

# GRYPHON 65



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# GRYPHON 65

THIS MAGAZINE IS FINANCED BY THE  
STUDENTS OF CAULFIELD TECHNICAL  
COLLEGE AND THE CONTENTS ARE  
EXPRESSIONS OF THE STUDENT  
OPINION.

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## contents

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|-------------------|--|
| <i>section 1.</i> | <i>editorial.</i>  |
| <i>section 2.</i> | <i>report, mr. a.e. lambert.</i>   |
| <i>section 3.</i> | <i>education.</i> <ul style="list-style-type: none"><li><i>a. the philosophy of education.</i></li><li><i>b. post hoc.</i></li><li><i>c. industry and the diploma course.</i></li><li><i>d. the college.</i></li><li><i>e. the college office.</i></li><li><i>f. degrees for students of technical colleges</i></li><li><i>g. impressions of an old timer.</i></li></ul> |
| <i>section 4.</i> | <i>politics.</i> <ul style="list-style-type: none"><li><i>a. politics and religion.</i></li></ul>  |
| <i>section 5.</i> | <i>morals.</i> <ul style="list-style-type: none"><li><i>a. a directory of life.</i></li><li><i>b. the noble race.</i></li><li><i>c. censorship. *</i></li><li><i>d. does the Australian man lack sensitivity?</i></li><li><i>e. searching for peace.</i></li><li><i>f. a letter to a soldier.</i></li><li><i>g. alcohol.</i></li></ul>                                   |
| <i>section 6.</i> | <i>s.r.c. president,</i><br><i>"the purposes and advantages of a student</i><br><i>organization".</i>  |
| <i>section 7.</i> | <i>year book.</i> <ul style="list-style-type: none"><li><i>a. revue 65.</i></li><li><i>b. weight lifting.</i></li><li><i>c. baseball.</i></li><li><i>d. sporting activities.</i></li><li><i>e. asian students association.</i></li><li><i>f. open forum.</i></li><li><i>g. film club.</i></li><li><i>h. final year students.</i></li><li><i>i. staff.</i></li></ul>      |
| <i>section 8.</i> | <i>advertising.</i>  |

*\* award by s.r.c. for best manuscript.*



# editorial

A magazine is a collection of miscellaneous articles and stories. The Gryphon, in past years, has had the singular purpose of recording—preserving en masse the shadows of people and a school. It was itself a shadow, like a blurred photograph of something precious. Hence its miscellaneity.

We decided that this year the Gryphon would fulfil two objectives: to record the achievements of the students, their faces, and, to some extent, their activities, and to communicate their thoughts and feelings to whoever it may concern. The magazine has been split according to these functions—the first section is the magazine proper, the articles, photographs and art work. The second section is the year book, recording the year's students and their academic, athletic and social achievements.

We hope that we have brightened and sharpened the shadow a little. Above all else we hope that the Gryphon 1965 is a step toward a magazine worthy of a tertiary institution, one that we can show with pride to our contemporaries.

THE EDITORS.

We have seen this year an event which can be of very great significance for the future of technical colleges in Victoria. The Victorian Institute of Colleges has been established, charged with the task of "fostering the development and improvement of tertiary education in technical, agricultural, commercial and other fields of learning (including the liberal arts and the humanities) in institutions other than in the Universities of Victoria".

The Institute is to be governed by a Council which may admit any institution as an Affiliated College. An Interim Council has been appointed, with Mr. W. H. Connolly as Chairman. Caulfield Technical College has applied for affiliation.

I suppose the most spectacular development envisaged is the introduction of degree courses in technical colleges, and a great deal has been said both for and against this proposal. I believe that, with proper control, such courses can become a very important part of our technical education system. They can substantially improve the facilities available to those diploma students who have the desire and the ability to win degree qualifications. Care will be needed to ensure, on the one hand, that degree standards are not lowered and, on the other hand, that diploma courses are not adversely affected in content or in status. I am confident that the difficulties can be overcome successfully and I know that members of the Interim Council are aware of the dangers.

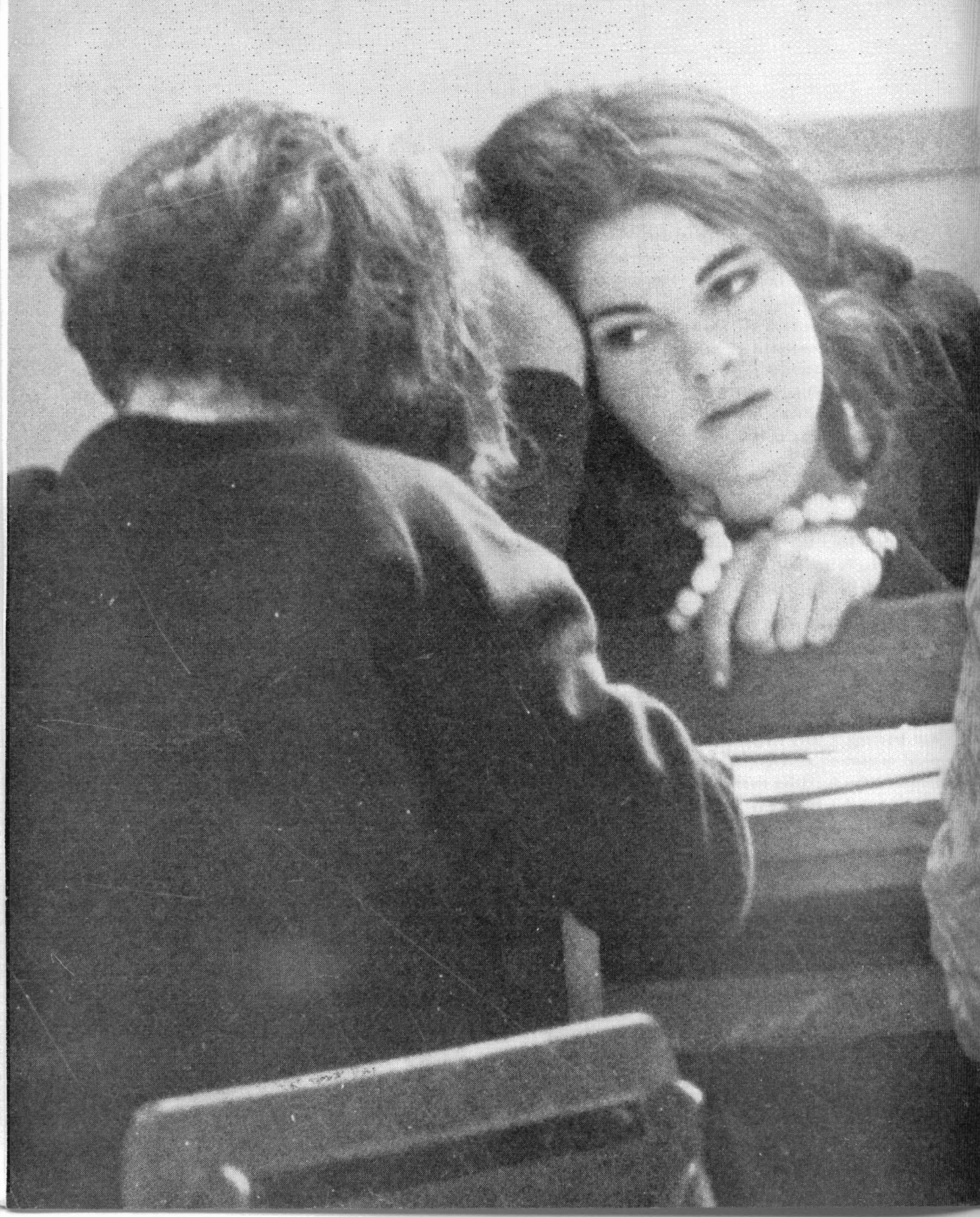
Apart from degree courses, the Institute of Colleges will be very much concerned with the development and extension of diploma work in our colleges. From a reading of the Martin

