

# 75th Anniversary Magazine

Wollongong High School



T H E E G L E A M

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**A**

**TRADITION**

**OF**

**EXCELLENCE**

# CONTENTS

	Page
<b>Editorial</b>	<b>3</b>
<b>A Message from the Assistant Director General</b>	<b>4</b>
<b>Principal's Message</b>	<b>5</b>
<b>A School on the Hill</b>	<b>6</b>
- A History of the School 1916 - 55	
<b>A School in the Meadow</b>	<b>16</b>
- A History of the School 1956 - 1991	
<b>Hail to the Black and Green</b>	<b>30</b>
<b>Age Quod Agis</b>	<b>32</b>
<b>A Deputy's Perspective</b>	<b>38</b>
<b>Family Ties</b>	<b>40</b>
<b>Learning About Democracy</b>	<b>42</b>
<b>Reunion and Renewal</b>	<b>44</b>
<b>Different Schools, Same Address</b>	<b>46</b>
<b>Bunsens, Beakers and Burning Issues</b>	<b>47</b>
<b>English . . . . Or Is It ?</b>	<b>48</b>
<b>The Sum of the Years</b>	<b>50</b>
<b>History Down the Years</b>	<b>52</b>
<b>How She Is Spoke - Languages at W.H.S.</b>	<b>54</b>
<b>Of Picassos, Pollocks and Pulsfords</b>	<b>56</b>
<b>The Same Song - Simply a Change Of Key</b>	<b>58</b>
<b>Drawing on Experience</b>	<b>60</b>
<b>The Essential Ingredients</b>	<b>62</b>
<b>Foundations For All - The Support Team</b>	<b>64</b>
<b>Now Let's Just Have a Little Chat</b>	<b>66</b>
<b>Making it Work</b>	<b>66</b>
<b>Sshh. . . Quiet Please!!</b>	<b>68</b>
<b>Just A Few Laps To Warm Up</b>	<b>70</b>
<b>The Show Must Go On</b>	<b>78</b>
<b>Whatever Happened To... ?</b>	<b>84</b>
<b>Open Week Program</b>	<b>88</b>

# EDITORIAL

We can think of no better title to encapsulate the traditions and achievements of Wollongong High than "The Gleam", a name which has been synonymous with this school since 1922.

Unlike its predecessors, "The Gleam '91" aims not only to give a picture of the school and the hopes for its future but also to give a brief history of the school in its social setting over the last seventy five years. It does not, nor could not, record every detail of the period, but rather tries to capture the spirit of the time, by speaking through the voices of teachers here today and the students and teachers of the past.

A production such as this would not have been possible without the assistance of many. We acknowledge our debt to these people but would particularly like to thank the following: the editors of "A History of Fifty Years" as well as those of past Gleams for the use of their publications as source material; ex-students who wrote letters or filled in questionnaires for their vignettes; Illawarra Electricity for their generous support towards the printing of the magazine.

Finally we apologize for any errors of omission. Due to time and space it has not been possible to mention everyone who has contributed to the school's illustrious seventy five years.

- G. Jenkins

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# A MESSAGE FROM THE ASSISTANT DIRECTOR GENERAL

Wollongong High School has a very proud record of service to the Wollongong community. In seventy years it has built for itself a very well deserved reputation for academic performance, sporting prowess, excellence in the arts and citizenship.

Many people have contributed to this reputation:

The thousands of students who remember with appreciation and pride their "special time" at Wollongong High;

The hundreds of dedicated teachers who have given their very best professional expertise to ensure the educational welfare of all students;

The inspired and effective principals who have provided outstanding leadership;

The parents and members of the community who have always provided unstinting support.

In many ways the search for excellence in education has been exemplified so well in the history of the school from the very beginning in 1916 through to the present. During that time, with change being a persistent feature of almost every year, this school has served its community with distinction. In the highest traditions of public education Wollongong High School continues to be at the forefront of excellence and innovation.

As we celebrate seventy five years of service it is timely for the school to remember its origins, to recognise those who have given so much of their lives to the community and its young people, and to look forward to a proud future with confidence.

My best wishes to all for a very enjoyable celebration.

Dr. T.R. Burke  
Assistant Director-General  
South Coast Region



# PRINCIPAL'S MESSAGE

Seventy-five years may not seem too long a period in the World's history. However, in the history of Wollongong High School a great deal has happened. The school has witnessed two World Wars and the Korean and Vietnamese Wars, the rise and ultimate collapse of Communism, the Depression of the Thirties and a tremendous change in technology.

From its opening on 6th December 1916 at Smith's Hill, Wollongong High has undergone many changes. As society has altered, so has the school. From its humble begin-

nings as the High School on the South Coast, servicing students from distant parts of the region, it is now a fully comprehensive High School, drawing the majority of its students from Mt. Keira, West Wollongong, Mt. St. Thomas, Keiraville and Gwynneville, but still catering for people as far north as Stanwell Park and south to Albion Park.

One change of major importance was the transferring of the original site to Lysaght Street, Wollongong in 1956. Another significant change was when Wollongong High ceased to be a selective High School.

I have always been aware of the fine name that the school has in the community. Many citizens are aware of its academic excellence and its fine sporting traditions. Thus it has not been difficult to maintain these outstanding achievements. Students are indeed proud of their school and the tone which has been developed over the years is indeed a very good one. For all the changes that this school has witnessed, its pride and spirit have not diminished. It was for these reasons that I was so thrilled to be appointed its tenth principal. It is indeed an honour to be part of such a fine school.

However, it is important that we do not dwell too long in the past, for undoubtedly Wollongong High School has an exciting future. The school has twin goals as we step into the nineties. The first goal is to maintain academic excellence. The second is to develop and enhance Creative Arts. A highly competent and professional staff will enable the first of these goals to be achieved, provided the school can continue to attract students with academic potential. With regard to the second, the school's Visual Arts and Music Facilities have already produced some outstanding results, whilst over the past two years, Dance, Drama and Creative Writing have all shown that high quality work can be nurtured and developed. Every endeavour will also be made to ensure that school sporting teams will continue to uphold the school's fine name in this sphere of school curriculum.

The future of Wollongong High School indeed looks secure. I am sure the next seventy-five years will prove just as fruitful as the past.

*By Kevin Riolo*



# A SCHOOL ON THE HILL

BY RON HILL

Soon after 3.30pm the Mayor, Alderman Beatson, welcomed his distinguished guests to Wollongong and called on them to perform a long awaited ceremony. Mrs James stepped forward to cut the ribbon tied to the porch gate, and her husband ( Minister for Education, Hon. A. G. F. James) ceremonially opened the front door with a specially-inscribed golden key. The large applauding crowd of adults and children standing on Smith's Hill in the summer sunshine on Wednesday 6th December, 1916, could forget for a time the recent disaster at Gallipoli and the depressing news from the trenches of the Great War. As they applauded several politicians' speeches, listened to the Town Band, munched the afternoon tea provided, and toured the corridors of the fine two-storey building they could share the community's pride that they had witnessed the arrival of new academic educational opportunities for the South Coast in the opening of Wollongong High School.

In those days few children had the opportunity of a full secondary education. Many children left school

at the end of their primary school education, or stayed on a little longer in Superior Public Schools or District Schools, perhaps sitting for entry examinations to the public service. Wollongong's Primary School in Smith Street (1885) had become a District School in 1905 and allowed pupils to stay for two additional years.

But in 1911 the public secondary system was reformed. Previously high fees were abolished, and a two year course led to the Intermediate Certificate with the Leaving Certificate examination at the end of four years. Entry to high schools was granted only to those 6th Grade pupils who did well in the Qualifying Certificate examination. Less successful pupils were directed to the new Commercial, Technical, or Domestic Science schools to gain appropriate vocational training to become future office workers, tradesmen, or housewives.

High School education became popular. The Wollongong District School now allowed pupils to stay for the whole four years needed for the Leaving Certificate,

and in 1912 its 119 secondary students enjoyed the luxury of a newly built science and manual training block. Accommodation was still short as the secondary section grew and in 1915 Class 1C had some of its lessons in the weather shed or on the verandah. There was only one headmaster, and primary and secondary students mixed in the playground.

But the local District Citizens' Association and the Municipal Council had been pressuring the government to build a separate high school. Over the next few years correspondence went to and fro, and at last in 1914 the land on Smith's Hill was purchased. Part of Charles Throsby Smith's original 1835 grant of 300 acres was bought for 2250 pounds, and following another year of local political pressure and a public indignation meeting the government announced that the building would be constructed at a cost 7891 pounds/ 10/ 4.

Sadly, the builders' first task was to cut down a large fig tree in the centre of the site, and throughout 1916 the new building progressed. Hoping to improve the environment, the senior pupils walked up Church Street from the District School and planted a long line of trees but, as there was no fence, some local horses soon ate them all.

The building was completed four months ahead of time and, although a rather plain and utilitarian structure, was greeted by the Illawarra Daily Mercury as a "welcome addition to the architectural features of the town". It contained six classrooms, a science room, a manual

*Some earlier private enterprise, but definitely not us...*

**WOLLONGONG HIGH SCHOOL**

*Market Street*

*Conducted by Mrs and Miss Eastmen*

*Pupils entrusted to their care will receive every attention. The course of study includes all the necessary branches of an English education, with French, Plain and Fancy Needlework.*

*Advertisement in Illawarra Mercury, 1890*

training room, a library, and some offices and staffrooms. No electricity was available to the site, and pupils used pan toilets in a shed away from the building.

So on 6th December, 1916, the unoccupied building was officially opened by the Minister for Education after a civic reception and a tasty luncheon at a local hotel. In his opening speech Mr James praised the quality of staff and students in the district but warned those parents who were disobeying the law and failing to send their children to school that "their children would be taken from them".

With founding Headmaster Mr Frank McMullen, the pupils entered the new school for the first day of term on 29th January 1917. Enrolment was 140, and classes occupied all available rooms. Although the senior classes were probably small, this left room for only one class of 47 new first year students, and many others were left at their old primary schools until the manual training room in the basement was partitioned off into two classrooms. Many other children remained at their primary schools because they had not passed the QC examination to enter High School.

With the problems of overcrowding and money shortages during the war, staff and students began the task of establishing the routine, standards and tone of the school.

The 1918 "Wollongong High School Magazine", forerunner to the later "Gleam", gives us a fascinating glimpse of the two-year-old school. The school motto as originally chosen was "Age quid agas" but the badge did not yet include the lighthouse symbol. Nine pupils had passed the 1917 Leaving Certificate,

with four going on to university and two into teacher training. Twenty seven had passed the Intermediate.

The war was frequently in its pages. "It was with much pride that we learnt that four of our ex-pupils - Jack Hooper, Charlie Stubbin, Dick Healey and Wilfred Brown - had enlisted. Good luck to them!" The Citizens' Association aimed to give 200 pounds to the library, "but it does not think it is possible to raise this sum until the end of the war." Money for the various soldiers' comforts funds was raised by a temporary tuck shop, badge days, and Red Cross collections. Girls knitted socks and warm caps and cut up bandages for the troops, and pupils collected 20 pounds to pay for a Life Assurance policy for one soldier.

Class reports (frequently featuring sarcastic remarks about other classes) indicate that there was an additional year called "Remove" between first year and second year. The A classes took Latin, while B classes took Art and Geography instead. The core subjects seem to have been English, English History, Mathematics, Science and French. One Remove class studied Short-hand.

For the first school excursion (to E.R & S. at Port Kembla to see

copper smelting) the pupils travelled in a horse-drawn coach, with the girls inside and the boys sitting on the roof!

During 1918 a permanent tuck shop was set up to raise money for school funds. Third Year girls served cakes, buns, fruit, sweets and cool drinks at the counter (and supplied a tray of morning tea to the staff) while First Year girls did the washing up. Money went to the piano fund, and to buy a "Duplicating Roll" for printing examination papers, pictures, first aid gear, gardening tools, and more shrubs and seedlings for the gardens (although these, alas, continued to be eaten by horses.)

The magazine reports that students enjoyed such sports as tennis (possibly after school at Church of England and Congregational Church courts) and lifesaving. Our first Athletics Carnival included the usual track and field events as well as Kicking Football, Throwing Cricket Ball, Three Legged Race, Egg and Spoon Race, and a Sack Race.

Because of our isolation from other schools in those days, competition was possible in cricket, soccer and hockey only because of occasional visits from Sydney schools. Cricket matches were also played against senior local clubs (presumably at weekends) and on these



occasions the headmaster, Mr McMullen (a triple University Blue) captained the school team. In 1918 the girls' hockey team was undefeated against the Sydney schools.

After two years, Mr McMullen transferred to East Maitland Boys' High, but he left behind him a well established young school that was ready to build upon the work of its founding Headmaster.

that Wollongong High was no longer chosen to be the isolation hospital for local people stricken by the influenza epidemic. This deadly plague had spread around the world in the last year of the Great War, killing more people than the war itself, and six beds were placed in the school in late 1918 to cope with the expected emergency when the virus reached Wollongong and the existing hospital

The lighthouse suggested an ideal name for the school magazine, and the first Gleam appeared in 1922. By 1926 or possibly earlier School Captains and Prefects were being appointed (not elected).

Because of its enrolment Wollongong was originally classified as a third class school, so that its Headmaster was expected to teach up to twelve lessons a week as well as cope with all the administration and daily problems. As the school grew, its first Deputy Headmaster, Mr J. Gibson, was appointed in 1926, followed by Subject Masters in 1930. The school now contained about 470 pupils due to the influx of families to the Hoskins' Steelworks and to additional accommodation added by the building of a new wing in 1926. Modern technology reached the premises in 1920 in the form of a telephone and a gas supply for the science rooms. The final permanent building on the site was the Assembly Hall opened late 1928, and the school's speech day no longer needed the hire of the Town Hall.

The school did not look as well groomed in those days as we expect it to be today. Apart from a small asphalt area the site was covered with paspalum grass which grew long, tangled and sticky in season. As this was before the era of the motor mowers the paspalum jungle had to be burnt off regularly until one such fire nearly burnt the school. The exposed nature of the site continued to make life difficult for trees and shrubs, but three tennis courts built by the parents were welcome facilities.

During the 'twenties a Friday Social Hour was timetabled so that the pupils could join a hobby or creative activity group to develop other skills and interests. At various

*Our Number 1 Pupil remembers....*

*Guest of honour at the school's 70th Birthday celebrations was Mrs Phyllis Hancock who was proud to have been there on the very first day of the school. Sitting on a chair before the microphone in the crowded Assembly Hall she reflected on the early days with obvious pleasure.*

*She remembered watching the school being built and was so excited when she passed the entrance test that she arose early and ran to school determined to be first on the doorstep on the first day. The roads around the school were just dirt and gravel, and the rough playground was a mass of weeds, but pulling out tussocks with bare hands was soon found to be a good detention punishment for bad boys. The punishment she dreaded most was writing out 100 lines after school.*

*One of the first donations from the parents was a flag and pole, so some of the boys had the honour of running the flag up the pole every Monday morning, wet or fine. She recalled that teachers were all very firm. Lunchtime was as long as an hour or perhaps even an hour and a half so local pupils and many of the teachers could walk home for lunch. A matter of particular pride was that as a member of the senior Art class she helped design the school badge featuring the lighthouse.*

*She looked back on the school and her many friends with much affection.*

*"My time at Wollongong High were two of the happiest years of my life."*

*(Mrs Hancock died in 1988)*

## **THE INTER WAR YEARS... CONSOLIDATION IN THE 1920'S**

The year 1919 began with the arrival of Mr J. A. Hedberg as Headmaster, and with the good news

overflowed with victims. During the holidays it was decided to move the beds to the primary school to avoid disrupting secondary education, but our isolation saved the district from a serious outbreak and there were very few deaths.

times these included the Glee Club (a choral group led by the Headmaster), Drama Club, Camera Club, and groups for elocution, basket weaving, leatherwork, making science models, wireless and gardening. In those simpler days the whole school looked forward with great anticipation to social nights in the hall, to occasional inter-school visits, or trips to the combined High Schools Sports Carnivals in Sydney. But the real highlight was a class picnic - travelling by steam train to Loftus to spend the day boating at the National Park.

As pupils could come from as far away as Nowra or beyond, about 30 boarded in town throughout the week, sometimes going home for the weekends. From 1920 onwards accommodation was provided in "Vahrepa" (meaning welcome), a Church of England Hostel for girls at the present day junction of Kembla and Corrimal Streets just above Bourke Street.

Parents were able to play a valuable role in supporting the school with the formation of a High School Association (forerunner of the present Parents and Citizens Association) in 1922. At a time when there were only 335 pupils at the school, many from isolated areas, nearly 200 parents paid the annual subscription to join the Association, but probably few actually attended the meetings. With the foundation President Mr John Mars and Secretary Rev C.S. Olver the group became active raising money in a variety of ways to spend on three tennis courts (1924), prizes for Speech Day, library books and other special equipment. Early stalwarts of the Association included Mr W. Waters, Mr P. Hallett, Mr W.J. Wiseman, and Alderman R.M. Krippner who was president for 18 years from 1926.



Support for the school was also provided by the Old Students' Union which was formed in 1923 in two branches, one in Wollongong and the other (with about 60 members) in Sydney. For a while reunions were held as well as drama performances and sporting contests against the school, and donations were given for Speech Day prizes and school equipment.

Competition team sport remained a rarity because of the problems of travelling to Nowra or Sydney for occasional matches, and because of the shortage of seniors we often fielded second or third year pupils in our first grade teams. There were enthusiastic internal competitions and games of cricket and football against the Junior Technical School, Nowra Intermediate High, and Christian Brothers College and this same group of schools often sent a few competitors or a relay team as guests to one another's swimming or athletics carnivals.

Soccer was the leading football code in the 'twenties, possibly because of its popularity in the mining villages north of Wollongong. Senior teams wore

jerseys, but junior players simply wore caps to distinguish the different teams. After being banned by the Minister for Public Instruction for being too professional, Rugby League re-appeared in 1927 only to be replaced next year by Union as most Sydney schools played this game, and our 1928 games may have been the first Union games played on the South Coast. A dance was held in 1927 to raise funds to buy football jumpers but when it was found that black and green striped models were not made the school bought a set of black and white ones and soaked them all in green dye to produce the required effect. Athletics carnivals continued to challenge the serious athletes but also featured fun events, such as the peanut scramble, as part of the popular inter-class competitions.

Military training for all teenage boys was still compulsory until it was abolished in 1922, but this was an after-school army drill activity in which the High School boys joined with the remaining Primary teenagers, and should not be confused with our later (1945) Cadet Corps.

## GETTING TO HIGH SCHOOL IN 'THE GOOD OLD DAYS'

*One of the pupils present in 1917 was Bert Weston who had begun his secondary course at the District School and moved into the High School in time to complete his senior years. He remembers Wollongong as so small that it could boast of only four each of doctors, chemists and dentists, and that public transport consisted of horse-drawn coaches which met every train.*

*He recalls that not many children went beyond Primary School for many parents felt that secondary education was a luxury or a waste of time and money. Ours was mainly a coalmining (in the north) or dairying community, and there was always need for extra hands in the milking shed, behind the plough, or down the mine - particularly with so many young men away at the Great War. Two main factions at the school were known as "the coalies" and "the cow-cookies" but in practice not many working class or farmers' children reached High School even if they passed the entry test. Most pupils came from professional or businessmen's families with the largest group probably the children of local primary schoolteachers.*

*Children from as far away as Kiama and Gerringong faced long hours of train travel daily to reach the district's only High School, while those from Nowra and beyond often boarded in private homes, with relatives, or in Mrs Chapping's Boarding House in Campbell Street from Mondays to Fridays.*

*Train travel from the northern mining villages was easy, but children from isolated farms in the south faced a daily ordeal. Many had to catch and saddle a horse at around 6 in the morning, ride it to the railway and "park" the animal for the day in a paddock beside their local station. Others such as Bert Weston rode their bicycles along rough dirt (or mud) roads and left them with the stationmaster. On wet days children might be drenched getting to the station, but in the stationmaster's office they changed into dry school clothing and shoes they had carried in a bag.*

*The afternoon train left Wollongong at 5.25p.m. and reached Kiama an hour later.*

*Gerringong travellers then had an additional seven miles to ride their bikes over the steep hills south of Kiama. In the pitch dark of winter they preferred to stay at Kiama with relatives for their evening meal and some homework, finally continuing to Gerringong on the 8.30p.m. Nowra train.*

*When daylight saving was introduced in 1916 as a wartime measure, the dairy farmers claimed that they could not upset their cows by changing milking times. As a result the morning milk-collection train from Nowra had to run an hour "late" in summer and our pupils on board all arrived too late for the first period. But teachers repeated this lesson for the southern pupils every afternoon. As 68% of pupils came by train the great railway strike of 1917 disrupted the school for over a month, with pupils from the north reaching class at 11.30a.m. and those from the far south not arriving at all unless they boarded in town.*

The Headmaster's annual reports at Speech Day throughout the 'twenties always mentioned with satisfaction the pupils passing the Intermediate and the Leaving. There was a particular pride in the achievements of Jack Sommerville in 1929 who was Dux in our Trial Leaving Certificate by coming first in Eng-

lish, Latin, Maths I & II, Physics, Chemistry and Mechanics. At the Leaving he topped the state in Physics and later went on to become foundation Professor of Physics at the University of New England.

As the school slowly grew the number of pupils in the Leaving class (a five year course since the 1918

intake) grew from 6 in 1921, to 16 in 1925, and 27 in 1928. The prevailing view, particularly in a growing industrial area such as ours, seemed to encourage pupils to take up apprenticeships as soon as possible and avoid the "unsafe" course of further academic study. So many parents clearly saw little purpose in

keeping children at school for senior years if they had no university ambitions or prospects that three-quarters of the students left school as soon as they had gained their Intermediate Certificate.

### **DEPRESSION YEARS OF THE 1930'S**

The world wide depression of the early nineteen-thirties brought to Wollongong its share of unemployment, hardship, poverty and anxiety, and in various subtle ways affected the work of the school. With the government short of money, the school's appearance became unkempt with paspalum and blackberry bushes flourishing and the fences, asphalt and tennis courts falling into disrepair. Public Service salaries suffered cutbacks and in one dreadful month the teachers' salaries failed to arrive!

There was no hope of gaining the additional rooms that the school's growth now demanded, and classes were taught in the Assembly Hall, the library room, and the basement until two wooden portables arrived in 1935. In that same year a critical Inspector wrote "the interior of the rooms is drab and uninteresting, lacking in suitable pictures, statuary and flowers, and in aesthetic appeal generally." Beautification of the environment had to await better economic times, but in many ways the school continued to flourish and develop.

Some pupils left early because their parents couldn't afford to keep them at school, but few of these could hope to get a job. Others without jobs stayed to repeat their final year even three or four times, which improved their Leaving Certificate results. So common did this practice become that a headmas-

ter's report praised a boy with the words "Alan Palmer, sitting only for the first time, gained one first (class honours), two seconds and four A's."

In 1930 the growth of the school's senior classes enabled Wollongong to be classified at last as a first class school, so that the Subject Masters were now appointed in charge of the various faculty groupings in the school. Around this time the Latin motto was changed to read "Age quod agis" which translates as "Whatever you do, do well."

Following Mr Hedberg's departure, 1934 saw the arrival of Mr Walter Hammond as Headmaster. Although suffering frequent periods of ill-health which led to his death four years later, he took an active but unobtrusive role in local church, cultural, sporting and service organisations. He was remembered as a humane man with a democratic approach. Some of the changes he introduced into school life included a joint staff-pupil committee to recommend expenditure of school fees, elections of Captains and Prefects by the school instead of staff appointment, the house system of

sport, and an afternoon tea and dance to farewell the departing fifth year and any transferred staff.

A very popular extra-curricular activity of the 'thirties was Play Day, where classes demonstrated their dramatic ability to appreciative audiences of parents. Then there were concerts and dances, the latter being controlled by the Prefects as part of Mr Hammond's policy of entrusting them with more responsibilities. Other cultural activities included a revival of interest in the choir with the appointment of a music teacher in 1937, a public speaking competition, participation in the state-wide Hume Barbour Debating Competition, and a community singing period aided after 1938 by a school band and a "magic lantern" (donated by the Apex Club) to project song words on to a screen. It seems that the Gleam did not appear after 1930 to 1939, presumably because of the depression.

At last the library books which had for years been floating around the school in different subject sections came together in 1935 in one room - newly painted and equipped with appropriate reading tables. This



*Allan Findlay,  
Jack Johnson,  
Fred Ring (back)  
Alan Comer (Front),  
5th Year, 1938*

## TEACHERS THEY REMEMBER FROM THE 'TWENTIES AND THIRTIES'...

*Mr. J.A. Hedberg (Headmaster 1919-1933) was a capable administrator, conductor of the school's Glee Club, and an active worker in the community where he served as cricket umpire, Methodist Sunday School Superintendent, and member of the Smith's Hill Progress Association.*

*"Striking in appearance and a captivating speaker, he was every inch a headmaster of the 'old guard' variety" who with Olympian authority led the school through the consolidation of the post-war period and the worst of the Depression. Pupils remember the smell of his very strong cigars and how he annually announced his priorities with the words "Owing to the propinquity of examinations, sport will cease". Three of his children attended the school and feature on our honour rolls of Captains and Dux.*

*Miss Mabel Orr was a member of the Mathematics staff from the first day until her transfer to Sydney Girls' High at the end of 1929.*

*Mr E.P. 'Tiny' Davis taught on the Mathematics staff for 32 years from 1925 until his sudden death in 1957.*

*Mr Peter Lundie was presumably a keen milk drinker for he kept a cow in a nearby paddock. It is said that when he transferred from the school in 1923 he left an entire generation of students speaking Latin with a Scottish accent! He was to return in 1934 as Classics Master. Ex-pupils remember him in these later years as "portly in a rumpled three-piece suit" and as a feared and respected personage with a nicotine-stained handlebar moustache.*

*Mr D 'Dirky' Thompson taught on the Science staff for 21 years from 1921 to 1942.*

*Our Maths teacher 'Burg' Collins had some memorable sayings, such as: "You're just a barnacle on the ship of progress" and "On the day of the exams you'll be bleating like lambs going to the abattoirs!"*

*R. Docherty 1934 - 1938*

*Mr S.G. Keys was Deputy Headmaster from 1930 to 1932 and, yes, he did carry a huge bunch of keys around with him, so of course the pupils nicknamed him 'Buncha' Keys.*

vital academic and cultural resource continued to be supported from school fees and by the fundraising efforts of the parents.

Amidst the financial difficulties of the times the school had good reason to be grateful for the work of the Parents and Citizens Association. Its enthusiastic members conducted fetes, concerts and dances to raise funds for the library and to purchase such teaching materials and equip-

ment as charts, typewriters, sewing machines, textbooks and Speech Day prizes. In addition members supervised examinations, sold refreshments at carnivals, helped maintain grounds, and lobbied politicians.

