

THE TOWERS

MAGAZINE OF PENRITH HIGH SCHOOL



1973

EDITORIAL COMMITTEE

Janine Cody Jan Eaton
Annette Kenworthy Karen Roper
Karen Medhurst Lees Fullerton
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THE

T O W E R S

EDITORIAL

"Has anyone done the Jindabyne report yet?"

"Has anyone cut up the sports lot yet to be put in order? I want to do something intellectual".

"Majority vote rules on photographs!"

"No, it doesn't and where is that Jindabyne report?"

"Can I try that typewriter? It sounds better than this one."

"Remember the time we sewed up Peter's pants with purple cotton?"

"Where? Now who's got the Jindabyne report?"

And so it goes on . . . and on . . . Penrith High School once again, in its uniquely rational, organised way, produces a school magazine. This year's Committee, among the most lively and most full of fascinating inside details of the school's private lives of recent committees, has worked very hard in the shaping of this magazine.

Yet the Committee alone could not produce a magazine. Without the generous assistance of Penrith business men and community organizations in finance, of Miss Startin in the Art and Photographic layout and of the Photographic Club the practical aspects of publication would be impossible.

To all these people and those many others who have assisted we extend our thanks and hope they find the 1973 Towers worthy of their interest.

The Editor,
J. APPLETON.

HEADMASTER'S MESSAGE

Some of you will be completing your schooling at the end of this year, but I sincerely trust you will not say you have completed your education, for your education will continue during the whole of your life's span. Just how this process will continue depends on many factors, but what you have learned at school and the manner in which you have learned it, will play major parts in the shaping of your lives.

The teacher cannot be held responsible for the pupil's learnings.

His responsibility is limited to performing, as well as he can, the role of a skilful helper. How the student wants to use the teacher's service is beyond the control of the teachers.

You will, in your moments of reflection, be grateful to your help mates in the persons of your past and present teachers, your parents, your fellow-students at school, all of whom have helped to mould your character so that you will take your place in society as a worthy citizen.

To those who will be continuing at school next year, I suggest you take advantage of what the school system can offer, taking your appropriate share in its academic life, its sporting and social life so that you can emerge as a well-proportioned citizen, one who may contribute something that will make the world a better place to live in.

More specifically develop your sense of humour, control those hasty impulses that can hurt others, be tolerant of opposing points-of-view, help those less fortunate than yourself but, above all, develop your knowledge so that you can grapple with those problems that earlier generations have failed to resolve.

G. BOOTH.

CAPTAINS' REPORT

The wheel has come full circle.

We are here.

WHERE?

Some would say at the edge of the precipice of knowledge, prepared for flight. Prepared? Trained? Conditioned is perhaps the better word. Conditioned into a shaping of our own values, our own interpretations of life and people, and consciously individuals.

We add up the years of education — six High School years, four Primary, three Infants' — thirteen out of our eighteen years of existence devoted to education. We believe that most Sixth Form students would agree, though perhaps reluctantly at times, that it was worth it all.

Penrith High School was, especially, worth it all. If the "wheel" of life has been turning at all, surely it's turned fastest during our schooling at P.H.S. The circle is complete in one sense. One span of life is past, but a new one stretches out before us.

In the turning of the circle we learn a little of everything: from winning to losing, from experience of discipline to freedom, besides the usual school subjects and recreations. There are people all around, just waiting to be made a friend or an enemy. There are those whom you can impress, and those who make an impression on you. This business of education is not just learning, it's living.

Whether individual Sixth or Fifth Formers, as they come to leave, have grown tolerant or more intolerant, whether they have hated every moment or conceded that there was an occasional moment in Miss . . . 's English class, or Mr. . . . 's Science class that lit up a dreary time, all would agree that P.H.S. (its teachers, its cleaners, its pupils, its conditions) has had a profound effect upon their ambitions and objectives.

Even if we do fail to remember our mathematical formulae, and didn't make the high jump finals, even if the English master forgot your names or remembered them all too well, even if we hated the Girls' Supervisor or loved our girl-friend's boy friend, we've gained by it all. The contact with different subjects, ideas, activities and people has taught us, if even subconsciously, that there's a lot to life. Our memories are

full of good and bad associations — and we are that much better off for them. Even if it's only being conscious of the fact that we can't do algebra, or understand metaphysical poetry — at least we know what they are.

