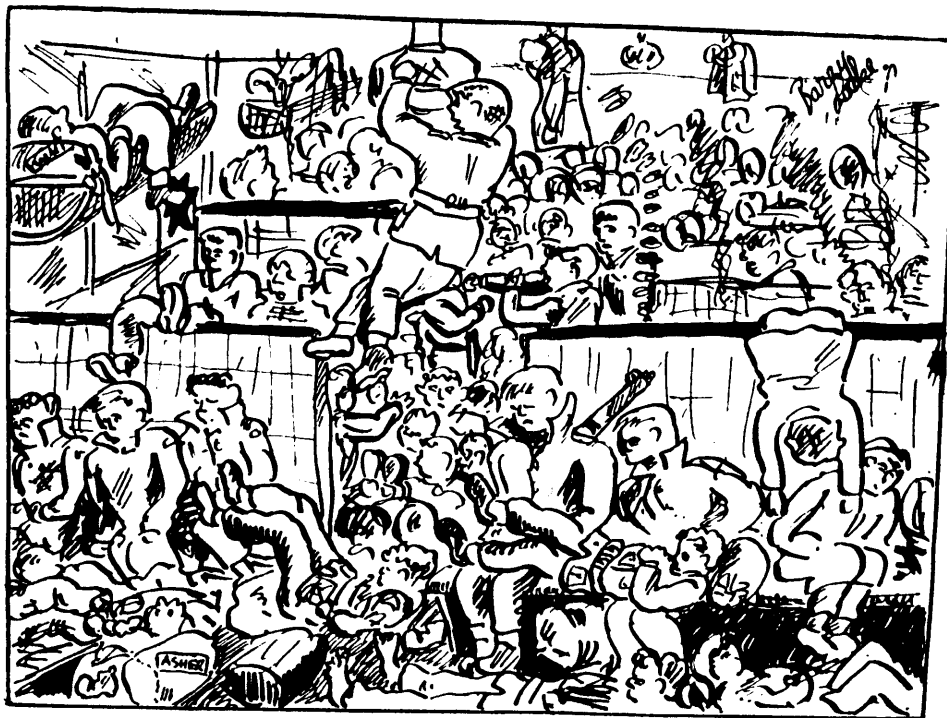
Year 1 Recruit Training.

Year 2 Recruit Training.

Year 3 At the end of Year 2, he would probably attend a Junior Leader's Course, of about ten days, run by 3 Cadet Brigade at Puckapunyal and instructed by Australian Regular Army Personnel.



"ON PARADE"



1955 CADET TRAIN TO MILDURA.



# Original



## THE QUAD

"The Quad," as it is affectionately known, is the living, beating heart of the school. One may ascertain the tempo and atmosphere of the day by merely studying this beat, by feeling the pulse at one of the main arteries, or by entering the heart itself and becoming part of its life.

The main artery is the "sacred" staff corridor, jealously guarded by prefects and teachers alike. Remember the illicit thrill you experienced, when, as first formers, you managed to sneak through. You were notorious criminals, hats pulled down, collars turned up, proud of your crime . . .

Conveniently placed, just through this corridor is the Senior Locker Room, where anything happens, from square dancing and conga lines, to the playing of trains, and the eviction of juniors – and homework.

Though of late we have been enjoying the decaying splendour and polygenarian luxury of a local picture house, kindly lent us each Monday, 'tis in the quad that assemblies are usually held. Happily, the comfort of plush seats, the romantic lighting, and the sense of novelty (we also listen to the orchestra!) quite obliterate any nostalgia we may feel for the quad's cold discomfort. For assemblies in Our Quadrangle have an indescribable fascinations, like cold showers à la Spartan, and Dim Sims.

On the masculine side of the quad is the Mecca of the Scientists, known colloquially

as "the stinks rooms." They certainly justify this epithet, for, on entering, one is greeted by the delicate odour of ammonium sulphate, or finds that some junior Einstein has turned on the gas taps. However, these rooms are generally inapproachable because of the rugby scrum outside the boys' lockers.

Next door is the old music room, home of many happy memories of sweet song, punctuated by the sound of marching feet and clapping hands from nearby P.T. classes, of our own productions of G. & S. operas, of our youthful popular teacher . . . Now we have our music lessons on the other side of the quad, accompanied by the First Form basketballers' shrieks of joy, and the umpire's numerous whistles.

At the other end we find rooms 11 and 12, with their memories of junior dancing lessons, of Madam, of senior socials and magnificent art exhibitions . . .

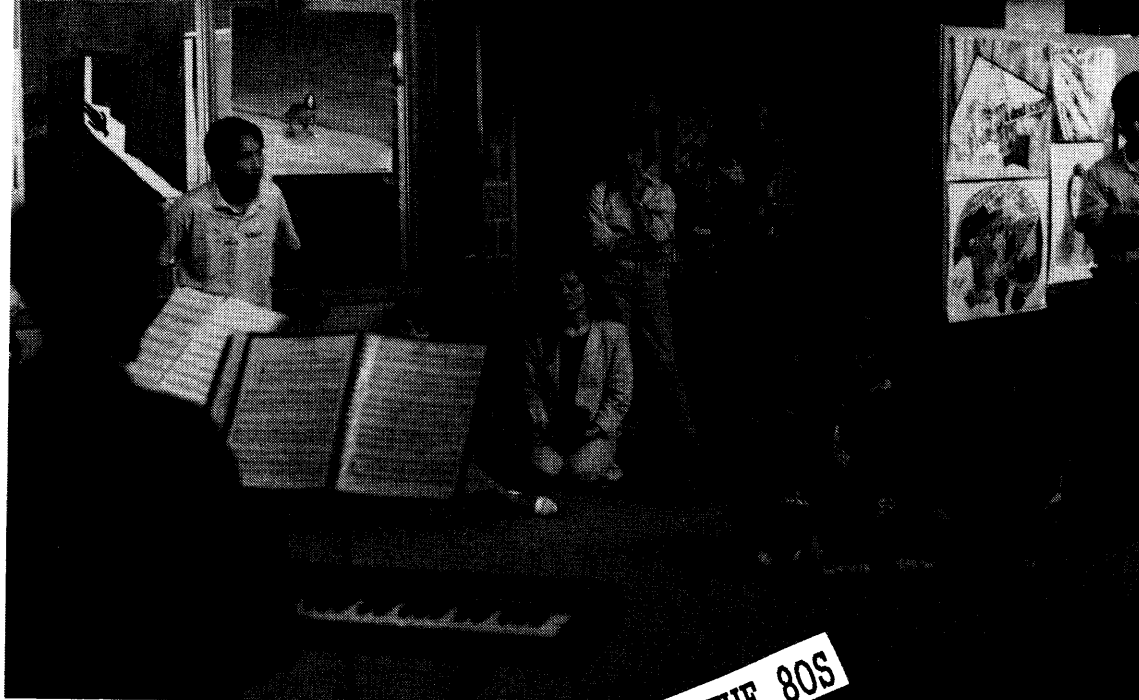
Near at hand is a room sounding harmless enough to the innocent and uninitiated. Room 8 . . .

In the centre of our civic square is the objet d'art, which has provided the sole amusement of many periods of the "younger set," exiled from the halls of learning to reflect upon their sins, and to repent of their wickedness.

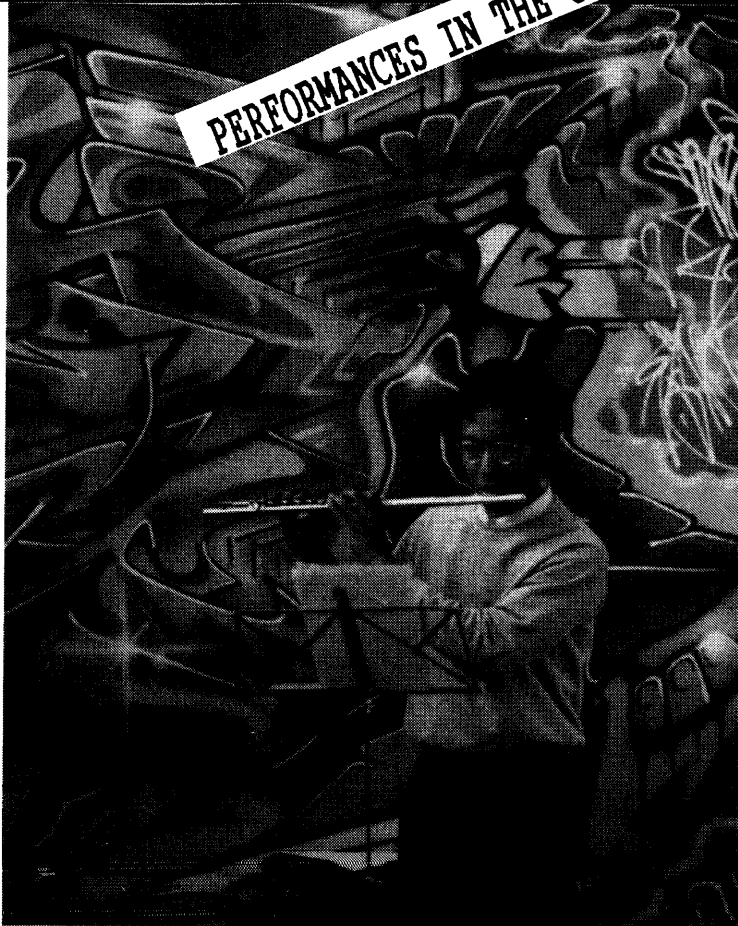
Have you ever counted the holes in that grating?

D.J.G., Form 4A.





PERFORMANCES IN THE 80S



# Goal-based assessment

## *Matching ideals with practice*

BY BUNNY CAMERON  
WILLIAMSTOWN HIGH SCHOOL

INITIALLY, GOAL-BASED ASSESSMENT (GBA) was introduced to Williamstown High School in 1983, following a weekend curriculum conference at Lorne in 1982, in which staff, students and parents participated. The notion was one of a number of responses or strategies which sought to implement the ideals raised at earlier sessions of the conference. (See inset 1.) It was felt that if Williamstown High School wanted open and democratic forms of learning, then by necessity, the forms and style of assessment would also have to change. That is, it would be unrealistic to encourage students on one hand, to participate in decision-making on what is learnt and to expect to build their self-esteem, while on the other hand, retain a system of assessment which, by its very nature, has to produce a percentage of failures. So, while it was not denied that many still clung to the notion of a mythical set standard at levels of learning, it was agreed that students could be assessed in relation to achievable goals.

**Rationale** While most schools which retain HSC Group 1 subjects for Year 12 like to think that the other levels of schooling are free of such constraints, I would argue that the determinants of external examinations and standards still permeates the thinking of schooling from Years 7-11. Hence, in schools where units of work are designed to suit the needs of students to cope and succeed in the world after school, one still sees those units denigrated, particularly at Year 11, because the students have not reached a 'standard of Year 12'. In other words, students are still measured as meeting or not meeting the requirements of the present criteria for HSC Group 1. All alternative subjects or units of work are suddenly seen as inferior.

If we consider that only a small percentage of students will need to use the Anderson scorings, for example for Medicine courses, we should then say: what are we doing for the majority of our

students other than labelling them as either failures or inferior?

The notion of GBA works on the theory that we ought to be brave enough to challenge the myth of a set standard of learning — even in Year 12. We should meet head-on the fact that pass/fail in HSC Group 1 subjects relies on just where the axe falls for the number of students to pass in any given year. It has nothing to do with achievements of students throughout the year.

If we don't assess 'ability', then what do we assess? I maintain that students should be assessed on having achieved properly stated goals, which are 'do-able', and which are arrived at by way of the aims of the course or unit of study.

For example:

If an *aim* of a unit is 'to demonstrate an



understanding of the multi-ethnic nature of the Australian community' then the *goal* for the student to achieve might be to transcribe and edit an interview with a non-English speaking migrant on the problems of language learning.'

Another might be: 'to organise and conduct a public meeting of Yugoslav-speaking people of the school community.'

Both are tangible things for the student to do, while the aim is the knowledge and understanding we hope the student gains by doing so.

The goals of course have to be realistic for students to achieve them, and negotiation is used to arrive at achievable goals.

**Diagnostic value** Along with the theory of learning there must be diagnosis of variations in student skills. I say 'variations' rather than 'weaknesses', since the latter term implies a fault in the student, whereas 'variations' acknowledges that students arrive at different stages of conceptual learning at different times. It means that for example, a new learner of English would not be expected to achieve similar goals as that of someone who is extremely literate in English. The goals must therefore be arrived at so that the learner can achieve different goals, while using the same intellectual rigour. The learner must also achieve a sense of success, instead of continual failure; at the same time achieve the same aim.

**Competitiveness** Commonly, one hears that if one does away with standards in favour of the rest of the class, or some 'standard' for a group of students, there is no urge for the student to improve.

Firstly, I must state that while 'standards' and marks have been around for years, there is no indication that the criteria have induced improvement.

Droves of students still haven't improved and are then called failures in the system. Secondly, there can be built into goals the notion that 'achievable' means the very best that a student can do. In the case of writing for instance, a drafting/editing and re-writing process is built, so that the student can enjoy writing the 'finished' product, and in fact learn to improve his/her own work. There is the pleasure or 'urge' for improvement when a student has to churn out words on a page in 45 minutes under exam pressure. In the goal-based method, one has intellectual rigour in that the student has written *appropriately* for the intended audience and that is what is important. It's therefore not to be put down as D or 11/20 because it was not an imaginative piece of writing when the piece was a report of an event for the newsletter. If the goal has included the report/writing and the student has

the draft/edit process to achieve a standard and literate report, then the student achieved that goal.

It also indicates moreover, that the student has demonstrated an ability and willingness to learn from mistakes and to use self-discipline to work hard to achieve a goal. Similarly, a report on such a student will be of more value to an intending employer than a simple letter grade which means something to one person and something else entirely to another.

Another inbuilt rigorous method is to let students complete their own self-assessment. This practice causes students to reflect on their improvements, what has

been learnt, and the very nature of how they have learnt. (See Inset 2).

**Introducing GBA** When a school has used letter grades, percentages or some other recognition of a mythical standard, it is obvious that a continuous program of in-service for all members of the school community is required.

New staff who have not used GBA, students and parents all need clear and practical examples demonstrated. Written material needs to be translated into community languages, and work-shop type activities could be employed, where teachers and parents become the learners. It calls for imaginative but exciting planning and learning, with positive outcomes for all.

## Williamstown's policy

(Excerpt from Lorne Curriculum Conference 1982)

### Descriptive goal-based assessment

We see this as applicable to all subjects and structured areas of learning (e.g. home groups, excursions, camps).

Each teacher should establish the goals to be achieved at the beginning of the year or unit of work. Students should be involved in negotiating these goals.

Students need to be involved in the assessment. This can be done in a number of ways, including:

- Self-evaluation
- Consultation with the teacher
- Consultation with peers

The goals should relate to those of the faculty or program.

Goals need to be realistic and it is envisaged that each student will be set achievable goals.

The concept of failure of students should disappear under this system of assessment. Failure implies faults in the course and its goals.

### Recommendation

Williamstown High School should change to a GOAL-BASED descriptive assessment in order to achieve a number of the aims decided by the parents, students and teachers at Lorne Curriculum Weekend.

We believe that assessment affects the achievement of the following aims:

#### Personal Development

- A sense of achievement* — by allowing students to see the goals and how they are achieving them.
- Experience success* — by measuring themselves against achievable goals and not in competition with other students.
- Self-esteem* — will follow the sense of achievement attained by the successful completion of accessible goals.
- Self-discipline/responsibility* — the onus will be on the students to help set goals and then meet them.
- Inquisitive and critical attitude* — a degree of self evaluation will be involved.
- Confidence* — through achievement/involvement in the assessment process.
- Decision-making* — negotiation with teachers and other students on the goals and assessment.

#### Communication and social development.

**Social skills** Removal of competition will foster co-operation and will encourage assessment of joint work.

## A student's self-assessment

I have learnt a great deal from this course. For once I am not afraid to write an essay. In the past years I was scared as hell to hand in an essay in the fear that it would be ridiculed in front of the whole class, as it has happened.

Criticism from teachers was always very hard for me to deal with, they would turn around and say 'that's not good enough, repeat it', no one bothered to sit down with me and try to explain where I went wrong. This course helps a person overcome their writing difficulties. Making mistakes isn't something that you should feel ashamed of. Encouragement is needed when you are learning to write and this course provides encouragement. You shouldn't feel ashamed of your work. And this course has helped me not to feel weaker and ashamed of my work, because I know my teacher will not be disgusted or angry and make me feel about three inches tall. Instead she will tell me where my weaknesses are and how to overcome them.

The quality of my work is improving because we are given the chance to go over our work if it's not up to our best standard and what the teacher thinks is the best we can do. By doing this I am able to hand in the best work I feel capable of doing. The skill I have developed is to read my work very carefully and to see if what I have written makes any sense to me, making sure my grammar is clear, which is the main area I have difficulties in. My work needs a lot of improving especially my grammar and limited vocab. I spend hours dwelling on a piece of work which could have been finished in half an hour. I have no confidence when writing, my work is never good enough, which I would like it to be.

Organisation of time is another pitfall. The way I attempt to organise my time is a disaster. The first goal I have to strive for is organising my time. Blocking out all my thoughts and concentrating on my work. My mind tends to drift very easily, I start to think about everything else but my school work. Achieving my goals has been a slow process up to now, I just haven't been able to get down and do some real solid work without some kind of distraction. Every so often I need to sort out where my priorities be, because of things that are going on.

# Numerous small beginnings

At Williamstown High School, community/parent involvement and participation in decision making is not a catch phrase but a commitment. *The Educational Magazine* asked some Williamstown HS students, parents and teachers to write about their involvement and participation in decision making in the school. Here we present extracts from their reports.

### Community Liaison Program

In March 1982, the Community Liaison Program at Williamstown HS commenced with the employment of a community liaison officer. The program was funded by the Supplementary Grants Program. A project team consisting of parents and teachers was set up in 1981 and worked hard to develop aims and objectives for the project as well as a job description for the community liaison officer. The members of the project team believe that students' learning improves when there is close interaction between school and home. It also acknowledges that parents have the right to share in decision making within the school.

The Community Liaison Program aims to—

- open communication within the total school community;
- make the school an active part of the Williamstown community and link its community culture to the curriculum;
- enable the Williamstown community to share in and contribute to the school resources;
- encourage the various ethnic groups to link into the school community, so that their cultures and needs will be reflected in the school program;
- give a high priority to fostering involvement in the school, particularly of those parents who are currently least involved; and
- encourage interaction with other schools in the area, in particular the feeder schools.

In the last two years Williamstown HS has made some positive steps toward greater parent participation. One of the first initiatives was to invite parents, teachers and students to get together at Erskine House in Lorne for a weekend to discuss curriculum. A total of sixty-four people took part in the conference. Although at first, some parents were hesitant about how they could contribute, by the end

of the weekend everyone was actively involved. One parent who was unsure about coming, concluded by presenting a group report to the whole meeting. It was a very successful weekend and many recommendations were made which have now been incorporated into the curriculum.

Another important change in the school has been the development of the school curriculum committee (a sub-committee of the school council). A number of parents have been involved in this committee and have worked through the task of assessing curriculum and recommending changes to school policy and curriculum. No longer are curriculum decisions being made solely by teachers.

Parents need to be given opportunities to participate in schools in a variety of ways. One way of encouraging this has been the introduction of coffee mornings for parents of Year 7 students. Each Year 7 group was asked to invite their parents to school for morning coffee. The students wrote out invitations, prepared food and helped serve tea and coffee. This allowed parents to meet other parents and gave them an opportunity to see their children working in class. From small and tentative beginnings in 1982 where there was a sense of hesitancy on the part of both students and parents, in 1983 students have been very enthusiastic and up to one-half of the parents of each group have been keen to sit in on classes.