In the austerity of the depression years, inter-school sports events remained rare and eagerly-anticipated highlights. The senior cricket team, including two teachers, entered and won the Saturday afternoon

competition, and the invincible soccer teams enjoyed many victories. By 1933 the school decided to change from Rugby Union to League which has remained the major local code to this day. Girls teams do not seem to have enjoyed many opportunities for competition in this era, but many girls gave outstanding performances in such individual sports as tennis, swimming and athletics. Noted sportspersons of the time included Ruth Hardwicke, Eadgyth Matchett, Mary Hallett, Charmian Clift, Phil Brodie, Frank Morey, Ron and Fred Ring, and Evelyn Parsons.

Academic success continued to be a proud feature of the school with outstanding L. C. results from such students such as Ernest Whitelaw (1930-1931), Stanley Wick (1933), Brian Cooper (1934 and 1935), gaining a total of seven honours, and Ross Parsons (1937). A moment of glory came in 1933 when Wollongong High earned a greater number of passes and of higher quality than any other non-city school.

In the 'thirties there came a break in the rigid streaming of academic and trade schools, so all first year boys at the High were now required to take some token woodwork and technical drawing while the girls experienced introductory cooking and needlework. For many years, pupils who had not gained entry to the High had studied to the Intermediate level back at the Superior Public School in Smith Street. By 1936 pupils from this school were allowed to graduate into High School for their senior years, necessitating the introduction of such subjects as Typing, Shorthand, Business Principles and Biology. The school was now providing its various

## THE WAR YEARS

In the early 1940's several of the children evacuated from England to Australia by the Children's Overseas Reception Board (CORB) were students at Wollongong High School for the time of their stay in Australia.

Those named have kept contact with each other over 50 years.

Enid Burrows (now Marshall), Marion Burrows (now Ketteringham), John Fethney, Michael Fethney, Dorothy Graham (now Smith), Rita Patterson (now Jackson), Denis Staff (deceased) and Heather Staff.

Two of them became Anglican priests, another a comprehensive school headmaster and one a social worker.

Michael Fethney (retired headmaster) has said, "It [Wollongong High] certainly gave me an excellent grounding. I left just short of completing my third year; was placed in the 5th form at Bradford Grammar School in February, 1946, took my School Certificate in June 1946, and collected enough credits to matriculate. (This exam was taken mostly by 16 year olds after 5 full years at secondary school. You will see why I am grateful to the "grounding" at WHS)."

pupils with the background and training needed to continue their career paths at both University and Technical College.

In 1944 the Primary School lost its secondary classes with the formation of the Junior Technical School for boys in Gladstone Avenue and the Domestic Science School for girls. The girls remained in the primary buildings until they inherited the Smith's Hill site in 1957 when W.H.S. moved to Lysaght Street.

Some boys came in 4th year to spend their mornings at school with academic subjects and walked to Gladstone Avenue for some trade courses in the afternoon. This "pre-apprenticeship course" shortened their apprenticeship time, saving them a year of evening lectures

### WAR TIME AND THE LAST YEARS "ON THE HILL"

The Second World War which broke out in 1939 had a more direct

impact on the school than had the earlier conflict, for now bombing or even invasion by the Japanese forces seemed real possibilities.

At school pupils practised taking shelter in the gutters of the streets around the school and later in slit trenches which soon became waterlogged and unusable. Windows were taped to reduce the danger of flying glass from bomb blasts, pictures were removed from walls, assembly hall windows were fitted with blackout blinds, three solid shelters were constructed around the building, and two classrooms were taken over by the air-raid wardens as a first aid post.

Some staff joined the forces, at least five seeing active service, and where they were not replaced classes had to be combined. Many former students, both men and women, joined the armed forces and, as news came through of those who were killed in action, there were solemn

moments as pupils and parents stood in silence at the beginning of each Speech Day as a mark of respect to those who had made the supreme sacrifice.

With paper supplies severely restricted during the war, the Gleam was not produced in 1940 and 1941. But then it re-appeared, printed on low grade (now yellowing) paper, to give us an interesting glimpse of school in wartime. Absent teachers still appear on the Staff List, marked "On Military Duty." Several pages are devoted to lists of "Those who have served" - with 313 names plus an Honour Roll of 27 who had been killed in action in the 1945 Gleam. Other reports tell of pupils making camouflage nets for the army, knitting jumpers for the war orphans, sending gifts to our troops, raising money for many patriotic appeals and collecting paper and aluminum cans for recycling. Some pages were devoted to "Ex-students' News", mainly details of those serving overseas, while the Ex-Students' Union printed a four page newsletter of similar news and jottings that could be posted overseas.

Enthusiasm for military preparedness led to the formation of a local flight of the Air Training Corps in 1942 which, although not an official school activity, attracted some of our boys and used our premises for its weekend activities. In 1945 a school branch of the Army Cadets was formed with an initial enlistment of 86 boys and this was to play a large part in school life for many years to come.

Whilst sport was affected by the war, most aspects of school life continued much as usual.

School enrolment remained around 550 at first, its growth halted by the ease with which older boys

*"There was a war on at the time, and all the guns were out. The Japanese were expected any minute... The school was on Smith's Hill in those days and the playground gave us a splendid view of the anti-aircraft batteries around the harbour practising their shooting. We had air-raid drills and demonstrations on how to deal with incendiary bombs. All exciting diversions. But the highlight of those martial times was the day a Lancaster bomber, G for George, nearly took the roof off the school. The aircraft's skipper, an ex-pupil, gave us a thunderous and memorable salute".*

*Kevin Jeffcoat 1940 - 1944*

could now gain jobs in industry. But by 1944 enrolment had jumped to 681 as many new families were directed into the heavy industry of the district and as some children from Britain joined us "for the duration".

By 1946 the Gleam was able to report that Mr Woods was out of the army and back to teaching English, and to give news of many of the ex-students who were now returning to normal life. The Social Club was using some of its funds to send food parcels to the English boys and girls who had spent the war years as evacuees at Wollongong High.

Some ex-servicemen were supported by the government to return to school to complete the

Leaving Certificate and perhaps progress to university, so the 1948 Gleam reported that "During the year ex-Flight Lieutenants Nichols and Wilson, veterans of many and varied sorties, joined the complement of Fifth Year."

Headmaster in those difficult times had been Mr W. Hatfield (1937-1946), a man of more liberal educational attitudes and remembered by pupils as wearing his academic gown as befitting his position. He was followed by Mr J. Collins, appointed here for the third time, who remains the only person to have served at Wollongong High as a teacher (1925), Deputy Headmaster (1928-1929), and finally as Head-

master(1947-1954). An active and able administrator, he insisted on high standards of work and discipline. In a campaign to encourage more children to stay at school the extra years needed to gain the Leaving, Mr Collins and the Subject Masters occasionally visited such outlying areas as Port Kembla and Thirroul to speak to groups of parents and convince them of the value of the certificate.

But by now the old school's very future was in doubt, for back in 1944 the Department had floated the idea of moving it to North Wollongong. According to some grandiose dreams of the time, the new site could contain an educational and cultural complex including a new technical college, art gallery, library, museum, conservatorium of music, student hostels - and Wollongong High. Despite protests from the P&C and the staff, the Minister soon gave orders for immediate action on drawing plans.

*Around 1951, bubble gum became the latest craze with many of the children chewing and blowing it into sticky bubbles. At the same time some of the boys had revived the dangerous practice of making pea-shooters out of wood and large rubber bands. Headmaster Collins, nearing retirement and perhaps not in his prime, seems to have misheard the Deputy's comments on the current crime wave and burst out at the assembly with the threat that any pupils with 'bubble guns' had better hand them in immediately, or else! The assembly collapsed in laughter.*

*R.Johnson, D.Black  
et al.*



*Teaching Staff, 1948*

In hindsight, the protests against leaving the old building with all its overcrowding, design inadequacies, and lack of maintenance seem strange to us now. Raleigh Mathews, first Commerce Master (1951) recalls that by the early 'fifties "the old building at Smith's Hill was really a disgraceful dump" with things wearing out, breaking down, getting stuck, and looking generally shabby. "The sanitary arrangements were distinctly primitive. . . the Tuck Shop was a dark dive," the grounds were not attractive, the isolated science rooms were a nuisance in wet weather, and text books and library stocks were very poor because school fees were too low. Of course protests arose for

emotional reasons, as so many pupils and parents remembered all that the old place had meant to them and all they had put into it.

More protests came from parents when they saw the plans showing the "barn-like appearance of the building". There was more disappointment at the lack of an assembly hall (and, as some had fondly hoped, a swimming pool!) Although the contract was let in 1948, the post-war shortages of building materials and government funds meant that foundations were not laid until 1952 and the building was not completed until 1955.

In this post-war decade the greater proportion of pupils staying on for the Leaving plus the industrial

expansion of the district led to increased enrolments and overcrowding. Our "drawing area" began to contract as new High Schools were built, but the last few years "on the hill" were times of growth and achievement. Extra-curricula activities flourished such as drama productions, debating, public speaking, and Mrs Brissenden's marvellous musical productions and choir performances. The first annual School Ball (in 1955 in the Soldiers' Hall, with catering by the Ladies' Auxiliary) was a glittering success. There were many vintage years in sport with increasing facilities and greater competition. Teams had many triumphs in soccer, league, swimming and athletics.

At the showground celebration of the Centenary of Education in 1948 our Cadet Unit led the procession while teams of boys and girls gave displays in gymnastics. Amidst the great public excitement of the first Royal Tour in 1954, Girl Captain Margaret Buttell was given the honour of delivering the speech welcoming Queen Elizabeth on behalf of the pupils of the area.



*Kitty Mills taught English and History in the 'fifties and was a popular ebullient character in the school's life. The School Song has the line*

*"Black for the coal that gives life to our mills"*

*but at assemblies the pupils always sang, with increased volume, the amended words*

*"that gave life to Miss Mills"*

*despite all efforts of the staff to stamp out this practice.*

*R. Mathews, G. Teasdale.*

*(Miss Mills died in 1991)*

# A SCHOOL IN THE MEADOW

In the final year "on the hill", Mr J.E. Lenehan was appointed Headmaster, beginning a fifteen-year period of leadership that many consider as a "golden age" of Wollongong High. Certainly this is the era that gave the school the reputation and ethos that so many remember today as a most significant part of their lives and which has attained (even for the local people who were not students here) an almost legendary quality.

It was a time of great changes in the school, yet of solid and strengthening traditions. Before the unknown social and educational changes of following decades would make school environments different in so many ways, the Wollongong High of the late 'fifties and 'sixties went from strength to strength in its academic, sporting and cultural achievements while bearing a very special character imparted by the leadership of a unique Headmaster.

Mr Lenehan introduced new features into school life or strengthened existing ones, with the aim of consolidating the sense of tradition, order, excellence and distinctive school spirit. Ceremonial was a key ingredient, so that the annual Prefects' Induction Ceremony became a most important and impressive formal function. The School Ball gave pupils a taste of the social conventions as did the Cadet Regimental Ball. The Fifth Year Farewell graduated from an afternoon tea to a more sophisticated evening dinner-dance in 1955. In the same year the school commemorated the ex-students who gave their lives in World War II by dedicating a



*Old Road House, Site of W.H.S., 1954*

memorial in the form of a suitably inscribed Tudor table in the front foyer.

When pupils and staff moved into the new premises in 1956 it was not a move into the garden-like environment we see today. The playing fields and part of the eastern playground had not been smoothed and levelled properly, partly because nobody had yet decided where the planned expressway was going to cut through our grounds. Years of digging out rocks and moving soil by the school and the P&C Grounds Committee were needed before we could risk holding the athletics carnival on our home grounds in 1963.

Apart from the eastern concreted area, the playground was an unfenced, unmown wilderness which included rabbit burrows and the derelict Lysaght home (just south of the present rotunda). Some trees were planted but not many bushes as there was a feeling that these could give naughty pupils too many places to hide. Lysaght Street was a cart

track without kerbing and guttering, and the whole site was something of a swamp (a fact occasionally rediscovered in periods of heavy rain).

The new building was what we would now see as the older part of the A block, consisting of 14 classrooms, two science laboratories, two science demonstration rooms (now A9, A21), a library (now the staff common room), a music room, and a combined hall-gymnasium. There was also a home science unit (since demolished to build the present unit) and a technical drawing room. A large interested crowd inspected the new buildings on the day of the official opening by Hon. R. J. Heffron, Minister for Education, on August 10th, 1956.

Now "the school in the meadow", Wollongong High continued its tradition of achievement and excellence.

The choir of the late 'fifties was in splendid voice for its frequent wins in the Wollongong Eisteddfod and its appearance in Sydney Eisteddfods, A.B.C radio programs,

local naturalisation ceremonies, concerts, and various school ceremonies and farewells. For a time in the 'sixties a madrigal group flourished, as did a separate boys' choir! In the week before Christmas 1965, the choir sang carols outside a leading Wollongong store each morning.

There was much involvement in the performing arts and some memorable Play Days included a production of "The Skin of our Teeth" which won first prize in the 1956 School Drama Festival in Sydney. A Drama Club and a high class School Concert were popular features of the early 'sixties with such successful productions as "Oedipus Rex", HMS Pinafore", "Our Town", "Pygmalion", and "She Stoops to Conquer". A unique event was a celebration of Shakespeare's four-hundredth birthday with extracts from some of his best-known plays acted by pupils of all years.

Debating and public speaking attracted many talented young orators. There were intra-school debates (conducted on house or class basis), an impromptu speaking competition, a Gavel Club (for debates and lectures), and regular participation in various state-wide competitions. At school assemblies and ceremonies, the Captains and other pupils were called upon to address the audience or to move a vote of thanks.

One of Mr. Lenehan's first innovations when the school moved to Lysaght Street was to begin each day with a brief Morning Service in the gymnasium. The Council of Churches organised a roster in which one of the local clergymen took the service for a week, usually providing a short devotional message and a prayer. A senior music class played the hymns, and Mr Lenehan himself

conducted the service if the minister or priest was unable to attend.

Normal Scripture periods were still held on Tuesdays, staffed by clergy or lay volunteers from local churches. The I.S.C.F. enjoyed a renewal of interest in spiritual values after the recent Sydney Crusade of American evangelist Billy Graham, so that attendance at its weekly meeting reached 200 in 1959 - one quarter of the total school enrolment.

The very efficient Cadet Corps exhibited its drill skills at such formal occasions as Anzac Day, Commonwealth Day, the Official Opening, and the visit by the Governor-General Lord Casey in 1962. It also successfully participated in bivouacs, rifle shooting competitions and annual camps, although the 1969 Gleam complains that interest and membership were suffering a serious decline.

On the afternoon of 23rd August, 1962, the school assembled on the front lawns for a simple but moving ceremony as the new front gates bearing the school badge were officially opened as memorials to the late Frank Buckley and Reg Rowley. Both men had been popular personalities at the school: Mr Rowley as

District Guidance Officer and Mr Buckley as Mathematics Master and then Deputy Headmaster for a total of 15 years until his promotion to Dapto in 1960.

The path leading from the gates to the front doorway was already graced by four memorial lights installed in 1958 in memory of Miss Dorothy Drake who had been School Counsellor from 1951 to 1957.

Parental interest and involvement made a significant contribution to the progress and welfare of the school. Parents were informed of school events through the monthly "High Notes", while the P & C with its Ladies Auxiliary, Grounds Committee, Welfare Committee, Social Committee and Public Committee made untiring efforts on our behalf. Welcome sums of money were regularly donated for various projects and equipment purchases, to which could be added significant donations of such material items as bricks, concrete, land fill and plants from sympathetic local companies. By 1960 the Gleam could report on "School grounds looking so attractive with ornamental brick fence, well kept lawns and white seats that passing tourists sometimes picnic at





weekends." Beautification brought its own rewards with first prize in the Herald Garden Competition in 1967, 1968 and 1969.

The long-awaited Assembly Hall was built in 1962 to be given a joint opening ceremony (as it was a facility shared with adjacent Keira Boys) in April 1963.

The first additional classroom wing was added in 1964. This two-storey structure with modern aluminium windows at the end of A Block contained a large geography room and two general classroom downstairs (now the art rooms), with art rooms and a language room upstairs (now the music and religious education area) with staffrooms and storerooms. This wing had the effect of enclosing a lawn area on three sides, providing an ideal courtyard location for the Jubilee Fountain in 1966.

Market Day activities raised the conventional school fete to an art form. Fundraising efforts and stunts could extend over a whole week with considerable pupil involvement and ingenuity in designing and stocking the theme stalls and other attractions on the big day. The 1969 Gleam records, for instance, that the win-

ning stall took the theme "Flinders' Persian Bazaar" with salespersons dressed in Arabian Nights fashion. Other stalls were "Keira's Kaves" (an underwater theme), "Kembla's Calypso Market" (with West Indian decore), and "Bass' Psychedeleum" (way-out colours and hippy gear for the staff).

Technological innovation came in the form of our first black and white television set in 1964 (although video recorders were not yet available and classes watched the ABC telecasts "live" or not at all) and a photocopier by 1967. Signs of the times: by 1968 teachers were being given drugs information and warnings on how to spot drugged children. The 1969 Gleam tells how pupils packed into the gymnasium and later the hall around our one TV set to watch the drama of man's first steps on the moon. The same Gleam reports on the top senior mathematics class excursion to Metal Manufacturers - to see a computer! Few could have imagined that twenty years later many junior pupils would own a more high-tech computer than that early punch-card model.

An educational revolution came in the 'sixties with the intro-

duction of the Wyndham Scheme. With its ideals of a common core of secondary education available to all in local comprehensive high schools, it seemed an implied threat to selectivity and the academic curriculum. It added an additional year to education, with the School Certificate awarded at the end of the newly re-named Form 1V (now Year 10) and the Higher School Certificate at the end of Form V1 (Year 12). Pupils were to be given more flexibility and choices, so the experience of spending all day in one class (say, 2B) was replaced by the constant movement in the corridors as pupils moved to different subjects or to different levels within subjects each period.

Some traditional subjects (such as languages) lost ground to increased practical and cultural subjects and Guidance. These were times, too, when community emphasis shifted away from humanities towards the sciences that would help us keep up with the space race, computer age, and mining development - an unhealthy bias regretted by the Principal in his 1966 Gleam message.

The first of the Wyndham First Formers was the intake of 1962. The last Leaving Certificate was held in 1965, with the first HSC in 1967.

An extra year and a flexible curriculum pattern called for additional accommodation, so what we now call B Block was built and occupied in 1970 (although not officially opened and named "The Lenchan Wing" until 1972.) As well as a much-improved basement canteen and shelter area, four science laboratories and various classrooms it contained rooms in which it was hoped by optimistic planners that the older and presumably more

responsible senior students would quietly study or discuss their work. Other improvements included the removal of a wall to convert the old science demonstration room (A21) into a senior annex to the library.

The Gleam preserves a remarkable record of the life and spirit of the school and in many ways reflects the educational and social scene of the times. By the mid 'sixties its pages had doubled to A4 size, its paper was glossy, its photography (thanks to the skills of Mr Macinante) was top quality, and it was clearly intended as a prestigious publication to display the excellence of the school and the values for which it stood.

Editorship and control was the responsibility of appointed teachers, assisted by a student editorial committee. Throughout the decade the cover remained unchanged and there was generally a solid conservative tone. Conventional features included the message from the Principal (no longer Headmaster since 1961), news of the year's events, ceremonies and achievements, and reports of P & C, cadets, clubs, houses and sporting teams. Of particular historic interest are the photographs which record changes in the buildings, people, activities and appearance of pupils, and the detailed lists of staff members, classes, sports winners, examination results, and news of past pupils.

Generous space was allocated for literary contributions which often reveal the wealth of talent amongst the pupils. Nothing controversial appears, although there are often thoughtful articles or poems on such current issues as racism in the White Australia Policy, dangers of atomic weapons, war, survival of our rare fauna, the role of women, and the

folly of rebellious overseas university students.

By 1969 there are the first real signs of social criticism or of some pupils expressing anti-establishment views as in verse or polite prose they attack the shameful treatment of American negroes, question whether democracy is just hypocrisy, suggest that religion may be futile, reject "God Save the Queen" as national anthem, and wonder what it's all for anyway.

Photographs and other evidence reveal the standards, values and tone of the school in the 'sixties. Ceremonial assemblies are serious and important events with distinguished visitors and professionally printed programs. Anzac Day is a solemn and impressive commemoration with a formal speech by a distinguished visitor, readings by selected pupils, and the cadets mounting guard on the catafalque. Commonwealth Day is appropriately celebrated with talks on the building and achievements of the British Empire.

Assemblies have a well organised formality with straight rows of perfectly uniformed pupils

where every boy wears a tie and every girl wears a tie and a hat, although gloves seem worn on only special events. Male teachers are attired in suits or at least sports coats (even, sometimes, Mr Downes). The cadets parade with discipline and precision. Boys are wearing suits with ties to the School Ball and girls are attired in pretty party dresses.

There could be trouble for girls seen in public without their hat and gloves if they were reported by zealous Prefects. Saucy girls who attempted to bunch the material of their tunics over their belts to achieve the forbidden mini-skirt look suffered the ignominy of having their belts confiscated by vigilant Girls' Supervisor Mrs Cunningham and spending the day with the long baggy look instead.

By this time, the building of several comprehensive suburban High Schools had reduced the zone from which pupils could attend Wollongong High so that it became a "selective school" only within the immediate central area. Sadly this became a time of some bitterness and division that is still remembered today.



*Speech Day , 1966*

## THE GOLDEN JUBILEE

Undoubted highlight of the Lenehan years was the celebration of the school's Golden Jubilee at the end of March 1966. As the *Gleam* later reported, it was a "rare opportunity to experience and share the regard which ex-students and the community in general have for their school. For a generation suspicious of tradition as an outmoded chain to the past, it was a time to discover that strength of character springs not of its own accord but from the successes and failures of those who go before".

Festivities began with a very formal Inauguration Ceremony on the morning of Friday 25th. "As the choir filled the Assembly Hall with the traditional 'Gaudeamus Igitur' the Academic Procession of Staff members led by the Principal and the honoured guests moved slowly towards the stage". The Occasional Address was delivered by Dr.D.Verco, Deputy Director-General of Education, and there were other speeches of congratulation from the Lord Mayor (Ald. A.Bevan), Mr.J.Hough M.L.A. and P & C President Mr.R. Hopkins. Fine choral items, a recitation and Wayne Findlay's Jubilee Song were received with enthusiasm.

Then the whole school assembled for a march past from the hall to the Jubilee Fountain. Each pupil carried a black or a green flag (720 of which had been sewn by volunteer mothers) and the long line of marchers, accompanied by the combined Cadet Bands of Wollongong and Keira Boys' High, formed an impressive display despite the strong winds which billowed the flags and had the girls clutching at their hats. At a brief ceremony Dr. Verco commenced the flow of fountain water and unveiled a plaque, after which Rev. R. Caldwell dedicated the fountain.

Saturday afternoon was a Back-to-School time where hundreds of ex-students - many of course, from the Smith's Hill era - gathered to meet old friends, inspect the school buildings, play against present pupils in games of cricket, basketball, hockey and softball, plant trees on the western side of the hall, and enjoy afternoon tea in the gymnasium.

That night the Reunion Dinner in the Town Hall attracted 508 ex-students, most from the school's first 30 years, and many having travelled long distances to be present. This memorable occasion proved to be a time of great fellowship and reminiscence as representatives of various decades spoke of their school years, all present sang the school song with gusto, and notable ex-student Mr. R.F.X. Connor M.H.R. proposed the main toast of the evening - "The School".

Celebrations concluded on Sunday afternoon as school and ex-pupils worshipped together in the Assembly Hall with a Thanksgiving Service led by Dr. Malcom Mackay.

The Jubilee left tangible reminders to benefit future generations. The courtyard area was graced by the fountain designed by Mr. King Bond and constructed due to the generosity of South Coast Paving and Terrazzo Company, and the Pergola constructed by Wollongong Rotary Club.

An excellent and detailed history of the first 50 years was published after months of meticulous research by editors R. Gray and G. Urwin and their research team of Messrs. Johnson, McPhee and Tier. A special album of colour photographs of every aspect of the Jubilee was prepared by Mr. Macinante and deposited in the local history archives of the City Library. The main ceremonies were also captured on audio tape to be transferred to records, and a set of colour slides and a four minute 16mm movie film were also made for posterity.

To the delight of their proud parents, the top local primary children were selected for "High" - there being no need to specify which High everyone meant! The rest felt condemned to Smith's Hill Girls' High (evolved from the Domestic Science School on our original site) or to Keira Boys' High (once the Junior Technical School and now our next door neighbour in Lysaght Street). There was family tension when some siblings found they had missed out, while some parents suffered the inconvenience of having children at each of the three inner-city schools. People outside the drawing area were known to lie about their addresses to qualify their children for High.

There was anger and jealousy at the way Wollongong High was perceived by others to parade its selective status and achievements, and at the way its students or their parents were said to be snobbish in their sense of superiority. Certainly it was Mr Lenehan's policy to emphasise academic excellence and to inculcate a fiercely strong school pride. Class lists of new pupils were read out in order of merit, so eagerly listening parents could judge where

their children ranked in the scheme of things. Girls in particular were not to be seen talking to boys in blue uniforms, and there are legends of girls reprimanded for walking home with their own brothers from "next door".

Current educational theory now opposed the whole concept of selectivity, with local comprehensive schools being the model of the future. In an age when egalitarianism was a social virtue, elitism was seen as a vice. Yet in the 'sixties the existing selective schools felt secure, and Wollongong High could shrug off any complaints as just the "sour grapes" of those pupils and parents (and teachers!) who were peeved at missing out on a good thing.

The fact that Wollongong and Keira Boys' were next door neighbours and had to share the same assembly hall was a constant source of friction, competition and oft-told stories (some of which may be apocryphal). The perceived rivalry between headmasters Jack Lenehan and Ollie Wallace led to the two schools being nicknamed the "Jacarandas" and the "Oleanders" with the pathway between them the "Gaza Strip" (after a dangerously mined no-

man's land in the current Arab-Israeli War).

Clearly enunciated school values were apparently appreciated by parents and most pupils. There was much emphasis on ceremony and tradition. Conservative moral and spiritual values were upheld. The school stood for pride in intellectual, sporting and cultural achievements and solid conventional values at the dawn of an era when society's standards were about to be challenged as never before.

### CHANGING TIMES: THE 1970'S

Social changes of the time were being reflected in all our schools by the 'seventies. Pupils were now eager to question authority, to reject rules and conventions, to demand "rights" and to think for themselves (as some syllabus statements hoped that they would). Pupils questioned the right of the school to force them to wear uniforms or to ban brown suede shoes or to punish girls who daringly shortened their skirts to the new mini style. There was now ideological resistance to discipline from students who had learned the skills of a "bush lawyer" - possibly from radical student publications or pop songs on the subject.