Report it seems likely that a good deal of attention will be given to courses outside the technological area as well as the improvement of technological courses.

All this development will be very valuable, but perhaps it should be pointed out that we should look forward to sound, steady progress rather than revolutionary changes. It is well to remember that existing diploma courses in Victoria have called forth very favourable comment from the Martin Committee. By all means let us strive to improve and extend these courses, but let us not destroy them by an excessive enthusiasm for change.

In the provision of physical facilities for technical education, there is reason to hope for improvement as a result of the establishment of the Institute of Colleges combined with the new interest of the Commonwealth Government in non-university education at the tertiary level. I believe that improved facilities will come, and that they will enable technical colleges to serve the community even better than at present. However, here again I would sound a warning note. Let us not settle down to wait for the improvements, feeling that we can do nothing until they come. Technical education did not reach its present strength through such an attitude. It was developed by students and staff who were prepared to meet and overcome difficulties with determination and cheerfulness. I hope that, in the new prosperity for which we hope, we shall not lose the virtues of adversity, which we — or our forbears — have experienced.

*A. E. Lambert, Principal.*



# EDUCATION



# the philosophy of education

Our first introduction to independence is that which our first school gives us—the ability to read. Basically then, the aim of education is to cultivate our minds and to encourage us how to think rather than to teach us what to think.

Broadly speaking, education may be classed into two aspects. The first is the development within the individual of the mental powers and capacities with which nature had endowed him. The second is the development of a 'type' fitted to live in a given society and to serve its needs. However, these must reach a state of equilibrium, if the individual himself is to be happy.

Mankind, since it began to think about human concerns, has inherited stores of wisdom and ideas from men like Plato, Rousseau, and, in our age, Bertrand Russell. From these inherited ideas and practices, man becomes conscious that times are changing continually, and that the ideas of his father are not necessarily relevant to his own environment. This evolution of time and events is part of the progress of education.

Although the basic principles of education may remain the same,

the conditions in which they are applied change as society changes. In such a state of continual change, the individual becomes more conscious of himself. He is apt to conceive society not as a friendly supporter but more as a rival to his personal ambitions and status. Since no human society is perfect, there will always be some degree of conflict between social and individual purposes in education. This conflicting environment encourages the development of the individual for his own good and benefit.

Nevertheless, education must provide a basis for the growth of understanding towards social and cultural pursuits as well as a basis for the preservation of the individual's human values and rights. Education is constantly being revitalized by criticism from creative individuals and it is these people who encourage and shape the social beings in a society. They reveal further inherent potentialities in man's development.

This is valid because a philosophy of education is discovered for the benefit of mankind, and present tendencies towards inter-communication of learning between nations is an increasingly import-

ant aspect for the continued prosperity of the world.

Rousseau, a French philosopher, wrote:

"All that we have not at our birth, and that we stand in need of at the years of maturity, is the gift of education."

Education, therefore, is a lifetime occupation, an art which the individual can only try to perfect for himself by simply listening, looking, feeling, thinking and lastly by acting. By these means, the education which makes man happiest in himself may also make him more tolerant and more serviceable to others.

JENNIE LIN, Applied Chemistry.

## post hoc

Caulfield Technical College was once a coach-building school. Perhaps soon, in theory, it will have University status.

From my viewpoint, as a student, four major adjustments will have to be made before Cautec can enjoy this status.

The facilities for both students and staff must be improved. Cautec does not compare favourably with its sister colleges in this respect. Instructors live in rabbit warrens and work three times as much as University lecturers for

half the pay. Students endure freezing, temporary rooms, inadequate equipment and constant noise. There are too many hours in a student week. There is no common room in which the students can spend their nonexistent leisure time. The atmosphere is not one of learning, but of a nine to five job.

The attitudes of new students towards Cautec, I have found, has not been informed. Some found the semi-freedom at Cautec stimulating. Most without self-discipline floundered. The disrespect toward instructors is perhaps a symptom of this lack of self-discipline. I believe that the Leaving and Matriculation levels should be a transition period, a time in which students' attitudes toward learning are matured. I have been told this is the trend.

I expected the instructors at Cautec to treat me as an adult when I first arrived. Instead I had to take dictation or copy notes, and I was given set homework. Cautec, to my dismay, was only an extension of secondary school, with some discipline relaxed. In discussions I discovered that instructors are reluctant to teach this way, preferring instead to lecture and tutor. It seems that spoon feeding technical students is Edu-

cation Department policy.

Public opinion of Technical Colleges and technical schools is unenlightened. I give typical comments:

"A place to send children who are good with their hands."

"Schools for people not bright enough for University."

"Where my dumb kids can learn a trade."