Home visits have been an integral part of the program as a way of establishing the link between home and school. The response has always been very positive and has often been followed by a subsequent phone call or contact with the school to raise or discuss issues of concern. Many staff now make home visits to the students in their home group. This practice needs to be encouraged as part of a whole process of parents and teachers getting to know each other better and sharing ideas about education.

It is generally recognised that close relations between home and school will result in improved educational outcomes for students and schools will be more responsive to



needs of students and their community. Translating recognition into widespread reality is, however, a slow process as the barrier between home, community and school are longstanding and difficult to break down.

Three years' experience at Williamstown HS has shown that numerous small beginnings are needed to bring about long term changes in the attitudes of teachers and parents.

Jan Maas, Community Liaison Officer

## Parents and curriculum day

Williamstown HS encourages parents to take part in curriculum decisions and participate in Supplemental Grants committees, a curriculum subcommittee and curriculum days held several times during the year.

During Term 1, 1983, the curriculum day was called "Assessment evaluation procedures and reporting to parents". All parents were invited to attend and those who indicated an interest received pre-reading material in the week prior. There were three separate postings allowing ample time to read the material.

The day began at 8.45 a.m. and finished at 3.30 p.m. As the program had been sent home, parents could arrange to be there for specific sessions if they could not attend for the whole day.

Mrs Gwen Alexander, Principal, was the opening speaker, followed by small group discussion. One teacher from each group had prepared a paper to stimulate discussion. After a very chatty morning tea in the staffroom, the groups came together to report on the morning's discussions. Formal meeting procedure was then explained and groups were asked to come to decisions and recommendations to go to the staff curriculum committee, and the curriculum subcommittee of the school council.

In the afternoon we were invited to work in the faculty of our choice. More than twenty parents attended, including members of the school council, the Parents and Citizens Association, and the Parents Auxiliary.

Jan Maas, Community Liaison Officer, works from the recently renovated brick cottage where parents can drop in to have a "cuppa" and find a welcoming person. The pavilion is close to the street, self-contained and is also the venue for Parents Auxiliary meetings.

The principal and staff actively encourage parents to take part of the school community and to take part in programs in the school. Parents are also encouraged to write articles for the school newsletter which is posted home.

It does take time, effort and money to have parents take part in curriculum days. As a parent who has attended curriculum days at Williamstown HS, I am glad that the school sees parental participation worth the cost.

Iris Whitehurst, parent

## But it is the students who should profit

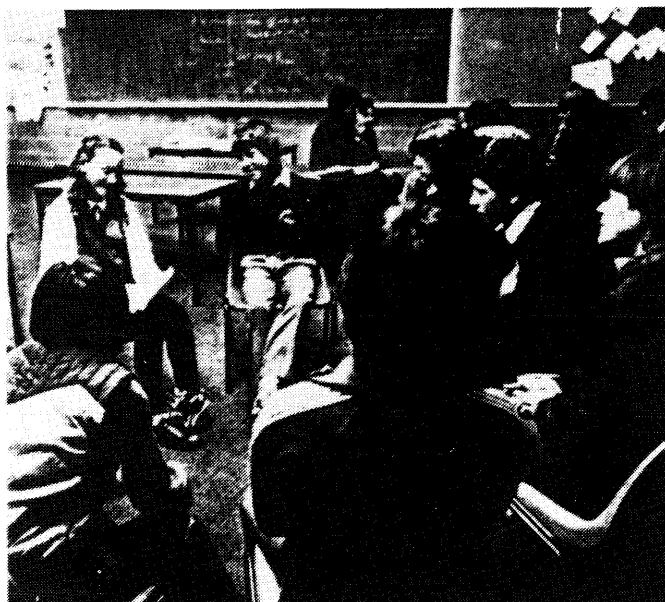
No matter what change is made through the Education Department, the people who are most affected by it are, in fact, the students. It may be the teachers who apply the new amendment but it is the students who should, in the long run, profit. An education is the basis for future hope of employment, and without it, it is difficult (but not entirely impossible) to succeed in the world.

I am a student at Williamstown HS, and a member of the school council and various other subcommittees. I believe that our school has proven, without doubt, that the viewpoint and thoughts of we, the lower-year levels are equal in importance to those of the older students. Evidence of this is the school council. Most school councillors are senior students but the students on our council are in Years 7 and 9.

I have been involved in many things which could, in the long run, be profitable improvements to our school. One of these was an employer survey on goal-based assessment, a relatively new program of teacher reporting which is non-competitive. In goal-based assessment, there is no grading, which can vary from teacher to teacher, but instead a detailed description of the work that was expected to be done, the amount of work that was actually done, and the good and bad points of each student's standard of work.

Parents, teachers and students participated in the employer survey. A wide variety of fields of occupation were covered representing at least 200 000 employees. However, as opinions varied so much it is impossible to reach any conclusive statement about the goal-based assessment. Although, there is a noticeable swing towards having simply "pass" or "fail" and a description of work done.

Tonia Briggs, Year 9 student



*Participative decision making in action. Groups of students, parents and teachers discussing evaluation procedures for sport electives.*

## Curriculum task force

The curriculum task force at Williamstown HS has become more aware of the need for community involvement in curriculum development this year.

The task force, comprising five staff members, decided to conduct an employer survey following a recent public meeting about school reports. Ninety parents, students, teachers and others attended, many issues were raised and discussion was full and frank. A major concern was whether or not the new, non-graded report forms would disadvantage students seeking employment.

The task force decided to act on this concern and set about designing an appropriate survey. Members of the student welfare committee were invited to assist and they responded enthusiastically. Many parents joined in as well.

Finally, a document was compiled showing—

- the number of responses to each question;
- the names of companies surveyed;
- impressions formed by the survey group; and
- responses by other groups related to employment.

Anyone interested in obtaining a copy of this document should contact the school.

The survey group felt that the experience was worthwhile and would encourage future projects to involve students, parents and teachers working together.

Tony Callahan, teacher



*Parents of Year 7 students at a coffee morning.*

## Coffee mornings

It is not difficult to see the problems that the staff of Williamstown HS run into in trying to get full participation of parents in functions designed with this end in view.

There are the normal percentages of working parents, the parents who are just not interested and those who do not care. There are also those parents who care but who feel intimidated by their memories of how schools used to be places where one could only walk—not run (“Quietly please!”) and where one was also taught not to have too many original thoughts (“Don’t argue with me!”).

The main value of such functions as coffee mornings is in the breaking down of the barriers (imagined or otherwise). If these visits do this for just one person, then the effort is worthwhile. How good it is to be in such a relaxed atmosphere where the parents, teachers and students mingle on such an equal footing.

With the better understanding between parents and teachers must come greater benefits for the students and that, after all, is where all our concerns lie.

Ray Pearson, parent

## Democratic curriculum

As I see it, democratic curriculum means that teachers will have to spend more time advising students, who obviously are not going to go on to tertiary education, and encourage them to stay on at school learning from a curriculum that offers a wide range of realistic subjects, thereby having them participating in education and training for future self-motivation and discipline in their own lives.

This means that assessment needs to be changed to suit a democratic curriculum. We need to get away from competitive assessment, which demoralises both the unacademic students and the academic students, who are usually pressured to do better and work harder until some get thoroughly fed up and leave school before acquiring their HSC. Perhaps the only person you should compete with is yourself.

Changes necessary to allow democratic curriculum to take place—

- the need to be community minded, not insular;
- school-based decision making involving parents, teachers and students; and
- devolution of power—more participation—should lead to a democratic community education.

Judy McConville, parent

## Surveying employers

Recently, we were invited to help students and teachers at Williamstown HS survey employers about goal-based assessment.

During the first week, small groups each consisting of a teacher, students and a parent, visited various employers. The employers were asked to complete a questionnaire compiled by the curriculum task force, on what type of report system they preferred when considering a student for employment. Their questionnaires were put together a few weeks later, and the results were made available to interested parents. The groups also visited schools already using goal-based assessment. Our group visited Sydney Road Community School where we had an interesting afternoon speaking to teachers and pupils.

Marg Stevenson and Shirley Rigney, parents

# CURRICULUM LEADERSHIP IN ACTION

## Student welfare

The student welfare committee at Williamstown HS has been surveying a large number of employers about goal-based assessment. We wanted to know what kind of assessment system they used; whether it was percentages, marks or just comments.

After this was completed it was suggested that we should visit schools to find out whether or not they liked our goal-based assessment. We were split into small groups and our group went to Preston East Technical School. With us we took a questionnaire about goal-based assessment. Unfortunately, we did not get through all of the questions but we did get some interesting information about the school. For example, the fact that it has three subschools. This is so that teachers can get to know the students more and have a better relationship with them. We also discovered that the wearing of uniform is not compulsory, an idea we thought was good because some families cannot afford to buy uniforms.

We also saw a tram which was sitting in the middle of the school. It was there because the school had raised some money from a fete, and they didn't know what to do with the money. Then suddenly, one teacher asked the kids if they wanted a tram for after-school activities, and the kids said "yes". Then, when the teacher left, it was just there unused. We think that is a big waste.

What we do on the student welfare committee is good and I wish more schools would get involved in similar activities.

Melissa Wisbey, Year 7 student

## Student participation in truancy study

During 1983-84, the Victorian Institute of Secondary Education (VISE) is conducting a study of truancy in Victoria, with support from the Education Department, the Catholic Education Office, the Association of Independent Schools of Victoria, the Police Department and the Department of Community Welfare Services.

As a part of this study, VISE asked nine Victorian post-primary schools to undertake case studies.

It was proposed that a small team of students from each school would be employed on a work experience basis for twelve days, to prepare and collect data and to write a complete report on their findings.

Different task forces decided to present their findings in different ways. One task force prepared a video. My task force decided to complete a written report. To do this we embarked on a series of tape-recorded interviews and surveys.

I enjoyed talking to the different people whom I met in the course of the assignment. I feel I furthered my skills in writing and gained from the responsibility it gave me. I think the project was a worthwhile exercise.

Heather Morris, Year 11 student



## Being on the curriculum committee

For the past two years I have been the chairperson of the Williamstown HS curriculum committee—an elected body of seventeen members accountable to the school council.

There are five parent representatives, five teachers, five students, the principal or deputy, and the president of the school council or a representative. In addition, there can be two co-opted members who cannot be elected under the existing categories.

The demanding and continuing task of the curriculum committee is to assess, and revise where necessary, the current school policy and curriculum.

This task has been both stimulating and mind-stretching requiring committee members to consider the basic issues of the aims of education in general; the appropriate curriculum for students in the 1980s; the way that parents, teachers and students should interact; how the school community relates to the wider community, and the thorny issue of goal-based assessment and reporting to parents.

These issues demand an equal input from parents and students as well as from teachers and this has been one of the most significant aspects of the committee—the notion that the educative process concerns us all.

Another important experience has been that of participating in constructive changes in the curriculum—and the sense that the system can be moved—albeit slowly.

Within the two years of the committee's life significant changes have been realised in the school. These flowed from the unique Lorne conference, where parents, teachers and students worked hard on the issues.

The changes instituted in 1983 were wide ranging and important requiring continuing monitoring and assessment by the curriculum committee. These changes included humanities in Year 7, a "round robin" of electives in Year 7; a wider choice of electives in Years 9 and 10; home groups to establish pastoral care; and semester teaching of subjects in Years 11 and 12.

Janet Howie, parent

# CURRICULUM LEADERSHIP IN ACTION

## REPORT ON THE W.H.S. CURRICULUM SEMINAR

### "IMPROVING OUR PRACTICE"

NEWPORT COLLEGE OF T.A.F.E.

18th & 19th OCTOBER 1987

This seminar was held in the local area and on a Sunday, as well as a weekday, in order to allow for maximum participation by parents, especially those many parents who work during the week.

Lunches and a dinner were provided to all participants, partly as an incentive to attend, but also to allow for as much informal socialising and discussion amongst parents, teachers and students as possible. Child care was also provided.

It seems that these "strategies" worked, as many more parents attended than have ever before at similar curriculum programmes.

Attendances were as follows:

	Teachers	Parents	Students and Children	Other Visitors	Totals
SUNDAY	32	25	15 & 3	9	84
MONDAY	39	11	2	13	65

It is obvious from these figures that, in spite of a lot of energy that went into encouraging students to attend, we still need to develop better strategies to ensure their participation.

The aims of the seminar were:

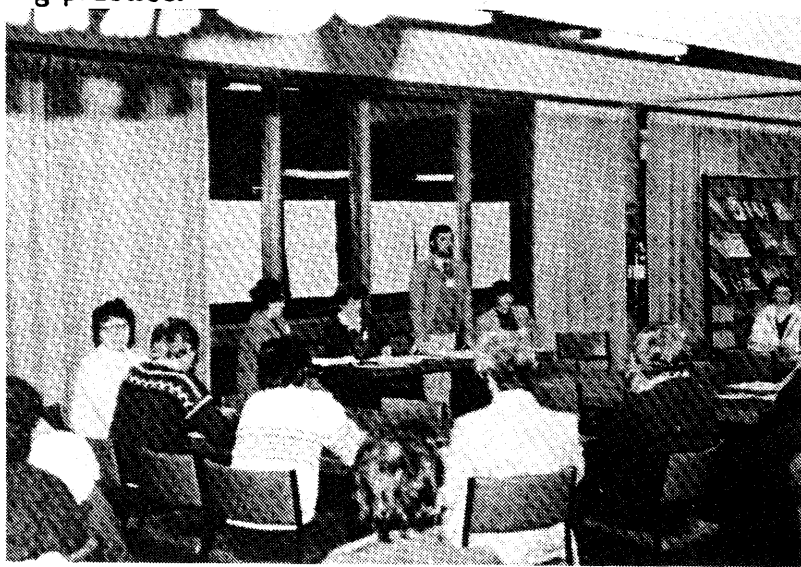
- (i) To develop strategies to improve the Goal Based Assessment process at Williamstown High School; and
- (ii) To look at a range of other educational issues and how they could be used to enhance our curriculum.

The first aim was developed as a result of the Evaluation of G.B.A. at Williamstown High School carried out by the P.E.P. Task Force in 1987.

The issues which arose were outlined by Trish Cotter in a speech made to all participants at the beginning of the seminar. They were the six topics discussed in workshops on the Sunday afternoon.

The "other educational issues" which were discussed on the Monday had been identified in discussions at Staff Curriculum Committee meetings during the year as being worthy of further investigation and possible implementation at Williamstown High School.

Perhaps the major outcome of the seminar was the affirmation that G.B.A., in spite of some imperfections in the process, is generally working well at Williamstown High School; and that there is a widespread feeling in the school community that we now need to shift the focus onto the content of our curriculum and further improving our teaching practice.



# A DAY IN L.A. by CLARKE AARON

The sun rose, red over the awakening valley, reflecting off the glass skyscrapers and the entwined serpents of colourful aluminium; slithering over concrete paths, through holes in the earth, under and over each other. A hazy grey mist hovered, concealing the nearby hills - a deadly cocktail of fumes and gases. Sometimes it sat stubbornly for weeks until the wind nudged it towards the sea. Giant aluminium 'birds' soared through the mist, immigrating, emigrating, hunting out prey.

A black snake of aluminium slid morbidly along black asphalt towards a hill studded with white marble. A white snake of the same substance squirmed light-heartedly from a sacred stone structure. The urban jungle was bustling: the strong preying on the weak and the sick. The rich staying healthy; the sick staying poor.

In the heart of the jungle Charlie studied the light seeping under the lid of his favourite "Dumpmaster". It stunk to high heaven; but he was accustomed to the stench..... besides, it sheltered him from the chilly desert nights and nocturnal predators. He noticed a morsel of food, swallowed it and washed it down with three bottles of vanilla. Charlie was happy with the day so far. The possibility of spending the next night in a different place hadn't even crossed his mind: a stainless steel stretcher at the city morgue. At least he'd have a sheet to cover him.

Karis stepped out of the elevator, slapped an obscene man with wandering hands and hurried along the two blocks to "Burger-King". She ordered her usual lunch. Her French Fries were over fried; but, other than that it tasted the same as ever. "Just a second" she thought, "There's supposed to be two slices of tomato, not one !" Karis left the office at 5.04; and arrived

time to ponder on the missing slice of tomato.

Mike was late getting home from school: a pedestrian had been eliminated by a semi-trailer; and it took a while to scrape her off the road. He reviewed his homework and read a book until the ambulance pulled away. When he arrived home he attempted a maths assignment, gave up and washed his red 'Porsche'. He was rather vexed upon discovering an almost noticeable scratch on the roof. He retired to the jacuzzi where he watched the "Cosby Show". Mike's father was in San Francisco on company business; and his mother brought home a guy named Jordan. Another secret betrayal. Mike always kept his mouth shut though; and he reminded himself never to get married.

Ramon's 'beeper' beeped. He called Julio immediately on the car phone as he waited at a red light in his red 'Ferrari'. Julio said there was a major deal going on that night at the back of the 'Krylon' paint factory and told him he should be there. Ramon was proud of the progress he had made from his narcotic dealings in the past four months. He had earned enough to buy the 'Ferrari' in five weeks. Now he was a true "High Roller", raking in cash from addicted customers. But Ramon was sloppy. In the 'jungle' sloppiness is synonymous with death. At 8.06, Bill Cosby told Rudy to clean up her room; and Ramon was shot five times in the face.

At 8.08 Diana was raped, brutally slaughtered and dismembered by an axe-wielding psychopath.

So was John.

Tyrone stared at what used to be his best friend's chest. He had no time to shed tears. He could hear approaching sirens and his homeboys were calling impatiently. He picked up his sawn-off

shot gun and left Chris lying there, in a pool of crimson.... a blue bandanna tied around his forehead. As the car screeched away, Tyrone felt like vomiting as he looked back at the perforated corpses strewn in the aftermath of the gangland warfare. Revenge ruled his mind: "Bloods must die." The war was never ending; but Chris died for his colours. That's all that mattered.

Jenny couldn't wait until tomorrow - it

was her tenth birthday. She had to go to bed after watching her favourite television program: "The Cosby Show". From her bed she watched the sun as it retreated behind the foothills. The sky turned a charcoal grey and millionaire Bill asphyxiated himself in his 'Porsche 944' in his triple garage at his three million dollar mansion in Beverly Hills.

Just another day in an urban jungle.





# SHOPPER'S GUIDE

## ANDREA LEICESTER

Shopping for any thing can be fun, a troublesome and irritating task or a complete disaster. Every time one shops one experiences this gamut of experiences in the cruel, glittering and money hungry world of some forms of money-making. I can show you how to make it less perilous; and give you confidence when "climbing the Everests of commercially eager, cretins who are trash or sycophantic: in the face of YOU the worthy shopper.

Please read on Sir/Ma'm .... if you please, Sir/Ma'm. ... Can I have be of assistance SIR ? May I help you MA'M ?