New teachers could also be a new breed instead of the mainly older traditionalists of earlier years. Fresh from the dissenting atmosphere of university, some arrived at school with unconventional appearance and opinions, sympathising with the new mood of "do your own thing", and in extreme cases inviting pupils in their first lesson to call them by their first names. As these were times of rapid growth in secondary schools and chronic teacher shortages, schools



*Parent/Teacher Night, 1971*

had to take what they could get, including teachers freshly imported through overseas recruitment programs. School staffs became younger and trendier, and older teachers had the feeling that things were falling apart. Senior students were, of course, a year older than before, and their constant complaint was that school organisation and teacher attitudes did not treat them as mature and responsible young adults. Teachers were disappointed at the way seniors misused and vandalised such privileges as a senior common room and the senior study area, so that eventually both these were returned to normal classrooms. Trouble during the 5th Year and the 6th Form last-day-of-school muck-up had been slowly escalating from harmless and witty pranks to include break-ins and vandalism, while student drunkenness disgraced a 6th Form Farewell held in a local club.

The Gleams of this decade reflect the changing times, remaining a fascinating record of new attitudes and problems, but also of remarkable creativity and energy in the school.

The 1970 Gleam, for instance, suddenly less traditional in style includes cartoons of teachers, humorous touches in some photo-

graphs, and a survey showing that most students in the school say they want a student smoking room, less teacher supervision at socials, and abolition of the Morning Service. Photographs show that boys have longer hair and girls have shorter skirts.

Articles describing the Prefects Induction, Speech Night, and Anzac Day ceremonies are less effusive than before. Clearly the students, who now have a freer editorial hand, are not impressed with much that the school stands for. The Boy Captain's Message includes the criticism that our education "is of a nature that could hardly be regarded as being preparatory to life"; the annual report and appreciation of Morning Service damns it with faint praise as it offers our thanks to the clergymen "for their efforts to keep this tradition alive this year"; the arrival of the new Principal is acknowledged with the ten words "Incidentally, the student body receives a new head this year."

The 1971 Gleam appeared with a plain black cover - which all agreed was certainly different. The staff photo is printed under the heading "Wanted." In twelve months hair has flourished remarkably, so

that even some of the boy prefects have shoulder length hair and one had grown a moustache. This year's survey of pupil opinion reported that pupils were more in favour of sex education, abortion, lowering the voting age to 18, and the decriminalisation of homosexuality, but that they opposed drugs, wife swapping (especially the girls), nationalisation of the steel industry, and the power of organised religion.

By 1972 the Gleam has a more striking modern cover designed by Susan Robey, some boys' hair has progressed well beyond the shoulders or it has spread out in frizzy clumps, and such trendy words as "hip", "groovy", and "radical" appear.

The Principal in the early years of change (1970 to 1974) was Mr Tom Gardiner whose first message to students invited them to "cultivate an independence of mind and action" while establishing "new traditions of performance, loyalty and service for the future."

The first Student Council was established in an attempt to give pupils an opportunity for various service activities and some say in school affairs. For a time a school newspaper was published. There was a change of locale for the teachers as one of Mr Gardiner's first acts was to organise faculty staffrooms in various parts of the school to replace the previous segregated men's, women's and masters' rooms. This was a more practical working arrangement, though some mourned the passing of the men's staffroom whose wild antics, practical jokes and hilarious frivolity were already legendary.

The end of another tradition came in 1970 as the Cadet Corps was disbanded, having been under threat for some time due to decline in



*Opening J. E. Lenehan Wing by Hon. E. A. Willis M.L.A., 1972*

numbers. Cadets flourished in all-boys' schools, even being compulsory in some, but the perception of some parents and students that the organisation perpetuated war-like values may have worked against it in the late 'sixties. The solid little brick building used as a Q store and armoury still stands in the school grounds as the only memorial to one of the few cadet units in a co-educational school and nearly 25 years of efficient service.

A most significant event in 1971 was the visit of the Governor-General Sir Paul Hasluck who addressed a large assembly of students from various local schools in an impressive outdoor ceremony held near the site of our present gazebo. This was actually our second Vice-Regal visit as Lord Casey had come on a similar tour in 1968.

Student excellence in many fields remained an honour to the school and its pupils. Every year students were lauded for achievements in such events as Quota Club Girl of the Year, Wollongong Youth of the Year, Summer Science Schools, University Mathematics Schools, Art exhibitions, Mathematics competitions, B.H.P Quiz and Debating competitions.

Creative and artistic talents blossomed as ever. The sound of music was heard from the Choral Group, Madrigal Group, Orchestra, Choir and Guitar Club whether performing in the school or at a variety of public performances, eisteddfods and public competitions. Out of school, talented individual students excelled in other vocal or instrumental performances and in musicianship examinations at every level.

Drama was always popular with two early highlights being the



*Governor General signs Visitors Book*

production of the *Crucible* in 1971 and the startling *Night of Absurd Theatre* in 1973. The Art department pottered, painted, sculptured, hammered, poured, fired, wove, enamelled, printed, dyed, knotted and carved to achieve top examination marks and delightful exhibitions. The *Gleam* annually printed pages of poetry which, although of varying worth, certainly represented the thoughtful literary efforts of many contributors.

Student initiative and participation revealed the wealth of imagination and creative talent in the school. The Student Council ran term dances raising funds for charity and undertook an anti-pollution campaign. Sponsored by Wollongong Lions, the Leo Club began its service activities in 1972. Karen Dugh and Gail Richards organised an art display in 1970 in Westfield Centre at which student paintings were sold to raise over \$100 for the Smith Family.

The annual success and organisation of Market Day stalls and stunts depended on a lot on student effort and imagination. Departing 6th Formers treated the assembly to a farewell review in which songs and

sketches gave often brilliant parodies and hilarious satirical comments on school life and personalities. Unfortunately this event was finally abandoned when, despite staff warnings and the best efforts of many student leaders, items became too personal or vulgar when irresponsible students threw eggs or flour on to the audience.

Every year brought new sporting achievements as teams and individuals excelled, broke records, won championships, earned awards, or represented state or nation in a wide variety of teams and personal competitions. Other pupils were busy achieving such honours as Queen Scouts or Guide Awards, or participating in *Outward Bound* or the *Duke of Edinburgh Award* programs.

The year 1975 saw the appointment of Mr Rex Cook as Principal. With the watchword "Involvement" Mr Cook urged pupils to become more involved in school activities, so that pupils now enjoyed more responsibility in editing the *Gleam* or organising Market Day and special sports days. The staff, too, became more involved in committees such as those to re-design the pupil reports (which now became booklets)

or to prepare the lists of aims and objectives now required of every school by the new wave of management philosophy.

The same year saw a curriculum innovation with Integrated Studies in First Form. This new subject combined the lesson periods of English and Social Studies in the hope of enriching both with more relevant social themes pursued through literature and language work and creative activities. For a few years this remained popular and successful, although various practical and organisation difficulties finally ended the experiment.

A state-wide change of nomenclature came in 1976 when

With more pupils remaining in the senior years, schools were urged to devise practical minor courses for curriculum enrichment, so such subjects as Photography, Power Mechanics and Driver Education appeared. In 1978 a garage was constructed to house a Holden Gemini Sedan. This car, provided by Boyded Holden, was soon a regular sight weaving around the orange plastic cones on the far oval. In later years the sponsored car was provided by Cross Country Datsun and Nissan.

In 1980 the school hosted a two day conference on Driver Education, attended by Peter Wherrett (of an A.B.C. television motoring program), driving instruc-

some creative decorative art work, printed on the school's new off-set printer, and finally bound with plastic. Most of the work was done by an editorial team of Fifth Formers during spare time, missed lessons, or sports afternoons. These do-it-yourself Gleams lacked the professional look with their washed out or unclear photographs often proving a disappointment, but they remained a valuable record of school activities and a most worthwhile experience for the budding writers and publishers on the committee.

On stage, 1977 saw a successful production of the musical "Salad Days" by Mr Max Ross of the Mathematics staff, followed next year by an ambitious production of "My Fair Lady" by Mrs Penny Railton of the English staff. These shows used the creative energies of over 90 pupils as well as staff and parents, and revealed the musical and dramatic talents of such students as Mark Bosman and Lorraine Smith.

Aided by the generosity of Mr and Mrs Smith of Jurjens Music Shop the school was able to purchase a quality grand piano in 1979. Housed in a special security room off stage in the assembly hall it has remained an often enjoyed and much appreciated upgrading of the school's musical facilities.

In these years the boys had conducted a campaign of passive resistance against wearing the school tie, and pushed the school rules to the limit by wearing the tie very loose with the collar button unfastened. Official school photos for the period lack the tidy uniformity of earlier years, until in 1978 the school capitulated by proclaiming the tie no longer compulsory in the summer uniform.



*Staff, 1973*

classes were renamed Years 7 to 12 to replace the previous Forms I to VI. Personal development periods for Year 7 reflected a new emphasis on the emotional health of pupils. Mr R. Pearce in the Industrial Arts department was now pioneering a course in plastics, producing sports trophies, skate boards, surfboards and canoes. A French class was busy fundraising to send itself to New Caledonia. The Conservation Group inspired by Mr O'Mullane began planting trees.

tors, university lecturers, police and health workers, and student representatives from other schools.

By the late 'seventies the Gleam had taken on a very different appearance. To save costs it had moved to off-set printing with cheaper typesetting. After 1977, it became literally an all-school production, being prepared on the new golf-ball typewriter by the ladies in the front office, laid out and paged by the cut-and-paste method with

## THE END OF SELECTIVITY

The decision to end selectivity in Wollongong High was no doubt the most significant event in the history of the school, breaking as it did the tradition, ethos and patterns of over six decades.

The values of selectivity had long been argued. In its favour was the contention that talented pupils would do better amidst the competition and stimulation of their intellectual peers, not held back by less capable pupils with their educational and behavioural problems. Against this some doubted that selected pupils actually did better in isolation, claiming that an elitist system spoiled the educational opportunities of the non-chosen while producing a range of undesirable social, personal and educational side effects on the chosen and the rejected alike.

A strong anti-selectivity lobby existed in the local leadership of the Teachers Federation, in tune with the political mood of the times and with the current policies of the state's Labor government. Eventually the government announced that the selectivity would end (except in some areas where community opposition was strong). Smith's Hill Girls and Keira Boys would become co-educational so that the three central city schools would become equal comprehensive co-educational high schools.

Costly additions would be required in each of the three to accommodate the change, but it was decided to push ahead before the building work was started. The last selective intake was the group who started in 1978 and finished in 1983. Wollongong High coped fairly well with the addition of some portable classrooms, while the other schools



boarded their boys or girls back at the single-sex school for several years.

Zoning arrangements allocated to us the pupils from the primary schools of West Wollongong, Mount Keira, Keiraville and Gwynneville, with occasional boundary adjustments. Despite the new egalitarianism the school's name was still firmly associated in the minds of the general public with the status, prestige and traditions of its decades of selectivity. In fact, as shown by such objective measures as the School Certificate Moderator examinations, the first generations of non-selective pupils continued to achieve well above state averages and statistical predictions as though some "halo effect" was still operating in student attitudes and teacher expectations.

In an ironic conclusion to this story, selective schools came back in favour with a change in government but the new Liberal government chose Smith's Hill High (back at our original site) for the re-introduction of selectivity in the Illawarra. Keira High gained new status as a Technology High, with Wollongong eventually being nominated as a school where there would be increased

emphasis on the Creative and Performing arts and links with the appropriate university faculties.

The abolition of zoning by the same government gave pupils the opportunity to apply to enter the high school of their choice, so by the 'nineties Wollongong began to enrol capable pupils from distant suburbs who had been attracted by the school's reputation and what it had to offer.

## THE 1980'S

With the first comprehensive intake in 1979, the curriculum structure of the school slowly began to change. More classes would be taking the practical subjects of Industrial Arts and Home Science with fewer studying languages. The gradual introduction of new subjects over the following years and changes in the popularity of some subjects also contributed to the evolution of new curriculum patterns and subject choices for both senior and junior years.

The school-produced Gleams of this era record the year's activities in bright and imaginative fashion. A sense of fun was evident with humorous sketches and photographs, clever visual collages, and such witty

touches as heading the Principal's Annual Report as "A Message from our Sponsors" or producing the History Department Report in cartoon form.

The 1981 Gleam reports that Latin was being phased out because of lack of takers, although French, German and Indonesian were still popular, as were Driver Training, Computing Studies and Photography. A week of work experience in various local businesses was organised for year 10 students, debating was going well, and large numbers of students had entered and scored well in science and mathematics competitions. A madrigal group, recorder ensemble, band and orchestra gave memorable performances while choristers sang in the Combined Schools Choral Concerts at the Opera House with a solo by talented Petra Davis of Year 11. The big show of the year was "Fiddler on the Roof" produced by Art teacher Heather Pulsford and starring Bill Feld of Year 12.

In 1982 came a rare event in N.S.W schools with the appointment of Mr Phillip Price as Religious Education teacher. The long tradition of the Morning Service had come to an end, probably to the relief of the visiting clergy to whom it must have seemed in its later years a foretaste of Purgatory. Funded by several, but not all, of the local Protestant churches Mr Price became a member of staff with junior classes timetabled for Religious Education (often rotating with such other subjects as Health and Computer Studies with half-classes in half-yearly cycles.) The churches had hoped that a more normal classroom situation with a teacher with whom pupils would be able to relate and meet regularly would provide a more meaningful

and helpful environment for the discussion of religious values. Later R.I. teachers who continued this work were Mr Peter Cahill, Mr Stephen Ringer, and currently Mr Mark Campbell.

For much of 1982 and 1983 the school endured the noise and inconvenience of having builders on site, but the result was the greatly improved Library and Home Science facilities of the new double-storey D block and other extensions and modifications to the gymnasium, foyer, administrative offices, toilets, Manual Arts, Art, Music and other areas of the school. The open plan and attractive appearance of the new library increased its appeal to the students and its value as an educational resource. Video recorders were housed in a special Audio-Visual room from which cables were laid to many rooms throughout the school so that at the touch of a remote control button a teacher could commence the screening of a selected video to the class.

Year 7 was welcomed with an Induction Day conducted by School Counsellor Mr C. Taylor and counsellors borrowed from other schools. The day aimed to settle and integrate the new pupils and beginning with

games and getting-to-know-you activities on the oval it finished with discussion groups led by the Prefects.

Musical highlight of 1983 was "The Sentimental Bloke". The first Year 9 students experienced the new exchange visit program with Hillcrest High in New Zealand. A Year 10 Home Economics Class organised and catered for a delightful party for 30 handicapped students from Para Meadows Special School.

The final selective group sat for the H.S.C. examination. Fifteen Year 11 students joined the Young Achievers program sponsored by the City Council in which they formed a company, sold shares, elected a board of directors, selected a product (potted plants), sold the product at stalls and door-to-door, paid themselves symbolic wages, declared a dividend for shareholders and finally went into voluntary liquidation after learning a lot about the techniques of small business and personal enterprise.

Principal for the rest of the decade was Mr. Doug Quiggin who led the school from term 2 in 1984 until his retirement in 1989.

Mr Quiggin further upgraded the Student Council, placing the Prefects (now reduced in number) in



*New Library/Home Science Block*

leadership roles in various sub-committees. He also strengthened procedures within the school for the oversight of student welfare and problems, finally establishing the Welfare Committee.

In these days the school ceased using the cane as a punishment for boys. The staff voted to introduce a discipline "levels system" whereby pupil offenders could be demoted from the normal level 5 to level 4 and so on. Each level carried its own sanctions including the techniques of contacting parents, withdrawal of privileges, isolation in a special room and finally suspension. It seemed to provide some restraint on bad behaviour, and by 1991 the staff was investigating the addition of a positive upwards level system to give reinforcement and rewards to worthy pupils.

Steps were now taken to end the harmful tradition of a muck-up day with its vandalism, flour fights and egg throwing. The Year 12 students were urged into more positive and pleasant celebrations such as a last morning breakfast with their teachers, a student-staff golf day, or planting trees.

Academic honours came to the school in 1985 when 3 HSC students came within the top 1% of the state: Graham Denney, Teoman Eker, Calvin Lai; while Simon Tchaikovsky topped the state with 100% in Polish. In 1989 another fine student, Gillian Hynd, earned the accolade of one of the coveted Premier's Awards for Excellence.

Our worst episode of weekend vandalism was a traumatic experience in February 1986. Most of the windows in a lower corridor were smashed in a Sunday morning attack followed around noon by the outbreak of a fire upstairs in the Music



*Run - Tal - Mark*

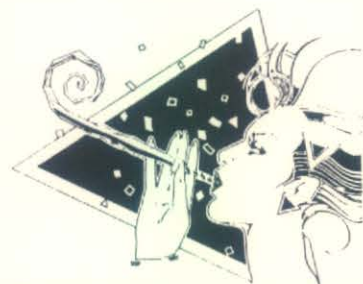
staffroom. Prompt action by the Fire Brigade confined the total destruction to one room and its immediate surrounds, but a remarkable amount of expensive damage was done throughout the whole wing by heat, smoke and water. Teachers suffered the loss of their personal teaching material and other personal possessions, as well as their pupil records and much musical equipment. The immediate crisis was tackled by the devoted efforts of the cleaning staff and pupil helpers, with rebuilding and repairing soon underway.

After that the year improved. A spectacular production of "The Wizard of Oz" included Mr Paul Quinn of the English Staff as the Cowardly Lion, the usual number of talented seniors and lots of enthusiastic Year 7 Munchkins. Popular entertainer Rolf Harris later visited the school to prepare the cast to present a segment in the NSW Schools spectacular at the Entertainment Centre and to rehearse his special duet with Julie-Anne Henry who had starred as Dorothy.

In August a new Honour Board was unveiled by Regional Director John Maguire to carry on

the traditional listing of each year's Captains and Dux from the now-full original board in the entrance foyer.

The climax of the year's activities was the celebration of our 70th Birthday. A large crowd, particularly those who had been students at our old Smith's Hill site, accepted our invitation to return to school to enjoy a great day of displays, entertainment, reminiscence and birthday cake. Mrs Phyllis Hancock (who had hurried to be the first pupil at the door on the first day in 1917) and other speakers entertained the assembly with their stories of past years, before visitors toured the various faculties to see a modern school in action. A happy spirit prevailed throughout the day, and we were amused by our visitors' surprise at seeing BOYS cooking in the Home Science classes and GIRLS in the Metalwork rooms!



In 1984 the school entered its first team in the Mock Trial competition organised by the Law Society of N.S.W. Under the coaching of Mr Bradburn of the Social Sciences faculty and a local solicitor, various pupils prepared to prosecute or defend in a simulated court case based on the evidence provided. They played the roles of various legal officials on the day of the "trial" under the watchful eye of a practising solicitor as adjudicator. This interest in the law increased in 1990 when senior students were able to select the new subject Legal Studies for the H.S.C.

As the traditional Market Day had been slowly losing its appeal it was replaced by Run-Tal-Mark Day. This hybrid fund-raising activity consisted of a fun-run for which pupils had previously gained sponsors, a mini fete in which they paid for food and other attractions with credit tokens earned from the value of their sponsorship, and finally a

talent quest concert in the hall.

Rising costs and other production problems reduced the Gleam to a very thin publication in 1985 after which it ceased to appear. Year 11 pupils were no longer available with free time for editorial activities towards the year's end for now they were part of a continuous assessment process as part of their H.S.C. marks.

After 1989 the school ceased electing Prefects, choosing instead to encourage student leadership and involvement through the Student Representative Council. Since the 'seventies the prefecture had been merely a symbolic honour retained for tradition's sake. New social attitudes meant that senior students had grown unwilling to act in a police role to enforce school rules by "dobbing in" offenders.

The P.E. Centre consisting of concrete games courts enclosed with high wire fencing was constructed on the edge of the sports fields in 1988. This new facility had come after

considerable negotiation and lobbying as compensation for the loss of some of our land and the destruction of earlier tennis courts during the freeway expansion.

The school grounds became part of an ambitious "greening" program popularised by Lord Mayor Frank Arkell. The Keira Green Corridor plan involved the planting of thousands of trees in any available land from Mount Keira to the sea. Pupil volunteers first helped the Conservation Society plant trees in Puckey's Estate near Fairy Meadow Beach. Between 1984 and 1987 over 2000 trees were planted within the school grounds or on highway land by the Roads and Traffic Authority, the Parents and Citizens, Lions and Leo Club, and Year 12 pupils on their last day.

Mr Quiggin had been so enthusiastic about this project that upon his retirement in 1989 the P & C recognised his contribution by erecting a memorial sign naming the

The school looked forward with pleasurable anticipation to the visit of Prime Minister R. J. Hawke in April 1987, little dreaming that the function would develop into a media event and a near-riot. Our only consolation was that it was not OUR students who were rioting!

The visit had been arranged by ex-pupil and now local M.H.R. Stephen Martin as part of a meet-the-people tour through our area. Student representatives from other high and primary schools were invited to hear the P.M.'s speech in the hall, while all of our junior pupils waited on the lawns beside the oval to witness his arrival.

The government had recently announced the re-introduction of course fees at universities, so an angry "Stop the Fees" campaign had begun. As the P.M.'s helicopter landed on the oval a crowd of local and imported university students advanced briskly to the beat of a drum with much shouting and waving of banners. Mr Hawke met the Principal and School Captains, waved to the cheering pupils, and was hurried by police and his serious well-dressed minders into the hall whose expectant occupants had already been locked in for half an hour in readiness for a seige.

Once inside to tumultuous applause, Mr Hawke delivered a lively speech on the government's concern for education (and on his opinion of the rabble outside) although the excited audience had to divide its attention between his words and the sound of the external disturbance. The demonstrators outside grappled with the police, shouted their protest slogans and other relevant comments, and pounded repeatedly on the metal ventilation louvres or the locked and guarded doors.

Finally Mr Hawke presented a flag to the school and swept out to the applause of those inside and the insults of those outside, leaving pupils to wonder why all school assemblies were not as stimulating as this one!

trees on the eastern boundary the Doug Quiggin Grove. By the time of our 75th celebrations many of the quicker-growing seedlings were sturdy saplings, giving hope that by our centenary the school would be separated from the freeway by a healthy and attractive strip of forest.

### INTO THE 1990'S

The 'nineties began with the appointment of Mr Kevin Riolo as Principal. This was a period of massive structural change throughout the whole educational system as the government made many (often controversial) decisions to restructure the curriculum, teachers' employment conditions and career paths, and various aspects of school practice and organisation.

It was the Principal's policy to enhance the image of the school in the eyes of its pupils to build up their collective self-image as part of a worthy institution. There was stress on past achievements and tradition. Proper uniform had to be worn. Assemblies publicised and praised current achievements in academic, sporting and cultural events. A new system of prestigious Principal's Merit Awards regularly honoured a variety of outstanding achievements in small special gatherings to which parents were invited. There was strong emphasis on the need to continue high academic standards in addition to the new directions of the time.

A most significant event was the selecting of this school to specialise in various forms of the performing and creative arts. Some spectacular initial dance presentations produced by Mrs L. Fuller of the Physical Education staff culminated in an exciting performance in the finals of the Rock Eisteddfod at the



*Class of '41 with teachers Buck Randall and Renee Erdos ( Centre )*

Sydney Entertainment Centre. Plans were soon underway to convert two existing rooms into "dance and drama spaces" to accommodate the new curriculum emphasis.

Hats re-appeared as an option with the school uniform as a response to current concerns about the dangers of sunlight. The smart cream panama hats soon began appearing on the girls, but few boys were immediately interested in buying the cap selected by the Student Council.

In 1991 the school prepared to celebrate the 75th Anniversary of its official opening. Plans were made to erect a commemorative gazebo in the north-eastern corner of the grounds as an attractive and useful garden feature to remind future generations of the event.

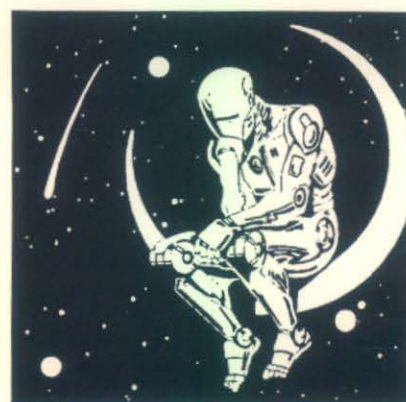
In September, 80 people showed they had not forgotten their old school after 50 years. The Leaving Certificate class of 1941 gathered in the hall for a reunion luncheon, some displays and entertainment from the present pupils, and much talk and laughter over old memories.

A maintenance team arrived to repaint the exterior of the

buildings. To our surprise the white woodwork disappeared, for the painters were applying the newly-trendy federation colours which must have been fashionable when the original school was opened back in 1916.

As their departing gift to the school, the 1991 Year 12 pupils presented the two attractive representations of the school badge that adorn the main doors in the foyer. The school was now ready to celebrate its 75th year, and ready to face the challenges of the future with pride in the achievements of the past.

And how its next generations of staff and pupils carried on its traditions and brought fresh honour to the school will doubtless be told in a centenary booklet in the year 2016.



# HAIL TO THE BLACK AND GREEN

BY GERRI JENKINS

Over the past seventy five years Wollongong High has evolved a uniform which conserves tradition whilst also reflecting societal change.

In the embryonic years, there was no uniformity in dress, though there was a standard of attire and good grooming expected of all students attending "The High."



*Bert Weston remembers.....*

*The girls adopted the serge tunic, white blouse, black stockings and white panama hat... but there was no alternative summer uniform.*

*The boys, after wearing out their short pants, gradually went into knickerbockers, worn with golf stockings and norfolk jackets. These had a short half belt and two pleats up the back. Laced up boots were always worn as at that time shoes were not worn by (real) men.*

*Few graduated to long trousers before the age of seventeen and the arrival of a boy in his first long'uns would be the occasion of great hilarity and horseplay for a few days. Long trousers were generally not adopted until High School days ended.*

It was not until the mid Twenties that a black tunic with a white blouse became standard for the girls. Shortly after a black blazer, trimmed with green on the lapels, pockets and cuffs was introduced. The traditional school colours of green and black were adopted in

1919, but sparing use was made of green in the uniform until after World War II. No standard uniform had yet appeared for boys, although senior students did wear college grey suits.

The Depression and the war hampered further development and it was not until 1948 that a major change was made, with the introduction of a summer uniform for girls. It consisted of a green unpleated cotton tunic worn with a short sleeved white blouse, ankle socks, black shoes and white panama hat. Winter uniform retained the black pleated serge tunic and stockings. At the same time boys began wearing the now traditional green shirt with the black and green striped tie.

This uniform remained basically unaltered for some twenty years, though there were some concessions to fashion. Boys moved from cuffed, pleated trousers into the more stylish tapered trousers. Despite protestations from Girls' Supervisors, girls hems rose. But irrespective of trends, girls of Wollongong High were not properly attired unless wearing the now smaller hat and gloves.

By the end of the sixties, the impact of the Wyndham Scheme (which extended high school to six years) was reflected in a further uniform change. A senior uniform was introduced to delineate between junior and senior students. For the young woman of the upper school it was a bottle green straight skirt, white blouse with peter pan collar and a distinctive Black Watch tartan jacket. The mark of seniority for the boys was a black tie.