"For children not intelligent enough for a high school, and who showed some ability with their hands."

To me, it seems that the public confuses the two functions of Technical Colleges: to produce professional people, and to produce tradesmen, technicians, and commercial personnel. The confusion also exists in the minds of many students, to the detriment of the standard of the Diploma.

LINDSAY R. CRAWFORD,

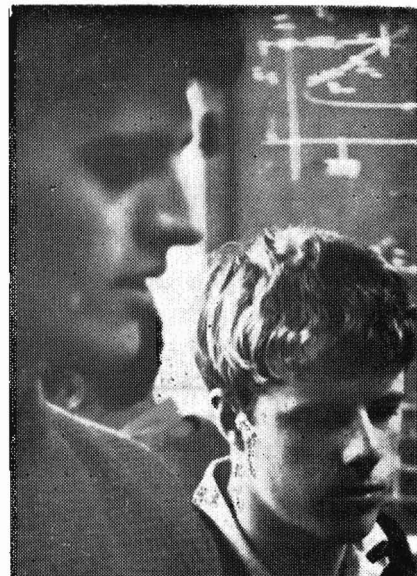
Applied Chemistry,

Electronic Computation.

## industry and the diploma course

### The Diploma Course

After 25 years in industry, and this is my fifth and final year at Caulfield, I feel that I am in a position to submit an opinion on the relationship between the Diploma Course and Industry.



The Education Department's Diploma is in effect a document, which certifies that the student has been taught to think, and been driven to work hard, with his mind, over a period of five years or more. During **the first year**, the going is relatively easy and a period of acclimatization is encountered. The **second year** brings an upgrading and work begins in earnest, with the student still filled with ambi-



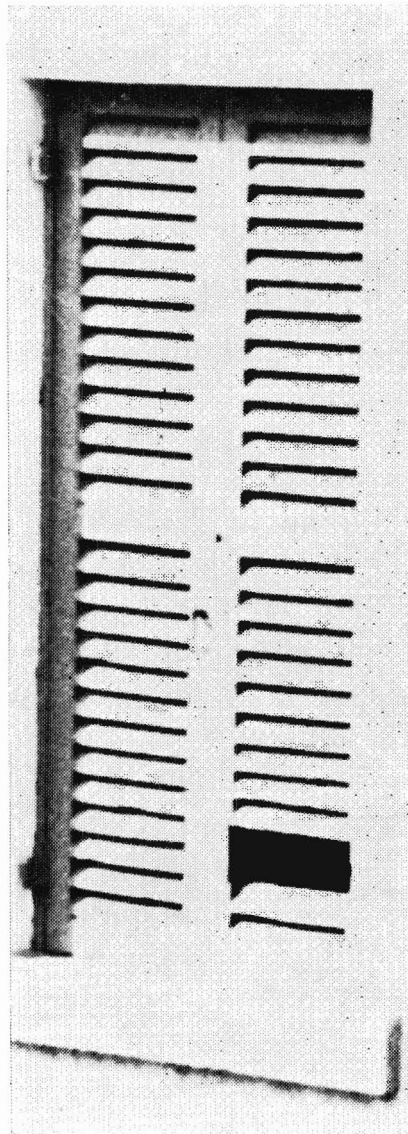
tion to study subjects for the sake of learning. **Year three**, or the 7th form as it is now known, is different from the lower levels. The course explodes into a battle to gain marks, to beat the examiner, and study for the sake of learning is left behind. Coupled with this are the teachers who think that their particular subject is the only one in the course, or the only one worth teaching anyhow. Fortunately, these teachers form a minority, and it is good to find the majority sympathetic. In the **final year**, the battle rages again to beat the examiner, and the student has to do a greater amount of work at home than in previous years.

What is the net result? The successful student emerges with his diploma, a jack of all trades and a master of none. Some are broken mentally, and, although quite eligible, and capable of going on to the university, rebound and say, "No thanks, I have had enough." However, a few, usually a clever few, do go on.

### Industrial Requirements

When a diplomate becomes a candidate for employment, the employer (usually a selection board) has the difficult task of selecting the most suitable applicant. Persons with the highest

theoretical qualifications hold an advantage, and rightly so, but it does not mean that the degree man will beat the diplomate on this point alone. Raising the Tech.



College Diplomas to Degree level won't help the diplomate either, it will only cloud the issue, for after all, a leopard cannot change the colour of his spots.

Basically, an employer wants the **best available qualified person** for the part. Now if a candidate has a diploma, majoring in a given subject, then the employer is forced to take this into consideration. In the past at least one large electrical organisation has paid more for diplomates from R.M.I.T., because their curriculums include "Protection".

### Diploma Improvements

- i) Introduce major subjects into the courses: for example, **Electrical Diploma**, majoring in, say, protection, switchgear, computer analysis, or electronics, etc.

**Mechanical Diploma**, majoring in, say thermodynamics, fluid mechanics, welding, or metallurgy, etc.

**Civil Diploma**, majoring in, say, soil mechanics, or concrete physics, etc.

This would allow students with natural flairs to develop them. At the present time a student who makes 80-90% in electronics could be held up because he hasn't passed, say, statistics.

- ii) Weed out the 'fly by night' subjects like Social Science and Engineering Physics.
- iii) Reduce the amount of design in the syllabus. A successful designer is born, not made.

iv) Reduce the syllabuses down to a stage where a student advances his knowledge for learning's sake, and not just to beat the examiners, and increase the standards of those subjects.

v) Reduce overlapping. At the present time this might cover in as many as three subjects.

### Conclusion

In conclusion, to the Principal and Staff, I thank you for having me during the past five years.

To the Students behind me—now you know what is in front of you, but do no yield—no—never yield.

To the Education Department—I trust I have kindled your imagination.

HARVEY R. PASCOE,  
Electrical Engineering.

## the college

Although C.T.C. is not a bad place to fill in the day the contact between the administration and students is non-existent. Being at Caulfield for the first time this year, I found it to be quite a strange place to begin with. The main reason for this remoteness and isolation is that there is no

assembly hall. One day while walking in front of the College I thought I saw a familiar face. I thought to myself, "Now who the hell is that bloke? Ah, that's right, he's the Principal." This was the second occasion I had seen him, the first being opening day in February. The second time was in April and I have seen him several times since. By this I don't mean I want him to wait at the front door each morning to greet me as I arrive. But at least he could address the school once in a while to let us know what is going on. I was lucky that I attended the mid-year exams.