SANDRA WARN and PETER JACKSON

PREFECTS' REPORT 1973

There has been a general improvement in the relations between the prefects and the rest of the school since the beginning of the year.

Over enthusiasm on the part of prefects can very easily seem bullying to the trouble-maker who is often caught. The Prefects have learnt — sometimes from painful experience — to overlook a great deal but correct a little.

Our often heated prefect meetings where we continually called for action have given way to a general acceptance that we can't do everything we wanted to. Even having learnt our limitations we still feel that the tone of the prefect body does influence the conduct in the school.

However, in the face of the mindless violence of a minority within the school neither the "get tough" blitzes at the beginning of the year nor the more relaxed, informal method of doing our duties has had much effect. The minority which established itself this year is extremely anti-authoritarian and no matter which approach the prefects used we were still "Authority" in their eyes and so we have not been able to have as great an effect as we had hoped.

We have noticed, however, that if a trouble-maker, once caught and punished, is thereafter respected, he or she very often returns that respect. Some of the prefects who have found themselves at the other end of a bunch of fives, are now on friendly terms with that person.

It seems even staunch anti-authoritarians can respect an individual if he keeps his word and this can lead to a degree of respect for what the individual represents. However, this is not the case if a trouble-maker is caught in the act but not punished. We have found that where there is no authority there is no respect. Intimidation must be met, not shirked.

We feel that the prefects, though basically very enthusiastic have not been able to realise their potential nor will any year's prefects unless there is co-ordination between ALL prefects and ALL teachers. The prefects are a necessary part of the school hierarchy but they need advice and guidance in exercising their authority. True, there is no substitute for experience but their performance could be improved if teachers' experience was added to their initial enthusiasm.

SENIOR STUDENT COUNCIL REPORT

Early in 1973 a Senior Student Council was formed by senior students of Penrith High School. Since then it's size has been reduced and representatives from all forms are now members.

The aims of the Student Council as set out in the constitution are to:

- (a) provide a forum for the expression of student opinion
- (b) take a leading part in most student activities
- (c) solve problems that might arise in the school
- (d) promote liaison between students and staff.

In the short time that the Senior Council has been in existence, it has proved that the above aims can be achieved with relative success. The Council has observed and achieved:

- (a) correct meeting procedures, which are conducted along formal lines.
- (b) the confidence and support of those in authority within the school.
- (c) the right to deal with various school problems.
- (d) the formation of committees to organise a variety of school activities.

We have realised that a student council or committee has unlimited potential in the field of voicing student opinion, and, as an instrument of change and improvement, can carry a powerful weight. As with most things, the necessary additive which will ensure the effectiveness of a Student Council for 1974, is a lot of genuine interest and enthusiasm from the present Fifth Form.

We owe our thanks to all those who have shown their interest in this year's council and our special thanks are extended to Mr. Beard and to Mr. Booth for their co-operation.

We hope that what we have begun this year will continue to grow in efficiency in years to come in the effort to benefit it and improve general school affairs.

Executives of Senior School Council:

Jennifer McDonnell
Geoff Jones (Vice-Chairman)
Ann Hardy (Secretary)
Sandra Warn
Peter Jackson
Sue Cheetham.

JENNY McDONNELL, Form VI

LIBRARY REPORT

We started this year with a big question mark, "What with Mrs. Wilson and Mrs. Poynting both gone, how will we cope?"

We needn't have worried.

Mrs. Cassar and Mrs. McMorro have both proved willing and apt pupils and we have trained them in the Penrith High School system.

We have put a lot of new books on the shelves this year (831 to be exact) including new sets of World Book and Britannica Encyclopaedias, language, geography and fiction books.

Many First Form students have joined as library assistants. They keep the borrowing and returning of books running smoothly as well as putting books away and keeping the shelves in order. However, the place could not operate efficiently without the services of the old group who, besides overseeing the juniors, are engaged upon the mammoth task of overhauling the dictionary catalogue.

C. TAYLOR and K. SPITHILL

"LET'S SING A SONG"

*Let's sing a song of beauty;
Of peacock blue and peacock green;
Of salt spray, sea wind and curling wave,
Vermilion sunset edged in gold
And fiery red moon.
Tantalizing forest greens that live
To offer only tranquil peace to lonely
wanderers.*