The seventies saw some fads such as tartan shorts for senior boys and even brown desert boots. Women's Liberation was reflected in girls being allowed to wear slacks.



The school entered a new phase in the Eighties when it changed from a selective to a comprehensive high school and it was in this period that the most radical changes in uniform occurred. The black serge tunic, which had been worn by junior girls for some fifty years, and the "newer" green summer tunic, were replaced by an all seasons' Black Watch tartan skirt.

By the end of the decade there was further modification when girls were given the option of wearing the less inhibiting divided skirt or culotte.

In its seventy fifth year The High has proudly survived an era when the need for school uniform was challenged to see its renaissance in the Nineties. The Principal and the Students' Representative Council have successfully promoted the reintroduction of the school blazer along with a straw hat for girls and black shoes for everyone, all of which identify and unify the school body.

In 1992 we will see the phasing in of a black jumper for both boys and girls, and jumpers will bear the school badge, so the tradition of "Hail to the Black and Green" lives on.



*Uniform c.1920 ( Top Left ); c. 1950 ( Bottom Left ); 1991 ( Above )*



## Sweet "P"

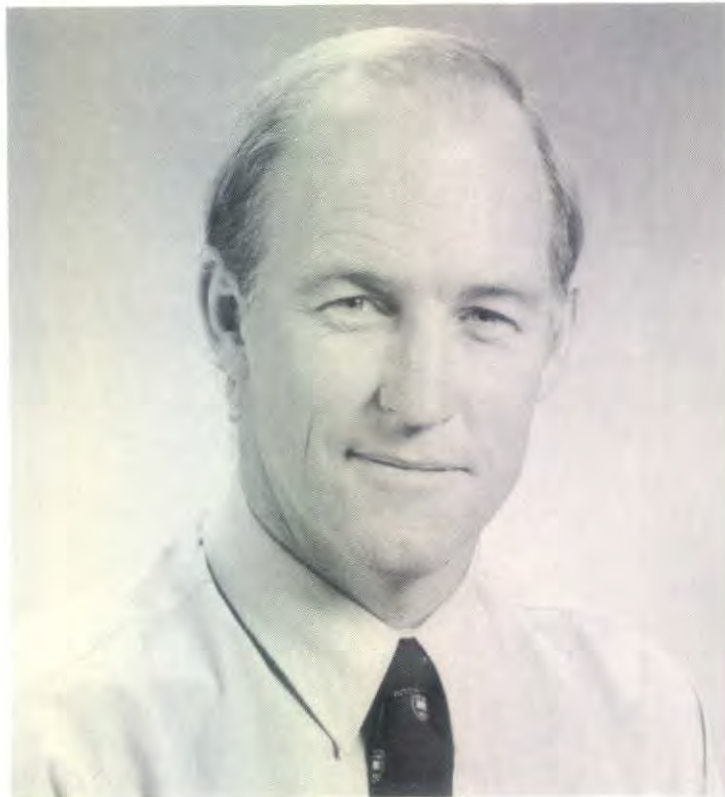
Look no further for all your 'back to school' uniform requirements.

*"From shorts to shirts to skirts - we've got it all!"*

**Corner Burelli and Church Street  
Wollongong Phone: 27 3336**

# AGE QUOD AGIS

BY MARION HAMLYN



*Dr Roger Houghton*

## THE MEDICAL FIELD

### A RHODES SCHOLAR.

#### DR. ROGER HOUGHTON

In his final year at Wollongong High School in 1963 Roger Houghton was Vice Captain.

Whilst studying Medicine at Sydney University he suspended his medical studies to do research in Biochemistry. He achieved First Class Honours in Medical Science.

In 1968 he was chosen as a Rhodes scholar to study at Oxford where he was awarded Doctor of Philosophy in Medicine.

He became a resident at the Royal Prince Alfred Hospital in 1973.

He furthered his experience in Obstetrics and Gynaecology in Oxford, New Guinea and Norway.

In 1986 he was appointed Professor of Obstetrics and Gynaecology of the University of Sydney.

He is also Head of the Division of Obstetrics and Gynaecology and of the Gynaecologic Oncology Unit of Westmead Hospital.

### A CONSULTANT NEUROLOGIST.

#### DR. JOHN HUGH O'NEILL F.R.A.C.P.

Dr. O'Neill left Wollongong High School in 1972. He graduated with a Bachelor of Medicine, Bachelor of Surgery (Honours) in 1978 from the University of NSW becoming resident medical officer at St. Vincent's Hospital.

He studied and practised in London in 1983 and 1984. In 1986 he was awarded a Medical Doctorate

from UNSW.

He is now the Consultant Neurologist to St. Vincent's and the Mater Misericordiae Hospital in Sydney.

### THE SPECIALIST SURGEON. DR. DON TINDAL

After completing the Leaving Certificate in 1953 Don Tindal studied Medicine at Sydney University.

First taking a position at the Royal Prince Alfred Hospital he has also worked and studied in England, U.S.A. and Scandinavia.

He is a Fellow of the Royal College of Surgeons, England and the Royal Australasian College of Surgeons.

He practises in the Illawarra being the only Colo-Rectal Surgeon working full-time outside a capital city in Australia.

### THE KNIGHT.

#### Sir WILLIAM JOHN

#### KILPATRICK K.B.E. C.B.E. F.A.I.M.

Bill Kilpatrick attended Wollongong High School from 1917-1921. Served with R.A.A.F. 1942-1945.

In a very distinguished career he has held numerous important positions: Chairman of the Winston Churchill Memorial Trust; National Drug Education Committee 1970-72; Plastic and Reconstructive Surgery Foundation since 1958; Anti Cancer Council of Victoria since 1958; Dep. National President of National Heart Foundation of Aust. 1960-64.

## GOVERNMENT

### POLITICIANS

#### STEPHEN MARTIN (Member for Macarthur)

Stephen Martin was born in Wollongong and attended W.H.S. from 1961 to 1965.

On leaving school he studied Arts at the Australian National University to become a high school teacher in 1970 -1973.

He taught Economics and Geography. In 1974 he became a lecturer at the University of Wollongong in the same fields. He also achieved a Master of Arts from Alberta in 1974.

He joined the Department of Environment and Planning as a town planner in 1977 graduating with a Masters of Town Planning in 1982 from Sydney University.

He was an alderman on the Wollongong City Council from 1983 to 1985.

He remained in town planning until he was elected to the House of Representatives in 1984. He was relected in 1987 and 1990. He has served and is serving on several Parliamentary committees, Finance & Public Administration, Legal & Constitutional Affairs, Expenditure, Public Accounts and Telecommunications Interception.

#### STUART JOHN WEST (Member for Cunningham)

Stuart West attended Wollongong High in the 1940's. Later he was a waterside worker.

In his time in the House of Representatives he has been a Minister for Aboriginal Affairs(1980), Immigration and Ethnic Affairs (1983-1984), Housing and

Construction(1984-1987), and Administrative Services since 1987.

He was also Spokesman on the environment and conservation from 1980 to 1983.

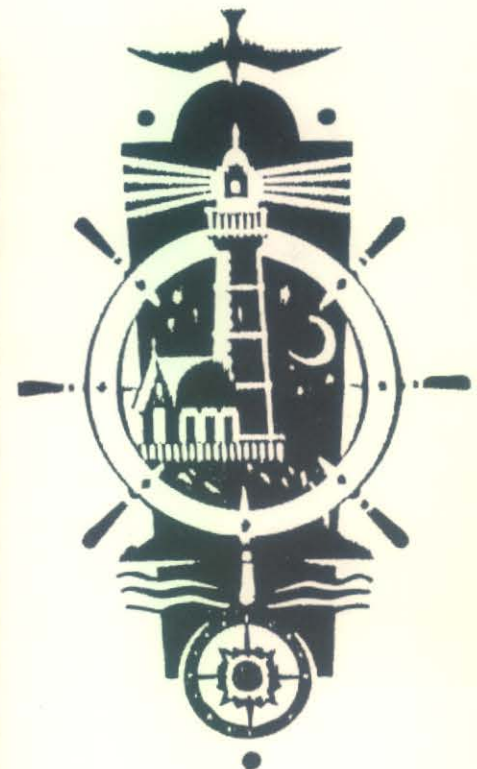
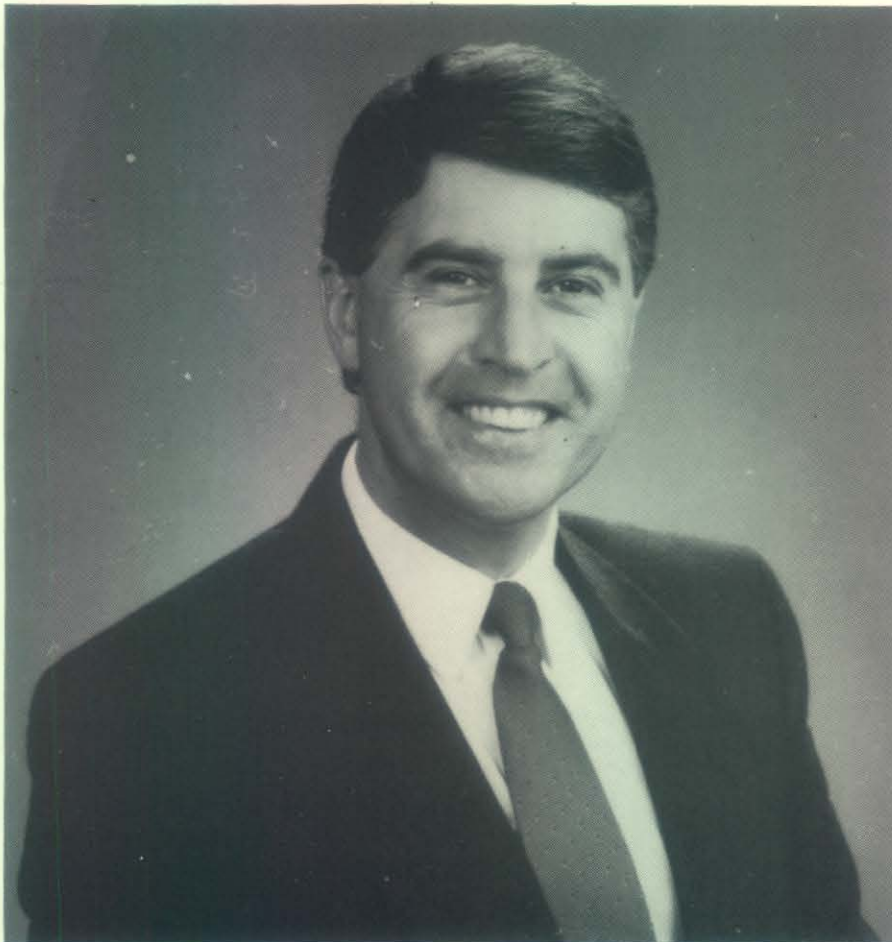
#### LAWRENCE BORTHWICK KELLY

Lawrence Kelly attended Wollongong High from 1940 to 1944. He became an accountant.

He served as Member of the Legislative Assembly for Corrimal from 1968.

He always had interest in cycling and surfing being an official of the Surf Lifesaving Association. He also played first grade Rugby League.

He was the Speaker in the House from 1976 to 1990.



*Stephen Martin M.P.*



**HON(REN)REGINALD  
FRANCIS XAVIER CONNOR**

Mr. Connor attended Wollongong High School 1920-1924. In 1922 he gained the best pass in the Intermediate Certificate.

After a number of years of work in a solicitor's office he entered State politics as a member for Wollongong-Kembla in 1950.

From 1963 until 1977 he served as member for Cunningham in Federal Parliament.

In 1973 he was made the Federal Minister for Minerals and Energy. He held that position until 1975.

He was acting Prime Minister from Oct.1974 to April 1975.

In his background experiences he included farming and small business. He was a life member of the Miners' Federation.

He was also an alderman on the Wollongong City Council from 1938 to 1944, active in the amalgamation of Greater Wollongong.

Mr. Connor always supported Wollongong High School. He regularly attended Presentation Day even while he was a Government Minister.

He died in 1977.

**CREATIVE ARTS  
WRITERS**

**MARY ROSE (LAVERY)  
LIVERANI**

As a thirteen year old Mary Lavery emigrated from Scotland with her family to the Illawarra district and attended Wollongong High School from 1952 to 1956. She wrote for the Gleam Magazine and

took part in drama performances at school during that time.

She studied at Wollongong University, taught at SCEGGS and Port Kembla High and worked in the Wollongong City Library.

In 1972 she was awarded a Commonwealth Literary Fellowship to complete the book which she was writing. In "The Winter Sparrows" (1975) she tells the story of her family's immigration to this district and quite a lot about her school days. The book was serialised by ABC radio in 1976.

She also wrote feature articles for the Good Weekend Section of Saturday's Sydney Morning Herald in the early 1980's. These are about the idiosyncracies of Wollongong which is where she lives.

Since then Mrs. Liverani has become a journalist for the University of New South Wales News Service. For two days per week she writes up the news of academic research and findings at the University. This news service is the source for 800 media outlets.

She is also a free lance journalist for the Australian Graduate School of Management and the Independent Monthly in which she has recently had published a series of articles questioning education and schools as they are at present.

**CHARMIAN CLIFT**

Charmian Clift was born in Kiama. She attended Wollongong High until 1938 when she passed the Intermediate.

Impatient with school she left to study a business course. She also tried nursing and modelling until 1942 when she and her sister became anti-aircraft gunner trainees. During World War Two, Charmian was stationed in Melbourne where she

met and married George Johnston who was then a war correspondent. From 1954 to 1964 they lived on a Greek Island bringing up their family and both writing books.

Returning to Australia Charmian became a well known journalist with the Sydney Morning and the Melbourne Herald. She died in 1969.

Her books include Mermaid Singing, Peel Me A Lotus, Images in Aspic, Honour's Mimic, Walk in the Paradise Garden and with George Johnston High Valley, The Big Chariot, The Sponge Divers.

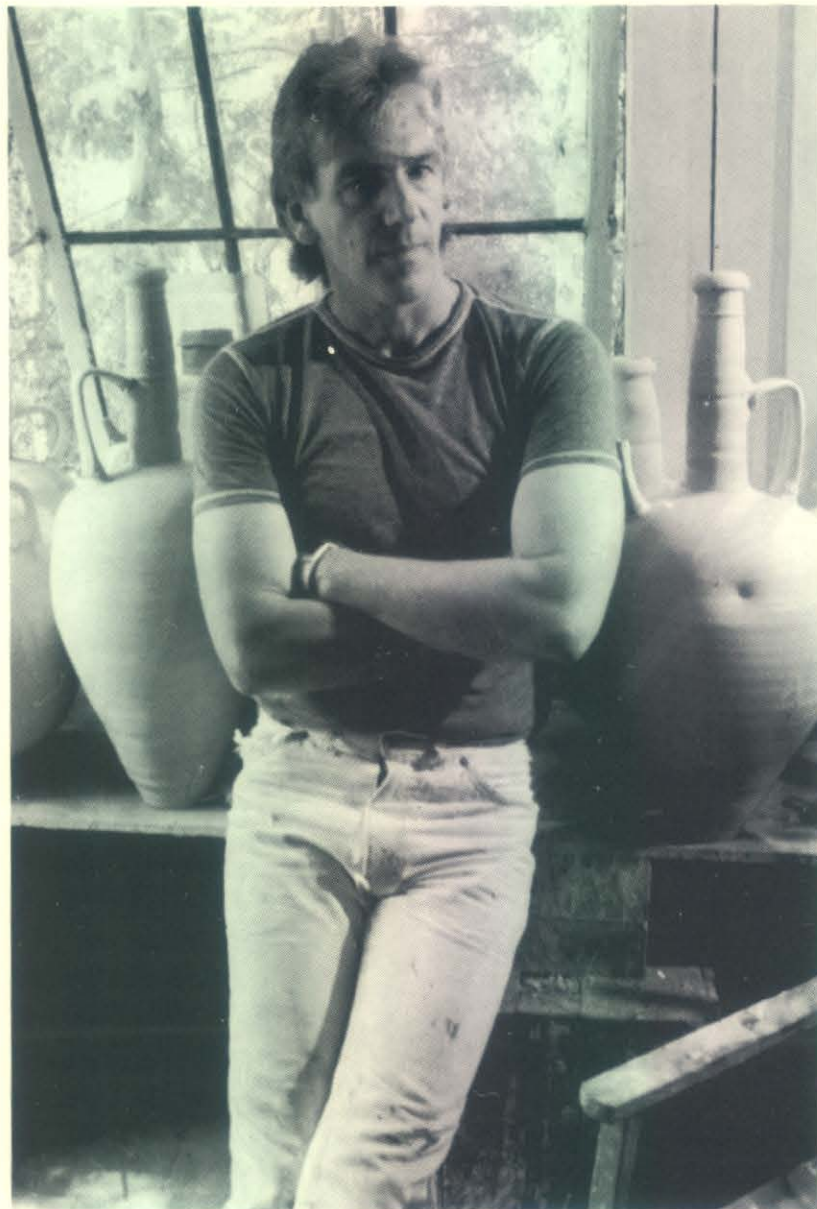
## POTTER ALAN PEASCOD

Since leaving W.H.S. in 1962, Alan Peascod has emerged as one of the finest ceramics artists in the world. He is recognised as a leader in ceramic research, as an artist and a teacher. He has been awarded seven research fellowships including a Prime Ministerial Grant (1974), Internationes Fellowship (West German Govt. 1976) and a Commonwealth Scholarship to study in India in 1978.

He returned to Wollongong in 1986 after heading the ceramics department of the Glasgow School of Art. He has worked on behalf of the Microwave Applications Research Centre of the University of Wollongong. He is represented in all state and regional galleries throughout Australia as well as Britain, USA, Japan, Spain and China.

He feels he owes much of his success to the attitudes formed during his years at W.H.S. In a recent interview he stated: "My career formation was reactive rather than proactive."

"Art was regarded as a canker amongst the rarefied classical



environment of language, science and maths subjects. Apart from the school's failure to recognise the complimentary nature of art with scientific and cultural development it was preferred to perceive any art activity as quintessentially anarchistic in temperament and therefore too subversive for what was a very repressive regime at the time."

"Teachers and students alike were polarised into conformist or non-conformist viewpoints. For me there were some inspirationally subversive individuals - teachers who passionately believed in the need to encourage creative thinking within educational development. Against

great odds (and I later learned, at some considerable professional risk to themselves) individuals such as Nada Brissenden (music), Max Laycock (English), J. Huxley (Economics) and Frank Buckley (Deputy Principal) were seen as champions of the right to a personal viewpoint and helped those of us who were brave enough to believe in ourselves."

"Ironically", the artist states, "it was the nature of the polarised environment which equipped me well in later years for the rigours of the analytic process essential to an artistic career."

## **PAINTER**

### **DAVID ASPDEN**

In 1950 David came to Wollongong with his family from Bolton, Lancashire.

As a teenager he did not find it easy to settle into the school system which was very different from the Grammar School he had been attending.

So after gaining his Intermediate Certificate he went to E.R. & S. as an apprentice sign writer. He had always painted pictures and was entranced by the coastline.

He won the Wollongong Art prize for watercolours in 1963. After that he went to Sydney where he became well known as an abstract painter winning several important prizes such as the Transfield Art Prize in 1972.

He also won a gold medal in the Sao Paulo Biennale in 1971 where he represented Australia.

David's work is represented in all the major Australian Art Galleries and he has been included in many

overseas travelling art shows.

He was artist in residence at Bennington College Vermont U.S.A. in 1980.

He lives and works in Sydney but still has relatives in Wollongong

## **PERFORMING ARTS**

### **OLYMPIC SWIMMER**

#### **MARK KERRY**

Mark represented Australia at three Olympics in 1976, 1980 and 1984. He completed the HSC at Wollongong in 1977. Then he went to the Indiana State University, where he studied THEATRE/ DRAMA/ TELECOMMUNICATIONS as well as training for swimming.

In the 1980 Olympics he won a gold medal for backstroke in the relay team.

He won two bronze medals in Los Angeles in 1984 in both relay and individual backstroke.

Whilst at Wollongong High he represented the school in tennis and

athletics as well as swimming.

He is now a male model and host for a fashion show on US Cable TV.

### **DANCER**

#### **FIONA MOFFIT**

Fiona Moffit left Wollongong High School in 1986 when she decided to follow a career in Ballet.

Whilst Fiona's main love was always ballet she showed a keen interest in a number of other sports including Judo, for which she won a gold medal in 1986.

In 1990 she was a member of the Premier State Ballet Company and is now with the West Australian Ballet.



*Fiona Moffit (Photographer Ken Robertson, Courtesy of the "Illawarra Mercury")*

**PROFESSOR, ORGANIST,  
CONDUCTOR**

**PETER JOHN DENNISON**

Peter Dennison attended Wollongong High School from 1955-1959. He studied Music at Sydney and Oxford Universities. He was the Mackinnon Organ Scholar from 1964-1967. While working for his Doctorate he was appointed as a lecturer at Glasgow University and conducted the Glasgow University Orchestra. From there he moved to the Cambridge Philharmonic Orchestra and Choir.

In 1975 he was appointed as Professor of Music to Melbourne University. During this time he published several research studies particularly on Wagner.

He was also Director of Music at Trinity College, maintained a career as a performer until the early 1980's conducting the Melbourne Symphony Orchestra and giving organ recitals.

He became involved in arts management and served on a number of committees including the Australian Opera, Victorian Ministry for the Arts and Musicological Society of Australia.

He died in August 1989.



**VIOLINIST**

**RICHARD TOGNETTI**

Richard went to the NSW Conservatorium of Music after completing his School Certificate at Wollongong High School in 1982.

He now directs the Australian Chamber Orchestra. He has also performed as a solo violinist with the Melbourne Symphony Orchestra.

**VIOLINIST**

**LORRAINE SMITH (now  
MOXEY)**

In 1979 Lorraine completed her HSC at Wollongong High School.

She went to complete her Bachelor of Music at the NSW Conservatorium of Music. Lorraine also taught there from 1983 - 1987.

She was a vilonist with the Australian Chamber Orchestra for eight years.



# A DEPUTY'S PERSPECTIVE

BY GEOFF STEPHENS

*Mr G Stephens came to Wollongong High School as Science Master in 1969 and was promoted to Deputy Principal in 1987. He is responsible for much of the practical organisation of the school. Here he reviews the changes in his time to the school environment, its curriculum, its organisation and to many other aspects of life at W.H.S. Many of these details will strike a chord of memory in ex-students.*

Over the twenty-odd years since the late sixties, there have been considerable changes to Wollongong High School. The buildings and grounds have undergone modifications, the nature of the students attending the school has altered, and of the staff of 1969, only two teachers remain at the school. Yet despite these changes, and the passage of time which has seen the years of protest and civil disobedience come and go, as well as the "trendy" movements of the eighties, Wollongong High has maintained its conservative atmosphere.

Significant modifications to the school buildings took place in 1969, and then again as a response to the abandonment of selectivity in 1979. These resulted in major alterations that transformed the physical appearance of the school.

Over the years the school grounds have undergone changes. The building of the expressway and the overbridge more recently, meant that a wide tract of land was carved from the eastern side of the school grounds, and the view of North

Wollongong was obscured. The building of a high wire fence made it official and final. We had lost a significant part of the school grounds to the march of progress.

The number of students entering the school into Year 7 has been relatively constant over the years, although there has been the occasional "lean" year with a small intake. In 1969 there were 149 students in year 7, about average for the selective years, they were divided into 4 classes with class sizes of 37 or 38. Almost all the students progressed on to year 10 and beyond, so the senior years had only marginally fewer students than the junior years. Even though the school became comprehensive in 1979, the number of students entering year 7 has remained at around 130, and remarkably the retention rate of students into year 11 has been comparable to the selective years, with about 120 students going on into the senior years.

Understandably, the average ability of the students in the senior years had to decrease when the school changed from selective to comprehensive, but the quality of H.S.C. results has not reflected this change. The teachers waited anxiously for the results of the first comprehensive intake and were delighted when the inevitable did not happen; there was not a great drop in the quality of H.S.C. results. It seems that someone had neglected to tell the students that they should not do as well as students had in the past. Perhaps it was the natural obstinacy of children that they often don't do

what is expected of them.

While the numbers of students in the school has not altered appreciably over the years, their backgrounds certainly have. In the sixties, the number of students from non-English speaking backgrounds was quite small. There would have been no more than 25 or 30 students in the school whose parents were not Australian born. However, a quick glance at the class rolls now, reveals that well over one third have names of overseas origin, and about 30% of the students are first generation Australians.

In the sixties and early seventies, the school day began with a morning religious service in the Assembly Hall. This was discontinued in 1974, and in the eighties the Wollongong Council of Churches arranged for the employment of a school chaplain to give the christian message to the students in timetabled Religious Education classes. A measure of the change in the nature of the school population is that, whereas all students attended the Christian morning service prior to 1974, many students of Moslem, Buddhist, Eastern Orthodox and other religions now seek exemption from Religious Education classes.

For years, sporting competitions, swimming carnivals and athletics carnivals were conducted as a competition amongst the four houses: Keira, Kembla, Bass and Flinders. In the early eighties, it became apparent that enthusiasm for the house system was flagging and it was decided to have students competing for their form instead of their

house. This seemed to revive interest for a few years, but with the introduction of the vertical roll system, the four houses were reincarnated with the names of native Australian animals: Red House (Potoroos); Yellow House (Cockatoos); Green House (Goannas); and Blue House (Bandicoots). The reintroduction of the house system led to a flurry of enthusiasm for a few years but, sadly, recent carnivals have not attracted a large number of entrants.

While the subjects studied at Wollongong High have generally persisted over the years, there have been notable comings and goings. For a few years, English and Social Studies for Years 7 and 8 classes merged to become Integrated Studies; Latin was lost to the school with the retirement of Bill Freame, and so too was Indonesian with the resignation of Steve Money. We have had Motor Mechanics and Plastics in the years when Year 8 classes had Interest Electives. Those years when we had time available for such subjects are past, as the curriculum seems to be filled up with the essential subjects these days, particularly with the introduction of Computers, and the newer subjects of Drama and Dance, in keeping with the emphasis of Wollongong High on the Creative and Performing Arts.

In the senior years we have seen the introduction of subjects unheard of twenty years ago: Legal Studies, Business Studies, Society and Culture and the various Joint school -T.A.F.E. courses. Some of our Year 11 and 12 students visit the T.A.F.E. on one afternoon a week for lessons in courses like Childcare and Travel Agency Practice.

As could be expected in more than twenty years, teachers have

come and gone, but the staff turnover has been remarkably low. In some years only one or two teacher changes have taken place. The outcome is that teachers have tended to stay at Wollongong High for long periods. For example 24 teachers have been at the school in excess of 10 years (3 for 20 or more years), while 16 have been at the school between 5 and 9 years. Only 14 teachers have been at the school for less than 5 years. This has led to great stability and the preservation of tradition. Wollongong High has been very conservative, undergoing only slow evolutionary changes over the years. The school has accepted ideas that have proved successful such as: vertical rolls and peer support, Drop Everything And Read (D.E.A.R.), the behaviour levels system and the Students Representative Council, which has absorbed the Prefects system.