The first day of the exams I arrived at 7.30 a.m. to look around the school to see if I could find the room where the exam was being held. I feel that we should be informed officially about these matters. At the previous Tech. College I attended the Principal used to tell us so many times that we got tired of hearing about it. But now I can see why he did so. Apart from these few moans, I feel Cautec is not too bad a place.

JAMES ACKERMAN.

## the college office

What is Cautec Office for? Is it there to run the College? One would hardly think so. On different occasions I have waited to be attended to by one of the staff on the other side of that little peephole in the wall at the front of the College. I am sure there is a time glass that is tipped up any time a person goes to the peephole, and that there is a rule in the office that no-one is allowed to move until the sand has finished flowing. Personally I feel that the office should not incorporate the bookstall. At R.M.I.T. and Swinburne they have the bookstall separate and the people who staff them are only too willing to serve people.

The College Administrators should look into this matter and see that students are looked after. I'm not placing students on a pedestal, but there are only a few minutes between classes to spare to go to the office. In fact the office should be open at lunch hour.





# degrees for students of technical colleges

By Dr. B. Gerstmann

In the last year a discussion was started (in connection with the Martin Report) involving the intention that students of technical colleges in Victoria should be able to complete a degree at a technical college.

This matter, which was presented as a kind of election stunt and was treated by various voices, including the daily newspapers, with a fair amount of ignorance, is very important for students of technical colleges and that is sufficient reason to discuss it here. This matter is based on facts and should therefore be treated independently of the opinions of politicians.

A degree is, and must be, a higher qualification than a diploma. It is a natural development which has spread to Australia as well, that in an increasing number of top jobs for comparison of qualifications degrees will be more and more required.

This problem has existed for many years and is at present solved

in the following way:

Engineering students who are both able and willing to undertake further studies have the possibility to continue at the university. The University of Melbourne has been granting block exemptions to students who have completed very well a diploma in electrical, mechanical or civil engineering. The block exemptions permit students to continue at the third year of the university course and to complete a degree in 2 more years after completion of a diploma. This arrangement has worked quite satisfactorily in spite of the fact that the university courses are not at all a continuation of the technical college courses. All students who went to the university with block exemptions found that in some subjects their standard of knowledge was lower, in other subjects higher, than the standard of knowledge of students who started the university course after matriculation. Therefore the changeover from technical colleges to university was always quite difficult, but on the other side the comparatively few diplomates who went to the university were always some of the best of their forms. As a rule their average success at the university was (and is) in general at least as good as the

success of students who started at the university after matriculation. Often the first places and prizes went to them in spite of their comparatively small numbers.

So everything seemed to be reasonably settled, but two facts have emerged, which will terminate this arrangement within the next few years.

(1) The increasing crowding of the university has brought the result that requirements for block exemptions were gradually made more and more strict. In spite of two new universities in Victoria, it must be expected that block exemptions will soon be made so difficult to obtain that they will be beyond the reach of even good students.

(2) As it is now, the Victorian Education Department is adding practically another year to the diploma courses. The new diploma courses, which have started this year (1965) and require technical leaving or equivalent, will finish three years after matriculation. Hence to be fair to the students coming from technical colleges, block exemptions for 3 years of university studies would be required, which the universities would never be prepared to grant.

What is now the natural way out from this difficulty?

The best students, who have completed a diploma at a technical college, must be given the opportunity to finish a degree in a course, which, while having an adequate standard of difficulty, gives them just the extra knowledge **missing?** in their diploma course and after one year of extra studies. It is quite clear that the best place to do those extra studies will be selected technical colleges which have to provide the required facilities in every respect. This development follows a similar one in other countries.

The number of students involved will for the time being not be so large, that every college accepted by the newly-formed Institute of Colleges will have to provide enough staff and essential facilities for the completion of a degree course. Therefore, the most probable solution will be that one college in the metropolitan area will offer the completion of a degree in electrical engineering, another in mechanical engineering and a third in civil engineering, for the time being.

It is often asked, why education of engineers should remain at technical colleges and why not all engineers should be educated at universities. This question is answered by the good experience

of the industry with engineers education by technical colleges in Victoria, which account for nearly three-quarters of the education of all professional engineers in this State. There are three main points in favour of the approach by our technical colleges:

(1) The colleges are based on a practical approach. No diploma is granted without practical experience. In engineering the practical approach must be always very important, whilst certainly the theory must be at a very high and always increasing standard. It has been often mentioned that the engineering approach teaches from experience what is important and what can, at least sometimes, be neglected.

(2) There is not a rigid timetable for the completion of technical college courses. Therefore courses can be done part-time as well.

(3) Technical colleges are so organised that completion of even part of the course offers some achievement in regard of qualifications. If people can't finish—e.g. a diploma—they can get a certificate in this branch of engineering. The same thing applies for diplomas compared with degrees. Not only does industry require

people with a variety of qualifications, but also quite a few students find they can carry their education up to a certain limit and not further.

Certainly the idea of putting degree courses on top of the present diploma courses will bring a lot of problems, but it is hoped that all those problems will be solved, when the first group of students doing the new diploma will be ready for the extension to a degree course in 1969.

## impressions of an oldtimer

Upon recommencing as a student at C.T.C. after a break of many years, I found that the differences were most noticeable. This must be partially attributed to personal changes.

The most outstanding differences at first noted were the conditions. It was very obvious that the conditions at C.T.C. were far inferior to those at Footscray T.C. in 1952. The comparatively appalling conditions that exist at C.T.C. today should make politicians hang their heads in shame for what has not happened at C.T.C.

Conversely I find the standard of lecturers better. Possibly because those responsible for my classes have been so helpful. The

## POLITICS

co-operation I have received at all times has been wonderful, and not one of the lecturers has been just one page ahead of the class. With the addition of some extra subjects and new technical developments, there have been changes on the course (Mechanical Engineering) which possibly make it more difficult. I find this hard to assess as I am concerned only with six subjects.

Undoubtedly the student of today is similar to those of my previous college days, but there appears to be a general lack of initiative which I don't recall being evident previously. This lack of student interest at C.T.C. is most disturbing and yet I haven't noticed this state amongst students whom I know personally at the R.M.I.T., Melbourne and Monash Universities.