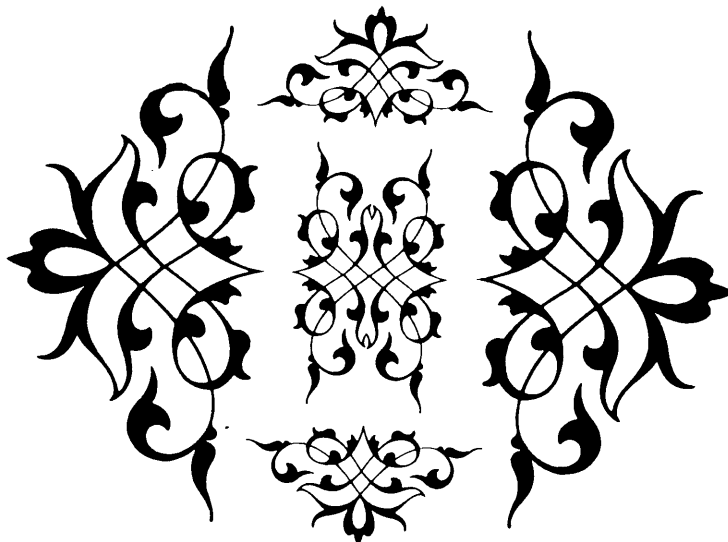
### HERE ARE SOME OF THE RULES:

1. Go to the city if you think you can put up with the "Met" or the parking chaos.
2. Whilst in a "delay" in either of the above, take deep breaths and be thankful that you are not in L.A. or Moscow.
3. Try to forget the frustrations associated with your slow attempts at arriving early..[you didn't need those 9am "Magnificent Sale Items" anyway.
4. If you want to be ignored by shop assistants go to the "big"

department stores.

5. If you like intrusive attention and are garrulous try Toorak Road.
6. Should you be moderately penniless go to one of the "Recycle" shops close by.
7. If you are "straight poor" charity-raising "OP SHOPS" abound.
8. Beware the assistant in any of the above who lies and tells the purchase will enhance your looks and sex appeal.
9. If you can, wear the emeralds and diamond to deter the attention of the store's security personnel.
10. Buy clothes in shops when you have had diet problems - not immediately after you have presumedly overcome them [They won't last and will soon have to be donated to your nearest recycle charlatan; or put into the Brotherhood kids' nighttime shelter bins.

Having followed this advice, there are no guarantees from anywhere. But, I wish you the best of luck - purely and simply because you very much need it !!



# DEATH by MEGAN McAULIFFE

She felt sleepy and awkward, tripping over things in the dimly lit room. Opening the blinds she looked out at the day. It was sunny and actually quite colourful. The sky seemed somehow to have been painted. The leaves on the trees were fluttering their own dance to their own intermittent rhythms. Ever since it had happened the days had been breathless. She wondered if something had been sent from the heavens to take the place of her mother. She had slept a lot since the funeral. It seemed that there weren't any tears left in her body. Her father had the hardest task to get over the grieving; while at the same time, set an example of being 'cool, calm and collected' for his children.

Her grandmother simply wanted her to stop crying.

"You can't keep crying, Ruth. You've got to start living your life". She had told Ruth this a few days earlier, when she refused to come out of her room for dinner. The main thing was that while she had stopped crying, she hadn't stopped hurting. There was a great big knot in the stomach that wouldn't untie itself. Ruth felt helpless and unable to do or think about anything. She was like a dummy in a shop... unable to live.

They had come up to their grandparent's farm to try to "get over the death". Everyone moped around the house aimlessly in sorrow and self-inflicted misery. It reminded Ruth of another

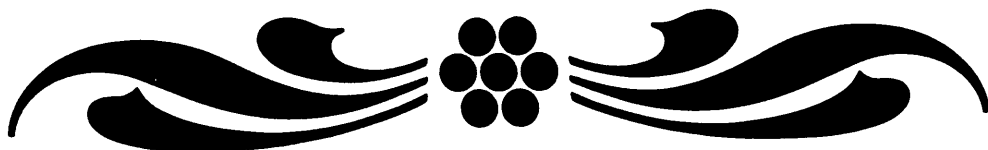
sad time in her life when she split up with her beloved boyfriend of six months. She felt that a big chunk had gone missing from her. She had felt aimless when suddenly he came back and they were reconciled. This wouldn't happen with her mother. It wasn't even as if there was any warning: no terminal illness announcement - just one of those freaky things.

Her mother had been on her way home from work one day when a young drunk lost control and rammed her car at 140 km. She died instantly.

What lingered in Ruth's mind was the thoughts she remembers on that very day when she was expecting her lively mother returning home from work to cook the family meal. Ruth still recalls the ingredients for the meal stacked in the fridge. Her mind still contains the picture of her mum walking in the door laden with the extras for another family feast.

Ruth walked into the farm kitchen. She still half expected her mother to be there talking to grandma. It felt as if a hiatus had occurred. A break in life that would be whisked away by the wave of a wand. A holiday in space and time.

It was a sudden and dramatic realisation. Ruth resolved that her mother would be fixed in her mind and life for as long as life gave breath to her; and that she hadn't gone all that far away.



# YEAR TWELVE CHALLENGES

by **FATEN HASNA**

For my "Oral Communication" assessment in English this year, I elected to speak to a class of Year 11 students. I stressed the importance of attending all classes; and not allowing oneself to fall behind. Because there is so much homework given it becomes almost impossible to "catch up". - if even only a few tasks are left incomplete. Quite a few students have had to 'drop out' when this happens.

A good idea is to have a Homework & a clearly thoughtout Study TIMETABLE, which allocates certain subjects into fixed time-slots each week - with a 'proviso' that caters for change if special circumstances apply. To balance out time allocation to each work requirement is most important. To maintain one's personal and family commitments is also very essential. Common sense and flexibility may well be needed to prompt changes in any given week.

Three hours of work and study per night is the minimum. Free time at night and at weekends need to be planned carefully to increase the beneficial effects on individual, family and scholastic life - FOR ALL INVOLVED.

Long term commitments, such as sport team participation may be best curtailed, for the rigorous last year of secondary education - although early in the year some students can benefit and/or cope.

For 1990, the Year 12 students have had some compelling and interesting challenges - quite different in past years. One was the 75th Anniversary Celebrations leading up to the last weekend in March, as well as many other activities throughout the year. Work on the Re-unions in March and this magazine have provided a focal point for a key aspect of some of the Work

Requirements in the Year 12 English Course.

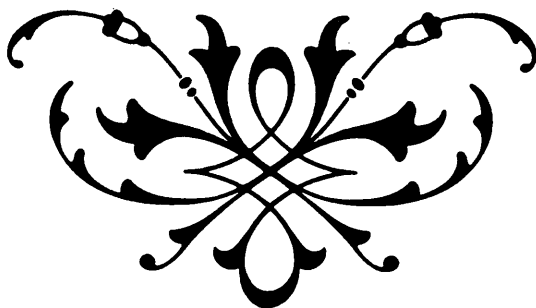
A wide ranging number of activities with great learning effects on members of the class have taken place within the context of our studies and learning requirements.

In summary, The NEW VCE ENGLISH COURSE assessment - known as "Common Assessment Tasks [CATS] - involves a lot of work, revision and effort. {Just in case you think it's all the teachers' fault: remember that their workload has dramatically increased too !!} The first CAT was a Text Test and students were required to write about one of the four books studied during the year. The other CATS are like the Group One "OPTIONS" of previous years. Students are required to do the work and are assessed on the standards achieved.

The system is better because students not only know why they are passing or failing. They know earlier and have the opportunity to 'fix things up' or make improvements - as well as gain evidence and advice on how they can become more successful. This is surely a better situation. Students and teachers at this school are very accustomed to this type of education and assessment practice. They are, in fact, experts with many years of experience [more than eight years, in fact] compared to other schools.

There is also a freedom and flexibility involved which helps parents, teachers and students to improve learnings at every stage.

Overall, students get a much clearer sense of direction, better opportunities to improve; and a better education in all the Fields of Study at the VCE levels.



# INEVITABLE DESTRUCTION

by **ANTHONY PAYNE**

Fugatoid sat at his desk almost six miles below the surface of Lamarion, Wondering, as he often did, what the planet surface actually looked like. He knew that during the "Great Galactic War" the planet had been totally devastated, leaving the surface barren and radioactive for thousands of years. But no one from the colony had actually seen the "Outside". Fugatoid, like many others, had been born underground and had never seen real sunlight or breathed unmanufactured air.

He worked for the Federation of United Galaxies [F.U.G.] The FUG building was the largest structure in the planet. It needed to be large because everything in the known galaxies was co-ordinated from within. Fugatoid worked in the Admissions Department which planets should be admitted to FUG.

Today was going to be the most important day in his life, for he was going to present a report on a newly discovered planet to the Emperor. It was now eligible for induction.

"Your Worship....."

"Forget the formalities..... tell me about this planet of yours." Fugatoid gave the galactic co-ordinates to the Emperor.

"Ahhh yes....Earth !" [It is customary to use the name most commonly used by the inhabitants.]

"These creatures have advanced at an almost unbelievable rate. They've set a new record." read the Emperor who the added: "Are you sure this is correct ?"

"Yes Sir....quite sure, Sir."

"They have attained thermonuclear capabilities ?" {This was the criterion.]

"Yes Sir."

"When was contact made ?"

"Well, Sir.... the earth creatures haven't actually made contact with any of our worlds at this stage."

"Why haven't their Scout Ships made contact with our worlds ?"

"Sir, the Earthlings have yet to develop space travel, other than in their own planet's orbit."

....."If the earth creatures have yet to leave their own planet's orbit; and they have attained thermonuclear power, where on earth do they conduct their detonations and testing ?!"

"Er.... on their own planet.... Sir."

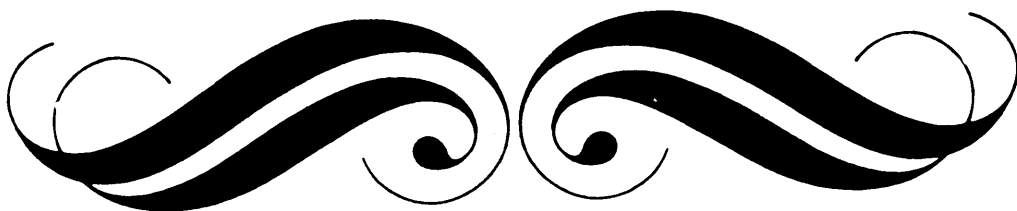
ON THEIR OWN PLANET !!!!!!"

Then he got up and slowly moved across the room to the huge control console, which was covered in lights and with dials. With his three enormous tentacles he opened a triangular compartment and pressed a button within.

On the surface of Lamarion a small flash of light from a galaxy far away, could be seen as the Earth exploded into trillions of separate particles.

Then he sat down again with a look of dismay and trepidation on his face.

"The destruction of their planet was inevitable....."



# DUCK SHOOTING

by **DAVID TURNER**

The annual shooting of ducks is a practice that should be banned. The inhumane act of killing innocent birds is barbaric. Not only is there the high risk of wiping out whole species of duck; the perpetrators actually have the audacity to disobey the rules of what they call a sport. This makes it hard to understand why they use the term "sport". In fact it is a very one-sided affair reminiscent of the feeding of the Christians to the lions. The ducks have no chance of survival; and no means of fighting back.

The main danger, as I perceive it, is the high risk of destroying species. Then there is no possibility of retrieving that special form of bird life. Future generations can read about but never observe them. Thirteen year old Frances Roberts shares this view; and hopes that when she is twenty: "There will still be wild birds to be seen." Losing a species is like losing a part of the fabric of nature. Are ducks to become another "dodo" destined only for the history books ?

In my view this activity can be more accurately described as genocide rather than a sport. The ducks are hardly able to compete in the situation. All they can do is merely fly to safety. They cannot realistically compete in the battle - unless you as reader can devise a way of arming them with high powered rifles with telescopic sights. No, the ducks have no arms, nor motives to counter the oppressors.

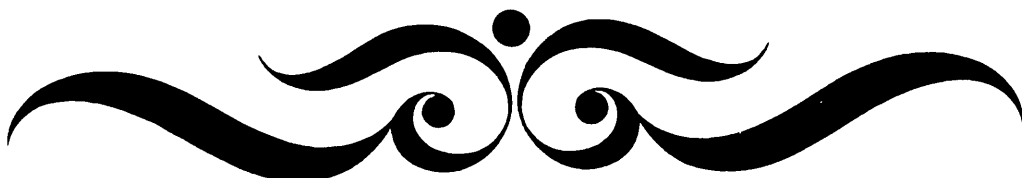
Not only is it bad enough that shooters

main and kill, they also frequently disobey laws in doing so. At the very least they should be willing to adhere to the rules...[not that I am condoning the destruction anyway !] Daily starting times are ignored. This gives shooters the added advantage of being able to shoot ducks earlier than the birds have fully woken from and left their nests and broods. The rules of the "sport" were designed to eliminate such grossly unfair advantages supported by such unnatural and human inventions such as the alarm clock - or even the clinical use of a Telecom Wake-up Reminder Call. The rules are there to provide some measure of fairness; but they are largely ignored or un-enforced.

It is also the naivete of people who do condone duck shooting that makes it, even more, horrendous. One, Tony O'Brien, giving the Animal Liberationist's "Hooligans' Award of the Year" does nothing. The award smacks of sarcasm and proves nothing, does nothing, has no effect. It is essentially a childish and futile gesture. It is a ploy which ignores the central issues.

Duck slaughter is immoral and savage. Why should we ask defenceless, unarmed ducks be faced with inhumane human ammunition ? Extinction will be the end result.

Those who are in a position to do so, should ban duck-shooting to preserve an important form of wildlife for future generations.



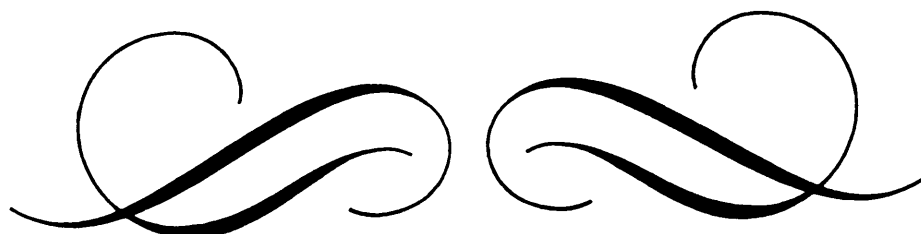
# THE COMPETITION

by **JACKIE GORGIOSKA**

On Saturday 4th August the third Annual Macedonian Dancing Competition was held. Present to witness this spectacular competition between nine different dance groups was an eager and happy crowd.

Distinguished guests included members of parliament, representatives of the police force, Immigration Department, and some highly respected doctors, lawyers and priests.

President Mr Naumovski officially opened the competition and the two thousand member audience bristled with excitement. My dance group was first on the agenda. After a final, last minute pep talk and a feverish spate of goodwill messages, the curtain opened and we were on. The night was long and finally the announcement of the winners was made at 2.30am! As usual the winners were elated; and losers deflated. Nevertheless, it was a darn good night.





# AN ALTERED LIFE

by **DIANA KRSLOVIC**

Where can I start ?

I was chewing on my right thumbnail as the plane landed at the airport in Yugoslavia. The darkening sky was enriched by flashes of lightning. My heart began to pound in eagerness to see my grandparents who lived so far away. They were my father's parents. I was both nervous and filled with excited expectation. Grandfather Nick and Grandmother Anna were standing there, warm greeting arms outstretched. The hugs and kisses lasted a long time; tinged by a few barely hidden tears behind Grandpa's strong smile.

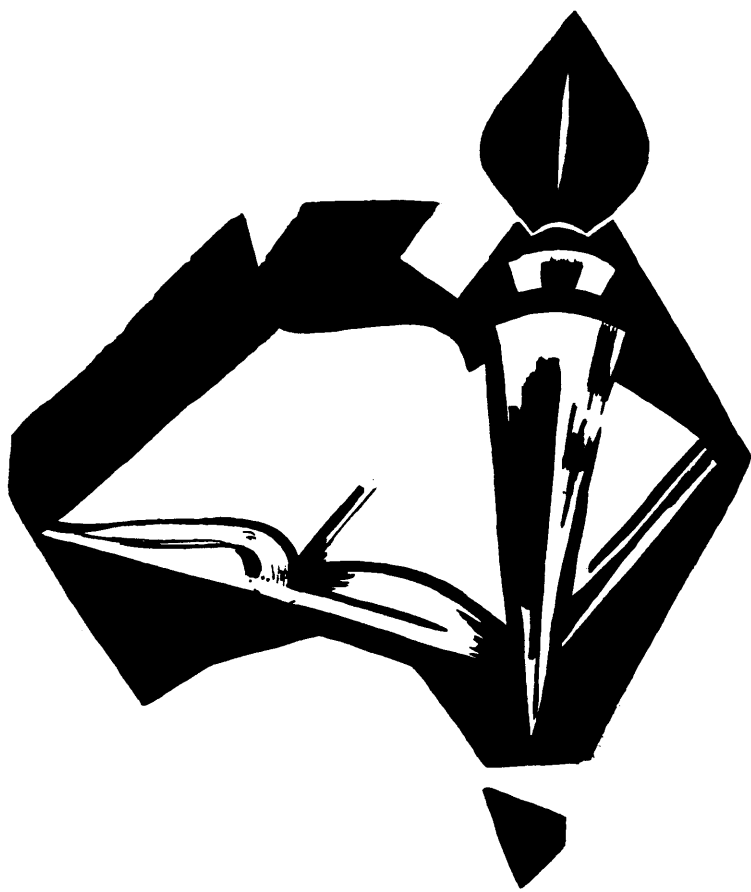
Many days passed ever so quickly. Grandpa and I, on one particular night, stayed up singing traditional songs. We hardly experienced a silent moment. He leaned over and with his slim bony hand, picked up a glass of homemade grappa.

His stare was one of gentleness and love. He told me of his love and how I was his favourite granddaughter. A tear

trickled down my face. That night was the dearest to me; it then was and still is forever engraved in my heart. At the end of the stay the good-byes were full of sadness and grief. Grandpa had, in the short time, filled my mind with many thoughts and advice. It was he who opened my heart and eyes. He once said: "Good things come to those who wait; but it's a pity life goes so fast." He made me realise how special I was. He showed what sincerity was - and how to appreciate fully the gift of life. He passed on the fullness and happiness of his life to me and many others.

He was stolen from me by death shortly after my visit. The grief was fully felt; but it is now merging with the positives that his life gave to the people he loved and freely returned that love.

"Pop, it was you who taught me the ways of life and fulfilment. You were the one who altered the course of my life."



# THE BOWYER GENERATIONS

"School was more regimented. Discipline was pretty strong. A 'wack' over the knuckles was not even thought about. It simply happened. Tables, Spelling and Arithmetic were the main things. I believe that your atmosphere in the school today is more conducive .. and gets work done on your own initiative - which we didn't have. If you couldn't cope you were just left aside in those days. The teachers cared though. But that's not the point.