The march of time has seen the end of many features that past students may remember: the garden seats which were scattered around the playground, the wooden lockers that lined the corridors in Block A, the Cadet Corps, the athletics track on the playing fields, segregation of boys and girls on different sides of

the Assembly Hall, assemblies using the dias in the eastern playground competing with the traffic noise from the highway, and so on.

There are also many objects that add to the tradition of Wollongong High and give it solidarity and permanence, such as, the Jubilee Fountain and Pergola which have stood for 25 years, the Memorial Table in the foyer, the Buckley-Rowley memorial gates at the entrance to the school, the Dorothy Drake memorial lights and the rose garden along the entrance path. They also include attitudes like the expectation of students' good behaviour, orderly classrooms and good results in public examinations.

Sadly, over the years death has taken from us some members of our school community. Brian Downes is well remembered by his fellow teachers and by students who knew him. Sue Stephen, Glen Pieper, Geoffrey Pratt and Christian Delzeit are students who lost their lives while they were students of this school. They, like the thousands of students who have completed their school lives here and moved on into the adult world, form part of the memories that are the essence of Wollongong High School.



# FAMILY TIES

BY GERRI JENKINS

**I**n its long history, the traditions of the school have been perpetuated through the many, many families who have had a continued association with it. Children's, parents', grandparents' reminiscences of Wollongong High span the generations.

The following are families whose members still attend this school.

The TRUMAN'S association with Wollongong High began in 1937 when grandmother Jean Chrislett was a student, Judy Truman (nee Telford) followed in 1958 . Stephen Truman, Judy's eldest son, was school captain and graduated last year. Daughters Rebecca and Karyn are currently in Year 9 and 11.

Melissa (Year 12) and Karen (Year 9) LAWER'S connection dates back nearly Sixty years. Their mother, Mrs Rosalyn Lawer (nee Sanderson) began at the school in 1962 and their grandfather, Mr William Sanderson enrolled in 1934.

The RUSSELL family also began their links with the school during the Depression in 1933, when Grandfather, Duncan Russell was a student. Grandmother, Dorothy David came in 1941, during World War 2. Granddaughters Brook and Skye are presently in Year 11 and Year 8.

Joanna STEWART(Year 11) has family ties with past pupils and staff of the school. Her grandfather, Ron Stewart came to the school first as Maths Master in 1951, and returned as Deputy Principal in 1964. Aunt, Jan Keith, attended from 1952 and father, Stewart from 1960.



*Truman Family*

*(Courtesy of "Illawarra Mercury")*



**Stewart Family**



**Lower Family**



**Russell Family**



# LEARNING ABOUT DEMOCRACY

## BY THE STUDENTS' REPRESENTATIVE COUNCIL

**I**t seems the offices of captain and prefects may have existed from around 1920, but accurate records only show them starting in the 1930s.

Around 1934, during Mr W Hammonds time as headmaster, the captains' and prefects' jobs appeared to gain a position of power and status. They were in fact regarded as Junior Members of Staff. They were given duties to perform just as the staff were.

Prefects were expected to:

- supervise on playground duty,
- monitor corridor and stairwell activity after every assembly,
- maintain authoritative powers at all times both in and out of school, to ensure students behaved as they should,
- ensure the girls' skirts were of the correct length.

The prefects in the past have been students from 4th, 5th or 6th form and were elected by all the students and then approved by the teacher. Their role was a more authoritative one than it is today.

The first official 'induction' of prefects was held in 1955 and a tradition was started. It then went on to become the most important event of the school year at WHS, (as described by David Yates of 3rd form 1969).

Many changes have taken place in the student representative area over the past years.

The old system of prefects and captains was enhanced in the 1980's with the beginning life of the student representative council. This allowed certain students from Yr7-

Yr12 to join together and represent the students as a whole. All of the representatives are elected by secret ballot by their respective classmates.

These councillors meet once fortnightly to discuss issues regarded as important by the students to help achieve changes in the school which will benefit all.

They provide vital links between the students, staff, the P and C, and organise various activities to raise funds for their many projects. This cooperation between these organisations was demonstrated this year, when the SRC proposed to reintroduce lockers for the students. The SRC approached the P and C for additional funds and as a result of their help, and fundraising by the SRC, 156 lockers were installed for use by the students. This has proved to be a very successful venture with many students taking advantage of the lockers.

Over the past two years the SRC has organised School Socials on a term basis. Before this, dances were few and far between and attendances were poor. By introducing a video disco and competitions the SRC has built up the attendance to over 300. These dances have become our major source of fundraising and are very popular with the students.

As well as providing a service to the students and allowing their voices to be heard, the student representative council system allows the students privileged enough to gain a seat on the council to learn valuable skills. They'll learn how to work as a group, communicate with others, how to come to compromises

and most important, how to co-operate with others. All invaluable skills for later in life.

The student representative council of today sees its role as being to set an example to the students and to represent their views. Last year the SRC were involved with the uniform committee and definitely have a continuing role when changes or additions to the uniforms are proposed.

At the start of every year, each newly elected council member takes a pledge confirming this:

"Combined Councillors Pledge"

"I will at all times, maintain the honour of my school and will work towards improving the welfare of my fellow students. I will endeavour to set a worthy example to the school, for what I am the school will be." We see in the future the SRC's role becoming more important with more say in what goes on in the school. This, as far as we are concerned, is a good thing because it will make the school environment more enjoyable and certainly more democratic.



1927



1965



*Past Prefects' Induction ( Top Left )  
 Captain Marjory Clarence (Brown),  
 1941, Madura Wijewardena  
 and Carolyn Findlay, 1991 ( Top  
 Right )*



# REUNION AND RENEWAL



*Past and Present Staff of*

*In July a number of past and present staff, spanning the last forty years enjoyed an afternoon renewing acquaintances and reminiscing.  
Those gathered are representative of the talent and dedication of the school's teachers who*



*Wollongong High School*

*over the last 75 years have been instrumental in the maintenance of a fine record of achievement.*

*The long list of men and women who have given one, two, even three decades of service is testimony to the loyalty and commitment Wollongong High has inspired.*

# DIFFERENT SCHOOLS SAME ADDRESS

BY JENNIFER RAMSAY

**T**wenty five years at the same school does not set any record for longevity of tenure or have any particular merit. I have taught at other schools in N.S.W. and South Australia and as the title suggests this school itself has changed dramatically over the time and so I feel that I have been teaching in at least 3 different schools at Wollongong High.

I came here in 1967 under the headmastership of Mr. J. Lenehan. The school was then the only selective co-educational High for the district. (the selection area being from Figtree to Mt. Ousley.) Having been educated in a similar selective school (St. George Girls' High) I felt at home in the general atmosphere of the school. At the time there were fewer buildings—no B block (the old canteen and toilets were there), the Home Science Block was much smaller and the Library was in the present Staff Common Room. The staffrooms consisted of the Ladies' Staffroom, the Men's Staffroom and the Masters' Staffroom. The various years were in graded classes which stayed together as a group for all main subjects and also in the same classrooms except for specialist rooms like Science, Home Science and Industrial Arts. The teachers moved to the individual classes.

The school had a good academic, sporting and cultural record, especially achieving a very accomplished school orchestra. The wearing of school uniform was, as now, very important, the girls even

wearing hats and gloves and the boys ties. Each day the school started with an assembly in the Hall with a short talk from a Minister of Religion and then general announcements were made. The important events and achievements of the school were noted and we often had a visiting speaker. However listening to the "ball by ball" description of the latest Rugby League match by "Basher" Downes was not something I particularly enjoyed! School dances at the time were "old-time"—the Barn Dance, with very conventional music.

In 1969 I took over the task of Girls' Supervisor and was given the opportunity to improve the facilities of the clinic and to eventually hand it over to the supervision of the teachers' aid. I remained as Girls' Supervisor during the Headmasterships of Mr. T. Gardiner and Mr. R. Cook until 1980.

In the late 60's the "mini-skirt" came into vogue and the Principal warned the women teachers "not to be provocative to the 6th form boys!" It was also at this time that I was "backchatted" for the first time by a Year 7 pupil when I had occasion to reprimand her about the brevity of her skirt. (She later became a Sydney journalist).

In a way this was the beginning of the second era in the school where, although the school remained selective, the rebellious behaviour seemed to mirror the behaviour of society at that time. The school also changed. New buildings were erected

and the staff changed to faculty staffrooms so that we were able to work much more cohesively and co-operatively in our subject areas. The teachers had home rooms and the students moved from area to area allowing for more flexibility for different gradings within the different subjects. As Girls' Supervisor over a long time I attended many school dances and was educated into but not converted to the music of very loud bands, discos, and strobe lights.

The third era arrived when the school became "non-selective" and students came from a limited number of feeder primary schools. This required quite an adjustment to teaching methods and procedures and in general the need for a more active discipline policy. Again, much of the attitude and behaviour reflects society in general but all this does make the task of the teacher much harder.

Over the years we have had many fine students who have been a credit to the school, having reached high levels of success in their chosen fields. On many occasions I have met former students in different situations in the community and these acknowledge the contribution Wollongong High and Staff have made to their lives.

Finally, I wish the Staff and pupils continued happiness and success in the life of the school in the next twenty five years!

# BUNSENS, BEAKERS AND BURNING ISSUES

BY BOB HOWELL

**E**x-students may recall something of their Science lessons of years ago. Students still arrive wide-eyed from primary school anxious to use Bunsen Burners and to mix colourful chemicals. Students still ask the same question: "Are we going to do an experiment today?"

Currently Wollongong High has six laboratories. Two were built as part of the original school. Four more were added later, when it was decided that experimentation was to be an integral part of all science courses.

Today, all junior students study a course that has elements of Physics, Chemistry, Biology, Geology and Astronomy. The course is much more relevant than courses of yesteryear. Students are taught things that assist them to understand the world around them. They are made aware of current "big" issues, such as the greenhouse effect, the ozone layer, conservation of fauna and flora, the dangers of atomic radiation and nuclear devices. Today students are encouraged to ask questions and discuss any issue that has a science context.

Syllabuses have changed. My memory extends back to the end of the Intermediate and Leaving Certificate days. These were followed by the Wyndham Scheme for juniors with its integrated science theme, and the 1/2F/2S/3 level courses for seniors. These have been supplanted by the current courses.

Some experiments are no longer done. Remnants of old

equipment gather dust in the storeroom and teachers no longer know what they were used for. The old beam balances are obsolete, and have been replaced by the easy to use centigram balances. Other equipment, such as the microscopes and are still being used. Unfortunately, they are so expensive now, that it is unlikely that they will ever be replaced. A number of chemicals that were once used in schools are no longer supplied as they are considered to be dangerous.

The Science Department has acquired a number of new items, such as a computer, a small laser, and a new TV and video. However, many of our best experiments are still done with the basic apparatus that everyone is familiar with, including Bunsens, beakers, test-tubes, tripods and retort stands.

Schools are assessment orientated now, rather than having the traditional major examinations. The latest assessment system emphasises how to process information,

practical skills, and how to solve problems. Learning of factual knowledge still has its place, but is considered not the only area of learning. In the junior school, we have cumulative assessment, where marks are gathered regularly on a variety of tasks throughout the year. The senior school has an assessment system, as well as the dreaded H.S.C.

We have purchased new textbooks for both junior and senior students to meet the needs of newer courses. Some of the very old books have been spirited away in the quiet corners of the storeroom. These books still have the names of the students who used them inside the front cover, including Findlayson '52, L.James '54, J.Harrold '55, S.Ziviani '57, L.King '60, B.Eddy '61, B.MacLeod '64, and G.Holland '65. But the following names also appear:- M. Mouse, R. Harris, A. Hitler, K. Kong, . . . These are apparently former students from the days when the school was a selective high school. Were you one of these?



# ENGLISH... OR IS IT?

BY CATHERINE MUIR

**I**n seventy five years English has moved through several roles. Formal drill English, designed to spread initial literacy, would today bring cries of despair, from teachers and pupils alike. Now the emphasis is on communication - speaking, listening, reading, writing expressed through the forms of literature and media.

How many of you can parse the underlined words in the following sentences, and explain their work:

1) I was then in Italy.

2) Then why did you do it?

Who remembers that the use of the Pure Subjunctive is almost extinct in modern English, but the usage does still exist in the case of the Past Subjunctive of the verb 'to be'. We must say 'I wish I were' or 'if he were', and not 'I wish I was' or 'if he was' in expressing a wish or supposition which cannot possibly come true, as in:

**I wish I were a bird.**

**If he were king.**

If the wish or supposition is not impossible, we use the Indicative mood.

The writing exercises from this period may well have elicited beautiful prose but the formal tone and mode of thought suggested, indicate the degree of conformity of attitude required of pupils.

How many of you had to write an account of your recent Summer Holiday, beginning "Never have I had a better ora happier holiday than that which I spent this year at .....

Even Shakespeare took a beating in texts described as, "A



*Launching own Book of Poetry ( 1985 )  
(Courtesy of the "Illawarra Mercury")*

perfect schoolboy's edition" (Verity's 'The Merchant of Venice') where the student could read that "The chief use to which Shakespeare puts prose is as a conversational medium of expression".

When looking through "Selected Modern English Essays", published in 1925, we find such exquisite openings as ...

**The old lady had always been proud of the great rose-tree in her garden, and was fond of telling how it had grown from a cutting she had brought years before from Italy, when she was first married.**

Logan Pearsall Smith

**Fatima was permitted, nay encouraged, to make use of all the rooms, so elegantly and commodiously furnished, in Bluebeard's Castle, with one exception.**

Sir Edmund Gosse

These bring us to another, culture bearing, role of English which saw the study of classic texts as the centre of all classroom work. Students after World War II will recall studying Bacon and Hazlitt.

**Revenge is a kind of wild justice.. (OF REVENGE)**

**Fashion is an odd jumble of contradictions, of sympathies and antipathies. (ON FASHION)**

Students would have memorised and recited a multiplicity of English traditional poems such as ...

**No stir in the air, no stir in the sea,**

**The ship was as still as she could be;**

R. Southey.

**Oh young Lochinvar has come out of the west**

**Through all the wide border his steed was the best,**

Sir Walter Scott.

**It was the schooner**

**Hesperus That sailed the wintry sea;**

**And the skipper had taken his little daughter,**

**To bear him company.**

Longfellow

**The Assyrian came down like a wolf on the fold**

Lord Byron

**The wind was a torrent of darkness among the gusty trees,**

**The moon was a ghostly galleon tossed upon cloudy seas.**

A. Noyes

Students work may have concentrated on different forms of grammar...

Did you ever correct these sentences, giving reasons for alterations?

a) Each of the soldiers had their gun.

b) Father gave Jack the smallest of the two apples.

c) She couldn't scarcely stand.

Was your life made intolerable by an attack upon the classics in the form of a "Written Comprehension" such as:

Read and study the following passage and answer carefully the questions.

#### THE LITTLE SWEEP

I like to meet a sweep- not a grown sweeper, but one of those tender novices, blooming through their first nigritude, the maternal washings not quite effaced from the cheek, such as come forth with the dawn, with their little profes-

sional notes sounding like the peep peep of a young sparrow; or liker to the lark in their aerial ascents.

Q1. In what tense is the passage written? And so on ....

Oh..oh..! Don't we still see some of these? Of course we do, and we see the classics, poetry, drama, novels and a range of modern writings. English continues to change. It has become a skills based subject rather than an information based subject. In the 90's every pupil is familiar with computers and word processors and can 'print out'. Pupils are more at ease than some of their teachers or parents with cameras, sound and lighting equipment. Pupils can and may 'speak out' and 'act out'.

We try to share the richness of world literature, to encourage writing and creative thought and to teach people to be thoughtfully, analytically, precise in expressing their opinions.

I wonder ... should we all go back to Bacon and Hazlitt?



Year 8 read own stories to Mt. Ousley Primary Pupils ( 1988 ).

# THE SUM OF THE YEARS

BY GEORGE COLE

A recent criticism of mathematics in schools was that, "We are still teaching the sort of mathematics that was appropriate to the needs of a civil engineer about the time of the First World War."

Wollongong High was founded during the First World War and it has produced more than its share of civil engineers, so it is interesting to look at the history of mathematics in N.S.W. schools through the experience of Wollongong High students to see how much it has really changed.

Students at Wollongong High have always done well at mathematics. Even as the school became a comprehensive school, teachers continued to have high expectations of their students and standards remained high.

Students of our school went to university in times when very few Australians thought of doing this. They would become citizens who

needed to know about profit and loss, stocks and shares. The 'Steel City' required engineers, metallurgists and tradesmen and if you wanted this sort of work, then you had to do well in mathematics.

For the first 40 years, students at Wollongong showed that they could do mathematics by performing harder and harder mental gymnastics. Junior students battled through 'the basics' and found by long written algorithms, things like the square root of 4271, before they were shown short cuts with logarithms. They had to master nasty units of Imperial System of measurement and of course, they learnt about profit and loss and stocks and shares. Above all they were introduced to Euclidean geometry and after 3 or 4 years were required to memorise up to 80 theorems.

It was mathematics by attrition and year by year less 'agile' students were 'weeded out'. Leaving

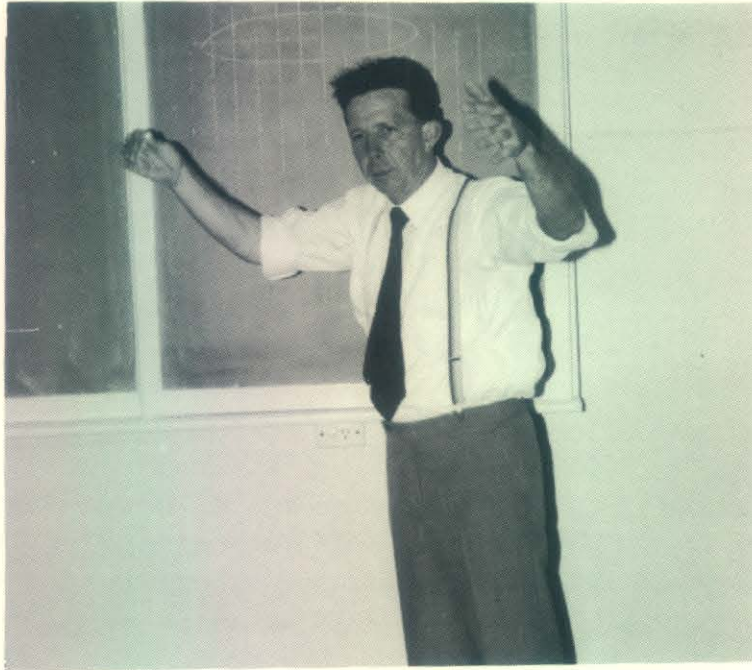
Certificate students had more of the same with harder algebraic manipulation and a great deal of trigonometry. Mathematics is a hard subject but it was very hard going in those days because of the amount of memorisation and the complexity of the algebra.

A good 1991 HSC student would have recognised all the work in a 1940 Leaving Certificate paper, but would find it particularly difficult because he/she had not studied the work in such detail. On the other hand, a 1940 Leaving Certificate student would not recognise very much of the 1991 HSC paper because so much of it was not taught 50 years ago, at least in schools.

The universities, and in particular, Sydney University, determined mathematics curricula for much of the history of Wollongong High. From about 1940 onwards, more and more of the school mathematics contained work that had been the province of university lectures. Coordinate Geometry and the beginnings of The Calculus were introduced. In 1991, a HSC student will complete a mathematics course that 40 years ago would have required one to two years of University study. Of course, since 1967, students have spent an extra year at school with the inclusion of year 12.

Although content had been upgraded a problem occurred because teaching methods stayed the same. The students still learnt by algorithms. It was easy to "teach" the





Calculus by emphasising technique but hardly any students had a proper understanding of the Calculus and fewer were able to apply it in realistic problems.

For a long time, mathematics education suffered from the program of New Maths, first introduced into American schools in the early 60's. NSW schools copied the ideas and it was a disaster. With the aim of putting "proper foundations" to mathematics, teachers taught Number Properties and Set Theory and everyone thought how advanced it all was. Many students completed 4 to 6 years of high school and could not solve elementary mathematical problems.

Fortunately, there were enough teachers with common sense in schools to "hold onto the baby when the bath water was thrown out". This was particularly true in Wollongong High where teachers were inclined to accept change reluctantly. At

Wollongong through the wasted years it was more a case of business as usual than "seeing the light".

Changes in teaching style have been significant in the past 30 years. In this time, the percentage of students completing high school has increased from 10% to 90%. Different levels in mathematics courses have been introduced to cater to the needs of all abilities. For the 1991 HSC there are five categories of courses, ranging from Four Unit Maths (12 periods per week) to



Mathematics in Practice (6 periods per week).

During the past ten years, teachers have been emphasising the problem-solving nature of mathematics. The most recent change is that teachers are now looking more carefully at the ways in which students learn maths and are modifying their teaching methods accordingly. The latest catch-cry is "Mathematics for all", including those students who will never learn their tables. There is a realisation that everyone can do meaningful maths provided there has been sufficient consideration of the appropriate content and presentation.

Over the 75 years of its existence, Wollongong High can be proud of its mathematical record. It has a well deserved reputation for excellence in this subject, one which has been earned by a success in external examinations and various mathematical competitions. Whilst keeping up with new developments, the school is still maintaining its high academic standards. As well, new courses, such as Computer Awareness, are meeting the needs of students who will make their living in the 21st century.

# HISTORY DOWN THE YEARS

BY RON HILL

**P**ast generations will remember History as a very academic and formal subject. It was always taught by English teachers and was very much an 'essay' subject. Content was all important, with lessons concentrating on the facts, so that pupils spent their time memorising lists of events, names and dates, or copying copious notes from the chalkboard. The approved text-book for the year was generally regarded as all you needed to know.

The subject traditionally had high prestige for those heading towards University and the professions, and was taken by most pupils in academic high schools such as ours. History and Languages were compulsory for junior pupils except for those less capable of coping with abstract ideas who were placed in a Geography and Business Principles stream.

The syllabus was strongly based on Europe and the British

Empire, with what we would today judge to be a white Anglo-Saxon bias. There was much emphasis on kings, wars, voyages of discovery, "great deeds" and political events, so a good student would be well equipped to answer questions on famous English battles or Henry VIII's wives on one of the radio quiz programs so popular after the 1940's. Little attention was paid to social history, the lives of the common people, events in America, Asia or Africa (except as outposts of European empires), or to events in the pupils' own lifetimes.

In senior years, Ancient History concentrated as always on the glories of Greece and Rome and was often taught by the Classics Department teachers who also taught Latin and Classical Greek. The Senior Modern European course began with the fall of the Roman Empire and everything thereafter, though by the 1950's it had been

updated to start with the French Revolution and conclude (for those classes able to move quickly enough) with the Second World War.

By the sixties, History had become a separate faculty with its own Subject Master (Head Teacher) although at Wollongong teachers continued to share the teaching of both English and History. Curriculum changes in 1962 in the junior school placed History with Social Studies, Geography and Commerce in a group as one of the compulsory "core" subjects, and examined externally at the new School Certificate Examination.

But educational practice was moving against external examinations and content based curricula handed down from Head Office. The junior syllabus became more open, so that the schools or individual teachers could, within limits, design their own courses and emphasis from the syllabus outline. The syllabus was expressed more in terms of aims and objectives than lists of facts to be covered. Value was placed on research skills and enquiry methods, field-study excursions, local and family history, topics rather than the traditional chronological approach, and creative ways of recording and expressing what had been learned.

New technology was proving a boon to History teachers with the arrival of the overhead projector and the reel to reel video recorder for our black and white television programs.

By the 1980's teachers of all subjects had to take into account such government policies as non-sexism,



*Squatters Picnic, Kangaroo Valley*

multiculturalism and aboriginal emphases. More emphasis had to be placed on Australia's culture and heritage. Computers were being used by pupils for historical simulations, for research using data-base programs, and for word processing of their reports or historical newspapers. Television programs were cabled to the classroom from the 5 VCR's in the library's resource centre.

By 1988 the Senior Modern Course had become truly modern with most pupils studying only the twentieth century topics, including the special Modern World Studies, The Arab-Israeli Problem or The Indo China Crisis which required students to keep right up to date. Greece and Rome remained the basis of Senior Ancient History, but more options such as Egypt and the Near East were included. In addition to the basic text book story, pupils were now required to read the works of some ancient authors or to make a detailed study of some of the archaeological evidence to justify the facts stated in their examination answers.

New subjects appeared with the expanding senior curriculum, and some became the History faculty's responsibility.

General Studies dealt with a



*Researching historic sites in Central Sydney*

range of current issues and problems in Australia and the world.

Society and Culture introduced some of the pupils to some of the enquiry methods of social research and to such key issues in today's society as the experiences of migrants, the role of religion, the nature of our legal and political systems, the significance of sport, and the problems of sub-cultures.

A major feature ( and 30% of the H.S.C. mark ) was the Personal Interest Project in which each pupil had to discover and research a particular social issue. The Project had to involve significant field

research, personal interviews, statistical and other evidence, and was presented in the proper format. The P.I.P. gave students an opportunity to display their interest, diligence, and skills, and excellent projects explored areas such as the environment, the changing nature of the workplace, the role of women in the workplace, and immigration. One such P.I.P., prepared in 1989 by Michael Hopp investigating the political relevance of environmental issues, so impressed the politicians he interviewed that it has been placed in the library of the Tasmanian Parliament.



*Medieval Day provides some "real" fun.*

# HOW SHE IS SPOKE - LANGUAGES AT W.H.S.

BY BILL FREAME AND TED CHEAL

**I**n 1916 languages played a prominent part in the curriculum of all secondary schools. In the old Senior Examination (the predecessor of the Leaving Certificate), Latin had counted for 250 marks, as compared with 100 for most subjects and 50 for minor subjects such as Music and Economics. It remained a prerequisite for some faculties and at least one foreign language was compulsory for matriculation at the only university in New South Wales. Most students studied two languages for the first three years at least and nearly all studied one or two languages in the senior school. So language teachers were much in demand and the language department was kept busy. However, French and Latin were the only languages taught.

In those days, French was taught in the same way as Latin, that is, as if it were a dead language. It had to be. There were no tape recorders, no SBS and few teachers had either the time or the money for overseas travel. Many students found this method excruciatingly dull, while



others were inspired to great enthusiasm.

This situation continued for the first 30 years or so of the school's existence. Then in the middle forties, the University of Sydney changed its matriculation requirements. Latin ceased to be a requirement for any faculty and a little later, mathematics came to be accepted as an alternative to a foreign language. Latin perhaps lost a little ground, but Wollongong High School, like most selective schools, continued to impose a one language course on all its pupils and to stream half of them into a two language course. That meant that all studied French for at least three years and were strongly advised that a language was desirable, if not absolutely necessary, for matriculation.