Who knows what the future holds? I feel, however, that the most serious problem facing us today is that of the student apathy. This is an Australian characteristic that we can do without. I personally would rejoice at seeing the humanities introduced at institutions similar to C.T.C. The promotion of social, political and international awareness should be more evident in any course even though its essential nature be technical.

Any system of education that instructs in the method of earning a living without showing the way to live must be incomplete.

KEN FISHER, 7R.





# politics and religion

Politics and Religion, we are told, should be left alone. Why they should be left out of school curricula is beyond me, for they are both subjects which vitally concern every student.

Of the two, Religion is the more difficult to approach, because it boils down to belief in God, and therefore is a private matter for the individual to decide upon and act accordingly although guidance helps. However, I feel the attitude of most people towards religious expression is that it should not be public; but reserved for Sundays and limited to those who are religious.

My objection is this: why the cloak and dagger attitude towards religious expression?

Politics, on the other hand, can be taught more easily than Religion. By teaching politics I do not mean indoctrination of one sort or another by the biased staff members who would be concerned.

What I would like to see is a planned syllabus covering political ideas of different parties, why there is a need for party politics, whys and wherefores of prefer-

ential voting, how parliamentary systems work, the needs for and functions of a parliament, parliamentary systems overseas and democracy and communism. Lay it on the line for the student so that he or she as an individual can see the pros and cons of all sides of domestic and international disputes, and thus be able to reason and evaluate more clearly.

Moreover, if people think, they become purposeful; and to be of some purpose in life ensures progress, for progress is what this young country requires.

We students do not just become engineers, teachers, advertisers or artists when we finish our respective courses and venture out into the world. We are required to fill our places in society and this we must do properly, which necessitates clearer political thought.

One cannot help noticing that many students and teachers on the secondary and tertiary levels work under appalling conditions, especially at Caulfield Technical College. Mr. Bolte would have it that . . . "the only education crisis in Victoria is one that exists in the minds of SOME members of the V.S.T.A. (Victorian Secondary Teachers' Association)". Further, he has denied the claim by V.S.T.A. officials that not only is the over-

crowding in most secondary schools and a lack of amenities, but also a tremendous shortage of qualified secondary school teachers in Victoria. The Premier did not, so far as I can recall, **make** any public statement on this urgent aspect of unqualified teachers in secondary schools. In fact he has carefully avoided the issue completely.

His classic statement was that Victoria has an abundance of trainee teachers, and what is more important, a greater number per head of population than does N.S.W. I do not deny this, but the question has been raised with regard to secondary teaching staff, not primary level teachers, which, to my mind, vitiates Mr. Bolte's statement.

Now facts must be faced and the fact remains that there is a crisis in education which the Victorian Government has neglected. It remains for all decent citizens to reproach the government for its negligence. Surely it is for you and me as students of Caulfield Technical College and, more importantly, as future electors in the State of Victoria, to see that the government does not neglect its obligations to provide better education for the people.

PAUL BLACKBURN, 7E.





# MORALS

the  
noble  
face



# directory of life.

(a) Life has a purpose or it is nonsense. For many it is nonsense, but for others it is **purposive** and the first duty is to serve as best one can the all powerful, all knowing divine being.

(b) Self-deception is the commonest and the most cowardly sin of all.

(c) All humans are fallible and the best, imperfect. Find another's co-efficients of deception, self-deception, and unreliability; estimate your own; and then a practicable basis of social relationships with the other exists.

(d) In sex the aristocracy of selection is sound, the democracy of sexual relationships rotten.

(e) Do not seek to win the admiration of others. Deserve it; and if they fail to give it, mark them down as fools.

(f) A personable and a beautiful woman must realise that the greatest pleasure she can give to many of her female acquaintances is to fall into misfortune. If they can contribute to her distress, so much the better. When they see her broken, they will flatter them-

selves on their wisdom and expect thanks if they stop to pick up the pieces.

(g) Punctuality is a form of pledge-keeping. To be late is to be either rude or inefficient. We live in time: let time then be honoured as a prime function of consciousness.

(h) Good works are the sole justification for existence.

(i) Most people judge by the superficial. Reserve is, then, a good protective mechanism. Never be as familiar as you could be if you wanted.

(j) Never give offence unintentionally.

(k) Attainment breeds not satisfaction but desire.

(l) Have little respect for learning. What one man can acquire of it is too little to be admired. Character is, in any case, more important than intellect.

(m) The border between moderation and excess is the focus of the greatest sensuous pleasure.

(n) A lie is more honest than a doubtful meaning.

(o) Know your motives surely before you act. Once a motive is firmly adopted, it may twist reason and sentiment to suit itself. Indeed, the motive is the most primitive and powerful factor in the human being. It cannot be too

closely examined before it takes root. Later may be too late.

ROD ALEXANDER, 8B.

## the noble race

"We are the far-off future  
Of the distant past.  
We are the noble race  
for whom they lived and died."  
—Richard Aldington "Life Quest"

We are indeed noble! War is justified on moral grounds. Racial prejudice is accepted as an everyday occurrence and delinquency as an inevitable social disease. Sex is exploited and abused. In short, the abnormal has become the normal.

Emancipation from various archaic attitudes and prejudices of our ancestors has been largely superficial. Ceasing certain erroneous practices we have created a score of replacements — equally foolish and more to be condemned because past experience has taught us virtually nothing. Beneath our sophisticated veneer we respond largely to uninhibited superstition and fear.

Modern man should cease living in the complacent illusion that he understands himself, controls himself and acts according to his own will. There are too many negative,

dangerous and even useless social forces which mould him. He is manipulated by pressure groups to think and talk in clichés. In fact, man's material progress has provided a poor substitute for this retardation of his psychological and spiritual maturity.

Society should provide more opportunities for people to develop meaningful relations with their fellow men. Reasonable satisfaction of human needs will increase individual worth and ensure desirable social progress. Deprivation of important needs will result in aggression and conflict thence, individual and social destruction.

We have envisaged and legislated for, an ideal society, but we have failed seriously, although not irreparably, to achieve it. Surely, self-annihilation is not the price we must pay for our political, economic and social blunders. This situation could be remedied if we realistically direct our natural abilities towards the immediate solution of urgent problems rather than taking refuge in cynicism, apathy, hypocrisy or false sentiment.

