

THE TOWERS

MAGAZINE OF PENRITH HIGH SCHOOL



1971

THE TOWERS

EDITORIAL COMMITTEE

Anica Vasic, Rodney Morphet,
Tineke Bulder, Deidre Bannister,
Marja Lapinpuro, Glen Davey,
Michelle Shepperd,
Christine Dimmer.

EDITORS' MESSAGE

As we sit back and contemplate the sheets and sheets of copy about to be submitted to the printers, we are once again struck by the magnitude of the task of producing an annual school magazine and we are once again reminded of the generosity of Penrith students and citizens.

Without the artistic, literary and commentative contributions of the students of this school, without the encouragement of the teaching staff (particularly of Mr. Earp, the English Master), without the financial assistance so freely given by local businessmen and ordinary citizens, such a magazine as "The Towers" could not be produced.

And yet, there is something more . . . the cheerfulness, the hard work and the co-operation of the student Editorial Committee. The 1971 Committee has not only spent many hours assembling material ("chasing" report writers and canvassing assemblies and classes for contributions), but has also typed the bulk of the copy for presentation to the printers. Penrith High School can be justly proud of this Committee.

No editorial would be complete without mention of the fine photography of Mr. Kohler, of Parramatta. We are particularly grateful for his co-operation in the rush development of one set of photographs, after the original order disappeared in the mail.

F. EARP and
J. APPLETON,
Editors.

THE HEADMASTER'S MESSAGE

The measure of success attained by the school this year is of great importance to me and, I hope, to every teacher and student at Penrith High School and to their parents.

I think it is important to consider the way in which we measure this degree of success. Is it the number of good passes gained by our students? — We had many! Is it the scale of success we enjoyed on the sporting field? — We had a good share of this! Is it estimated by the number and range of successful extra-curricular activities engaged in, or the magnitude of the spirit of co-operation and mutual respect existing between staff and students, or between the school and the community at large? We could claim some success in these areas!

All these things are important, but, to me, they do not tell the real success story of Penrith High School. I would prefer to measure success on an individual and personal basis, and so I ask the following questions:

To the members of the school: Do you feel that you have grasped every opportunity

available at the school to develop your whole range of talents, interests and personality?

What have you done to assist others (your teachers, your parents, your fellow students) who have tried to help you?

To the parents: What have you done to assist your son or daughter to gain the best possible education?

Are you satisfied with the educational opportunities available to your children?

Have you tried to meet the teachers halfway in developing mutual trust and understanding with them?

In my view, the real answer to the question of success will depend upon your answers to these questions. I know that there are very many who will be able to give satisfying answers. The real success of the school can be measured in terms of this number.

With best wishes to you all,

G. J. BRADFORD,
Headmaster.

BOY CAPTAIN'S MESSAGE

If you feel at the end of your education that you have both feet firmly planted on level ground, then your education has failed you! This apparently negative attitude towards the education system of today is, in fact not so. I base this on the assumed fact that the best teacher is not the one who fills the student's mind with the largest amount of factual material in the minimum of time, nor the one who develops some manual skill almost to the point of uncanniness, but rather the one who kindles an inner fire, arouses moral enthusiasm, inspires the student with a vision of what he might become, and initiates judgment as to the worth and permanence of moral, spiritual and cultural values.

We have truly entered the era of educated man. We have entered an age in which education is not just a luxury allowing some men an advantage over others — it has become a necessity without which man is defenceless in this complex, industrialized society. This need for education in today's

society was obvious to the late President John F. Kennedy, when in a commencement address at an American University, he said: "The scramble to get into university is going to be so terrible in the next few years that students are going to put up with almost anything, even an education." But factual learning is only a small part of the scholastic society's concerns (for that is what school is, a "scholastic society"). Of course, it becomes a major concern towards examination time, but the other aspects of our "scholastic society" are tested each day for the rest of our public lives. Our social graces, the ability to mix, sportsmanship, and facility in speaking both publicly and conversationally, are all products of our education, yet they are not tested in examinations. These qualities as well as academic achievements, will play an integral part in the student's finding his place in this world of ours. A well-organised student can attend social functions, play sport and still have sufficient time to devote to his studies.