In the fifties, German was introduced as an alternative to Latin in the two-language course.

Courses in modern languages continued to stress the written rather than the spoken word. In 1960 pupils

were studying some books that had been used by their mothers and fathers before them, but there had been some changes. Then the school obtained one tape recorder, a magnificent Byer which made it possible to exploit the excellent A.B.C broadcasts to schools with no timetable difficulties. Disc recordings of dictation and aural comprehension tests became available and there were now opportunities, limited though they may have been, for pupils and teachers to hear French and German spoken by natives. But taken by and large, the position of the languages department in the school and the way languages were taught had not changed greatly since 1916.

1962 saw the introduction of the six-year secondary course leading to the H.S.C. Language study was dropped from year 7 and thereafter was to be optional. It was feared that the new system would seriously weaken the position of language teaching in the school but initially this did not happen. Latin, although



*An old Latin translation*

less popular, continued to be studied by all years. German, encouraged no doubt by a large German migrant community in the area, gained in popularity at the expense of French. The school was officially encouraged to introduce new languages. Indonesian was brought in, first as a two year course in the senior years only, and later on as a five year course. Thanks to a succession of capable and enthusiastic young teachers, it flourished. For a few years, Wollongong High School was the only public school in New South Wales to teach Russian. Ancient History was introduced and in the absence of a history department came into the domain of languages. At one stage there were seven full time language teachers on the staff taking almost two hundred lesson periods a week- a very large department.

The reforms of 1962, as well as profoundly affecting the position of languages in a selective High School, introduced revolutionary changes in syllabuses. The emphasis moved from the written to the spoken word, from the intricacies of syntax

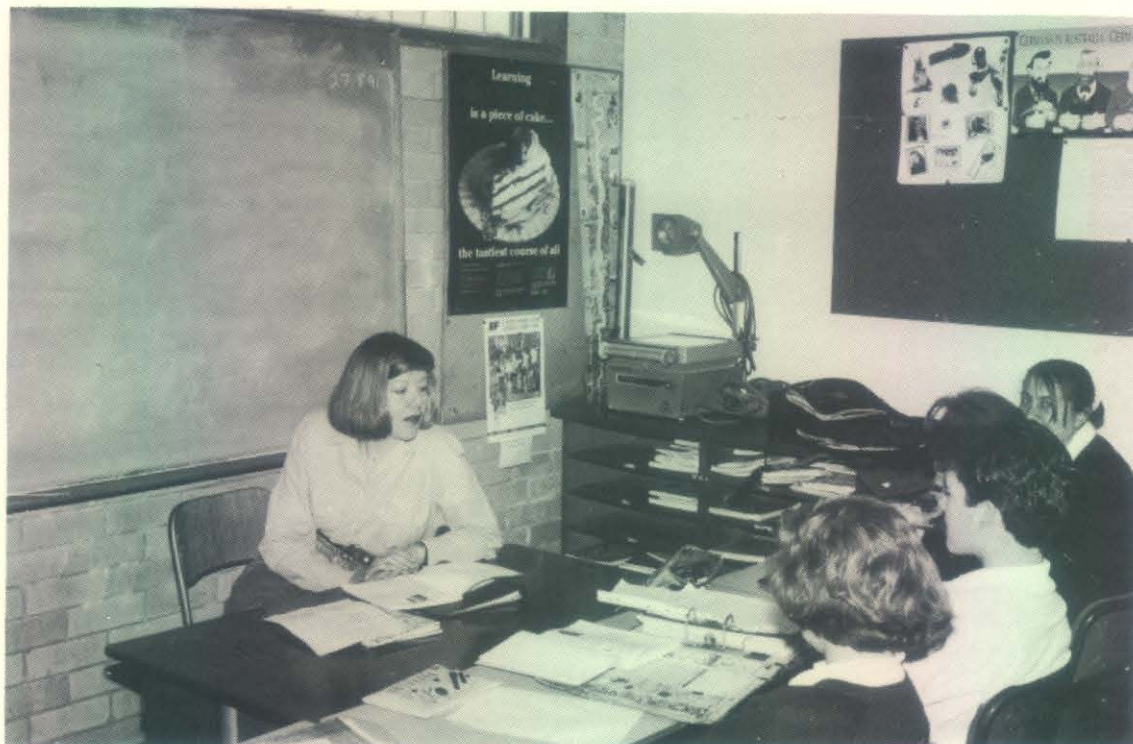
to expressions common in everyday speech; examination questions tended to be taken from contemporary magazines rather than 19th century novels. In time the department acquired the resources that the new approach demanded: integrated courses with text-books and pre-recorded tapes, a tape recorder for each teacher and even a full sized language laboratory.

Unfortunately, during the seventies' changing fashions, liberalised matriculation requirements and stringent regulations against the formation of small classes led to a decline in the popularity of language subjects. Russian disappeared. Indonesian, although the teachers remained young, capable and enthusiastic, lost numbers. Latin gradually fell away and the reorganization involved in changing from a selective to a comprehensive school, eventually forced its abandonment.

The eighties saw the resurgence of interest in language study and commencement of "Z" courses in the senior school. These courses

are designed to foster survival skills in traveller abroad situations. Video courses in French and German were introduced, changing the emphasis from writing to listening and speaking skills. However, the increase in elective choices for students in the junior school saw a disappointing decline in classes, with the disappearance of Indonesian altogether. Classroom shortages led to the dismantling of the language laboratory and reduced class numbers led to the loss of teachers.

With the start of the nineties, the language staff look to the future with optimism. It has been recognized that language study must play a prominent role in the curriculum. By 1996 all students in the junior school will study at least one language. In the interim, new and innovative courses more in tune with the needs of Australian students are being introduced. No longer do students learn to say "The pen of my aunt is in the drawer of my uncle" but rather learn communication skills that are relevant to everyday needs and experiences in a foreign country.



# OF PICASSOS, POLLOCKS AND PULSFORDS

BY JENNY BORG

**T**he position of art in the early years at Wollongong High school is poorly recorded and probably reflects its low image within the academic hierarchy. In this period Art tended to be treated as a fill in/craft experience or was taught as a discipline along the lines of the old Art Academies. Many of the teachers who took art were untrained, had limited equipment, lacked specialist rooms (often not even a sink) and classes were usually overcrowded and run along strict disciplinary lines.

How many of you can remember those pressured double art periods in the 50's and 60's dictated by the requirements of the Leaving Certificate? No time for preliminary research, continuity of theme, exploration of various visual options, rather you were expected to produce complex figure paintings, drawings and designs from memory, natural ability and the study of European Art.

During this period Art students sitting for the Leaving Certificate submitted a piece of art/craft for examination (hand built ceramics and silk screened designs on fabric were popular), sat for a 3 essay written exam covering European art periods from Pre-historic to the late 19th Century as well as a practical exam where they were expected to produce a painting or drawing plus a design based upon topics set in the paper. All this in a short two and a half hour time limit!

Most candidates were girls

and many people considered Art a 'soft option' (unfortunately some still believe this fallacy). This view tended to be reinforced by many schools programming the top stream students into languages (eg. Latin) and substituting subjects such as Art, Cooking, Woodwork for those considered less able academically.

With the introduction of the Wyndham Scheme, Art became compulsory for every School Certificate student and was recognised as a Matriculation subject for the Higher School Certificate in 1967.

Since my appointment to Wollongong High School in 1982 the Art Department has moved to a large double and single room in A Block from what is now B2 which had only a single sink in the store room, and the old Keira demountable woodwork rooms. Many may still remember the muddy walk on rainy days during renovations to A Block (to accommodate the Art and Music faculties) and the oft-used excuse to be 'let go early' as it was such a long walk to the next lesson or, more importantly, the Canteen!



*Art Wearable by Tiffany Lee Shoy*

# THE SAME SONG - SIMPLY A CHANGE OF KEY

BY MARY CARTER

**D**uring the past 75 years Music has continued to be an integral part of Wollongong High School's profile - both academically and publicly.

In past years, the whole school sang the school song led by the school choir and also at special academic events "Gaudeamus Igitur" was also sung. Classical music was also played as ethnic music. These days, classical music is sometimes used, but rock and jazz styles are also included.

The curriculum has also changed considerably over the years. Originally, music lessons consisted of combined singing lessons - by the whole school or whole forms. This was replaced with a more structured course, which was compulsory until the Intermediate. This course comprised singing lessons, music appreciation and theory. Once the Wyndham Scheme was introduced, Music became a Board Course acceptable for the School Certificate. However practical exams were still the province of the AMEB. The content of these courses was still classically orientated with singing, theory and music appreciation being the main components.

During the 70's a new course was introduced into the senior curriculum which embraced current trends in musical taste. This course, eventually called 2 Unit A, now known as 2 Unit Course 1, was designed specifically for senior students who hadn't any formal training in music before, yet were

really interested. Rock Music, Jazz and Music of Other Cultures were now considered "real" and students could now choose their three areas of study. The theoretical requirements of 2U1 were not as demanding as the 2/3 U courses and the number of students choosing music now increased dramatically.

Today at Wollongong, Music as an elective, has classes from 9 to 12, with compulsory Music in Years 7 & 8. We have more instrumental programs these days - all students are encouraged to perform on a variety of instruments. All Year 7 students learn to play the basic rock and jazz patterns on the drums, simple guitar chords, simple to advanced tunes on recorders plus introduction to keyboards and computer composition. Of course students with previous experience have an advantage but many others have started learning in Year 7 and gone on to follow music careers. Singing is still part of the performance requirements.

All music courses consist of the four components: Musicology (study of particular topics, e.g rock music; the symphony; the blues etc); aural (listening to music and recognising the musical elements); composition (composing and arranging music) and performance (either solo or in an ensemble). Music and computers are also included, keeping up with technological changes.

The extra curricula activities run by the Music Department (and freinds) provide performance exten-

sions for elective students but also enable non-elective students musical opportunities. In past years WHS was known for its excellent choir and orchestra. These days we have a very good concert band, Year 11 vocal ensemble and Year 7 choir, rock bands, guitar groups and tutor classes in some instruments (flute, guitar, saxophone and clarinet). We also have a very good record of participation in the state and regional music festivals. This year, 2 items have been accepted for the Opera House - a Year 12 instrumental trio and the Year 11 vocal ensemble.

Lets hope the next 75 years will see music continue to flourish.



*Year 12 Music Group*





In the 1970's the Education Department recognised the high standard of works presented for the Higher School Certificate with yearly exhibitions of selected pieces. The exhibition has continued to grow in scale and popularity and 'Art Express' is now shown at the prestigious venue, the N.S.W. Art Gallery in Sydney.

Wollongong High School has been well represented in this exhibition with works such as drawings by Diane O'Conner in 1984 and Ceramic Pots by Georgia Garling in 1986. Students have also had their works selected by the N.S.W. Gallery and the Lang Gallery at Wollongong University for exhibition of works by talented students.

The Department of Education also recognised our on going commitment to the development of Art by accepting our submission to be a trial school for the "Artist in Residence" programme. Everyone associated with the potter, Wendy Dobson, could not help but be influenced by this petite, quietly spoken and professional woman, especially those Year 8 & 9 students who assisted in the building and day long wood firing of the above ground pit kiln.

Many ex-art students still

tremble at the mention of "The Gardener", the nickname for the classic text: "Art through the Ages", which was compulsory study for senior students. They well remember the slog of memorising facts about architecture, sculpture and painting from pre-history to Early 20th Century. I'm sure many of them can still recite the Three Orders of Greek Architecture, draw the floor plan of a Gothic Cathedral and outline the differences between Classical and Romantic 19th Century painting!

The new Visual Arts K-12 syllabus however encourages students to link their own art making to the study of works by other artists in various areas such as Art & Australia, Art & Culture, Art & Design and Art & Media. The personal responses of students to their environment and the sophisticated and

creative solutions to visually communicating their responses in a variety of media never ceases to amaze. This is exemplified in works by Thi Yen Vo of Year 9 showing concern about water pollution that now graces the facade of the new Wollongong City Gallery and the outstanding Art Wearables by Tiffany Lee Shoy concerning the role of women in the home. Tiffany gained the highest results in the state in the Visual Arts 2-3 unit H.S.C. course in 1990.

This year will also see the implementation of a Talented Child program for students with ability in the Visual Arts from ages 11 to 13. The program will be held after school in the Art Department and has been organised by the Art staff with the enthusiastic assistance of the Cluster Director, J. Bladen and other regional groups.

Obviously there are many personal memories associated with my time at Wollongong High School but the things that stand out in particular are the assistance, friendliness and professionalism of my fellow staff members both past and present. Students also hold a prominent place in our memories. Invariably when ex-students drop in for a visit we can't help but associate them with their art works because as teachers we have shared the gestation period, birth and growing pains with every one of them.

*Pots by Georgia Garling*





*School Bands : now and twenty years ago*



*Year 11 Vocal Ensemble*

# DRAWING ON EXPERIENCE

BY BRIAN SHEPHERD

**I**ndustrial Arts had its beginnings in the mid 40's with the appointment of a part-time Assistant from the local Junior Technical College. Mr. S. Macinante, to teach Technical Drawing, Wood and Metalwork to Wollongong High School pupils in the School of Arts Building in Smith Street. Mr. Macinante became full-time Manual Arts teacher in 1946 teaching Leaving Certificate Technical Drawing until 1966, and then Engineering Science until his retirement in 1975, achieving outstanding results from the then selective pupils.

When our school was moved to its present site in Lysaght Street, Manual Arts, (as it was known at that time), was taught in general classrooms. This proved most difficult until specialist portable rooms were set up, while a four room Manual Arts Block was completed. This block contained a general Craft room, Wood and Metalwork rooms, and a Technical Drawing room until the early 80's, when the building was extended to its present size.

During those early years in Lysaght Street, the teaching of Manual Arts concentrated on basic skills which included Craft to the junior years, Woodwork, Metalwork and Technical Drawing to the Intermediate Certificate level, and then Technical Drawing for the Leaving Certificate.

Over the years, Industrial Arts has undergone great change, with the new subjects and changes in emphasis of curriculum. Currently, all boys and girls follow a short introductory



course in Technics called Technology. A number of courses can be selected in years 9 and 10, leading to the School Certificate, including Technics, Technical Drawing and/or Design.

In the senior school now, leading to the Higher School Certificate, our students can follow courses in Engineering Science or Industrial Technology, which is a very practical course involving the industry of their choice. Photography is also chosen by Year 11 students who take the opportunity of using an excellent facility established in this department in the early 80's by Mr. A. Mackey.

During these years, teachers and pupils alike have enjoyed changes in technology and greatly improved facilities. To list just a few, this department now has a T.V. and Resource room, with a growing video and reference library, a computer room with computerised drawing facilities, including plotter and printer, and recently a small computerised lathe. Drawing machines are being set up in the drawing rooms, and electronics is currently being

introduced to the design course. A wide range of portable power tools has been placed in the workshops, including such tools as MIG Welder, Planer, Drop Saws and many others.

Realisation of the need for pupil/teacher health and safety has been shown with the recent (1989) installation of a sophisticated, fully ducted, dust extraction system for the two Wood Technics rooms.

While all girls in years 7 and 8 follow a basic course in Technics, and are given every encouragement and opportunity to continue in this area of work, only a small percentage continue through to the H.S.C. level. However, this number is slowly increasing, and their performance is always good. Interestingly, one of this State's first ever women I.A. teachers, Ms J. McClelland, was appointed to this school in 1979/80.

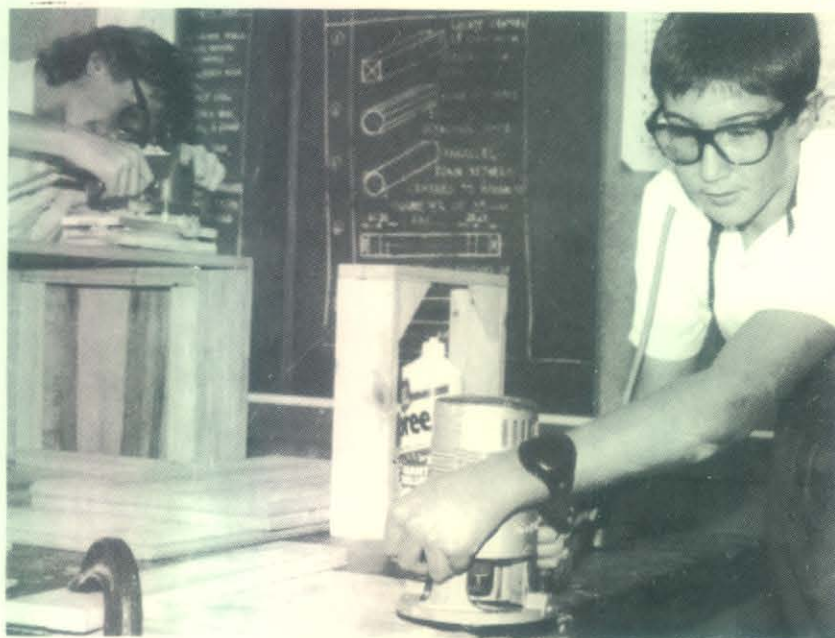
In the early 80's both the newly appointed Principal, Mr. D. Quiggin, and the Deputy Principal, Mr. C. Willoughby came from the Industrial Arts ranks. Other teachers to have made their mark in Industrial Arts in this school, to list only just a

few, are Messrs J. Chappel, P. Lyal, B. Pearce, D. Johnson, T. Holt, R. Statham-Smith, and D. Henderson, who was the school's first I.A. Master in 1980. Mr Pearce was extremely active in the late 70's/early 80's, working on a number of new I.A. interests and projects, including Driver Training for year 11 students, and construction of a large Technics shed as an annexe to the I.A. Block.

Industrial Arts in the 40's and 50's was directed closely by the Education Department, with all pupils practicing the same skills on the same exercises throughout the State, and as such was highly regimented. In the 60's and 70's, a great deal of freedom was given to the teacher in a very wide range of activities, from fibre glassing, to motor mechanics to electronics.

Since the early 80's, a new syllabus for Industrial Arts for the School Certificate subjects brought a new and very directed emphasis on design techniques, where each student has much more involvement with each project to be undertaken, hence developing creativity, innovation, and independence.

Technical Drawing, which for



years had the same traditional approaches, has now, with the release of a new syllabus, changed quite dramatically. The emphasis is now on presentation-type drawing and rendering, computer graphics, and in the drawing of more meaningful objects.

Industrial Arts aims to teach an

awareness and understanding of technology for students who live in a society that is becoming more and more complex and dependent on industry and technology. I.A. is not meant to be vocational but to broaden an individual's education.

Recent moves to combine some of our subject matter with that of Home Economics in the new non-sexist Design and Technology course for junior pupils will lead to many changes, but we expect that the I. A. subjects will continue to enthuse future pupils with their popularity, practicality and relevance to modern living.



# THE ESSENTIAL INGREDIENTS

BY WYN MORETON

The following are extracts from "Excellence and Equity, a discussion paper on Curriculum Reform in NSW schools" Nov. 1989.

"The Board of Studies will... advise...whether Home Science should continue as a separate, elective for years 7-10 and 11-12 or be appropriately absorbed into other subjects not stereotyped by gender". (Gender identity of Textile and Design is also noted.)

"Major aspects of the Home Science Syllabus will be covered by the two new integrated courses which will be mandatory for all students for 2 years".

"Home Science will have to be restructured in a major way..."

**Was this to be the end of an era??**

Home Economics subjects were dominated by girls for a long time. In 1912 Domestic Science schools were set up for all girls. The Domestic Science Syllabus was revised a few a few times but was still planned for students not eligible for High School Education. It lacked any status.



*Year 9 Cooking with Parameadows students*

In 1941 a prescribed syllabus was printed for Home Economics. It was revised in 1953, when it was then accepted as a full subject in the Leaving Certificate Examination.

Wollongong High School at this time had no facilities for Home Science or Needlework, being an academic high school. During 1954-56, Mrs. M. Tattam, then teaching at Smith's Hill, remembers, "The 1st form girls from Wollongong would come across to Smiths Hill on a Monday afternoon, when it was a

sport afternoon. They did a very basic course in Cookery and Needlework for 6 months. There were 30 girls in each class."

When the Wyndham Scheme was introduced, it was the first time Home Science and Needlework were given parity with other subjects and offered in all secondary schools. The curriculum was less specific and class sizes of 24 were introduced. The subject was externally examined.

In 1963 the first elective classes in Home Science and Needlework were established at Wollongong High School. In 1965 when the first Home Science elective class completed their examination for the School Certificate, a Wollongong girl- Dianne McNeice- was first in the State in the advanced paper.

In those years Forms 2, 3, and 4 had a compulsory craft component, so most girls did some Home Science and Needlework even if they did not select them as electives.

It was not until 1976-77 that Wollongong High School had classes



*Year 11 Play Group*

# FOUNDATIONS FOR ALL - THE SUPPORT TEAM

## THE SUPPORT TEACHER - LEARNING DIFFICULTIES

Once the Support Teacher - Learning Difficulties was called the Resource Teacher, and prior to that, the Remedial Teacher. With the changes of name had come changes in focus and emphasis, but the central role of the Support Teacher has remained the same: to assist students who, for whatever reason, experience difficulties in the basic areas of learning.

The Support Teacher (L.D.) carries out this role in a number of ways:

\*by identifying and assessing students with learning difficulties;

\*by working with staff and parents to plan appropriate programs for students with learning difficulties;

\*by working with regular class teachers, normally in a team teaching role within classrooms, on the implementation of programs for students with learning difficulties.

The first appointment of a Support Teacher (L.D.) to Wollongong High was in 1984. Since then the number of Support staff within the school has grown considerably and there has been increasing co-operation and liaison within this group regarding the development and

implementation of programs. This has been particularly productive in the Language Program for Year 7 developed by the Support Teacher (L.D.) and the E.S.L. teachers working as a team. Not only has this program addressed the particular needs of both E.S.L. students and students with learning difficulties without isolating them from the normal school social structure, it has laid a firm foundation in language - especially reading and writing - for the majority of students early in their secondary school career.

## THE E.S.L. STAFF

It was not until 1986 that an English as a Second Language teacher was appointed to Wollongong High School. This position was for three days a week. In 1987 this position became full time. Increasing enrolments of students from non-English speaking backgrounds meant that an additional E.S.L. teacher was appointed in 1990 for 2 days a week.

E.S.L. teachers are needed in the school to assist those students whose first language is one other than English. This assistance is given across all faculty areas. Support can occur in these ways: in mainstream classrooms, by involving students in small group work; by withdrawing students (newly arrived from overseas or from the Intensive Language Centre) with specific language problems for semi-intensive assistance.

Because of the large enrolment of students from European backgrounds a multicultural project was developed for Year 7 students in Social Studies. This project requires students to study one of a number of European countries, through which they will gain an appreciation of that country's culture and traditions. The project is very worthwhile for those students with ties to European countries but is also a learning experience for all students. Those students with European ties are given the opportunity to share and show such things as their national costumes, dancing, music, arts, craft and food.

During 1990 and part of 1991 we were fortunate to have two Japanese exchange students at the school. These students became involved in various E.S.L. programs, teaching aspects of Japanese culture

through activities such as the teaching of origami. This was a very popular activity with the students involved.

It is anticipated that the increasing enrolments of E.S.L. students will continue, particularly those newly arrived from overseas or from the Intensive Language Centre at Warramong. This means that E.S.L. will continue to be an important part of school organization.

Students at Wollongong High come from a minimum of thirty five different national and ethnic backgrounds.





*Modelling Own Creations*

in 5th and 6th Form in Home Science.

Mrs. Tattam arrived at Wollongong High School in 1963 and she was not too happy with the kitchen! The tables were old and covered in Lino, and there was only one gas stove for 24 girls! There was very little equipment. An approach was made to the Principal and the P & C. The Ladies Auxillary of the P & C decided to make the renovations of the kitchen their project. It was painted, formica replaced the old lino, and new electrical equipment, such as, mixers and toasters, were bought and a second stove was connected.

In 1964 the County Council "leased" 6 electrical stoves for a nominal fee as part of an advertising campaign. The T.V. cameras were there for the installation. The girls now had a good range of equipment to work with.

Mrs. Tattam was also instrumental in the hiring of a Kitchen Maid to assist with the setting up of demonstration and practical lessons.

In the late 1970's a new syllabus in Home Science and in Textiles and Design (to replace Needlework) was printed. It was

expressed in terms of aims and objectives and was more open to individual interpretation. It was at this time that boys found their way into the kitchens and textile rooms. Most schools rotated all students around the various "Craft" subjects - Home Economics, Industrial Arts and Art. All students could then choose electives in any of these subjects.

Today at Wollongong High School all girls and all boys complete a course in Home Economics in Years 7 & 8. Girls and boys select to continue with Home Science as an elective in Years 9 & 10, but unfortunately, not many boys are seen in the Textiles and Design elective. Home Science and Textiles and Design are also available in Years 11 & 12.

### **So, where are we going?**

The latest documents suggest that by 1995 Home Science as a subject will cease to exist - to be replaced, in the elective area, by other courses, such as Food Technology, Human Development and Food for Healthy Choices.

Textiles and Design may be restructured, but still exist as an elective subject.

A new subject called Design & Technology will replace the old "Craft" in Years 7 & 8.

This incorporates many elements from Home Economics and Industrial Arts. It is designed to give "girls and boys equal access to a broad range of design and technology experiences." (Excellence and Equity)

In the late 1970's the old Home Economics building at W.H.S was pulled down, and the Home Economics classes were taught in demountable buildings until the new building was opened in 1983. The new Home Economics Department consists of 2 kitchens, a preparation kitchen, laundry, 2 textiles rooms, a textile lab, a staffroom and a large open foyer area.

Today's kitchens are set up as bays, and have all the modern equipment, including microwave ovens. Mrs Tattam could see a vast difference between these kitchens and the one she arrived at in 1963!

#### **W.H.S. HOME SCIENCE STUDENT IN 1950's**

*\* All girls*

*\* White, bleached, starched apron*

*\* White, bleached, starched Dutch cap.*

*\* Brings - teatowels, dishcloth, tablecloth, napkins and often some food items, such as a potato or apple.*

#### **W.H.S. HOME SCIENCE STUDENT IN 1990's**

*\* Boys and girls*

*\* White apron*

*\* Hair tied back or hair net worn*

*\* Brings - a container or a placemat and a tea towel*

# NOW LET'S JUST HAVE A LITTLE CHAT

CLARRIE TAYLOR

**T**he first Counsellor was appointed to Wollongong Boys High School in 1940. However this appointment was probably not filled until 1941 by Reg Rowley who was responsible for testing all sixth class students in the South Coast Region for high school entry. In 1949 Reg was promoted to District Guidance Officer and Jill Cook was appointed to Wollongong High.

Reg Rowley made an impression as is shown by his memorial plaque at the school's entrance. In 1960, Owen Montgomery was appointed D.G.O. at Wollongong

High School and along with Pat Thompson and Neville Trotter were responsible for all pupils in the Illawarra Region. The service has grown rapidly since the 1970's with one counsellor for each high school and its feeder Primary Schools. At present, three counsellors are housed at Wollongong High School: Clarrie Taylor, (the D.G.O.), Ed Wilkins, (Wollongong High School and feeder primaries), and Dave Henderson, (hearing impaired children).