Once this has been accomplished truly it shall be said that we are "the noble race".

J. D. WHITE and Daughter.

## censorship

The Federal Government's recent action in lifting its ban on four books, together with the announcement by Senator Anderson—the Minister for Customs—that further banned books may be made available to the general public are matters which deserve much thought. It is particularly pleasing to note that both State and Federal authorities have finally decided to discuss the possibility of having a uniform book censorship system throughout Australia. At present, because of the conflict which exists between State and Commonwealth practice on censorship, State authorities have the power to veto the decisions of the Commonwealth Literary Censorship Board.

Nevertheless, apart from the present anomalies existing in our system of book-censorship, the most important issue involved in the whole question of censorship is the problem of protection from all that tends to "deprave and corrupt persons whose minds are open to immoral influences"\*. Indeed the problem of safeguarding youth becomes more complex when censorship means that the

public—especially the adult section—is restricted in its reading to literature fit for adolescents only. But on the other hand a recent essay in "Time" magazine reported that throughout most of the United States checks on pornography have ceased to exist. Therefore it is not surprising to hear about the social and cultural evils arising from such "liberty". Furthermore it is quite evident that such evils are far more injurious to the community than the so-called acts of "intimidation" of our booksellers by the Victorian Police Vice Squad.

Mr. Malcolm Muggeridge—who, may I add, is a well-known writer to the Matriculation English Expression students because of his polemical essay entitled "The Queen and I"—recently declared, after having visited the U.S.A., that he would "join a Trappist order" rather than consume more of the "ghastly novels" current there. "Sex," he reflected, "is an obsession with the Americans." And on the matter of pornography he believed that, if its purpose was to excite sexual passion, it was "unnecessary for the young, inconvenient for the middle-aged and unseemly for the old".

The arguments advanced against censorship are indeed unconvincing. Those who do not want



censorship cannot show that there is a fundamental difference in principle between the control of other commodities, like drugs or firearms, and the control of publications. They cannot claim that the reasonable presumption of an existing relationship between a reported increase in sexual offences and the growth in detailed accounts of immoral conduct in films, magazines, "paperbacks" and books is not soundly based. Many writers claim that the people and events in their writings are based on authentic cases. Descriptions of promiscuity and other human vices could be defended on the grounds that the author is simply describing life; but this plea by "advanced writers" of today does not cover the sort of exposition which seems to celebrate every kind of obscene practice.

Many literary "intellectuals" maintain that nobody is ever corrupted by "dirty" books. Would those who accept this view also claim that the opposite type of literature—such as Holy Scriptures or even the writings of moral philosophers—has had no significance whatsoever in influencing the moral development of mankind throughout history?

Some people stoutly maintain

that as long as a book possesses any artistic merit its effect of moral corruption can be disregarded. On the contrary, the more skilful a novelist is, the more easily he will achieve his purpose of making his reader share in the experiences of his characters; in fact, the skill of the perverter in presenting his characters tends to make him intrinsically dangerous.

Finally, there is a constant need for the protection of sex from being over-glamorized and debased, with the inevitable result of immeasurable injury to the home, to society and ultimately to the national fibre. It is fundamentally for this reason that there exists the need for censorship. But censorship should not be restricted to a board of literary judges, without consideration having been given to their sense of ethical responsibility and their attitude to our traditional standards. Such a board should therefore also have at least one representative of various religious institutions to help assess the effect of various publications on the mind of the reading public.

THOMAS RUSSO, E.D.P.

(\*) Extract from that section of the Victorian Police Offences Act defining obscenity.

## does the australian man lack sensitivity?

Does the Australian man lack sensitivity? Has he any personal emotions or are they permanently disguised under an impenetrable veneer of weatherbeaten masculinity?

The so-called typical Australian man has the world-wide reputation of being a tall, sunbronzed athlete. Perhaps this reputation is gradually diminishing with the rapid increase of intercontinental travel, but the general characteristic of a fear of attributed emotional effeminacy remains. Such an attitude does not seem prevalent in Europe. Basically, the European man is demonstrative. He is perceptive, aware of his surroundings and of nature, and is not ashamed to reveal this awareness in all aspects of life. He is not afraid to demonstrate his amity for one of his own sex. His Australian counterpart refuses to reveal any great amount of emotion for fear of embarrassment from witnesses. Whether or not he **feels** this emotion is a moot point. It would

vary, of course, from man to man, but, on the whole, our masculine Australian would not admit—even to himself — that he feels such emotion.

Such statements are, of necessity, wide generalizations, as it is impossible to treat each person individually. I have met several males who have shown greater amounts of sensitivity, but even they, at the last minute, balk at revealing this to others. Only in private, or in the presence of a trusted friend, it seems, may a show of "feminine" emotions take place. It may be a declaration of friendship, or perhaps recognition

of anything beautiful. To reveal such appreciation is, to many, to expose deliberately a vulnerable part of their personalities—to be regarded by others as effeminate.

A European friend bemoaned the shallowness of Australians. He described the European attitude to life and reasonably compared it to that of Australia. Our attitude is a negative one. We take too much for granted. We accept things for what they are, without permitting ourselves any curiosity or pleasure at their regular appearance. Spring arrives. But it is more than just a succession of sunny days and trees spilling over

with blossoms and buds. It is an atmosphere. My European friend told me of a day when, on impulse, he gathered an armful of early spring blossoms and gave them to all the women he met that day in Melbourne. He recalled their surprise. Perhaps he intended to shock them. Admittedly the sight would not be an easily accepted one in Australia as perhaps it would be in Europe. A pity. A pity that we, who so readily condemn the English for their convention and conservatism, can be so straight-laced when it comes to an open display of love of life. Will we ever outgrow this? Can



we ever elevate ourselves to the position where we may make the best of the good life we possess?

This sensitivity is the basis of our culture. We are attempting to build up a culture of our own. Inevitably, this will not be an original one. There must be overtones of the cultures of the more securely based continents. A more rapid infiltration of the well-established European culture could only benefit us. The sensitivity and obvious joy of living apparent in the European culture could do well as an example to Australians. It can be said, of course, that this is only a young country in its formative stages. Perhaps, given time, we would form our own culture—our own personal culture. But would it be of a sufficiently high quality to satisfy the standards we ought to set for ourselves? Are we to refuse to allow ourselves to be moulded into a better cast? Will we ignore other cultures because we are too stubborn, and insist on building our own, unaided? Why refuse help? The sensuousness of the European is surely a desirable attribute. Can we not realise now that we need outside help, and accept that which is offered before we waste even more of our lives?