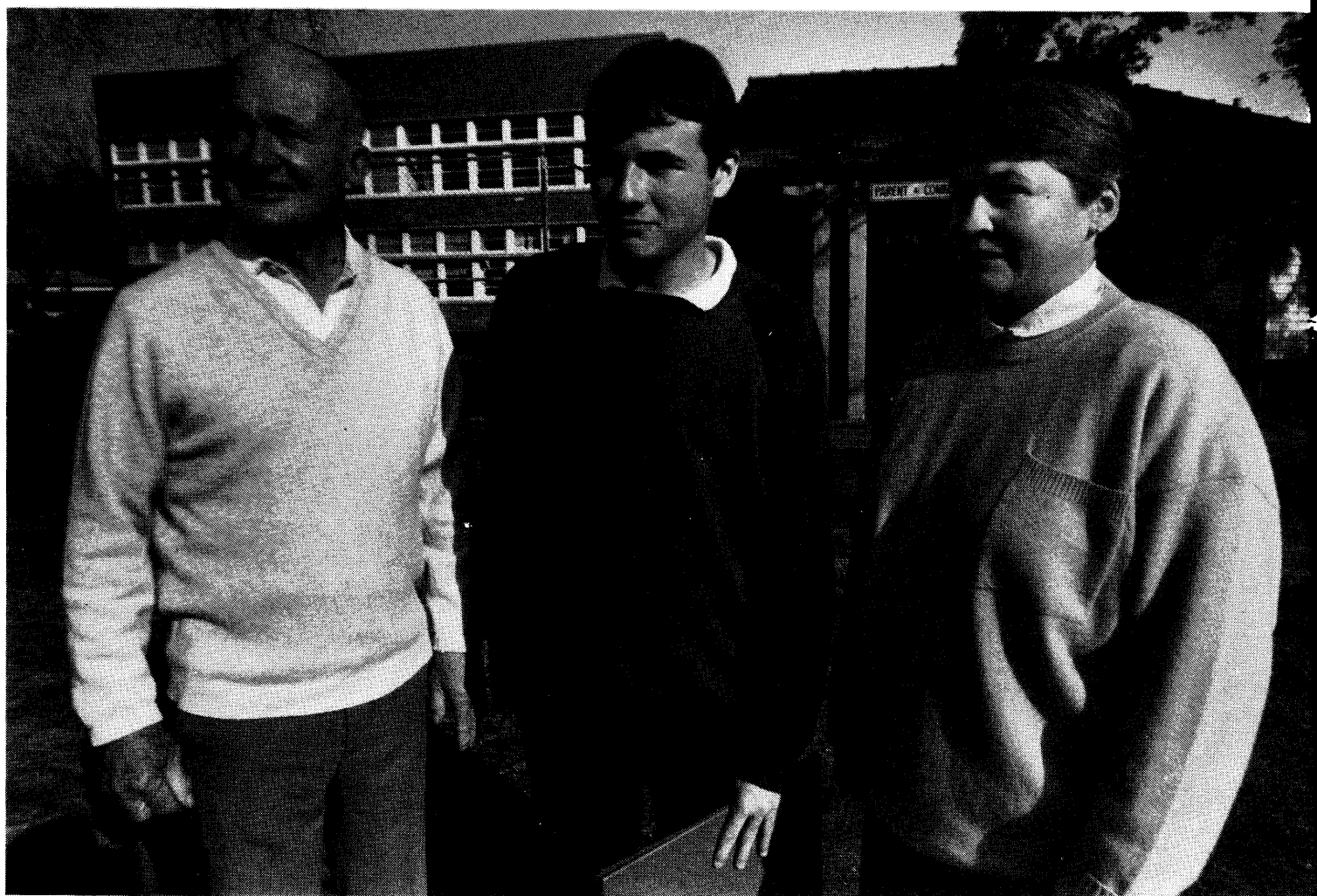
Today you are encouraged to question, to accept challenges in a realistic manner. In our day we learnt "by the book" and THAT WAS THAT. We produced a few famous people in those days like Charles Zwar who ended up writing high class music in the U.S. [Ed. Note: Charles Zwar was mentioned by many at the March Reunion. He was an excellent musician who attended Oxford and stayed in England. Recently a notice appeared in Melbourne newspapers announcing his

death.] Another notable was Tom Hedges, who made a name for himself [a hero] as a pilot during the war.

I can always remember a teacher by the name of Gerity who was with the school when it was a grammar school. He was miffed by the behaviour of one Alistair Mc Donald. Unusual in those days he had very long hair. Gerity shook him fiercely by the hair. The next thing he knew was "BANG" up against the wall. Another teacher was Mr Richards whom we mimicked with great delight. He used to say: "Putty ya blackheads by" - meaning: put your pencils down. That was only one of his peculiarities.

Our uniform included 'applecatchers' down below the knees, blazer and cap.

I was in the Wombat House and we were the duds. After I left they got back on top - probably because I was no longer there. We never mixed with the girls for anything, too.....



# THE GRIEVE FAMILY

My association with the Williamstown High School began at the age of 13 when my father became the Resident Cleaner in the year 1935. He worked at the school until 1963 when, through ill health, he retired. My mother also worked at the school as a cleaner for twenty years.

The work in those days was harder than today as all the rooms had wooden floors which had to be scrubbed each term break. The rooms also had wood fires which had to be lit each morning. This meant that wood had to be chopped and delivered to all the rooms. The fireplaces had to be cleared every night.

When my father became ill, Mr. Powell, who was then the principal asked if I would like to do the job. I started working for the school in 1963; and continued until 1986 when I retired.

I have seen many changes over the years: the building of the Science and Woodwork/Craft Wings; the fire which burned the Quadrangle section badly; and the Naval Drill Hall being demolished to make room for the Assembly Hall. As well, the general building upgrade to make it the lovely

and useful place it is today; and the acquisition of a lady Principal, Mrs. Alexander, our only lady so far, stand out in my mind.

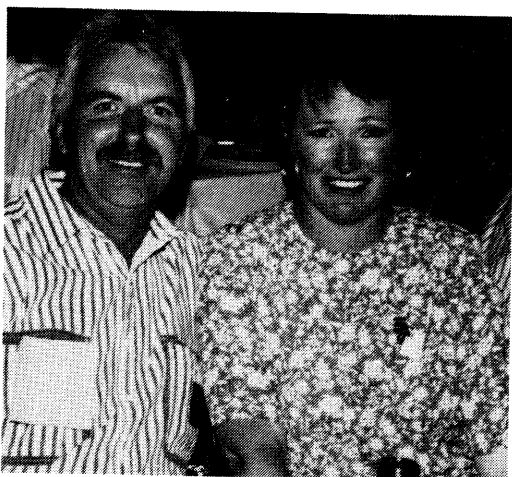
The Grieve family have a combined total of service to the school which is actually more than the equivalent of its age! My father: thirty two years. My mother: twenty years. My wife: twenty one years. My daughter and daughter-in-law, Marlene and Karen were Kitchen Maids for a few years too.

After my retirement Bruce Wilkinson, my son-in-law, took over the job, thus, keeping it, once again, 'in the family'.

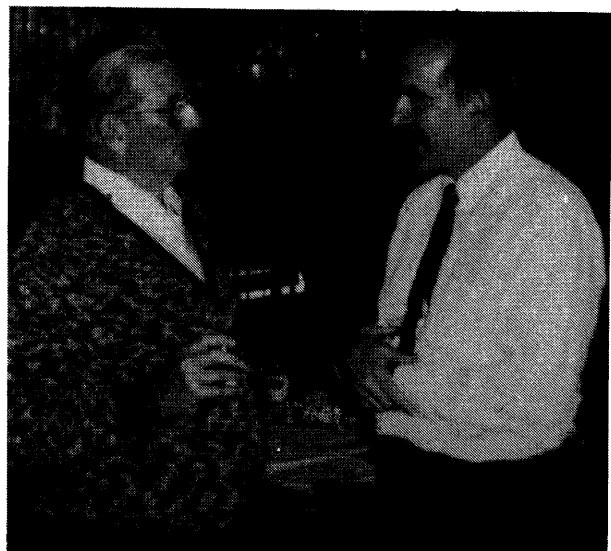
So far, the Grieve family have served this school and looked after it for the past fifty-five years: in jobs, like all jobs, which have their good and bad days. However, overall I certainly enjoyed my days at the Williamstown High School very much.

I congratulate the school on its 75th Anniversary; and most sincerely hope that it will be here with all its traditions for at least another seventy-five years.

Mr. Keith Grieve

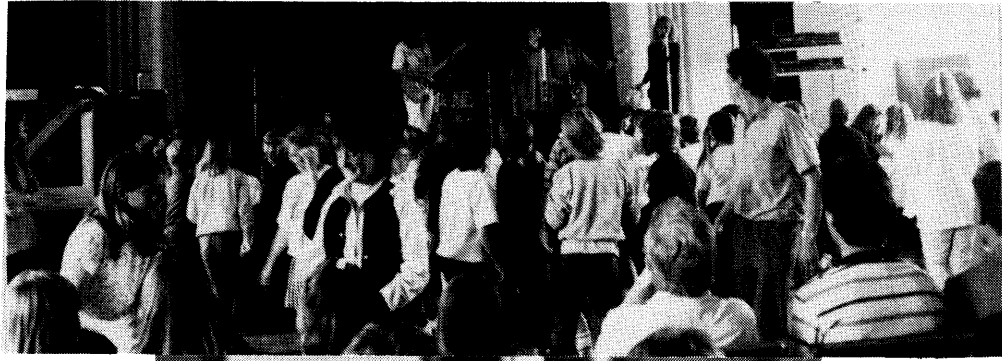


Bruce & Marlene Wilkinson.

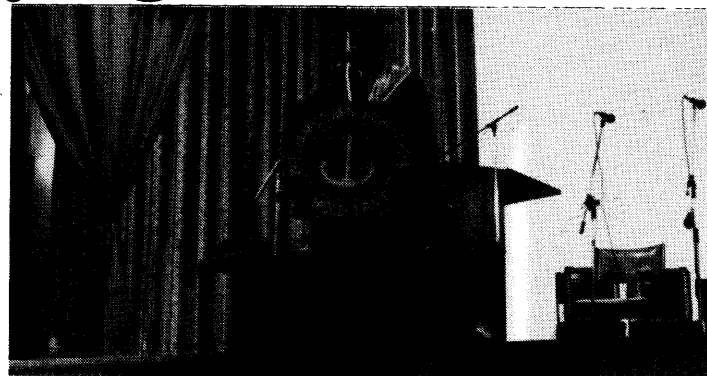
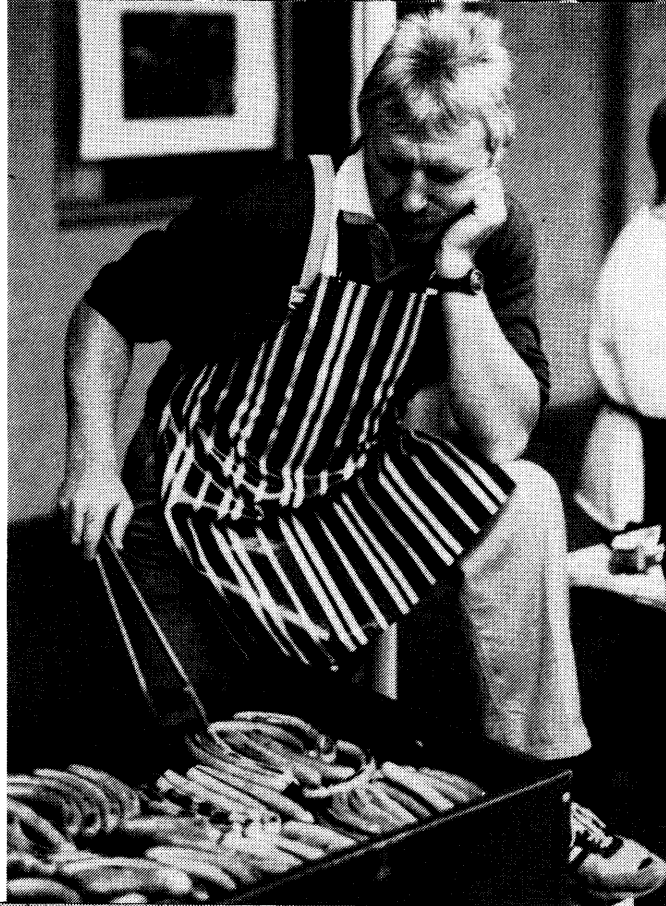


Keith Grieve & Lloyd Jones.

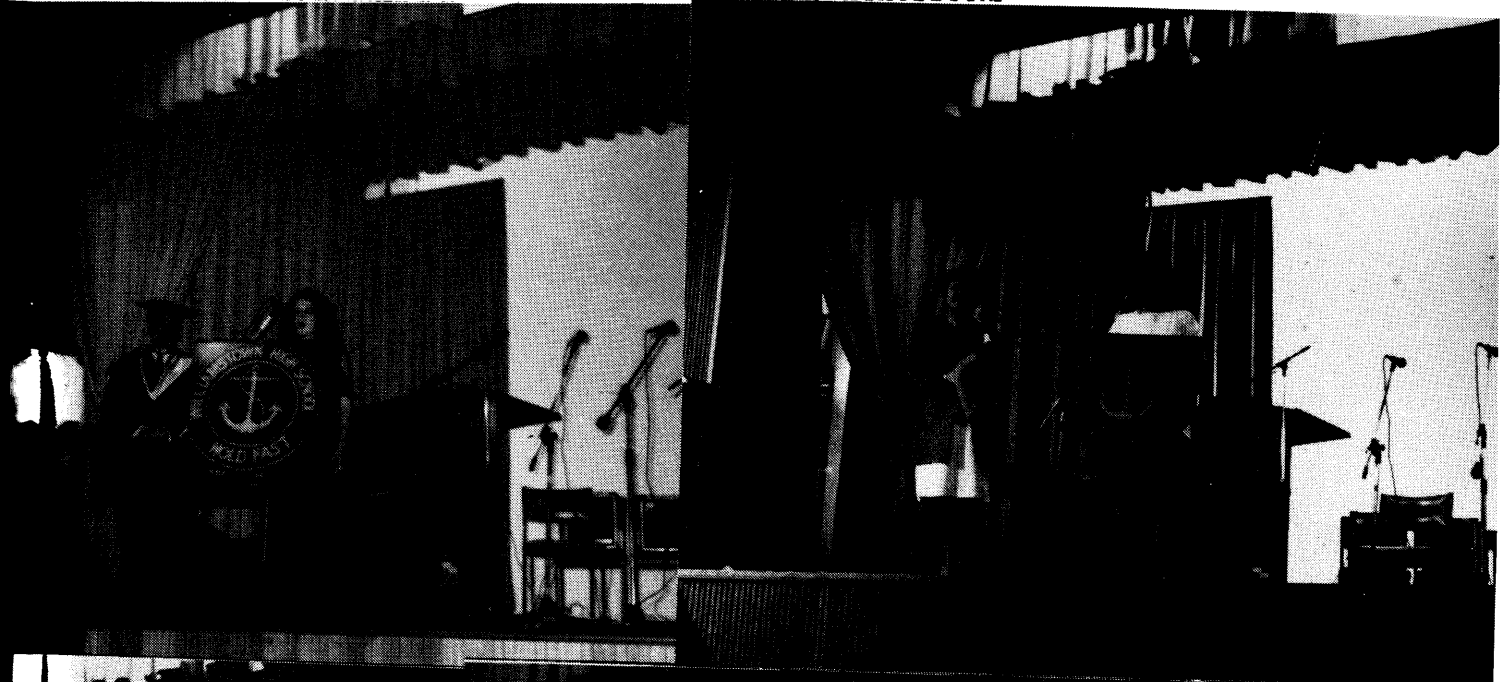
## 75TH ANNIVERSARY CELEBRATIONS



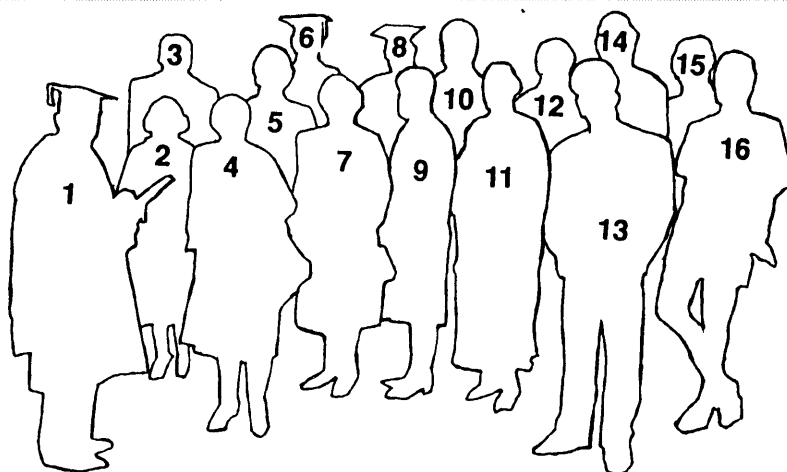
HAPPY BIRTHDAY TO YOU ALL AT WILLIAMSTOWN HIGH SCHOOL !!!



# 75TH ANNIVERSARY CELEBRATIONS







(From left) 1. Lloyd Jones (present Principal); 2. Freda McDonald (student, 1918); 3. Laurie Parker (student, 1929-35); 4. Joy Parker (student, 1930s); 5. Gwen Garnsworthy (student, 1930s); 6. Glen Campbell (student, 1960s); 7. June Young (student, 1941-45); 8. Terry Fogarty (teacher, 1970-90); 9. Iris Whitehurst (student, 1950s); 10. Tom Russell (student, 1950s); 11. Heather Russell (student, 1950s); 12. Alex Macys (teacher, 1967-70, 1981-90); 13. Jim Hayes (student, 1960s, teacher, 1976); 14. Bruce Davis (student, 1970s); 15. Matthew McKenzie (Year 10 student, 1990); 16. Kelly Meddings (Year 10 student, 1990).

The 75th anniversary of both the landing at Gallipoli and the opening of Williamstown High School are being celebrated this year. At Williamstown High School in March, past and present students and teachers from eight decades (some of them are pictured above) celebrated the school's anniversary.



The term "school community" wasn't around in the 1960s or for most of the 1970s, but is common parlance these days—with the growth of parent participation in schooling, the term has come into its own. Yet, while a useful reminder that "the school" is more than the buildings and those who inhabit them between the hours of eight and four, "school community" is not a very accurate description of what most schools are like. Relationships between parents, teachers and students at any one school are more likely to resemble a set of loose alliances than a well knit community. This is particularly true of urban, secondary schools. It is probably less true of primary schools and country schools.

Williamstown High is an urban secondary school with a stronger perception of itself as a community and a stronger sense of its place in the local community than most. Perhaps it has something to do with Williamstown itself. Denis Henstridge, who has been teaching at Williamstown High for 27 years, was one of 15 speakers (mercifully limited to two minutes each) who spoke at the assembly. He said, though he regretted repeating the cliché, that Williamstown was like a large country town on the edge of the city. "People don't pass through Williamstown, they make a decision to come here."

### Continuing connections and attachments

What was remarkable about the speakers who represented every decade of the school's existence, was their continuing and recurring connections with the school: Heather Russell, President of the School Council who opened proceedings, was a student at the school in the 1950s; Laurie Parker, who was there between 1929 and 1935, was on the School Advisory Council for 16 years and has already attended the school's 25th, 50th and 60th anniversary celebrations; Gwen Garnsworthy, a pupil in the 1930s, is one of four generations of her family to attend the school; Iris Whitehurst, the school's Community Liaison Officer, largely responsible for organising the weekend's celebrations, was a student at the school in the 1950s; Jim Hayes, a current staff member who first taught at the school in 1976, was a student there in the 1960s. On and on, the connections and attachments were unravelled for the student audience, most of whom, if trends in social and geographic mobility are anything to go by, will not be on the School Council in 20 years' time, nor sending their own children to the school.

### Very different kinds of education

The first ex-student to speak, Freda McDonald, enrolled at the school in 1918; the last, Christine Carley, left in 1988. Their memories of Williamstown High, memories of school days separated by 70 years, revealed some striking differences, as one would expect. Yet both women

were equally grateful for the very different kinds of education they received.

Freda McDonald recalled very clearly how pleased she was to be able to enrol. In an era when schooling beyond Grade 8 was extended to a minority of students and when entrance exams were set by the few metropolitan high schools in existence, Freda was grateful for, even proud of, receiving a secondary education at all. "I loved my blazer with WHS on the pocket and my straw boater," she told the present students on whom not a blazer, let alone a boater, was to be seen. Despite being terrified of teachers like Mr Gerrity, who regularly dealt out the cuts and 500 lines, especially for cheating, Freda and her fellow students respected the staff and accepted the discipline meted out and the conformity demanded.