The Counsellor is specifically responsible for the provision of individual psychological and educa-

tional assessment and counselling in relation to such matters as:

- \* The placement of individual children with special needs,

- \* Special transfers from one school to another,

- \* Problems students are facing with their studies or other aspects of their lives, and

- \* The suspension of students from school.

In order to perform these roles, counsellors are now registered psychologists in N.S.W.

## MAKING IT WORK

BY COLIN McCARTNEY

**M**any people ask, "What is the role of the Careers Adviser in our Schools?" I believe the role of the Careers Adviser is to develop and implement school-based career education programs which assist all students to gain an awareness of their strengths, weaknesses, interests and values in relation to career planning. Students will be able to acquire a knowledge of work, non-work and further education and training. They should be better able to make appropriate career decisions based upon a knowledge of themselves and the range of options open to them and acquire the skills and knowledge necessary to implement their decisions.



In performing our role, Careers Advisers are required to carry out many functions. These functions may include:

**Careers Teaching** : designing programs that promote the vocational development of students.

**Interviewing Students**: individual and small group discussions with school leavers, self referred students, and students referred by teachers or parents.

## THE HEARING SUPPORT UNIT

**T**he Opportunity Deaf (O.D.) class joined Wollongong High School in October 1964. Up to this time all hearing impaired children from this area were educated at the Deaf Institute at North Rocks, Sydney. The O.D. classroom was situated in what is now the staff room in the Industrial Arts block. There was total segregation between the hearing and hearing impaired students. The class continued to the late 1960's, it then closed.

The hearing impaired class was reopened in the early 1970's and closed at the end of 1974. Hearing impaired students still attending this

school after the closure, were serviced by an itinerant teacher of the deaf.

The O.D. class was next established at Figtree High School in 1979. The class remained there till 1984. The class/unit was then shifted across to Smiths Hill High School for the beginning of the 1985 school year.

The unit underwent a name change becoming The Support Hearing Unit and was promptly moved back to Wollongong High School at the start of 1990. The terribly weary staff and students settled comfortably into B block,

sharing resources and rooms with the Language Department. As well as undergoing a name change in the middle 1980's the unit adopted the philosophy of total communication, which included the use of Sign Language as a means of communication.

When the support hearing unit was transferred to Wollongong High School at the start of 1990, the Head Teacher Rod Hall, was also given responsibility for the Emotionally Disordered / Behaviourally Disturbed (E.D./ B.D.) Unit located in the grounds of Wollongong Primary School.



*Getting to know exchange students*



*Signing during Assembly*





**Careers Market and Tertiary**

**Awareness Symposiums:** co-ordination with other Careers Advisers. Contacting employers and tertiary institutions. Organisation of student attendance.

**Excursions / Industrial Visits:** Organising students and staff. Co-ordination with community groups and other Careers Advisers. **Maintenance of the School's Careers**

**Reference Centre:** collecting, collating, classifying and updating careers related materials.

**School C.E.S. Work Stations:** Advertisement of positions, selection of students and co-ordination with staff.

**Guest Speakers / Films and Videos:** arranging times, rooms,

resources and refreshments, thank you letters, pick up and delivery of videos and films.

**Careers Seminars:** Organising venue, catering supervision, guest speakers, timetable, rooms, resources.

**Liaison with Post Secondary Organisations:** organising venue, catering, supervision, guest speakers. Updating materials and information.

Attendance at Information Days and Open Days (sometimes on weekends). **Tertiary Entrance Organisation:** distribution and explanation of UAC and other tertiary application forms to year 12 students. Analysis of school H.S.C.

results with regard to tertiary entrance rank. Explanation of Tertiary

Entrance Ranking.

**Student Welfare:** co-ordination with other staff, Counsellors, Head Teachers, Year Patrons, Executives etc.

**Curriculum Co-ordination:** establish and develop links between Career Education and other faculty areas.

**Integration of Career Agency Services:** liaison with C.E.S., Department of Social Security, and the Vocational Services Branch. Schools talks and student referrals. Source of updated careers information.

**Staff, Ancillary, Community and Parent liaison** - through careers lessons, guest speakers, excursions, media coverage of careers events, careers markets, newsletters and the general promotion of the school's Career Education Program.

Ultimately the choice of a career is one of the most important decisions a student will ever make. It is the Careers Adviser's role to impart information that is accurate, concise and up to date. It is essential students have access to the many varied career options available to them.



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# SSHH... QUIET PLEASE!!

BY MARION HAMLYN

**W**hat do you remember about the School Library? Did you stew in there, rebelling against the imposed silence? Or was it a quiet spot to meet your future partner? Was it the place you found lots of interesting information for your assignments? Or the doorway opening onto mysterious lands?

For nearly 60 years the Library has been an integral part of the educational environment at Wollongong High School, always strongly supported by the P&C.

Its particular role has varied with the changing patterns of educational philosophy of the administration and the consequent fluctuation of emphasis on differing subject areas.

Some of the aims are to support the curriculum, to provide additional reference material, and information on extra areas of interest for both students and staff. During lesson times it provides a place to develop information skills and to explore wide reading, to study. In free time it should be a welcoming place to research interests, finish homework and have a good read.

## A TREASURED PLACE 1935 - 1955

The School Library was first established in 1935 in a classroom on the ground floor of the Smith's Hill building. "The school was in acute need of it and its absence for nearly twenty years meant a serious gap in the school's academic life." (p31, Wollongong High School: A History of Fifty Years 1916-1966.)

The P & C and other private sources donated 200 pounds which represented 760 volumes. This was an amazing amount in what were still Depression years. The P & C also commendably raised money for shelving.

On wet sports afternoon a Social was held in the hall and the 3d entry fee was collected to buy Library books.

The Librarian in these foundation days was a teacher in the English/ History Dept. who organized the Library as an extra duty. The processing work was done by 4th year students.

The library's function, then, was somewhat different to what it is at present. The shortage of paper in the War years meant that fewer books were published and they could not be easily imported. Many of the books in the Library were donations of old text books. Texts for lessons, in fact, often being borrowed in class sets from the library. The library was open in the second half of lunchtime, only.

Until the school was moved to its new site in 1956, the Library

remained in "the poky little room on the ground floor" (p46, Wollongong High School: A History of Fifty Years 1916-1966) with Miss K. Mills its custodian.

The continuing history of the Wollongong High School library is fairly typical of that of school libraries in New South Wales. Behind the changes are the policies of the Education Department and the support of its Library Services section. WHS parallels the growth of many libraries in Sydney and the rest of the state, except in a few idiosyncratic departures.

## THE SHOW PLACE 1956

In 1956 the move to new premises meant the Library took on a new value as the show case of the school with many public functions being held there.

All this time willing students as 'Library Prefects or Monitors' helped with much of the background work — labelling, covering and repairing books and borrowing in their free time. In 1958 they had to close the Library at lunchtime for book repairing by students.



## FROM A STUDY TO A LEARNING CENTRE - 1960's

In the 1960's with the government's \$1 for \$1 grant for library books, stocks were built-up considerably. School libraries were no longer keeping mainly reference books and sets of textbooks but they were purchasing books to supplement the texts, to give further information and other points of view.

It became regarded not only as a central place for learning but also a place for training potential tertiary students in research methods.

"We must remember that many pupils from this School will proceed to tertiary education, and the ability to make good use of a library will be a decided asset. With this end in view, teachers have set exercises in research to provide practical training in the use of a library and to inculcate habits of industry as well as to widen background knowledge. Many must feel that they have benefited from such work, a few still have to admit that they did not make the most of their chances." (p14, GLEAM, 1965)

At this time also it was recognized that running a school library well required training in library management as well as teacher training. So specialist Teacher/Librarians were being trained in Sydney.

Teacher/Librarians were then required to teach library skills to everyone in the school for 1 period per week, as well as running the library, often teaching in other subject areas and opening the library at lunchtime as well. Because the card catalogue was also being increasingly depended on as a search tool they had to type as well, to be truly multiskilled.

In 1963 the first doubly qualified Teacher/Librarian was appointed to WHS and the library was opened for the whole of lunch-time.

## THE MULTI-MEDIA RESOURCE CENTRE - 1970's

Another kind of expansion was the achievement of the 1970's. The Commonwealth government was not only granting money for new multi-function library buildings but all schools also received audio/visual equipment and the library's role included the organization of this equipment and its storage, maintenance and use within the school.

At this time (1975) a part-time Assistant was appointed to help as well.

Only junior classes were given a 'Library Period' because many of the Primary schools now had school libraries and Teacher/Librarians to teach the skills to the students.

## 1980's - THE AGE OF INFORMATION TECHNOLOGY

In these years WHS departs from the pattern of NSW school libraries. Whilst many schools were exploring the possibilities of using computers in the library in various ways to aid both students and staff, Wollongong preferred to remain traditionally book oriented.

The major change was the move to the belatedly acquired new library complex in 1983.

## MESHING TECHNOLOGY & TRADITIONAL KNOWLEDGE - 1990's

We are now developing our computer capacity. The O.A.S.I.S.

library system will be developed to replace the card catalogue. Though this may take a few years in the present environment of staff and support cuts (NSW Library Services Dept no longer exists) - it will give students valuable practical experience in using computers as a research tool in preparation for their future studies. Modern use will be expanded to access remote data bases for current information for teachers and students. The newspaper clippings file presently only partly fills this need. It plays an important part in teaching and assignment work for many subject areas. This will be less expensive of processing time when it can be directly scanned for a computer data base.

Concurrently books are not being neglected. The first two years of this decade saw 1500 books added to the Library. \$300 was spent on books on Dance as this is one of the focus areas of the school. 450 books were also added in the Fiction section to encourage the love of reading.

Hopefully, despite Education's straitened means, this will be a decade for the synthesis of the "two cultures" (Science and Literature) in the Library, for the advantage of its users, both students and staff.



# JUST A FEW LAPS TO WARM UP

BY RICHARD RUSE

**I**n writing this report it must be realized that not every outstanding sportsperson, nor every memorable sporting highlight can be included. To do this would require an entire volume on its own.

Sport provided the only link with the "outside world" for those students attending Wollongong High in its embryonic years. The Athletic Carnival became an immediate institution, at which students were able to enter novelty events, as well as the more serious events. Such events as the cricket ball throw, the potato race and the bicycle race provided highlights at each carnival. The cricket team led by Mr. McMullen, a triple University Blue, threw out several challenges to local clubs. However the most popular girls' sport was undoubtedly hockey.

Organization of sport became less haphazard in 1919 with the formation of a Sports' Union. This Union was responsible for a good deal of the administration of sport in



the school, with the purchase of equipment and from 1923 on, with the presentation of blues for outstanding ability at Sport. Due to the difficulties of transporting teams to other high schools a greater emphasis on individual sports, or sports requiring a smaller group, was the order of the day.

From its beginnings Wollongong High laid down a good foundation in boys' sport. Except for some outstanding individuals, girls' sport was not as prominent. This was a reflection of the mores of society with men's sport overshadowing women's sport. Soccer, Rugby Union and Rugby League vied for supremacy as the major code. Soccer was to gain the upperhand in the 1920's with senior teams playing in jerseys and junior teams distinguished by caps worn in school colours.

After an initial ban Rugby League made a re-appearance in 1927, with black and white jumpers dyed to give green and black stripes. League was replaced in 1928 by Rugby Union with competition against Sydney teams. This was probably the beginnings of Rugby Union as a code in the Illawarra. The highlight in 1929 was a game against North Sydney Boys High School at



*Grace Williams, Girls Athletics'  
Champion 1939 - 1941*

the Sydney Cricket Ground, as a curtain raiser to the All Blacks and N.S.W. Match. Wollongong led 5-0 at half-time. However, the greater experience of the Sydney boys told in the end, with them emerging victors 20-5.

During 1929 the Illawarra Branch of the Public Schools' Amateur Athletic Association was formed. It was limited to Primary Schools organization until 1937. School carnivals were regarded more as picnics than as meetings requiring great physical skill and the aim was to provide events for everyone. Events included the crow hop, egg and spoon race, stepping 100 yards, kicking a football, hitting a hockeyball and the peanut scramble. Inter-class competition provided the major source of excitement.

**Do You Remember:-**

\*A young girl, Bertha Lee, jumped 4 feet 9.5 inches - equalling the World's High Jump record for under 16 girls. The year was 1923.

\*Cliff Sproule representing Australia in the Davis Cup in 1929.

As the numbers of senior students increased games were organized against Christian Brothers College and Junior Tech Schools, with Wollongong High providing three and four teams in every competition. The cricket teams entered the Saturday afternoon competitions and won the championship in 1930.

Rugby Union was very strongly represented until 1933, when by majority vote the School made the change to Rugby League. In Soccer we were invincible for

some years defeating a combined Metropolitan Schools' team.

**Do You Remember:-**

\* Frank Morey - Star Athlete and 100 yards champion in 1938.

\* Ruth Hardwicke - C.H.S Hockey representative - 1937/38 and fine allround sportswoman.

In 1934 the House System was introduced to replace the class system. Many strong house sporting competitions were to follow over the next thirty years. The four houses, Bass, Flinders, Kembla and Keira did battle each week. Girls' sports were Vigoro, Hockey, Tennis, Basketball and Swimming. Two Carnivals were held each year for Swimming and Athletics. Training was almost an unknown quantity for these competi-



*Hockey Team 1916 ( top left )*

*Ruth Hardwicke, C.H.S Hockey Representative 1937 - 1938*

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tions or inter-school clashes. However, before the Combined High Schools' Carnival held at the Sydney Cricket Ground, training did take place in the main quadrangle.

**Do You Remember:-**

\*Grace Williams - Senior girls' Athletic Champion - 1939/40/41.

\*Rose Shield for Lifesaving - Won by girls team in 1939.

Athletics in the Illawarra received a boost in 1943 when a Secondary Schools' branch of the P.S.A.A.A. was formed and carnivals were held combining all Secondary Schools in the area. Wollongong High had an initial advantage over the smaller central schools because of its larger senior school.

**Do You Remember:-**

\*Beryl Davis - who during the 1940's had the enviable record of

never losing a swimming race.

\*E. 'Gid' Pinazza - in 1947 captained N.S.W. Soccer Team and was a member of the Australian Team to play New Zealand in a Test Series.

\*Mr. E.A. Butler - who until his death in 1954 gave nearly 20 years dedication to the sporting teams of Wollongong High School.

Increasing competition and improving amenities set the pattern for sport in these post-war years. Carnivals and competition in all sports became more keenly contested and colourful as the number of participating schools swelled. The final years at the old School site were vintage ones for soccer with Barry Salisbury representing Australia and Brian Taber excelling. Brian was later an Australian Test player in his other love-cricket.

Swimming remained strong with the school capturing the senior Shield at the C.H.S. Carnival in

1947. Tas Barnett won the Senior 400, 200 and 800 freestyle events. In 1955 this performance was matched again through the efforts of John Rowley and Kim Hannington. Rowley was awarded the Barney Keirnan Memorial Trophy, previously awarded to Tas Barnett in 1947.

Athletics followed a similar pattern with successes in 1947 and 1949 through the efforts of Max Mathew and Dave Johnson. In 1949, thirty-one boys travelled to Sydney to compete at the C.H.S. Carnival where Dave Johnson broke John Treloar's record of 9.9 seconds for 100 yards. In addition he ran second in the senior 220 yards, won the broad jump, second division high jump and then represented Australia at the Empire Games.

**Do You Remember:-**

\*Watching Dave Johnson break John Treloar's 100 yards dash record in 1949.

\*Witnessing John Rowley breaking 7 records out of 7 races in Swimming Carnivals.

\*Making an appearance in the first class taught by Mr. W.B. Downes at Wollongong High in 1949.

Under the guidance of Mr. W.B. Downes boys' athletics reached greater heights, when his nursery of middle distance athletes began to perform to a high standard. Thanks to the performances of Pat McGarity, Joan Dronfield, Val Owen and Beryl Parkes, girls swimming and athletics enjoyed great success during this period.

A hard disciplinarian and task master, Brian Downes became the difference between Wollongong and other schools. During physical education lessons he would work the



*Athletics Team 1953*



*Brian Downes, Sports Master*

boys over tough running courses with a heavy emphasis on cross country running and athletics events. After school he would train his athletics squad, stopwatch in hand, either at school or on the sandhills at Fairy Meadow Beach.

Jack Huxley who arrived in 1955, was also responsible for some very fine achievements. By 1957 the school had won the State Football Knockout and in the next three years this was increased to four championships. Wollongong High became the King of Rugby League, winning the 7 stone 7 pounds division in 1957. The roll of victories for this year is unsurpassed - four outright premierships, two joint premierships, 10 carnival wins and two State Championships. The Openweight Team captained by Allan Mackey, collected five titles amassing 416 points for, and only 12 against. Unfortunately, the increased prominence of Rugby League overplayed the fine Soccer achievements. In 1959 we saw the end of our dominance in this code. Previously, we were nearly invincible.

Girls sporting events were now gaining greater recognition and prominence. Basketball, Softball, Hockey and Tennis were very strong sports. The House System now basically catered only for the annual Athletics, Swimming and Cross Country Carnivals.

**Do You Remember:-**

\*Marion Foye breaking 2 records at the 1959 C.H.S. Swimming Championships. She later went on to represent Australia at the Commonwealth Games in Perth.

\*Miss Nerida Kilminster - sportsmistress from 1961-63. Co-trainer of girls' athletic successes in this era.

All through the 1960's and the 1970's Wollongong High School enjoyed many successes with outstanding athletes in many sports. In 1970, Hockey was included as a winter sport for boys and Wollongong High once again showed a dominance in a new sport during this decade. The phenomenal success of Athletics, Cross Country and Swimming Carnivals with Wollongong High dominating each year. No school will ever contribute as outstanding a record as Brian Downes achieved with his athletes and cross country runners. Of course, the very good running track



*Rugby Open Weight, Group 7 champions 1952*



*First Grade Rugby League, State Champions 1960*

at the new site in Lysaght Street and a large senior school helped maintain such dominance.

Girls' sport was becoming stronger with the Open Netball Team runners-up in the State Championships during 1972. The Open Girls Basketball were Regional winners and eventual runners-up in the Dairy Industries State Knockout. In 1978 we finally were beaten in the Regional Athletic Championship. This was probably due to Mr. Downes ill health and the changing attitude of society to sport.

**Do You Remember:-**

\*Annette Yeomens - won selection in the State Under 18 Hockey Team and a place in Junior Australian Team in 1970.

\*Lee Laycock - won State Schoolboys Senior Cross Country Championship and combined high Schools Senior championship.

\*Mark Kerry - won 16 years, 100 metre Backstroke and 200 metre

Medley at State level. Later became arguably one of the finest athletes ever to represent Wollongong High, representing Australia in 3 Olympic Games.

\*Brad Rees - outstanding Athlete at State Athletics in 16 years Division recording 10.7 in 100 metres (New Record) and 22.5 in 200 metres.

The 1970's saw Wollongong High School and Keira Boys High emerge as the champion Boys Basketball Schools. After contesting the finals in 1973/74 we finally were victors in 1975. In 1978 who could forget the memorable finish in the Regional Final with Keira. With 3 seconds remaining the scores were locked at 52 a piece when Dan Prokop shot from his side of the court and scored. Pandemonium broke loose. Over the next decade Wollongong & Keira continued to unearth very fine Basketball athletes.

As time progressed changes in the wider society began to impact upon Wollongong High. There are

many reasons for these changes. We changed from a Selective school to a fully comprehensive one. The House System was on the wane in all schools with greater emphasis on social or leisure sports. Most statewide competitions were increasing in size with longer and more complex competitions. The emphasis on academic standards was increasing, therefore many senior students neglected their training and thus never reached their true athletic potential. Physical Education lessons changed with a Health Education Programme developed in the early eighties. This has expanded over the last decade with Personal Development, Health Education and Physical Education Courses now mandatory in Years 7-10.

Despite all these changes Wollongong High School has still achieved some outstanding individual and team performances during the last decade. In 1979, Wayne Barry emerged as a fine athlete taking 3 seconds off the State 1500 metre, 14 years track record.

Our school finished 3rd overall with 98 points in the State Championship. Alex Sakun, at 16 years of age, made the State Open Basketball Team and proved a fine ambassador for our school. Scott Hoy won the State under 13 years 100 metres breaststroke in record time. Darren Morris was chosen for the Australian Swimming Championships in Perth.

Golf was emerging as a strong sport with Wollongong High School having reasonable successes in the seventies. However, during 1980 these successes became outstanding rewards as we won the State title; a feat we repeated in 1981, while we were bridesmaids the following



year. Members of the team were Michael Taylor, Mark Hampton, Michael Marsh, Michael White and Graham Flint in 1980.

Canoeing and Kayaking were more popular sports during this time with Mr. R. Pearce, Mr. A. Mackey and Mr. B. Few and others instrumental in developing this new venture. Peter Strazdins emerged from this sport as an outstanding athlete

representing Australia in Europe with great success in 1980.

**Do You Remember:-**

\*The Marathon Road Run from the Sydney Opera House to Wollongong High School to raise money for the school. Three outstanding athletes achieved this feat. They were Wayne Barry, Phillip

Goodhew and Ross Burrell.

\*James Gan - in 1980 won under 17 N.S.W. doubles in Badminton.

\*Scott Hoy - under 14 years, won 3 gold medals in Australian Swimming Championships. (100 metres, 200 metres Breaststroke and 4 x 50 metres Medley Relay).

\*Ray Vliestra - National Soccer Junior Team representative.

In 1982 one of the pleasing aspects of school Sport was the overall participation and increased school spirit. Different types of House Carnivals were tried to increase the level of enthusiasm. We tried the class system and it seemed to work. The inaugural Fun Run/Walk concept to raise money for sport was developed by Mr. Ruse and Mr. Best. We even developed an alternative Wet Weather Sports programme to cater for sport on washed out days. This was very popular as it meant during prolonged wet weather we still had sport instead of repeated lessons.



*Swimming Squad 1987*



*Gillian Hynd, State Netball Representative*

Mr. Ruse, who replaced Mr. Downes, spent many mornings with up to fifty students training in various events. Girls tended to be more heavily involved and therefore reaped the rewards in the early eighties with some fine individual and team achievements. No-one was more excited than the Senior Girls 4 x 100 metre Relay Track Team when they won the State Title. Debbie Jones, Susan Stoker, Judy Rose and Cathy Lochhead (Later an Australian touch Football Representative) worked many hours for their title. The 13 years girls team made up of Amanda Allen, Sandra Neely, Gabrielle Earlem and Jodie Anger finished second at State level.

A new sport entry was Australian Rules under Mr. McIntosh's guidance. This team achieved outstanding success only to

be beaten in the State Semi-Finals. Many of these boys trained and played in the Open Rugby League Team, a squad that came together for 2 years and worked extremely hard. This team ranks alongside the great Jack Huxley Teams. Whilst not winning the local Knockout the team

reached the State University Shield Semi-Finals against James Cook High (the eventual winners). They were defeated 13/10 in controversial circumstances. However, they took the defeat admirably and remained undefeated in the strong Wednesday Competition. In 16 matches they scored 509 points and had only 99 scored against them.

As the decade of the eighties proceeded we unearthed champions in other fields of endeavour. Gymnastics under Mrs. Fuller became a strong Wollongong High sport. The girls won the Junior Section and were placed second in the Senior Section during the 1984 Regional Championships. Diane Telenta, Ruth Jaggar, Anne Mearing and Joanne Parker were some of the excellent pioneers of this sporting discipline.

**Do You Remember:-**

\*Chris Hayne - Selected in N.S.W.- All Schools Australian Junior Basketball Team in 1984.

\*Lisa Roberts - Javelin representative in Pacific Games in 1984.

\*Tracey Simon - State Number 2 player in Squash.

Despite this we've still had



*Long Distance Runner, Daniel Emerton*



some outstanding successes in Swimming and Athletics. Generally, the girls of late have outshone the boys with excellent results in Zone Competitions in Volleyball, Basketball, Swimming and Hockey. Gillian Hynd eclipsed the records of Grace Williams and other outstanding athletes. Gillian was a champion athlete in many sports; representing in Athletics, Cross Country, Swimming, Netball and Basketball. Her undoubted skill was matched by her leadership and her outstanding academic record.

Daniel Emerton's achievement in winning the State Open 1,500 metres and backing up to win the Open 3,000metres Steeplechase at the age of 16 years in 1990 is a remarkable feat.

At present we have some fine cricketers in our school and during 1990-91 they won the Regional Davidson Shield final. We look forward to even greater cricketing rewards in the near future.

It is funny how trends change. We now have leisure sports such as Aerobics, Cardiofunk Dance, Ten Pin Bowling, Water Polo and Indoor Soccer to name just a few. It would seem that the variety of sports to-day and the influence of television make it harder to achieve the fine team spirit we have enjoyed over past decades. Schools are much more complex places now with changing emphases every few years. Perhaps in the near future we will head back in time to have sporting gala days, or

maybe we will see more sport played out of school time. I'm sure whichever way we turn we will still have champions emerge from our school in whatever sport they choose. At Wollongong High School the aims of sport will always remain of paramount importance - enjoyment, achievement and social interaction.



# THE SHOW MUST GO ON

BY GERI JENKINS

**T**he Creative/Performing Arts have long flourished at Wollongong High School.

The Glee Club and the Drama Club were formed back in 1922 and 1930 saw the inauguration of Play Day, an institution which was to thrive for thirty years. The High's many performances of "The Crimson Stain", "Ebenezer Scrooge's Christmas", and "Faithless Sally", provided a temporary release from the gloom of the Depression.

In 1937, the choir had a revival, occasioned by the arrival of the first music teacher. It regularly entered local Eisteddfods, winning the N.S.W.'s School's Championship four years running, 1956 - 1959.

Drama of high standard was produced throughout the 1950's, and in 1956, "The Skin of Our Teeth", was not only successful on the local scene, but in Sydney too, where it won first place in the School Drama Festival.

To commemorate Shakespeare's 400th birthday in 1964, the school held a festival and acted out excerpts from some of the Bard's best known plays.

In 1977, "Wollongong High School removed the wraps of thirteen years and plunged into the dizzy world of 'Salad Days' with a vitality and enthusiasm which captured capacity audiences" (Vince Ree, The Illawarra Mercury, 12-10-1977). Directed by Max Ross and Marion Anstis, some ninety students sang, danced and acted their way through the evening.

Spurred by this success, the following year saw the staging of

"My Fair Lady", ably directed by Penny Railton. Musical direction was again from Marion Anstis with two very talented students, Lorraine Smith and Mark Bosman, in the principal roles. Both have since pursued careers in music: Lorraine as a violinist, Mark as a sound technician as well as performer.

By the late 1970's Wollongong High had earned a reputation for excellence in the creative field and could boast a twenty three piece orchestra, flute and guitar classes, recorder groups, a string group and a chamber ensemble.