It is along these lines that most of the Sixth Form of 1971, myself included, have been guided and we must thank the Principal and Staff for all their advice and help during our six years in the scholastic society of Penrith High School.

I would like to conclude this message by drawing a comparison between our education system and the humble bear:— Our public system of education at present is

geared to mesh with the early years of life. We eat from the plate of education for twenty years and then, like the bear, we hibernate. The bear hibernates for the winter months only and re-emerges in the Spring to eat again. Most of us, however, after the early feast of education, unfortunately, are likely to hibernate for the next fifty or sixty years.

DAVID DUNBAR.

GIRL CAPTAIN'S MESSAGE

Good grief! Six years of my life have passed seemingly in an instant!

We are now six years older, wiser and more mature and as good old Penrith High School smiles upon us benevolently we say good-bye and quietly leave to face the world. I look back over six years of jumbled, happy memories and can quite believe that school years are the best years . . . but that doesn't mean they are the only years.

I look ahead to what seems an empty road, frightening (?) and overwhelming (?). No longer will we be sheltered by the secure confines of P.H.S. We've got to be our own persons. No longer are we to be guided along our paths and moulded into the ideal student. We are to be on our own and so often I wonder whether I am equal to this. It is easy to become so used to being protected, that one begins to question one's own strength and on leaving school prefers to withdraw rather than to confront the world on its own terms. Surely this is when we should remember that apart from developing our intellectual powers, education has, for its object, the formation of character in the words of Herbert Spencer . . . Penrith High School sends her Sixth Formers out into the world, prepared, even though we may not realise it at first.

So I think for a while, what a wonderful world we are inheriting. Surely it is not untrue to say that there is unlimited opportunity — man is achieving so much. There are so many fields opening to us which a few years ago would never have been dreamed of. We, the youth of today must not just sit back, for we are the future and in our

hands we hold more power than was ever possible before. We can wield this power for good, or, if we so choose, for evil. Only we, you and I, have the final choice; adults may try to guide us, but we have the final choice.

This itself is an awesome responsibility . . . and we all must face it, in greater or lesser degree. If we shirk this responsibility we show our weakness, our inadequacy. It is for this that six years of High School have prepared us, to ensure that the future will not be cast away by our hands, in fear, impatience, arrogance or cowardice.

But life isn't just responsibility . . . there are the happinesses of having true friends, of being appreciated, of doing something thoughtful and of success.

Ah! Success! Do you ask as Browning did why all men strive and who succeeds? Well, I know the answer and I'm sure you have some inkling of it (so many people ignore the obvious answer because they want an easy way out). We can all have success . . . we all succeed to some extent — if you want to become the best chimney sweep and you become just that, don't ever be misled . . . that is success! If you aim at being the best Prime Minister and later satisfy yourself with being a mediocre one without regard for your obligations as Prime Minister, that is not success! Success is the achievement of a goal that stretches your own capacities to the full and demands of you commitment to a set of ideals. This achievement does not necessarily involve rank or wealth, but merely personal achievement. So we can all succeed in life.

When we leave, we are losing part of our youth, although we retain the benefit of six years' schooling. But we are not just leaving school, we are leaving Penrith High School and how does one express the intense feeling of loss? It almost seems unfair to be part of such a pleasant and active community as Penrith High, then to suddenly find that one is no longer. We have learned so much from Penrith High School in the classroom, on the sports field and even at lunch time among our own friends, not to mention outside the Masters' Room in our recalcitrant younger days.

Our gratitude must go to Mr. Bradford, our Principal, who takes such a personal interest in Penrith High School and, most importantly, in us. A school depends on its Principal and the obvious success of this school says a great deal for Mr. Bradford. Mr. Cowley and all the Staff must also be thanked for the seemingly unlimited effort they have put into our success here at school. You who have years still to spend at school, exploit this time to the full, for these are the most formative and enjoyable years of one's life. You enter Penrith High School as a child, yet emerge a brief six years later, as a young adult.

JANE REFFELL.