Christine Carley, on the other hand, was grateful to Williamstown High for almost the reverse. She said the school she attended in the 1980s gave students the chance to be individuals, to excel at the things they were good at. In her case this was music and she singled out the school's music program and department for the opportunities they gave her to travel and perform and develop as a musician, a career she now pursues. Christine was emphatic in her support of STC, the course she undertook in Year 12, and which she considers gave her practical as well as academic skills and contributed to her ability to speak to such a large audience with obvious confidence. "I never regretted choosing STC," said Christine, "and I appreciated the understanding of my teachers. I can't think of a teacher that I couldn't approach."

Despite their brevity, the two-minute reminiscences of all speakers gave the school's present students an idea, not only of how Williamstown High has changed, but how educational and social values in general have changed over 70 years.

June Young, who attended between 1941 and 1945, will never forget air-raid practice when students, at the sound of the warning siren, had to fling themselves face downwards around the edges of the quadrangle. And on the day war ended the whole school stood to attention as the Hallelulah Chorus was played over the public address system, going on so interminably that many students began to wish war would break out again and put them out of their misery. The war was often held responsible for a general decline in public morality, but at Williamstown High strict standards of dress and behaviour were never in danger of being abandoned. "We were not allowed outside the school gate without wearing our hats and gloves," said June. "And if you got that far there were always prefects waiting to report you."

Unlike the 1940s, the 1960s are often remembered as an era of protest, of student unrest in Paris and the US, of mounting opposition to the war in Vietnam, of the anti-establishment music of the Beatles,

the Stones and Bob Dylan. But Jim Hayes, a student in those heady days, can't forget the rigid enforcement of the wearing of grey caps with little red buttons on top and more adventurous, red-letter days when brave, rebellious boys wore desert boots

with their school uniform. In the 1960s the school still had a cadet corps and a boy (obviously not a cadet) was put on display in the school quadrangle with a yellow ribbon in his too long hair.

### Change in the 1970s

The collective picture produced by the memories of all those who spoke at the assembly paints the 1970s as the decade of most dramatic change. Though changes obviously occurred between 1915 and the 1960s, what was striking about the images past students chose to share with the audience was how much things had stayed the same—the formality of relations between teachers and students and even between senior and junior teachers, the importance of school uniform, strict, imposed discipline, competition and streaming.

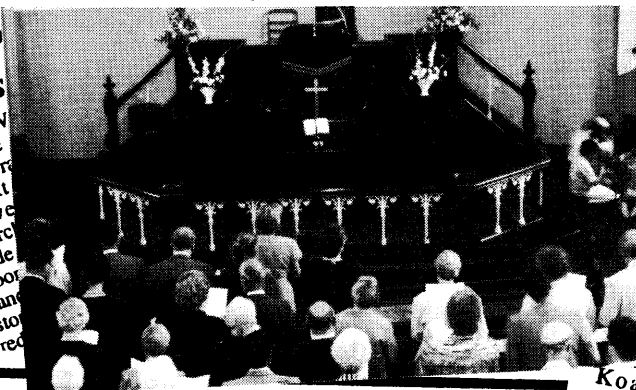
In the 1970s many of these things were challenged, though Terry Fogarty who started teaching at the school in 1970 (and is still there) remembered that jackets and ties were de rigueur for male teachers and it was never anything but "Good morning, Mr Howe" from staff to the principal. And Bruce Davis, a student in the same era and whose family ran the school canteen, has never forgotten that boys should not walk around with their hands in their pockets or their arms folded. "Only pregnant women walk around with their arms folded," Bruce and his mates were told, which made them stop it immediately.

But these were memories from the early years of the decade, for by the end of the 1970s many of the ideas which paved the way for the kind of education Christine Carley received in the 1980s had taken hold—ideas that challenged long held notions of what should constitute curriculum and who should shape it, of how the work of both students and teachers should be assessed, of what should be the rights of parents and students in determining the goals and means of education.

If there was a single thread that tied together the curriculum foment of the 1970s, it was the idea that a quality education was the right of all students and should not be perceived, especially in the later years of secondary schooling, as the province of "bright" or academic students only. In his remarks to the assembly, Lloyd Jones, principal of the school, said he considered this the major change in educational thinking since the school opened in 1915. "For a very long time the dominant view of education accepted student failure as normal, even desirable," he said. "Schools were not doing their job if they weren't failing certain of their students and selecting certain others to go on.

Willi High  
75 years

WILLIAMSTOWN High School, one of the oldest in Victoria, will celebrate its 75th anniversary next year. The celebration was planned for March and will include a "WHS" aftermoon dinner dance and an historical assembly.



Willi High kicks up its heels for 75th birthday

## Williamstown High: from entrance exams to STC

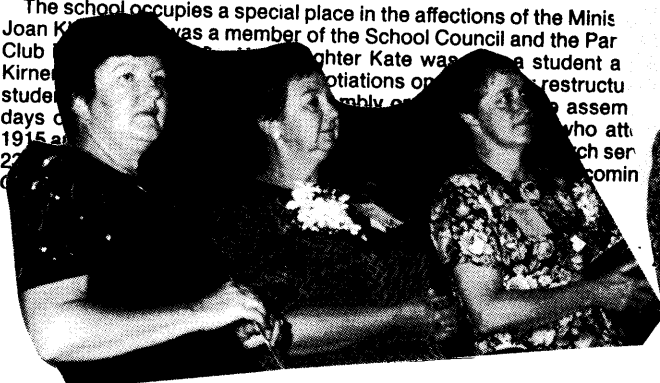
Williamstown High School is celebrating 75 years of bringing secondary education to what has been, until recent years, principally a working-class community. When the school opened in 1915 there were already 23 technical schools and schools in Victoria, but only three high schools in Melbourne—Essex and University. Williamstown was the first high school in Melbourne suburbs.

The school occupies a special place in the affections of the Minis. Joan Kirner was a member of the School Council and the Par Club. Her daughter Kate was a student at the school. Negotiations on the school's reconstruction were held in the school hall in 1915 and 1916. The school's old house system was introduced in 1917.

Williamstown High School will be celebrating its 75th anniversary with Dingoes, Koalas, Possums and Wombats this weekend as the school celebrates its 75th anniversary. As former students would recall, the animal names are from the school's old house system. A reunion will be held in the school hall in 1990 and the school's old house system.

The community development officer, Iris Williams, said the celebrations are the culmination of months of work. More than 1300 letters were sent out to past students late last year with hundreds more going out this year.

Those old school days



WILLIAMSTOWN HIGH SCHOOL  
75th ANNIVERSARY - March 16 - 18, 1990



**Friday, 16th March - 11.00 a.m. to 12 noon**  
School Assembly.  
Guest of Honour: The Hon. J. Kirner, MLA  
Deputy Premier and Minister for Education.

**Saturday 17th March - 1.30 p.m. to 4.30 p.m.**  
"Back-To-School" commencing with a welcome assembly in the school hall. Reunion gatherings will follow at the school:  
1915 - 1930's students - Quadrangle Building, Rooms C4 and C5.  
1940 - 1960's students - Administration Building, Rooms A1, A2 and A3.  
1970 - 1980's students - Library Building Upstairs, Rooms L6 and L7.  
A special historical display can be seen in Rooms L1 and L2 (Library Block).  
Lunch Tea will be available in The Quadrangle, where the School Choir will perform.  
Your mementos can be purchased (see back page).

**Sunday 18th March - 7.30 p.m. to 1.00 p.m.**  
Dinner-dance in the Williamstown Town Hall. The raffle for the water-colour painting will be drawn at this function.



Back to Willi High

WILLIAMSTOWN High School's 75th anniversary committee expects a big turn-up at a reunion in the school hall, cnr Melbourne and Pasco St, on Saturday 17 March, 1 to 4pm.

A large crowd is also anticipated at a dinner-dance on the night at Williamstown Town Hall. A limited number of tickets is available for the event. Early booking for the school is advised.

On Sunday 18 March there will be a service at John's Uniting Church, 100 Electra St, followed by a school reunion at the school.

The anniversary committee, said Iris Williams, sent out 1300 letters to former students and teachers throughout Australia, England and Singapore.

School's 75th year



## 75TH ANNIVERSARY CELEBRATIONS.

There was no room on Williamstown Town Hall's capacious floor for dancing at the Willy High's gala 75th Anniversary Dinner Dance. Some 500 guests, past and present people, were accommodated. It was a sellout well in advance of the big event. Dancing was staged close by in the supper room. But many were unaware of it. Such was the spirit of camaraderie, and chatting over old times, among the celebrants.

At the school on that same afternoon, there had been no space limitations. About 2000 "boys" and "girls" of the past wandered about the school happily indicating points of interest and memories of yore. Just off the well-remembered quad was a display of memorabilia from 1915 to the 30's. Later years were presented in the library and administration building.

School Council president and ex-student, Heather Russell commented, "The response has been incredible."

Current Principal, Lloyd Jones, who played sport for Coburg against Williamstown in his school days, spoke of the school's "magnificent history" down the years.

"It has survived and produced thousands of wonderful people," he added. Mr. Jones pointed out that the school was one of the oldest secondary schools in Victoria. "It's more than a great school; and its motto extremely apt. It will continue its service to the community for many years to come in some shape or form which will relate to the needs of the times."

The mood both at the afternoon celebrations and the evening Dinner Dance reflected a rich and deep tradition. The spirit at Williamstown High will enable it to meet all types of global challenge - especially since it was born in the trauma of World War 1 - and more importantly because it has grown so much from these humble origins.

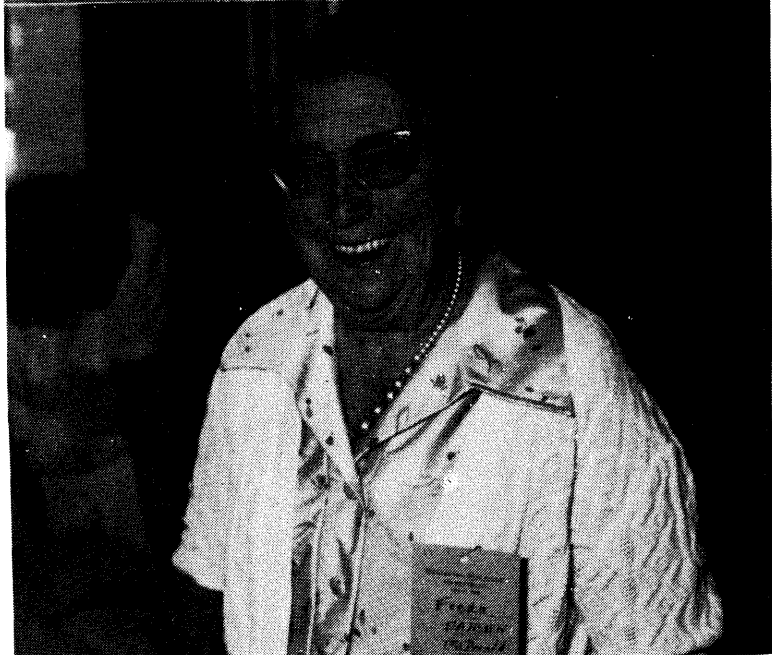
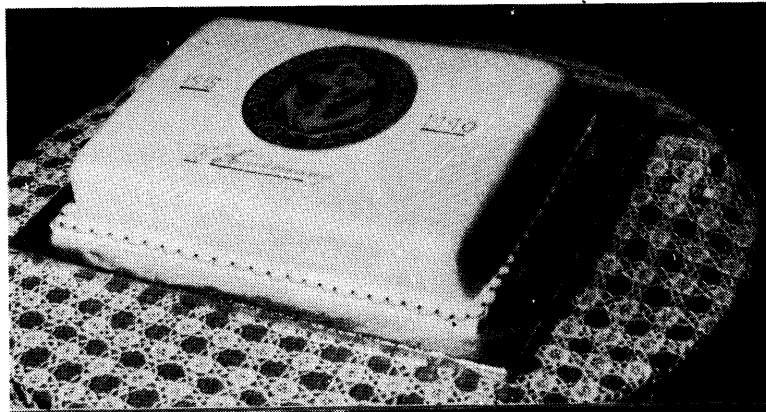




# THE 75TH ANNIVERSARY



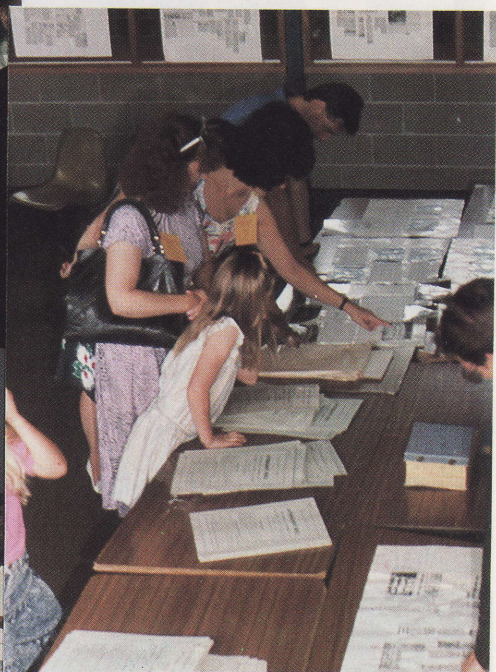
Lloyd Jones with Premier Kirner



Anniversary Cake and Happiness.

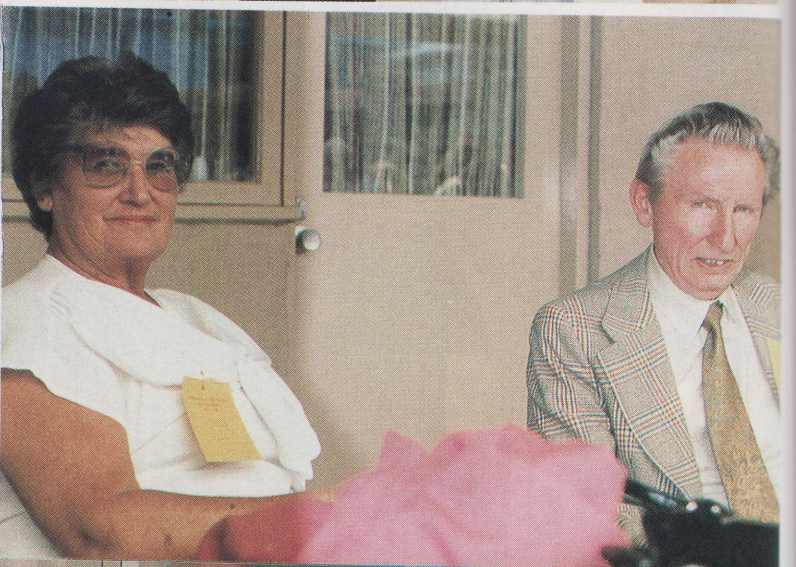


# THE 75th ANNIVERSARY



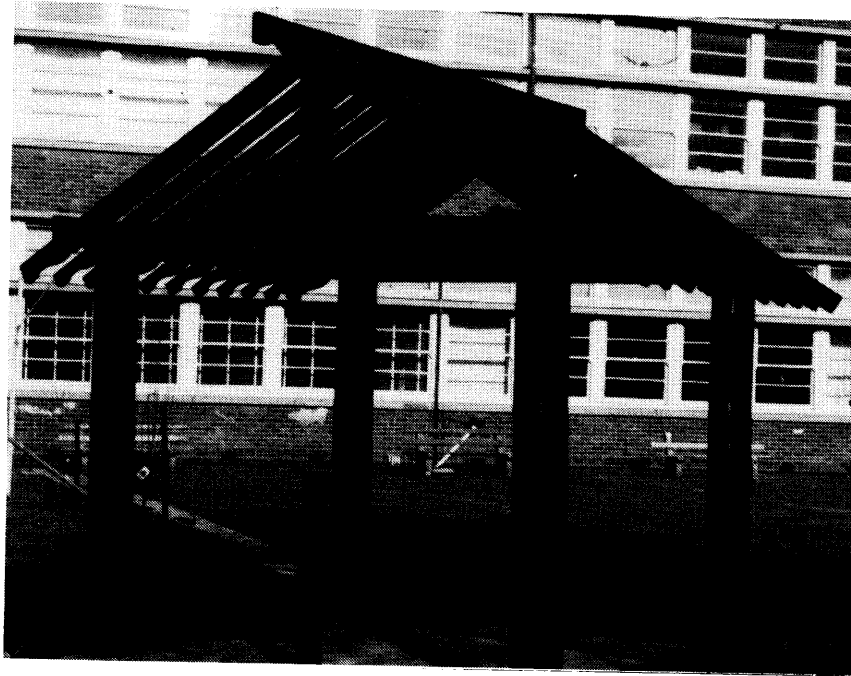


# THE 75th ANNIVERSARY





# THE 75th ANNIVERSARY GATE



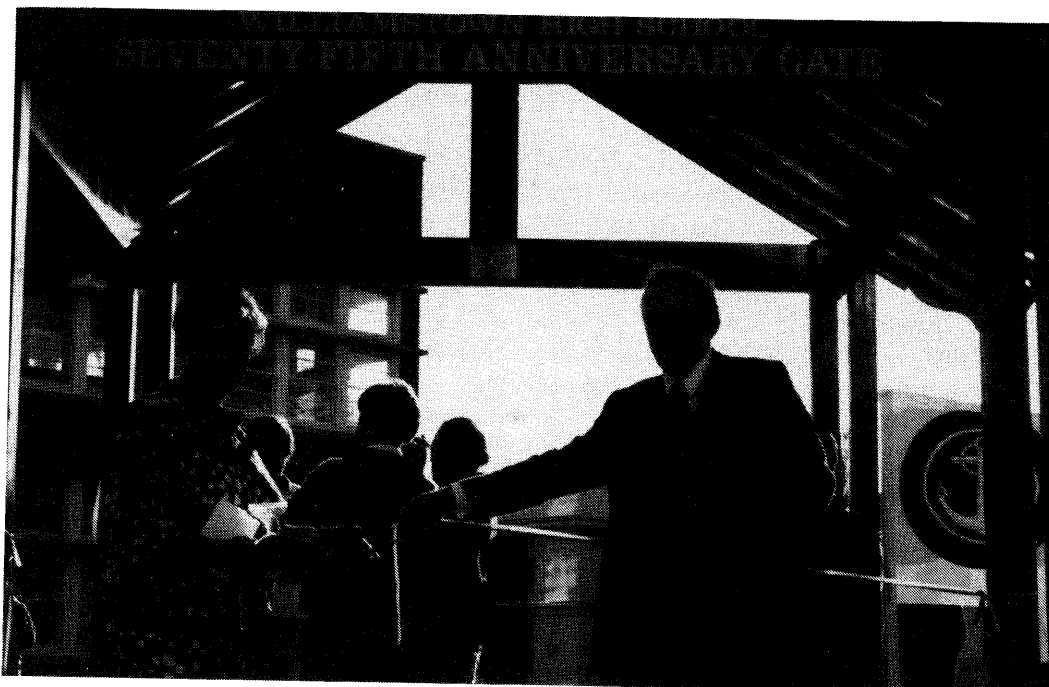
With a lot of hard work and enthusiasm a small band of people constructed a Commemorative Gate for the 75th Anniversary. Working ably under the supervision of the one and only, Brian Metherall, a pitched gatehouse with distinctive lettering has been constructed.

The bequest of an early ex-student, JOHN LANDY, predominantly financed the project.

On the 7th September, some 100 people gathered in the school library to celebrate the opening of the gate. After some reminiscing and refreshments, the party moved to the gate area. School Council President, Heather Russell, then proceeded to cut the ribbons with great gusto.