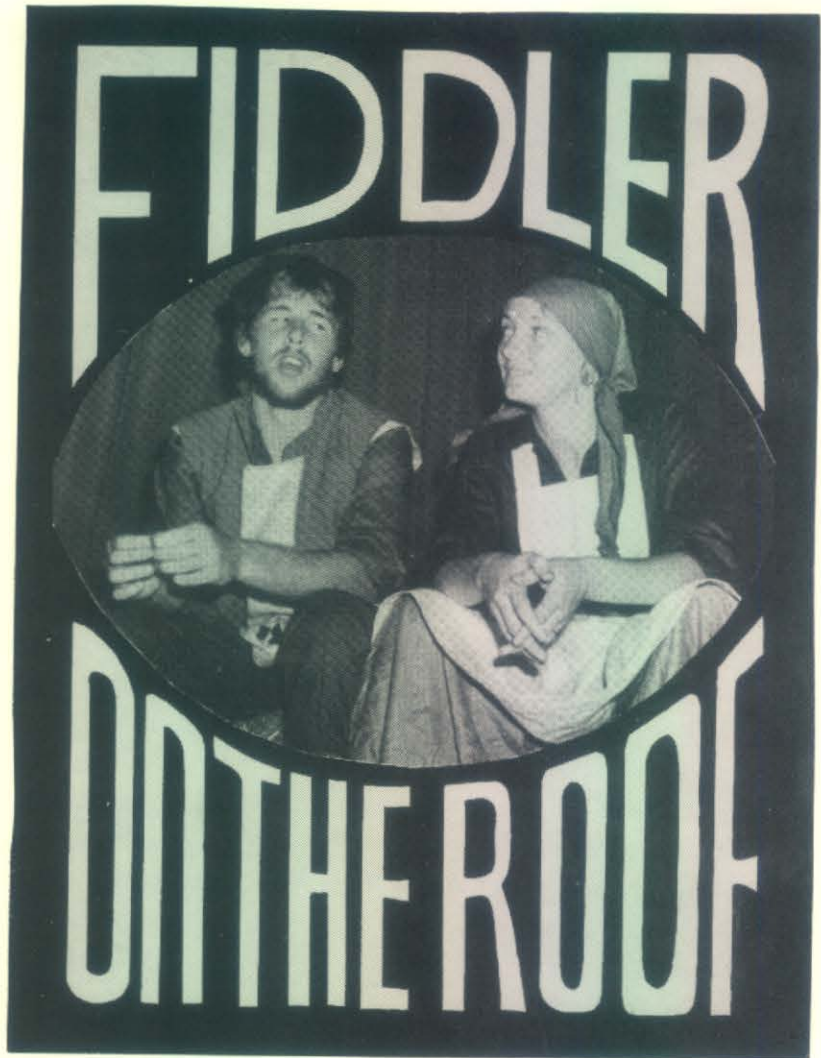
Thespian pursuits reached a pinnacle in the 1980's, when Heather Pulsford in collaboration with music teachers Tony Holz, Bruce Rowlett, and Andrea Montague, produced a series of outstanding and memorable musicals.

"Fiddler on the Roof" with Bill Feld and Faith Snedden in the leading roles was followed in 1983 by "The Sentimental Bloke". The show was acclaimed by audiences and local critic Vince Rees who wrote, "I dips my lid..."The Bloke' is a beaut show and audiences owe a debt to Wollongong High in bringing this musical out of mothballs...the show works beautifully... David Claydon's Bill, the Sentimental Bloke, is one of the best student performances I have ever seen."

Heather Pulsford again worked her spell in 1986, to conjure up a spectacular, "The Wizard Of Oz". Supported by a huge cast, Julie Anne Henry was "a sensitive, warm, charming Dorothy." Scarecrow was played by Troy Keen, with Andrew Piper as Tinman and teacher Paul Quinn as Cowardly Lion. To quote Vince Rees again "it was all there - the magic of colour, sound and movement - a kaleidoscope."

Julie Anne Henry was chosen as only one of four soloists to sing with Rolf Harris in the year's Schools Variety Show at the Entertainment Centre, launching Julie Anne on her singing career. Troy Keen, too, is an established rock musician in the region.

In browsing through the orchestra lists of these superb shows one is impressed by the assembled talent - fine young musicians such as David Piper, Angela Stender, Susie Chaplin, Tanya Robinson, Tara Fermor who are now distinguishing themselves in the profession.





*Artist In Residence, Samantha Lipman*

More recent rock bands such as Inscape and 1000 Plane Raid have had their inception at the school.

Building on this established tradition and reputation, one of the major goals of Wollongong High School in the nineties is to enhance, foster and promote Creative/Performing Arts. As a key learning area, the Arts is an integral part of the school's curriculum. All pupils currently in Year 7 experience

Dance, Drama and Music for three periods each week and this program will be extended into Year 8 next year. As well as Visual Arts and Music, Year 9 and Year 11 students can elect to study Drama as well as Dance.

The school looks forward to the appointment of a Head Teacher of Creative/Performing Arts at the beginning of 1992. There is a need now and in the future for facilities

such as: studios for drama, dance and rehearsals, rooms for props and preparation, costumes, print and pottery, more display areas and an amphitheatre.

Despite pressures of time and lack of proper space,..... 1991 has been an exciting year and is indicative of the zeal of students and teachers towards Creative/Performing Arts.

The highlight of the year has been the school's first entry in the Rock Eisteddfod. Brain child of Linda Fuller, "Wild Things" involved more than one hundred students of all ages as dancers, backstage crew and technicians as well as teachers from many faculties. Winning the regional contest and then reaching the state finals at the Sydney Entertainment Centre was a fitting reward for all the hard work and commitment.

Enthused by last year's highly successful "Hanky Panky", our Regional and State Dance Troupes put in vibrant performances at the Regional Dance Festival.

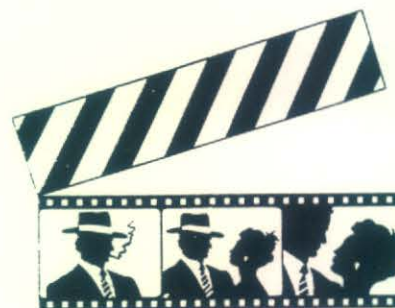


Elective Drama, too, has had a marvellous inaugural year. Both Year 9 and Year 11 groups made their debuts at the Regional Drama Festival held at Theatre South. Year 9, under the direction of Nadia Haverkamp won much praise for their presentation of "The Best Man for the Job." Directed by Janet Cunningham, Year 11 students performed "Home: Away from Home". Belinda Larosa and Nella Magnante were highly commended and this production has been selected to represent the South Coast Region at the State Drama Festival. Drama students will finish the year with a pantomime "Peter Pan Goes to Fairyland" performed for the infants pupils from local primary schools.

Music further enhanced the school's reputation when the Vocal Group, comprising of Nella Magnante, Diana Josevski, Anka Stjepanovic, Monica Baumeister and Natalie Venables was invited along with their Music Coach, Mary Carter, to perform at the Sydney Opera House. They sang "Love Is" - a piece composed by Nella.

In August, a Performing Arts Night titled "Wilder Things" provided a fitting showcase for all of the school's creative talent. The evening of entertainment was a huge success and the audience enjoyed a varied and lively program of Dance, Drama and Music. Notable was a polished performance by pianist, Jane Pirie.

Add to all these events performances during Education Week at Glennifer Brae and The Mall, dance workshops, art and music camps, community mural painting, artists in residence, numerous theatre excursions and the launching of a school newspaper "Showcase" - 1991 has been a memorable year of immersion in the



#### Creative/Performing Arts.

The benefits of this focus are many. It gives us opportunities for students to develop skills in creating, performing and presenting their own works, builds self confidence, awareness and discipline and gives avenues for students to express

themselves and develop talents that would otherwise go unnoticed.

There can be little doubt that Creative/Performing Arts will continue to develop a sense of pride and achievement amongst the pupils of Wollongong High in the years ahead.

*Nella Magnante and backing group*



*"Home: Away From Home"*





*Regional Dance Troupe*



*"Wild Things" Rock Eisteddfod  
1991*



# WHATEVER HAPPENED TO ... ?

BY MARION HAMLYN

**I**n compiling this brief list of ex-students and their occupations I have included as many as I have information about. I apologise to those who are omitted because time did not allow for more extensive research. Many thanks to those who found the time to fill in the survey form that I sent to them.

Thanks are also due to those intrepid re-union organizers who gave me the benefit of their information: Jeanette (Pepper) Bond [1961], Judith (Connaughton) Harman [1949], Jenny Hohenhouse [1970], Alan Gilroy [1958] and Walter Jervis [1941].

**ALLEN, B.**

1956-1960

Former Accountant to C.P.A.

**ALLEN, Robin (WRIGHT)**

1952-1957

Minister's wife, mission sister.

**ANDERSON, Charlie**

1937-1941

Manager Whiteway Theatre P.K.,

AI&S . Retired.

**APPLEGATE, Sue (MARTIN)**

1963-1968 Teacher, Programmer.

**ASPDEN, David**

1950

Professional artist in Sydney.

**AULD, Robyn (ABRAHAMS)**

1965-1970

Teacher, professional domestic engineer.

**BARRACLOUGH, Neil**

1937-1941

Chief surveyor, Development manager Bellambi Coal Co.

**BLACK, Don**

1947-1951

Civil engineer with R.T.A.

**BLAND, Max**

1965-1970

Metallurgist.

**BLOOMFIELD, John**

1945-1949

Prof. Human movement & recreation studies, Uni. of W.A.

**BOADLE, Michael**

1969-1970

Metallurgist, Process engineer.

**BONAMY, Louise**

1965-1970

Bank clerk, TAFE teacher (p/t),

Primary teacher

**BOYD, Sam**

1937-1941

RAAF, farmer ,caravan park manager,instructor Kiama Rescue Squad.

**BROADLEY, Enid (PECHEY)**

1937-1941

Teacher, retired.

**BROWN, David**

1976-1980

Journalist Illawarra Advertiser.

**BROWN, Marjory (CLARENCE)**

1937-1941

Nursing.

**BROWNLIE, Joan**

1937-1941

Auditor McIlraths, Lowes, own Fashion store. Retired.

**BUCKLE, Janette (WARREN)**

1958-1963

Professional assistant to Dr. T. Burke. Dept. Ed. South Coast.

**CAIRNCROSS, Peg**

1929-1933

Dental nurse, receptionist, retired.

**CHARKER, Frank**

1943-1947

Scientist BHP.

Retired

**CHILD, Ken**

-1963

DMR senior divisional clerk.

**CHRISTOFIDES, Andrew**

1963

Professional artist.

**CLIFT, Charmian**

1935-1938

Writer and journalist SMH.

Deceased.

**COLLETT, Joy (now EVANS)**

1965-1970

Teacher.

**COLLINGS, Dr. Bruce**

1936-1941

Medical practitioner (Radiologist).

**CONDON, Dr. Paul**

1967-1972

Medical practitioner, Leeton N.S.W.

**CONNAUGHTON, May**

1937-1941 Community work.

**COOKE, Gairden**

1959-1963

Cartoonist with Hanna-Barbera

**COOMBS, Roger**

1965-1970

Journalist, teacher, public relations.

**CRAIG, Roger**

1937-1941

Shell refinery, Geelong.

**CRAMP, Karen (YEAMAN)**

1959-1961

Professional artist. Signwriting business.

**CUBIS, Janis (MERRIMAN)**

1959-1963

Teacher, playwright (radio).

**CUTIFANI, Mark**

-1978

Mining engineer, Operations manager Kalgoorlie Gold mines.

**DAVIDSON, Janette (WILKINS)**

-1963

Video shops proprietor.

**DAVIDSON, Robert**

1964-1970

Solicitor.

- DAVIES, Gwilym**  
-1958  
Professor of Law, Edmonton, Canada.
- DAVIES, Roy**  
1965-1970  
Army officer.
- DAVIS, Alan**  
1945-1949  
Professor.
- DENNIS, Brian**  
1945-1949  
School inspector, Campbelltown. Retired.
- DENISON, Peter John**  
1955-1959  
Professor of Music Melbourne University. Conductor of Melbourne Symphony Orchestra. Deceased.
- DICKINSON, David**  
1939-1943  
Chief government veterinary surgeon Dept. of Agriculture. Retired.
- DION, Eileen (BIRCHMEIER)**  
1965-1970  
Director, teacher, accountant.
- DIXON, Cyril**  
1936-1940  
Refinery superintendant ER&S. Retired
- DIXON, J.H.**  
1941-1945  
Chief electrical engineer BHP. Retired.
- DOMBROSKI, Peter**  
-1958  
Teacher.
- DOWSE, John**  
-1963  
Project management team Swan Brewery.
- DRUMMOND, Rick**  
-1963  
Architect.
- DUNSTEN, Helen (PARKER)**  
1939-1944  
Teacher until 1982.
- DUNWOODIE, Lesley (BELLACH)**  
1965-1970  
School teacher.
- EAST, June (BAILEY)**  
1939-1943  
Clerk in bank, Stock & station agent, Housewife.
- EDGAR, George (Tony)**  
1957-1959  
Chairman BHP rail products (Aust/Canada/USA).
- ELLIS, Fred**  
1923-1927  
Teacher, Accountant, retired.
- FAIRS, Jean (PRATT)**  
1937-1941  
Secretary to Principal, Illawarra Grammar. Retired.
- FETHNEY, John Rev.**  
1940-1943  
Evacuee from England. Anglican priest. Area secretary Anglican Mission Society.
- FETHNEY, Michael**  
1943-1945  
Retired Principal Leeds CofE Comprehensive(English evacuee)
- FINDLAY, Allan**  
1934-1938  
Regional Director of Education. Riverina/ North Coast. Retired.
- FINN, Karen (STYLES)**  
1965-1970  
Personal secretary.
- FORRESTER, Shirley (ALI)**  
1946-1949  
Clerk, bookkeeping, boutique, real estate, restaurateur. Retired to write.
- FULFORD, Peter**  
1965-1970  
Company taxation manager.
- GAUL, Leonie (FLEMING)**  
-1963  
Teacher.
- GAVIN, Charmayne**  
1965-1970  
High school music teacher.
- GEUTING, Jason**  
-1987  
Sub-editor Illawarra Mercury.
- GIBSON, Margaret (MARKHAM)**  
1937-1941  
Dental mechanic. Retired.
- GILROY, Alan**  
-1958  
Hamar Engineering. Retired Rugby Union referee.
- GLASTONBURY, John**  
1945-1949  
Professor of Engineering University of Sydney.
- GRAY, John**  
-1963  
Travelling.
- GREEN, Joan (COLLINGS)**  
1939-1943  
Secondary teacher now retired.
- GREEN, Judith (POPLE)**  
1944-1948  
Primary school principal now retired.
- GUNNS, Judith**  
1965-1970  
Scientific officer.
- GUY, Alison (MORRISON)**  
1939-1940  
Education lecturer Bath, Wollongong. School Inspector Met. West. Sydney. Retired to Scotland.
- HALLIDAY, Geoffrey**  
1937-1941  
Barrister.
- HAMILTON, Graham**  
1965-1970  
Solicitor.
- HARRIS, Les**  
1937-1939  
Instructor in Fitting and Turning. AIS. Retired.
- HARRISON, Harry**  
1937-1941  
Studied Science & Electrical Engineering. By computer designed new motors & transformers.
- HEINIS, Anne (BOGE)**  
1965-1970  
Microbiologist, chemistry research assistant.
- HINE, Dennis**  
1965-1970  
TAFE teacher, Personnel manager.
- HINGELY, Gwen (ELLEM)**  
-1958  
Swimming champion
- HOCKEY, Albert**  
-1958  
Teacher
- HOHENHOUSE, Jenny**  
1965-1970  
Teacher
- HOUGHTON, Dr. Roger**  
-1963  
Rhodes scholar, Professor Obstetrics & Gynaecology Sydney University.
- IDLE, Keith**  
-1958  
Engineer BHP.
- IRVINE, Karenne**  
1965-1970  
Administrative officer.
- JAGGAR, Patricia (LEE)**  
1956-1959  
Primary teacher, Deaconess, Church Secretary.
- JAMES, Francis**  
1932-1936  
Editor of Anglican newspaper. Hostage in China in 1970's.
- JEFFCOAT, Kevin**  
1939-1943  
Publicity officer Dept of Water Resources. Author.
- JERVIS, Walter**  
1937-1941  
Director IMB retired, currently on the board of the Illawarra Performing Arts Centre.

**JESSOP, Ken**

1965-1970

Contract engineer

**JOHNSON, David**

1945-1949

Represented Australis at British Empire Games 1950, in track &amp; field events.

**JOHNSON, Marilyn (HUBER)**

-1963

Teacher.

**JOHNSON, R.K.**

1947-1952

Professional engineer.

**JOHNSTONE, Jack**

1934-1938

Inspector of schools now retired.

**JONES, Betty (HASSEN)**

1960-1965

Language teacher.

**JURMAN, Elizabeth**

1975-1980

Editor of Today's People in Sydney Morning Herald.

**KEANAN-BROWN, David**

1965-1970

Head teacher Maths. Berkeley.

Consultant in Maths. Illawarra.

**KELLY, Pat (BROWN)**

1937-1941

WAAAF(Signals), payroll Mayne

Nickless. Community Work.

**KERRY, Mark**

1972-1977

Host of fashion show on US Cable

TV. Olympic medalist.

**KILPATRICK, W. R.A. KBE CBE**

1917-1921

Deputy president National heart foundation.

**KING, Phillip**

-1963

Executive director of Health &amp; Life Care Ltd.

**KIWI, Peter**

1964-1970

Manager of hire company.

**KNIBB, Alistair**

-1963

Solicitor, nursery proprietor.

**KREUITER, Ian**

-1958

Accountant BHP.

**LANYON, Mavis (FARRAR)**

1937-1941

Worked with chartered accountant.

Retired.

**LARSEN, Marnie (JONES)**

1972-1973

(US exch. stud.) Physiotherapist in Port Kembla.

**LAVERY, Mary Rose (LIVERANI)**

1952-1956

Author "Winter sparrows". Clerk, teacher, librarian, journalist.

**LENEHAN, Dr. John**

1970-1975

Medical practitioner, Wollongong.

**LEONARD, Bud**

1965-1970

Chiropractor, ESL teacher.

**LIGHTFOOT, Michael**

1965-1970

Computer consultant.

**MACDONALD, Alison (PHILIP)**

1965-1970

Teacher.

**MACDONALD, Flora (JACKSON)**

1921

Secretary now retired.

**MACKEY, Len**

1945-1949

Dentist.

**MAIN, Rick**

-1963

Army instructor in tactics in various places.

**MANWARING, Nancy (SCOTT)**

1937-1941

Matron Coniston nursing home.

**MARTIN, Stephen**

1961-1965

MP Member for Macarthur House of Representatives.

**McBARRON, Edward John**

(Eddie)

1931-1936

Retired government veterinary research officer.

**McDONALD, Mary (HACKETT)**

1928-1932

Nursing sister now retired living in Adelaide.

**McGARITY, Pat (REES)**

1945-1949

University lecturer in PE at Wollongong Uni. Now retired.

**McGRATH, Kip**

-1963

Director of education centres.

**McNEICE, Wendy (NUNAN)**

1965-1970

Home duties, Maths tutor, Secondary Maths teacher.

**METTAM, Robert**

1937-1941

Superintendent product control

Lysaghts, retired. Deceased.

**MILLEDGE, John**

1937-1941

Lecturer in Physics, University of Technology. Retired.

**MILLER, Bill**

1947-1951

Town planner

**MILLER, Jean (SMITH)**

1941-1945

Conducts Friesian stud. Dairying.

Illawarra pioneer.

**MILLER, Olwyn (CHARKER)**

1943-1947

PE Teacher Corrimal and Victoria.

Retired.

**MOFFIT, Fiona**

1983-1986

Ballet dancer West Australian Ballet Co.

**MOONEY, Robin**

1950-1954

Engineer, Company director.

**MOREY, Dr. Frank**

1937-1941

Marrickville Hospital Medical Superintendent. Retired.

**MOUSTAKA, Betty (PERRY)**

1932-1936

Teacher primary &amp; ESL.

Retired 1989.

**MUIR, Robert**

1945-1949

Principal Corrimal High. Retired.

**NEESON, Marjorie (MURN)**

1937-1941

Teacher retired. Painting commissions.

**O'NEILL, Dr. John Hugh**

-1972

Consultant neurologist at St. Vincent's Hospital.

**OAKLEY, John**

1965-1970

Technical manager.

**OLBRICH, Daniele**

1965-1970

Bush regeneration seed collector,

Wild life officer. Student.

**OXLEY, Rod**

1960-1964

General Manager and Town clerk

Wollongong City Council.

**PALLISTER, Gary**

1965-1970

Project manager, Industrial chemist, Software engineer.

**PATON, Graeme D.F.C. O.A.M.**

1935-1939

RAAF, Inspector of schools, now marriage celebrant.

**PATTERSON, Rita (JACKSON)**

1944, 1945

Evacuee from London now Social worker in England.

**PEARL, Fay (SHARPE)**  
1959-1963  
Graduated from NIDA.

**PEASCOD, Alan**  
1958-1962  
Professional Potter and teacher.

**PEPPER, Jeanette (BOND)**  
1959-1963  
Infants teacher, Theatre director.

**PINAZZA, Paul**  
1961-1965  
Mechanical engineer, IA teacher  
Wollongong High.

**POLLOCK, Jann (ROBINSON)**  
1965-1970  
High school teacher (part-time).

**POOLER, Betty (MACDONALD)**  
1937-1941  
Lecturer Phys.Ed., community  
involvement O.A.M.

**PYE, Malcolm**  
1965-1970  
Public servant, accountant,  
administrator.

**RANSOM, Ivan**  
-1958  
Presbyterian minister.

**REES, Brad**  
1975-1980  
Athlete. Printer at University of New  
South Wales.

**REES, Lexie**  
1971-1976  
Tutor in dental therapy.

**REES, Petra**  
1973-1978  
Deputy Chief Sub-editor Australian  
Newspaper.

**REID, Margaret**  
1937-1941  
WAAAF, Hotel administration.  
Retired.

**RING, F.J.**  
1934-1939  
Retired principal of Bomaderry  
High.

**ROBINSON, Jim**  
1937-1941  
Lysaghts. Retired.

**ROBINSON, Phillip**  
1950-1954  
Head teacher Science, Berkeley.

**ROLLS, Dr. Jan**  
-1963  
Medical practitioner.

**RUSSELL, Paul**  
1959-1962  
State Bank, previously Attorney  
General's Department.

**SCARDONI, Lena (GOWING)**  
1937-1941  
Teacher. Organized dyeing &  
weaving workshops. Deceased.

**SCARLETT, Bill**  
-1958  
Professional musician.

**SEARL, Bob**  
1938-1940  
Geologist. Retired.

**SKILLEN, Tony**  
-1958  
Darwin college of catering.

**SMITH, Lorraine (MOXEY)**  
-1979  
Violinist Australian Chamber  
Orchestra. Home duties.

**STEVENSON, Barry**  
1947-1951  
High school teacher, Deputy  
principal Camden. Retired.

**STUTCHBURY, Graham**  
1945-1949  
Veterinary surgeon in Queensland.

**TEAL, Winton**  
1937-1941  
RAAF(Radar), teacher, travel officer  
P&O. Retired.

**TEASDALE, G.R. (Bob)**  
1953-1957  
Senior lecturer in Education at  
Flinders University S.A.

**THACKER, Yvonne (GAMINO)**  
-1963  
Projects officer Launceston CYSS.

**THOMPSON, David**  
-1963  
Soil conservation service  
investigations officer.

**THOMPSON, Jennifer**  
-1963  
Courier driver for Mayne Nickless,  
Aerobics instructor.

**TINDAL, Dr. Don**  
1949-1953  
Colo-rectal surgeon.

**TOGNETTI, Richard**  
-1982  
Violinist with Australian Chamber  
Orchestra.

**TOWNSEND, Don**  
1944-1945  
Superintendent no.1 Rolling mill  
BHP. Retired.

**TURNER, Marjorie (CLIFFORD)**  
1937-1941  
Nursing. Retired.

**URWIN, Greg**  
-1963  
Australian High Commissioner, Fiji.

**VOLLHEIM, Peggy  
(MATTHEWS)**  
1937-1941  
Teacher. Retired.

**WADEY, Una**  
1934-1936  
Bank clerk. Retired.

**WALKER, Robert**  
-1958  
Barrister.

**WEBB, Syd**  
-1958  
Engineer B.H.P.

**WEST, Stuart**  
1946-1948  
Member of House of  
Representatives.

**WESTON, Bert**  
1915-1918  
Civil engineer now retired.

**WHEWAY, R.T. (Bob)**  
1953-1957  
Associate Prof. Mechanical  
Engineering Uni. of Wollongong.

**WILLIAMS, Grace (DOUGLAS)**  
-1941  
Activities co-ordinator homes for  
aged, Mildura. Retired.

**WILSON, Noel**  
1962-1968  
Operational officer at SBS.

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# WOLLONGONG HIGH SCHOOL

## 75th Anniversary Celebrations

### OPEN WEEK PROGRAM

DECEMBER 2-6, 1991

#### MONDAY

- 9.00 am **OFFICIAL LAUNCH** of 75th Anniversary Celebrations.  
10.15 **HUMAN MOVEMENT DISPLAY** in School Gymnasium.  
10.30 **MORNING TEA** for Officials and Invited Guests.  
10.45 **EDUCATION ACROSS THE DECADES**: Featuring classroom re-enactments, static displays, faculty demonstrations and memorabilia market.  
1.00 pm **PANTOMIME**: The Adventures Of Peter Pan.

#### TUESDAY

- 10.00 am **PANTOMIME**: The Adventures Of Peter Pan.  
2.00 pm **"OLD BOYS" CRICKET MATCH**.  
6.00 **B.B.Q** after game for participants, spectators and staff.

#### WEDNESDAY

- 11.30 am **SEPTUAGENARIAN LUNCHEON**. A gift from the school to the region's Senior Citizens. Lunch and entertainment provided by the staff and students.  
1.00 pm **PANTOMIME**: The Adventures Of Peter Pan.

#### THURSDAY

- 2.00 pm **YEAR 10 GRADUATION CEREMONY**  
5.00 **TWILIGHT TENNIS**. A social game for the school's ex-students.

#### FRIDAY

- 9.00 am **YEAR 9 CREATIVE ARTS PERFORMANCE**.  
11.30 **OUTDOOR ROCK CONCERT**. Featuring the talents of many of the school's current and ex-students.  
1.00 pm **DEDICATION CEREMONY AND PRESENTATION OF COMMEMORATIVE GIFT**.  
1.00 **PANTOMIME**: The Adventures Of Peter Pan.  
1.30 **PICNIC AFTERNOON**.  
7.00 **75th ANNIVERSARY DINNER**



## A TRADITION OF EXCELLENCE