SHIRLEY RITCHIE, ART.

## searching for peace

Man's deep longing is to find peace. He needs it in his heart, his home, his community, his nation. But so often it escapes him. Try as he will this longing of his soul is unsatisfied.

The statements which follow present the teaching of the established and recognized denominations of the Christian Church, and have been contained in doctrines accepted by the church for many centuries. They are a re-statement of eternal and vital truths which can be so easily lost in the claims made by sects and cults active today.

### The Search

The search for peace is something very real. But when men speak of "pursuing peace and happiness", the impression is gained that peace is a thing to be sought until discovered. And if a man must persist at it with every energy bent towards this one goal; and perhaps if he is sincere enough in his search, his thoroughness will be rewarded with some miraculous uncovering of a hidden mystery.

But peace is not something to

be so located, it is an experience to be received. It is a state of heart and mind. It is not necessarily related to outward circumstances nor indeed is it affected by them. It is a continuing experience received by faith in the knowledge that Jesus Christ, the Prince of Peace, is living within the heart.

Such peace is not something to be found by searching but by receiving. It is not in a condition of life or environment, but in a life controlled and directed by Jesus Christ, the Son of the Living God.

### Man's Plans for Peace

This peace again is not given to us by legislation. It cannot come from the deliberations of the United Nations, or from agreement between the heads of States. Indeed, at most political agreement may bring us a period of peace in that we have a cessation from warfare. For this every right-thinking man prays with his every breath. We can all breathe the prayer, "Give us peace in our time, O Lord".

But such peace designed by man, maintained perhaps by force, still fails to reach these inner conflicts, the tensions, turmoil and frustrations of life. Deep down beyond this is man's longing to know he has found peace with God.

The peace we need is twofold. The first is peace within ourselves, and the second is peace with God.

### **Peace Within Ourselves—**

#### **A Guarded Heart**

Within recent years more and more people have found their way to the psychiatrist in efforts to obtain release from the frustrations and defeats of life. The psychiatrist may find the cause of trouble and may bring to light that which is behind our tensions and frustrations. His suggested remedy may be tablets, shock treatment, or a period of hospitalization.

The helpfulness of such treatments cannot be denied, but sooner or later the patient must face life once more. There is little hope of real peace until the heart itself finds peace. It is here where all the troubles begin, where fears develop, anxiety intrudes, tensions mount. Until the heart rests upon some sure foundation there can be no lasting peace.

The Bible puts it, "Thou will keep him in perfect peace whose mind is stayed on Thee". This remains the secret of tranquil life and peaceful living. Many times our very environment and circumstances are the cause of incessant worry and burden. God has never undertaken to take us from these, but has guaranteed to keep us in

peace in the very midst of them. St. Paul says as he prays, "And the peace of God, which passes all understanding shall keep (guard over) your hearts and minds through Christ Jesus . . ."

A heart and a mind guarded by the peace of Jesus Christ! Isn't this exactly what you need?

Two artists asked to paint a picture of peace produced two entirely different conceptions. The first painted a pastoral scene of green fields, a meandering stream, stately trees and grazing cattle. This is peace. The other showed the fury of a storm beating upon a sea-girt cliff. Behind a small stunted bush in the shelter of a cleft a bird nested with its young. This also is peace, but a peace in the midst of turmoil, a peace not conditioned by circumstances but all the more real because of them.

### **Peace with God —**

#### **A Justified Heart.**

Every man by his very nature is the enemy of God.

ROMANS 8:7 says: "The mind of the flesh — with its carnal thoughts and purposes — is hostile to God", or JAMES 4:4: "the friendship of the world is enmity with God." Gloriously, if we are the enemies of God we are not in peace with Him. The sin of man puts him into rebellion against the





will and authority of God. Until man is restored to fellowship with God, he cannot know peace with God. It is just as truthful to say that until a man knows peace with God he cannot know fellowship with God.

It is at this point that the Bible reveals what God has done to bring us back to Himself. ROMANS 5:10: "When we were enemies, we were reconciled to God by the death of His Son. "Jesus Christ died for men and in so doing bore their sin and rebellion against God. All the condemnation due to man, He accepted as His own.

Now, as a result, as soon as man is ready to acknowledge his sinfulness, his rebellion, and his enmity, at that moment, God for Christ's sake, forgives him: "We confess our sin, we ask forgiveness, and then we simply trust God that He has done this for us. Paul expresses it — "Being justified by faith, we have peace with God through our Lord Jesus Christ."

### **The Peace of God —**

#### **A Ruled Heart.**

Once these things are true in our experience we can know constantly the certainty of rest and victory in our every day life. Within us there now lives by His Spirit the Lord Jesus Christ. He, alive for ever-

more quickly enters the heart once sin is confessed and forsaken. Thus you have the prayer of Paul again in 1 THESSALONIANS 5:23: "May the very God of peace sanctify you wholly (make you pure)", or as he puts it in COLOSSIANS 3:15: "Let the peace of God rule in your heart." The peace of God is Jesus Christ. He is the Prince of Peace. He it was who said, "Peace I leave with you, my peace I give unto you; not as the world gives, give I unto you . . ."

Notice carefully . . . this peace is **left** with us. We are not to strive for it . . . wish for it . . . hope for it. By faith we receive this peace into our hearts, when we receive Christ as Lord and Saviour.

He alone, is the One who can speak peace to the human heart. Caught by a sudden storm on Galilee, Christ's fearful followers were amazed when at His command the sea dropped to an instant calm. But it is important to remember that beneath the tossing waves, there had not been anything else but calm and peace. In the deeps there had always been freedom from tempest and turmoil. When Christ is in our hearts, there may be about us, turmoil and storm, but we ourselves, will always know peace.

### **The Prince of Peace**

How then do we receive Christ, the Prince of Peace? By what process does He enter the human heart and set up His rule of peace?