The gathering then 'christened' the gate by walking through to the next 75 years of Williamstown High School.

## A GATE OPEN FOR BUSINESS



## PEOPLE FROM THE PAST

Former students from wayback attended Williamstown High's 75th anniversary celebrations.

Mr. Bert Crellin, of Newport, who turned 88 in May, was among the pupils who in 1915, with World War 1 at its height, answered the very first roll call at the school. His wife, Beryl, accompanied him at the reunion. After leaving school he went to work at the Newport Railway Workshops. He says, "Half Williamstown" worked there.

Also at the celebrations was Mr. Arch Fowler [1918 - 20], a lawyer in Williamstown for fifty years.

Wilfred Fry [1919 - 21] aged 82 represented a couple of generations of Footscray boys and girls, who travelled by train down to Willy Beach station. He lived in Yarraville; but was this time down from Cohuna. It wasn't till the 50's that Footscray had its own high school.

"I have some wonderful memories of the happiest days of my life," Mrs. Freda McDonald [nee Hansen] enthused of her days at WHS [1918 - 20]. A certificate on the table at the reunion bore testimony that Freda had "completed satisfactorily the course of study prescribed for first and second years," signed "J. A. Leach, Inspector of schools, November 18, 1919".

It reminds many of the old Merit Certificate, which culminated studies at the end of the eighth grade. Though

it would be small potatoes by today's standards of advanced education, it was a coveted prize in those days.

There was something special about Dorothy Fry [1925 - 27] present with her sister, Ella [1922 onwards]. Miss Fry, 75, said, "I am secretary of things and keep busy." Miss Fry, who became a teacher, mostly in Gippsland, just might have been better for never having married.

There was the noted retired Williamstown primary teacher, who reported a few years back: "I can do things because I have never had a husband cluttering up the house."

Eunice Johnson, nee Pittard, of Gifford Street, could hark back to the school as it was in 1917.

Memories from the more recent past were evoked when the 1800 people from past years, wandering through the grounds and classrooms of yesteryear heard a call over the loudspeaker for "Serena Tierney." This woman, a music teacher from up Yarraville way, was behind a school performance of a light opera in the 50's. Enthusiasts, who included a future Mayor of Williamstown, Peter Lalor, along with his mother kept things going on as a venture in the local community. Thus, the birth of the Williamstown Light Opera Company, a child who has endowed our town with a richness and breadth of colour, culture and music for many years.

## OF BLAZERS HATS AND GLOVES.

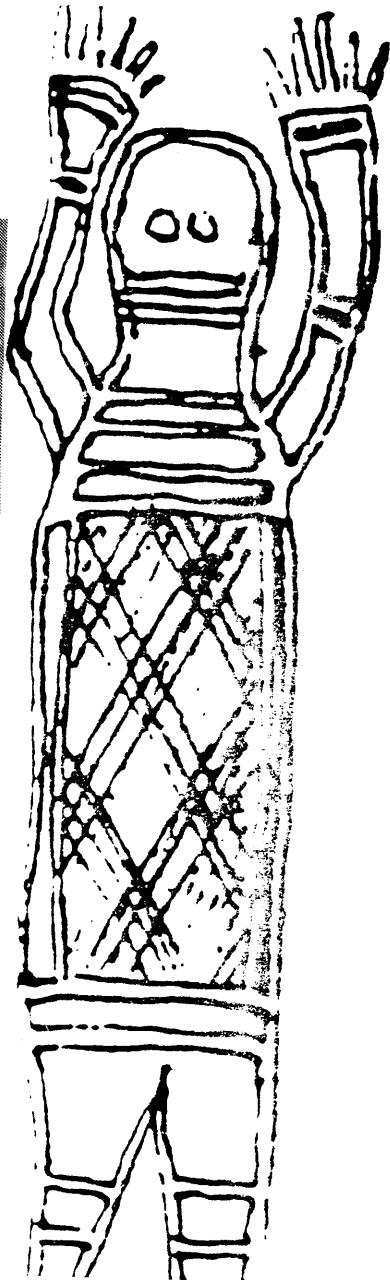
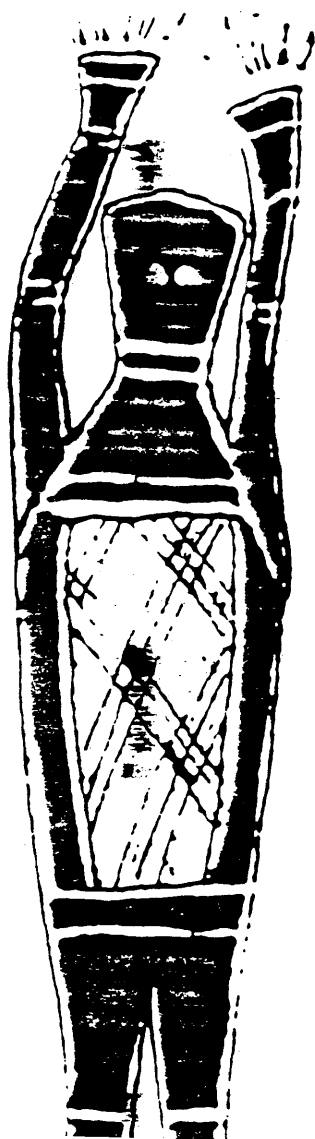
A school celebration of any kind offers time for reflection and growth. The Rev. Alana Turner, now chaplain at Methodist Ladies College, has had time to reflect on her experiences at Williamstown High over twenty years ago. In 1964, she was a Rotary Exchange student, fresh from Pennsylvania in 1964.

She initially found it a strange world. Her fellow students wore blazers and hats, carried gloves and wore no make-up. "But it was a lovely experience; and I became a strong supporter of school uniforms," she said.

service to commemorate the school's 75th Anniversary at St. John's Uniting Church on Sunday, 18th March. She spoke of the school's motto, Hold Fast, in the following terms: "The challenge is not to hang loose in any sphere of human or spiritual life."

Mrs. Iris Whitehurst, widely praised as the Conveynor of the anniversary celebrations, gave one of the scripture readings. Others were given by Mrs. Betty Cumming [nee Stringe] and Mr. Doug Nicholson A prayer was offered by Mrs. Janet Howie [nee Packett]. The Service was well attended and received; and there were a few hats and gloves - but no blazers.

## PLAY IN REVIEW



### PUNDULUMURA

This production by the LA MAMA Theatre Group [a well-known company of 23 years in Melbourne] featured two actors, Joe Dolce and Gnarnayarrahe Immurry Waitairie. It was directed by Ray Mooney.

The play, "Pundulumura", is about an Italian immigrant and his relationship with a native Australian Aboriginal.

"Johnnie", the stall keeper, owned and ran an Aboriginal Artifacts business. He used various unsavoury techniques to sell his 'shonky' merchandise. Gnarnayarrahe was a local aboriginal who comes to busk near Johnnie's stall. After playing a few tricks on each other, to get rid of the other party, they finally got into a busking duel which was quite entertaining. The

actors displayed musical skills on the banjo and guitar; and were able to establish good audience participation. Johnnie with his mouth-organ and Gnarnayarrahe on the didjeridoo were amazing.

The play did raise many important issues concerning Aboriginal rights. It gave the audience insights into aboriginal culture - especially through the dance from the Dreamtime sequence. It illustrated how some people take advantage of others for profit.

Even though the storyline seemed a bit thin and the props left a lot to be desired, the performances were vigorous; and the themes provoking. Overall, the audience was stimulated and thoroughly entertained.

# STUDENT CONFERENCE DAY

As one of the many highly successful activities of the statewide "EDUCATION WEEK" Willy High school students downed their pens and took up gloves and 'garbages' on Wednesday 5th September as part of the second Annual Student Conference Day. It was organised by the SRC.

Throughout the morning students were engaged in wide-ranging discussions based on ideas about how they would like to improve the school. They also addressed the issue of how students can better participate in the school's decision-making processes.

Another session informed students about the new VCE structure and courses. Junior students also discussed how they could become further involved in student-led activities.

Before a Barbecue on the foreshore, there was an assembly at which the Youth Worker from the Williamstown City Council, Mr. Craig Marshall, spoke to

the students about programmes and facilities for young people in the area. Ms Helen Tregear, from the Friends of the Rifle Range, also gave an illuminating talk on the nature and history of the vital environmental problems confronting the locality.

A riveting performance by a leading representative of the Koori community brought home to students the role and value of Australia's aboriginal heritage and culture.

Armed with such a stimulating morning of activities and the seaside "Sausage Sizzle", the students embarked on a clean up of the foreshore between the beach and beyond the footy ground.

The Principal praised the efforts and success of the day before dismissing the students. He indicated that the day's events would have a lasting effect on local environment problems - providing awareness especially among young people.

Here is a letter from the Premier as a result of the Bay Clean-up:

Dear students of Years 7-10,

Congratulation on the outstanding job you did cleaning up the Shelly Beach and the Parker Reserve.

I walk down there quite often and it looks terrific !

This kind of community action enhances the name of Williamstown High in the local area.

Yours sincerely,  
Joan E Kirner  
MLA for Williamstown  
PREMIER OF VICTORIA.





Helen Tregear talks about the Rifle Range



Koori Display

by

Gnarnayarrahe Immuray Waitairie



Sausage Sizzle by the Bay



## HOME ECONOMICS, HUMAN DEVELOPMENT AND SOCIETY

This subject focuses on the study of families and the individual throughout the lifespan; and their relationships with the social, economic and physical environments. Students develop necessary skills that prepare them for further education and later life. Home Economics is taught from Year 7 to 10.

Human Development and Society is available in Year 11 and 12. While Home Economics has an emphasis on practical applications, H D & S is more of an academic subject. Both rely heavily on research and enquiry learning approaches.



WHAT ARE THESE SCALLYWAGS UP TO ?



## A NIGHT OF FASHION

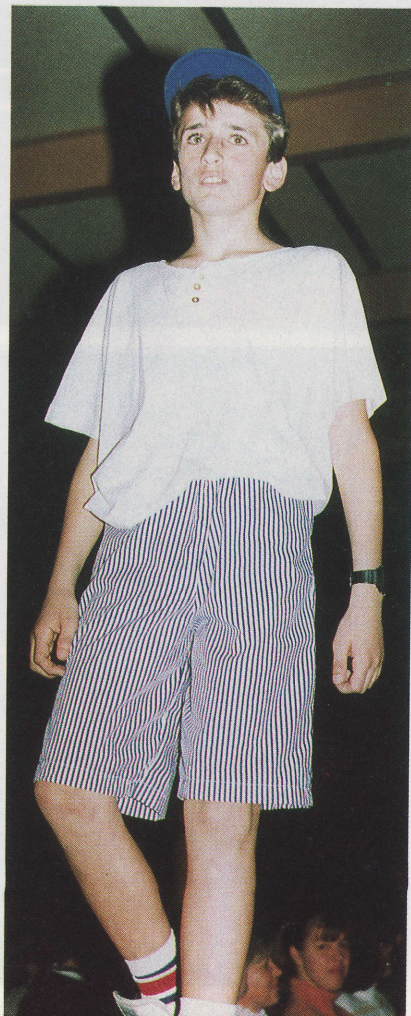
The stage was all "dolled-up" and ready; the audience settling in comfortably; and the performers were eager with excitement backstage.

Suddenly all the lights shone and the show began. Musical items included a "send-up" of the "Supremes"; a boys' dance group, who had the audience roaring as they danced to "Bust a Move"; and another dance group performing Madonna's "Vogue".

THEN .... THE GRAND PARADE began.....:

The fashion ranged from casual summer wear to some fabulous, exotic and formal bridal wear and exquisite ball gowns.

Performers and the audience alike were enthused with enjoyment and feelings of great satisfaction that another job had been so well done by Willy High students in co-operation with other schools in the district.



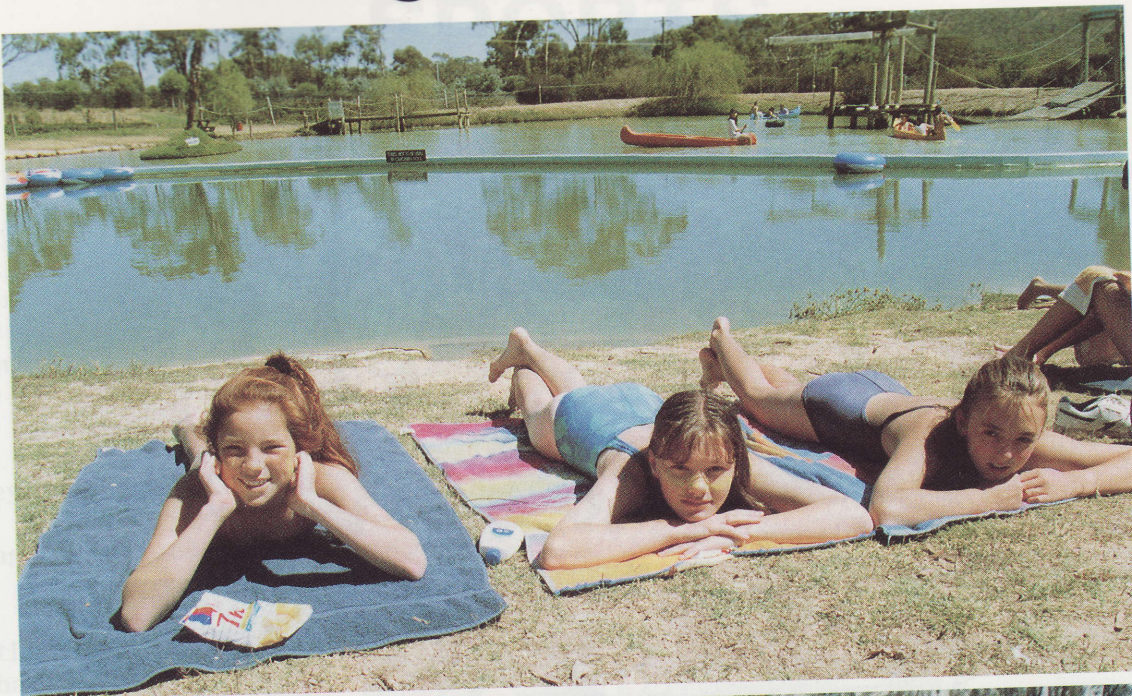


# CAMPS





# CAMPS





# CAMPS

WOW !



WHAT ?

WHY ME ?





# SPORTS

## SWIMMING SPORTS 1990

The Swimming Sports turned out to be a very successful and enjoyable day for all concerned. It was held on the 13th February, thirteen days after school had started. Therefore, a lot of Home Group lessons were spent on designing the swimming banners.

It was eventually all worthwhile, as they all looked magnificent on the day.

Congratulations to 9DM !!

On the day itself, most students enthusiastically entered events and behaved very very well as a supportive audience. Special mention must be made of the Year 11's who turned up in great numbers; and through their numbers made it the great day that it was.

A lot of fun was had by all - especially during the free swim !!

Many thanks to all the staff who went

about their assigned tasks with only a few complaints and immense enthusiasm. Mr. Repka showed a keen interest in sunburn treatments; and was a very co-operative starter. Ms. Cotter directed a few pertinent comments in her shared job as announcer. The "Open Relay", a traditionally keenly fought grudge match between teachers and students saw six teams competing. Again, for the fourth year in a row, it was won by the 'Mean Machine' - comprising Messrs. Cook, Repka, Vincent and a rank unknown outsider. It has to be noted that Cookie's pacemaker made all the difference.

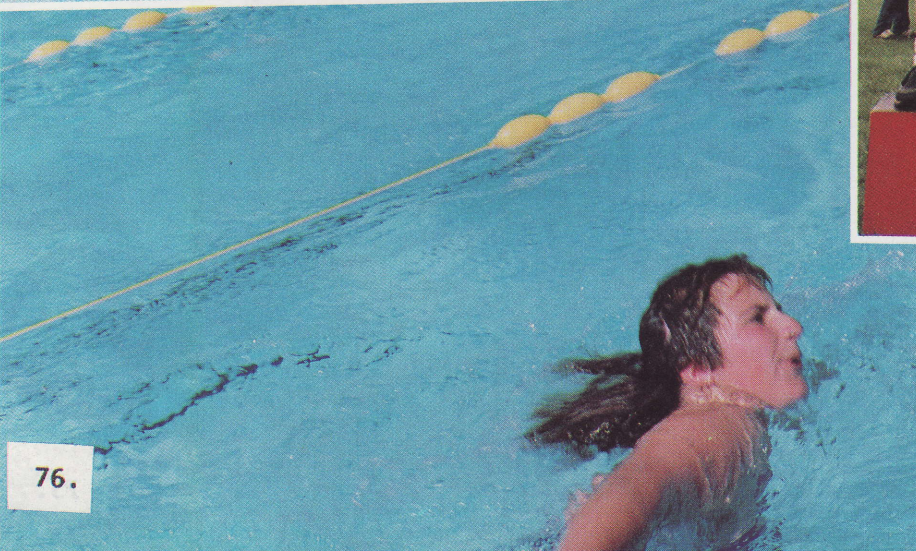
Thanks go to Mr. Fogs for his efforts before, during and after the event.

In summary, there was sun, fun, and tiredness at the end - with everyone going home determined to avoid using the public transport system next year.





# SPORTS





# A big blow coming on Hobson's Bay



On Sunday May 27 and December 16, music students presented public performances at the Hobson's Bay Yacht Club. "MUSIC BY THE BAY" was the prevailing theme. Groups were ably supported by students from Strathmore High School, Footscray and Williamstown North Secondary colleges.

Both concerts displayed extremely high musical standards: attesting to the fact that the school has a rich tradition and firm commitment to excellence in many fields of endeavour. Ex-students - especially those from the "Jazz Band" - joined in entertaining the crowd. A Fund-raising barbeque helped both the hungry and the School. The performances were, as usual, of very high standards, with all enjoying the experience.

It is to be hoped that further events will be organized for the benefit of the school and Williamstown community.

Readers can be assured of a wonderful time if they respond to the advertising of similar concerts in the future. The public relations work done by the music staff and students at the school is of great benefit to all concerned.

Congratulations to Finn



the Concert Band Committee, other staff and, in particular, the many current and past students who give so generously of their time and talents.

In the last two years, Music students from the school have attended a three-day Music Camp. These have been designed to increase skill levels, maximise musical performance and increase group cohesion. It is not that fun and tiredness are planned, or even, possibly eliminated from, these experiences. Far from it, if one closely looks at the very bleary-eyed participants [including teachers] on their return! One wonders how many rehearsals, concerts, Beethoven Symphonies or late nights were the real culprits involved. It is exceedingly obvious that the aims of these camps have certainly been reached whenever there is a performance following shortly afterwards. On the latest camp held in the second week of December, this year, it was also clear that excellence of performance and a unique experience of social cohesion was also very apparent. Students played for local elderly citizens at Horsham.

The response was very moving: as can be seen from the accompanying photographic evidence.



## MUSIC

Music is offered to all students in the school. It has excellent facilities to enable students to explore different forms of music such as: Rock, Jazz, and Classical music.

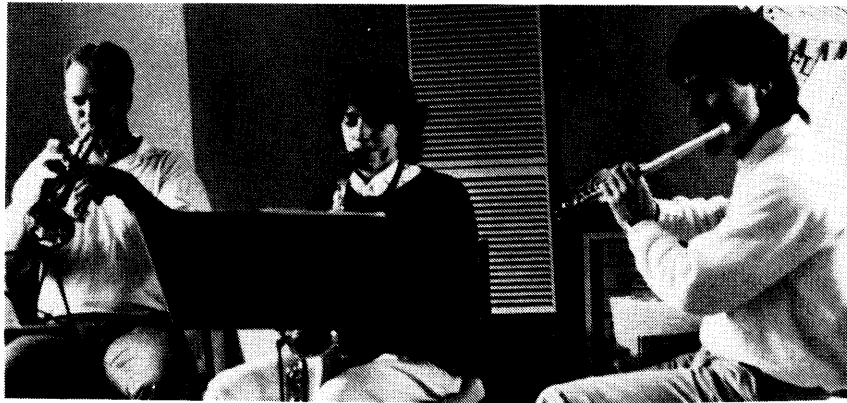
Instrumental music is resourced by professional musicians. Tuition is available in woodwind, brass, some string and percussion.

The program forms an integral part of extra-curricular activities, such as School Assemblies, Concerts, Annual Productions, community performances as

well as television and audio productions.

The Concert Band is well known in the local and broader community.

The school's dedicated approach to the music program can be measured in the success demonstrated by ex-students. Some are still performing music professionally and benefitting from their experiences at Williamstown High. Others are pursuing music studies at the tertiary level.



### WILLY HIGH BAND WOOS THE YOUNG

The growing popularity of the school's Concert Band rose to greater heights during its tour of the local primary schools. A range of popular and classical pieces were performed.

As well as the demonstration of musical expertise and talent, there was an opportunity to show how resourceful the school has been, is, and will be in the

educational scene in the West. SRC member, Kelli Meddings, described the school's worthwhile experiences and activities. The tour was most successful; and will, as usual, be followed up with further presentations in schools and the broader community - including performances of carol music during December.





## WIND SYMPHONY DAY

A special musical event happened at our school on Friday, 3rd. August. Students from eight secondary schools in the Western Metropolitan Region were tutored by members of the "WIND SYMPHONY" which comprises music teachers in training at the University of Melbourne.

Over two hundred students were tutored in small groups. This was followed by rehearsals in readiness for an evening concert of student and "Wind Symphony" performances given to a packed school hall audience.

"WIND SYMPHONY", under the leadership of Rod McWilliams, enjoys performing an

extensive repertoire which includes many varied styles - especially from the 20th century.

The Concert Band Committee, made up of students, parents and staff, prepared a luxurious evening meal for all participants to "fuel" them for their concert performance.

The event was a great demonstration of co-operative learning and resource sharing.

It also showed that music and instrumental music in particular, is alive and well in the local schools.



# ENGLISH:



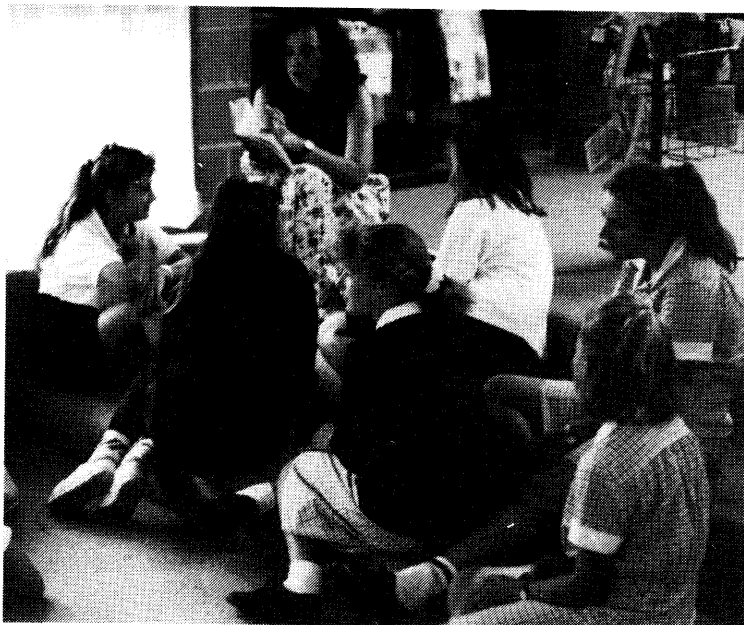
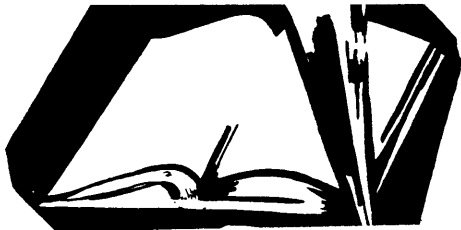
The English Faculty at Williamstown High School aims to develop skills in thinking, reading, writing, speaking and listening. Year 7 & 8 students are encouraged to use the library; and read books from the extensive collection housed in the English Resource Room.

Year 7 students also participate in the "Talking Book" program, which involves students reading along with a recorded copy of the book. Years 7 to 10 students also have four set texts to read and analyse during the year, which includes: two novels; a collection of short stories; as well as a play or poetry anthology. Process-writing is also encouraged at all levels in the

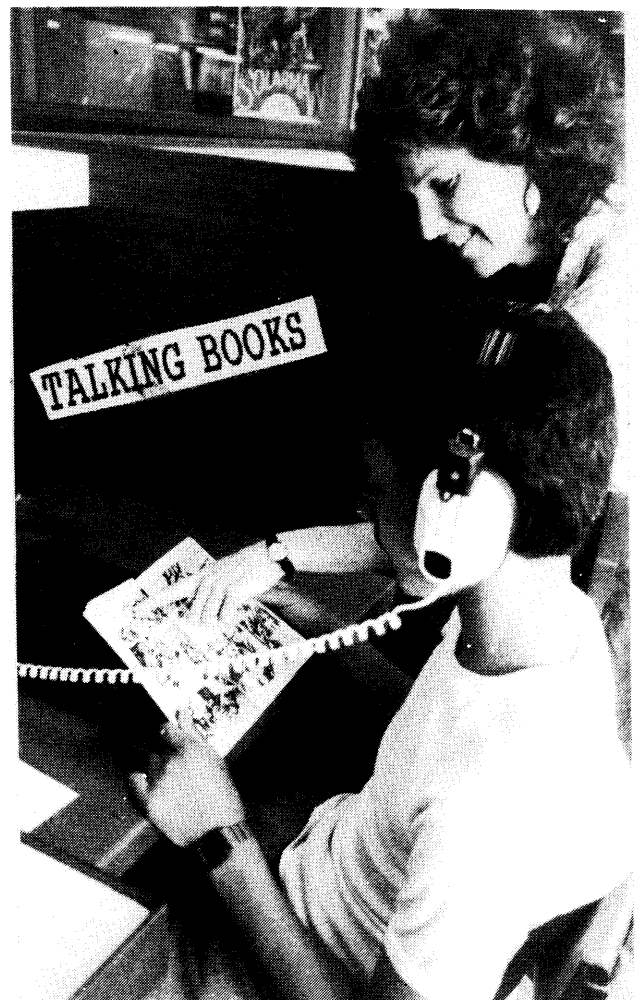
school. Year 7 and 8 students concentrate mainly on creative writing; while Year 9 & 10 students learn basic and advanced skills for formal essay writing. For one period a week every student from year 7 to 10 is able to work on computers to help with the development of written pieces.

At the senior levels, W.H.S. is one of the few schools which is testing the new VCE English program; and so far, it has been quite successful.

Parts of this magazine have largely been produced as part of the new V.C.E. "Work Requirements" for Ms. Bunney Cameron's Year 12 English Class.



A READING ENRICHMENT SESSION



# Creative arts at willy

The Art Department have been busy developing courses for VCE and working towards a more consistent program in the school. Our program now allows students to gain expertise in a number of areas; therefore preparing them for whatever area they wish to pursue in the senior years of schooling.

This year both Helen Bacon and Shasta Strauss teach across all year levels, from 7 - 12 which is very demanding but also very productive.

Year 7WM have been working on a calendar which was sold at the school fete. Their work has been excellent - lino cut prints with an aboriginal theme.

In the senior classes two students Paul Robinson Year 12 and Tiffany Webb Year 11 entered drawings in the local Uniting Church Art Show winning 1st and 2nd prize. This year many senior students have been interested in photography and have produced a variety of works of a quality standard.

Alisa Ceman who is studying Year 12 Art became involved in the Small Grants Program where her photography of interiors was chosen for a calendar which is being sold throughout Australia. The launch of the calendar was at the Hilton on the Park on the 29th October where special presentations were made.



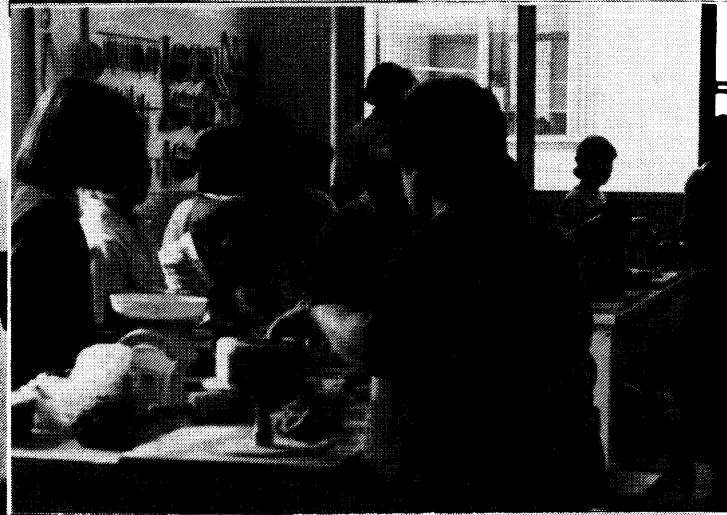
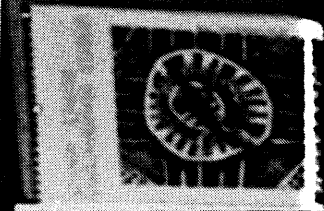
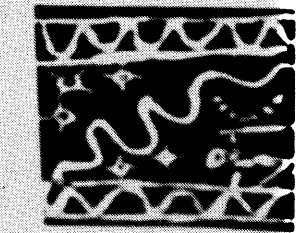
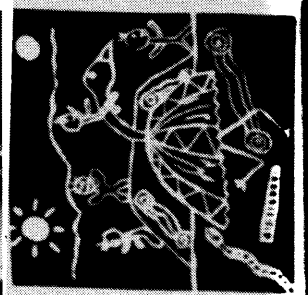
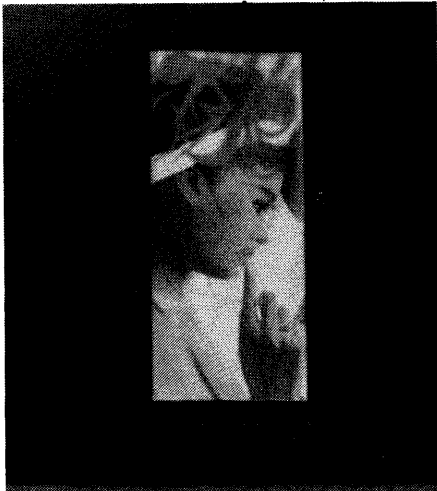
Another big event this year was the Fashion Parade; where our students performed very well with over 30 participants modelling their own work. Clarke Aaron, our resident airbrush/spraycan extraordinaire designed the spectacular back drop for the parade. He spent many hours developing the piece which was very impressive and it enhanced the theme of the show.

Our last but not least effort was an Art display for the students of the school. We had been planning this for some time keeping student artwork for this special event.

Towards the end of the year we hope to involve the Art students in an Exhibition at the Zoo. They are currently working on a project for the Williamstown Festival making masks. These will be worn and used for performances at the Festival.

\* Deidre Waight who taught Art at the school last year is opening a Gallery in Gisborne and welcomes all to come along and view the range of Art and Craft work on sale - Which Craft Gallery, 113 Melton Road, Gisborne.







## MEDIA

Media Education aims to help students understand the role of the media in society and in their own lives.

At present Media is offered at Years 9, 10, 11 and 12. The programs look at Media Forms such as Print, A/V & Pictorial. We also investigate Media Processes in advertising, news and pop music/culture, as well as information technology. Themes include the family; leisure, youth affairs and other social/political issues.

The program aims to give the students the opportunity to experience and evaluate a range of media and to encourage self expression.

The subject helps to promote social skills, co-operative learning, research, organisational abilities, as well as technical and language skills.

Below is an example of a Year 12 student's [Alisa Cemen] photographic work.



## PASTORAL CARE/UNITS:

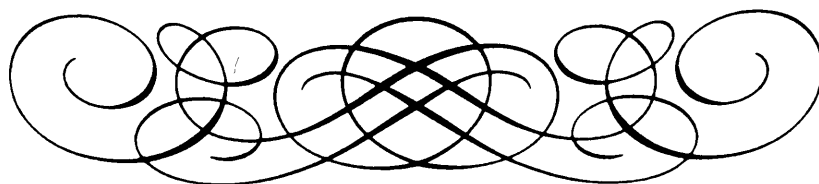
Essentially, the Pastoral Care program helps students with their problems. Allied to this is the Home Group system which educates students in personal, social and careers and political issues. Each class has a Home Group teacher who is responsible for the well-being of the students. The H/G teacher is the first point of contact for parents. Other support in the school includes the UNIT SYSTEM at

years 7 to 10. The two units, now called Pelicans and Seagulls, have Co-ordinators who also play a part in student welfare and discipline. Teachers in each unit generally teach only students of their unit; thus making communication and liaison more effective. Any problems are acted on swiftly and close home/school contact is practical.

## WHO REMEMBERS THIS ?

The other night I saw a sight,  
A startling apparition:  
A Possum on a Dingo's back,  
To me they spoke their mission;  
The team will win - we prophesy,  
So, make a strong attack, Sir !!  
The colours that fly at the mast, on high  
Will be red, yellow and black, Sir !!

The other night when fast asleep,  
I saw an apparition:  
A Koala on a big Wombat,  
A startling apparition.  
The more amazed, as the more I gazed,  
To see the vision alter:  
A Dingo on a Possum's back, Sir !!  
And we'll all wear red, yellow and black, Sir !!





## PELICAN UNIT

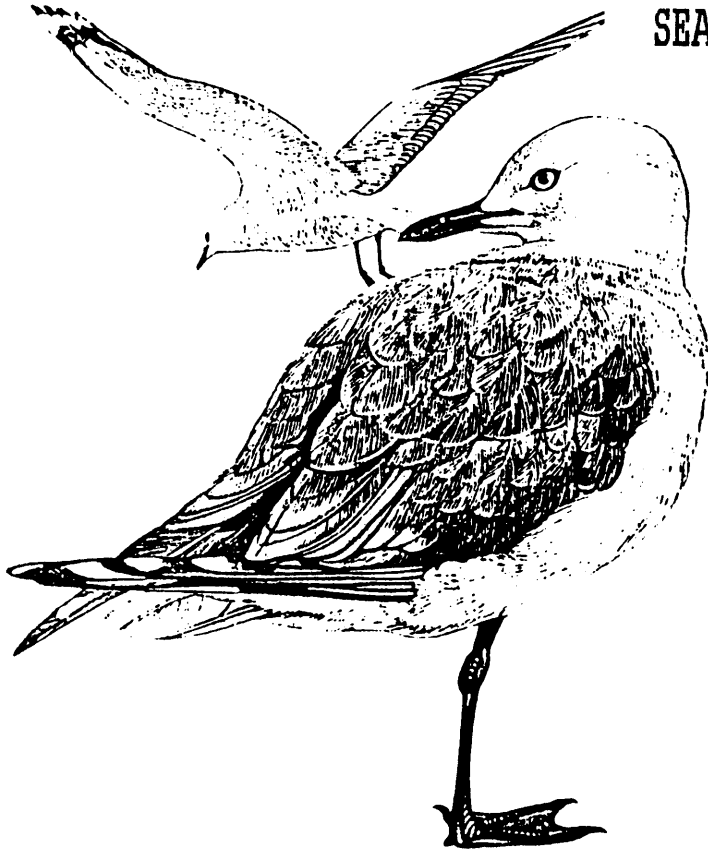
We're happy little pelicans,  
We're happy as can be.  
We all enjoy our classes,  
Whatever they might be.  
Because we love our Peli-chicks,  
And they adore their pedagogues.  
Yes, we'll all live in glorious harmony !!

We're greedy little Pelicans,  
We're greedy as can be.  
The highlights of each working-day,  
Are recess, lunch and tea,  
Because we love our yummy cakes,  
Yes, we adore our kugelhof,  
The help us mix so socially.

We're tired little pelicans,  
As weary as can be;  
We leave our nests at crack of dawn,  
To struggle dutifully -  
To educate our Peli-chicks,  
To negotiate our Peli-goals,  
And get to our dear pellites punctually !



## SEAGULL UNIT

GREY GULL

I storm the golden gates of day,  
 I wing the silver lanes of night;  
 I plumb the deep for finny prey,  
 On wave I sleep in tempest height.  
 Conceived was I by sea and sky.  
 Their elements are fused in me;  
 Of brigand birds that float and fly  
 I am the freest of the free.

With yellow bill and beady eye  
 Thus spoke, I think, that old grey gull  
 And as I watched it Southward fly  
 Life seemed to be a sudden dull.  
 For I have often held the thought  
 If I could change this mouldy me,  
 By heaven! I would choose the lot,  
 Of all the Gipsy birds to be  
 A gull that spans the spacious sea.

Robert Service.

**7 WM Win Madigan**

Nicholas Alexopoulos, Raenge Browne, James Clark, Simon Davies, Marissa Dunbar,  
 Brant Forrester, Skye Forrester, Rachell Johnson, Bobby Gorgioski, Eleanor Grigg,  
 Sherona Healey, Sean Ive, Peter Karakiozakis, Elvis Ljumeski, Tom Van Nguyen,  
 Suzana Nikolovska, David Smith, Rachell Pollard, Tessa Ryan, Karolina Vrklevska,  
 Marleen Walton.



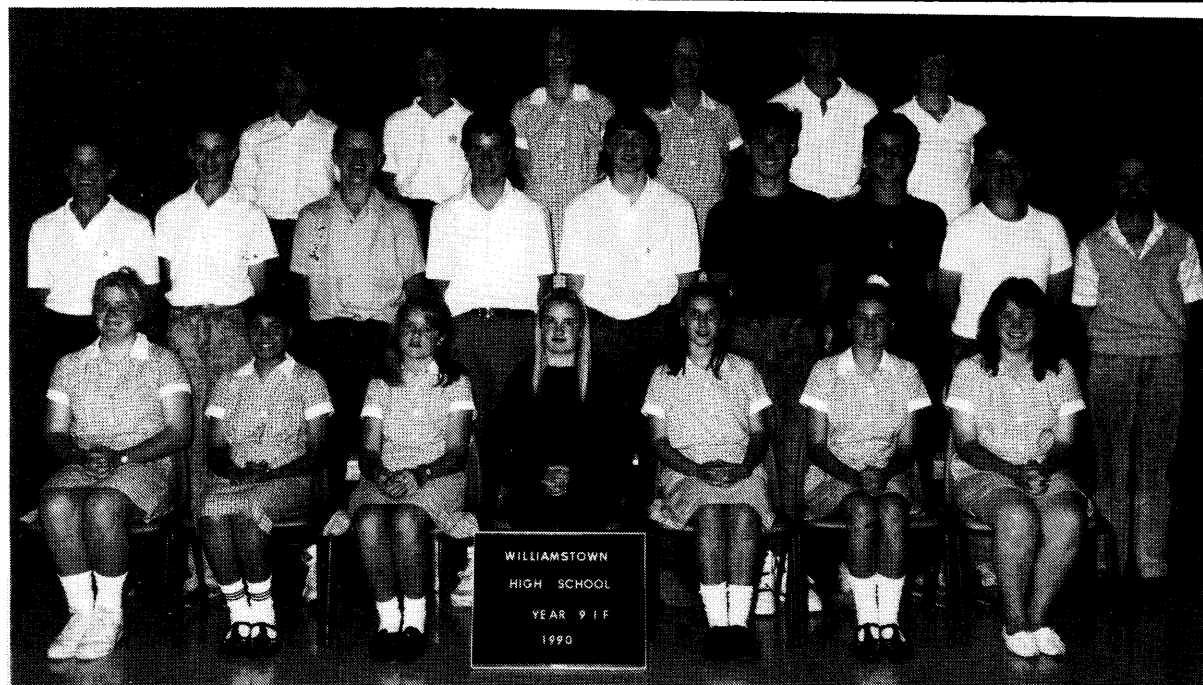
## 8HY Helen Yankos

Leonie Armstrong, Geraldine Chabert, Kelly Chandler, Jessica Cottrell, Andrew Dellidis, Katrina Downes, Lidia Guruskovska, Nicola Jastrzebski, Snezana Jovanoska, Gordana Koleska, David McBride, Daniela Nikolovska, Wayne Pathon, Hayden Reeh, Richard Sutherland, Vien Tran.



## 9IF Ian Foster

Chadwane Assafiri, Aicha Brogan, Stuart Cray, Van Dang, Estelle Dougan, Prudence Gregson, Marie Morgan, Naume Nastoski, Claudio Pistone, Peter Ristevski, Hazel Smith, Dolly Sundanam, Jason Thurley, Joanne Tomlinson, Ti Van-Le, Sonja Veljanoska, Michael Horner, Dale Johnson, Marjanco Jolakoski, Fotios Koutsogiannopoulos, Tammy McDonald.





### 9 DM Dale Moore

Sally-Anne Baldwin, Shiuli Bird, Jamila Brogan, Peter Butterworth, Renee Carroll, Melanie Cordell, Dean Crneski, Mark Dyall, Helen Farah, Linda Gilmore, Elissa Healey, Natasha Ilievska, Samantha Lawford, Michael Mitchell, Cathy Porter, Christina Nikoloska, Daniel Rizzo, Cameron Shone, Zaklina Simonovska, Dennis Stevenson, Carolyn Taggart, Steve Tolomanoski, Szymon Wojniak-De



### 10 EP Emy Pinneri

Makedonka Bogdanovska, Ingrid Chlebowska, Gary Elia, Janine Foster, Suzie Gorgioska, Ted Ibrahim, Naomi Kennedy, Tong Lee, Renee Maddy, Matthew Mc Kenzie, Timothy Miedeck, Kim Murray, Julie Nikovska, Napolitana Papandreou, Valentina Pedevski, Dean Rizzo, Elizabeth Seferler, Debra Srbinovski.



**7GH Gail Hutton**

James Bath, Lucette Cordell, Mark Dervisovski, Mazen El Bodon, Fady Elmasry,  
 Brooke Forrester, Zillah Goga, Mohammed Houli,  
 Violeta Koleska, Konstantinos Koutsogiannopoulos, Ebony Morrison, Talina Rolley,  
 Kellie Scott, Kylie Sperling, Kristina Stojanoska, Paul Tolomanoski, Brad Twist

**8SG Michelle Spragg**

Marion Bosnjakovic, Sue-Anne Comeadow, Dean Despotovski, Mirjana Gurmesevic, Rebecca Hall,  
 Luke Jamieson, Damien Kindred, Erin Landells, Astrid Lauder, Jessica Leggieri,  
 Jimmy Nastoski, Vesna Radevska, Charles Smith, Skye Smith, Goran Trajceski



### 8RA Mr. Rod Armstrong

Jenny Arvanitis, Toby Clark, Rebecca Crocker, Mahar El Bodon, Aaron Heath, Andy Kowaloz, Soula Mavrokostidis, Jennifer McKenzie, Suza Mitrevska, Andrea Nicola, Dijana Nikolovska, Violeta Petrovska, Dimitar Stojkov, Amy Szalay, Diana Talevska, Lee Warne, Johnny Wong.



### 9AG Ann Gawenda.

Christine Baldwin, Michelle Buck, Rachel Clark, Sofla Cuckovic, Nicole Hayes, James Hewat, Hazel Infante, Rebecca Ive, Micheal Jones, Matthew Joynson, Bradley Kennedy, Jeremy King, Marina Koleska, Kerrie Marshall, Dean Mc Donald, Shaun Murray, Nicole Onofretchook, Adele Pedretti, Anh Phung, George Smbirakis, Simone Twist, Suzana Veljanoska.



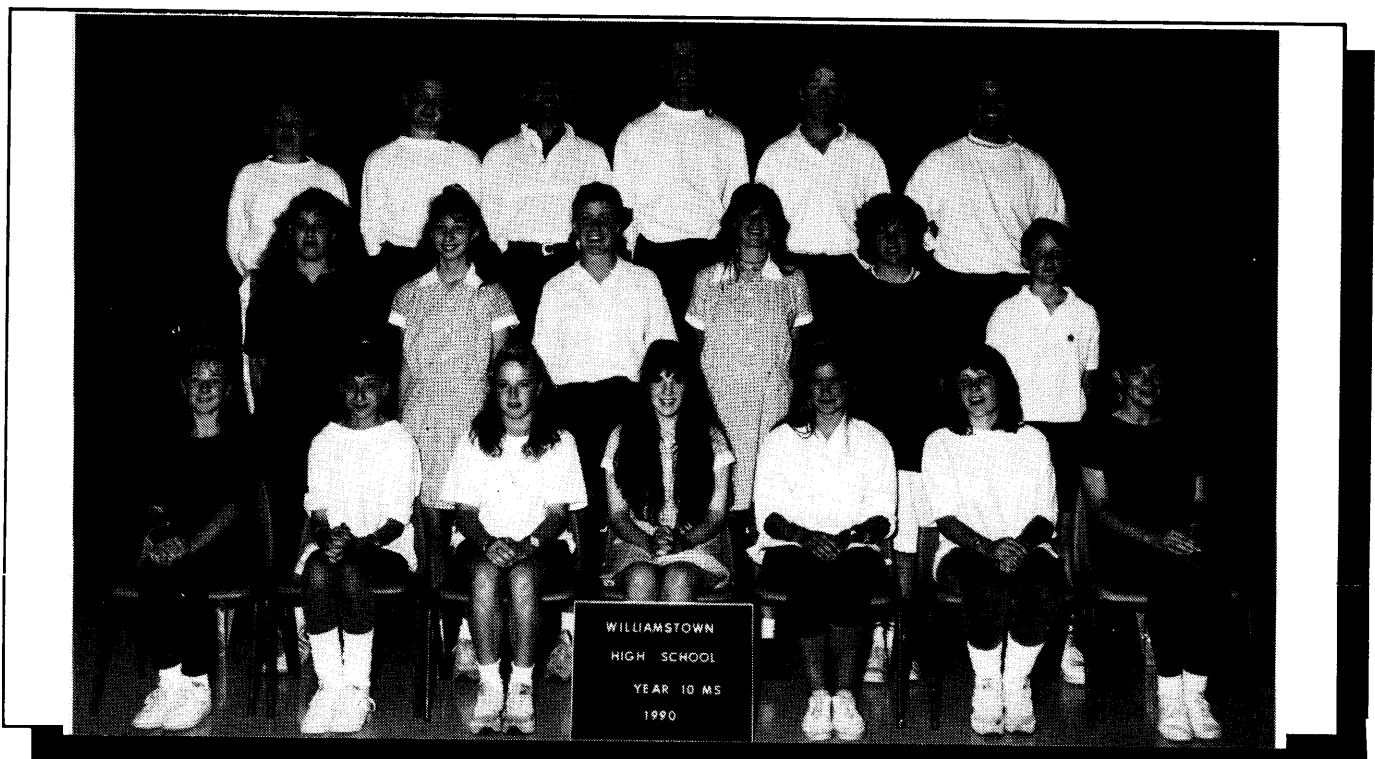


**10 NH****Nadine Hibbert / 10 JO****Joanne Phillips**

Veronica Andrasik, Jennifer Blackstock, Nicky Bourke, Karl Cheesman, Mickey Dragovic,  
 Marion Miller, Alexandra Naoumis, Thomas Naylor, Brooke Rolley, Rasim Sulovic,  
 Mark Koleski, Lora Komonesku, Silvana Koroska, Clayton Landells, Jake McAuliffe,  
 Karen Sutherland, Meredith Talbot, Despina Tjombanaki, Thi Tran, Luke Twaites.

**10MS****Mark Shears / 10SC****Steve Cook.**

Lesley Bolton, Mark Burden, Damien Cameron, Frances Dellidis, Belinda Felli,  
 Abir Hisni, Carly Learmonth, Maria Mastrakoulis, Kelly Meddings, Toru Metzenthien,  
 Deborah J. Monson, Sebastian Moreau, Phong Nguyen, Chris Papadopoulos,  
 Fiona Phillips, Samantha Simpson, Rhonda Smbirakis, Matthew Smith, Georgia Thornton.



1990

YEAR ELEVEN

1990

COORDINATORS: HELEN YANKOS and STEVE COOK

Alicia Acosta, Milco Bogoevski, Spiros Bombas, Mark Bowyer, Kiri Brown,  
Colin Carson, Clint Catley-Keenan, Melissa Charles, Jacqui Cockfield,  
Mark Cranwell, Anzelika Crneska, Hung Dang, Michele Dean, Anthony Dileo,  
Hayley Doignie, Naomi Evans, Darren Fahey, Cindy Farnham, Jamie Fitton,  
Luke Flint, Sharon Foster, Danny Gadd, Scott Garnsworthy,  
Robert Guruskovski, Alex Hadley, Nguyen Han, Alison Harris,  
Christopher Ingram, Troy Kennedy, Denise Kinnaird, Andrew Knight,  
Sandra Krslovic, Chau Lieu, Tony Ljumeski, Jodi Maher, Nick Manioudakis,  
Chris Mayer, Nova Mikin, John Mitchell, Jane McCall, Chris Nicola,  
Stefan Nikolovski, Angela Papadopoulos, Joanne Papageorgiou,  
Katherina Papandreou, Adam Parsons, Lily Petrovska, Yen Pham,  
Patrick Price, Stavros Romiopoulos, Susan Russell, Narelle Ryan,  
Tanya Rzecki, Maria Sakellarios, Gale Sanmiguel, Jacqui Shone,  
Adam Simpson, Bradley Sperling, Suzana Stojanoska, Rachel Stott,  
Kathy Taseska, Zaklina Tosevska, Peter Traikos, Chinh Tran, Steven Trenevski,  
Sally-Anne Twist, Than Van Nguyen, Hien Vinh Le, Ben Vurmeski,  
Panya Warapapong, Tiffany Webb, Gregory Wray.  
Trudy Donatucci, Josie Falzon, Odette Farah, David Giles, John Kingshott,  
Elisa Lam, Hien Le, Elizabeth McCall, John Modola, Kiri Thom-Brown.



1990

YEAR TWELVE

1990

THEY WERE GREAT DAYS AND JOLLY DAYS  
AT THE BEST SCHOOL OF ALL !!

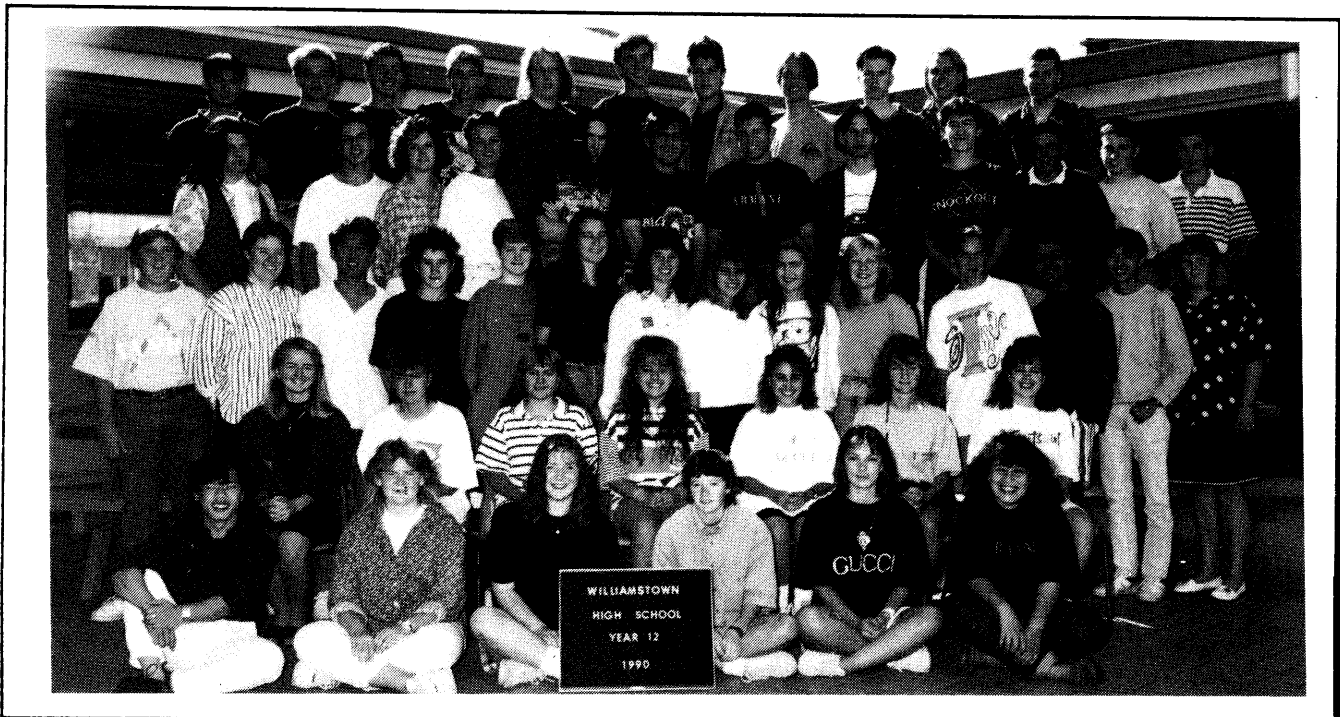


S.T.C. COORDINATOR: TERRY FOGARTY

Susan Borrello, Natalie Boyce, Paris Chrisostomou, Angela Dimarco,  
Brooke Garland, Peter Giannes, Sam Houli, Lily Jovanovski, Joshua Kortlang,  
Suzie Koroska, James Lomas, Chris Majewski, Stella Mastrakoulis,  
Oliver Naylor, Renes Post, Michelle Radesovic, Sonia Risteska, John Serovski,  
Bosko Vekic.

GROUP ONE COORDINATOR: PETER WITNEY

Clarke Aaron, Con Alexopoulos, Brett Arthur, Jenny Besanko, Petrina Boylan,  
Melonie Cameron, Adam Dyall, Sharon Foster, Jacqui Gorgioski, Faten Hasna,  
James Infante, Gavin Ive, Kathy Kalmar, Mihalaki Kiryakidis,  
Nektarios Koutsogiannopoulos, Diana Krslovic, Hao Le, Lang Nhut, Andrea Leicester,  
Megan McAuliffe, Anthony Payne, Minh Pham, Scott Radley, Paul Robinson,  
Betty Talevska, Stephen Tomlinson, Huy Tran, David Turner.



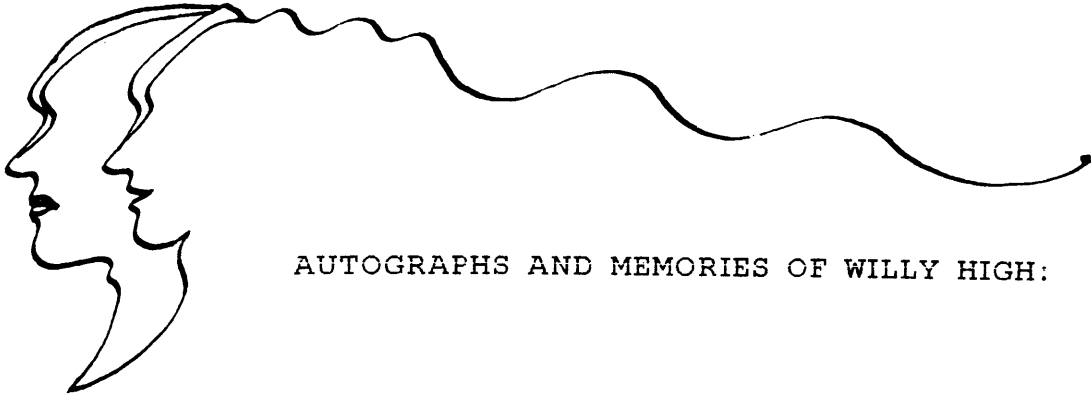




FRONT: Irene Korm, Phyllis Darroch, Ann Gawenda, Lloyd Jones, Alek Macys, Michelle Spragg, Jean Evans.  
 SECOND: Trish Cotter, Sophia Mitreva, Bunney Cameron, Gail Hutton, Karen Conley, Chris Wilson, Shasta Strauss, Jan Maas, Nadine Hibbert, Helen Bacon.  
 THIRD: Peter Witney, Emy Pinneri, Olga Mitchellmore, Anita Gatti, Win Maddigan, Dale Moore, Adrian Repka, Chris Evans, Marianne Steele, Finn Koren.  
 TOP: John Pobjoy, Tony Loprieto, Rob Schmode, Brian Metherrall, Ian Foster, Nick Wilson, Steve Cook, Steve Vincent, Bill Bournoxtis.  
 ABSENT: Rod Armstrong, Carolyn Biele, Gavan Boyle, Terry Fogarty, George Phaedonis, Tom Purves, Mark Shears, Colin Wiseman, Iris Whitehurst, Annette Wregg, Helen Yankos.

FAREWELL  
 NICK WILSON [1960-1990]  
 A CARING TEACHER AND FRIEND  
 AT WILLIAMSTOWN HIGH [1988-90]  
 SINCERE SYMPATHIES ARE EXTENDED  
 TO  
 HIS FAMILY  
 AND HIS MANY OTHER FRIENDS





AUTOGRAPHS AND MEMORIES OF WILLY HIGH:

#### ACKNOWLEDGMENTS:

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Mr. Lloyd Jones.  
Mr. Brian Metherall.  
Mr. John Pobjoy.  
Mrs. Iris Whitehurst.

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Mr. Rob. Schmode for photographs.  
Mr. Finn Koren for photographs.  
Ms. Michelle Spragg for photographs.  
Mr. Wilson Evans for permission to use material from his book.  
Ms. Alisa Cemen for the wonderful photograph on page 83.

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Student participation is a marked feature of this edition; and special thanks must go to Ms. Bunney Cameron's Year 12 class: Anthony Payne; Andrea Leicester; Gavin Ive; Clarke Aaron; Paul Robinson; Faten Hasna; Melanie Cameron; Jenny Besanko; Betty Talevska; David Turner; Megan McAuliffe; Adam Dyll; Diane Krslovic; Stephen Tomlinson; Jackie Georgovski - AND the many other student contributors.

Special thanks must go to THE COMMUNITY OF WILLIAMSTOWN. It has supported its school for the past three quarters of a century. A school with such a past and traditions has assuredly been through times both "thick and thin". The support of all past students, teachers and - best of all - the local community reminds us that we really are:

"THE VERY BEST SCHOOL OF ALL."

The Principal, also wishes to acknowledge the dedication, commitment and affection that Gavan Boyle has demonstrated in putting this magnificent Souvenir Edition together. However, editorial rights and powers will mean Gavan has a final say:

"THANK YOU WILLIAMSTOWN HIGH SCHOOL !"