There are two clear things here. First, constantly through the Bible we are told God is seeking for men. Jesus explained: "The Son of Man is come to seek and save the lost." In St. JOHN 10 He put it: "I am come that ye may have life and have it more abundantly." In St. MATTHEW 11 are the wonderfully comforting and inviting words, "Come unto me all ye that labour and are heavy laden, and I will give you rest." The whole of ISAIAH 53 is the story of Christ seeking men, and making a way for their salvation and peace through His death on their behalf.

Second, man is expected to "open his heart" to Christ; he is to seek the One who seeks for him.

So Isaiah exclaims: "Seek ye the Lord while He may be found, call ye upon Him while He is near." Or as the Saviour Himself invites in REVELATION 3:20: "Behold I stand at the door and knock, if any man will hear My Voice and open the door, I will come in to him, and will sup with him, and he with Me."

On these terms, the seeking

Saviour will enter the seeking sinner's heart. The Prince of Peace will come in and bring to your heart and life His peace.

This means the heart, life and will must be surrendered to the will of God, and definitely and deliberately a decision must be made to forsake all sin and sinning.

### Three Steps to Peace

Three steps are necessary and, as indicated above, these are the confession of our sin, the forsaking of sin and self-will, and the receiving of Jesus Christ into the heart.

That you may know the peace of God, and real peace in your heart, are you prepared now to do this, trusting in the faithfulness of God to honour His Word? If so, pray the prayer which follows:—

O God, I confess my sin, and rebellion against Thy will. I

ask for Thy forgiveness.

Trusting in Thee, Lord Jesus, for strength, I forsake all my sin, and promise to follow Thee all the days of my life.

By faith I receive Thee into my heart to be my Saviour and my Lord.

### Now

Having thus prayed, you must trust God that He has done exactly what He said He would do. Thus you will know His peace . . . "The peace which passes all understanding." The truth is that:—

(a) When sin is confessed, sin is forgiven . . . In JOHN 1:9 it is written, "If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness."

(b) When we promise to forsake sin and live for Christ, we have the guarantee from Him:

"Greater is He that is in you, than he that is in the world." (1 JOHN 4:4). St. Paul said: "I can do all things through Christ who strengthens me" (PHILLIPIANS 4:13).

(c) When we ask the Lord into our hearts, His Word is just as sure . . . "I will come into him . . ." (REVELATION 3:20).

The search is over. Real peace is now yours. You simply rest in the faithfulness of God. His part is to keep you and watch over you. You are now His child; He, your Father accepts responsibility for caring for you. Your part is to commit your way to Him.

This is peace. The search ends when you trust Jesus Christ.

(Submitted on behalf of the CAUTEC CHRISTIAN FELLOWSHIP). — John Robinson.





# a letter to a soldier

Dear George,

Very quiet here, I sure envy you over there in Vietnam, in the thick of battle, I bet you never have a dull moment.

I visited your wife last night and read some of your last letter. It was a little mushy but I don't blame you. Mary is such a swell kid, wonderful figure, loads of personality and all the guys whistle at her when she goes out. Your brother-in-law Hiram just dropped in too. He was wearing that blue suit you bought just before you left. Mary gave it to him because she thought it would be out of style if you get back. Several couples came in while I was there and we knocked off a couple of dozen bottles, we all wanted to put in but Mary wouldn't let us, she said you always sent a few extra quid for her to spend. She also gave me those nifty ties of yours and another guy bought that set of golf clubs for 25 bob.

Well, Mary sure was the life of the party, I thought she would be a bit upset after the accident with your new Chev, but you would never know that she had been in an accident and smashed it to bits. Too bad she forgot to pay the insurance, but the funny thing is, she's not a bit concerned. The other driver is still in Hospital and is threatening to sue. We all admire her courage and nonchalance. She says she will mortgage the house to pay the costs, just as well you signed everything over to her when you joined up.

To get back to the party, you should have seen Mary doing an imitation of Gypsy Rose Lee for the fellows. She's a card, full of pep and energy, and she was still going strong when we said good-night to her and Bob.

I guess you know Bob is living at your house now, it's nearer his work and he saves on petrol and

lunches. He comes home for lunch every day and fills up on bacon and eggs, and steaks. Guess Mary must have forgotten to pay the gas bill this month, as she and Bob were in the kitchen making sandwiches when I went in for a beer, they didn't hear me coming and she said something about being 10 days overdue. Bob said not to worry about it. Of course, Bob works at the gas company and can possibly fix it up.

It's getting late so I had better finish. I can see across the garden to your house. Bob and Mary are having a nightcap. He's wearing those pyjamas you always liked so much and she has one of those new fangled nylon nighties. I'll bet you are happy knowing he has company.

Well George pal, I sure would like to be with you.

Give those Commos hell,  
As ever,

Your Pal Stan.

# alcohol

The recent decision of the British Government to ban the advertising of cigarettes on television has been an obvious and positive step in an endeavour to limit the spread of tobacco-caused cancers.

In 12 months more Australians are killed and injured through the effects of alcohol than by cancer.

Therefore, there is a far greater need for a campaign, similar to that against cancer, to publicise this major link between road accidents and alcohol. Alcohol is the common factor recurring in the majority of road accidents, and last year we suffered the staggering figure of over 20,000 injured on our roads.

A valid approach to the problem of our road toll would accordingly be to ban advertising of alcohol on Australian TV.

In Australia all major public communications media are employed to promote the sale of alcohol. The pressure of liquor advertising surrounds us, in our homes, through radio and television. Our thinking is thus being conditioned, and if alcoholism is a disease, it is the only disease we

try to promote through saturation advertising.

The road toll should be a matter of particular concern to the student body in general, as the mortality and accident rate among younger age groups is very high.

As use of alcohol is literally a life and death matter on our roads, the public ought to be given a chance to voice its opinion by referendum on the extension of liquor trading hours, rather than have 10 o'clock closing imposed without the public being given a choice.

Rather than having "rags" which often have negative results, students should promote demonstrations, which can serve useful purposes. Witness the recent Caulfield Tech. and Monash demonstrations on education. Among the student body at Monash University, a committee has recently been formed to concern itself with social problems and community welfare work.

Perhaps students of this college might consider the pursuit of similar aims of practical benefit to the community.

MEMBER OF STAFF.

# miss cautech quest



*Wendy George*



*Elizabeth Melman (Miss Cautech)*

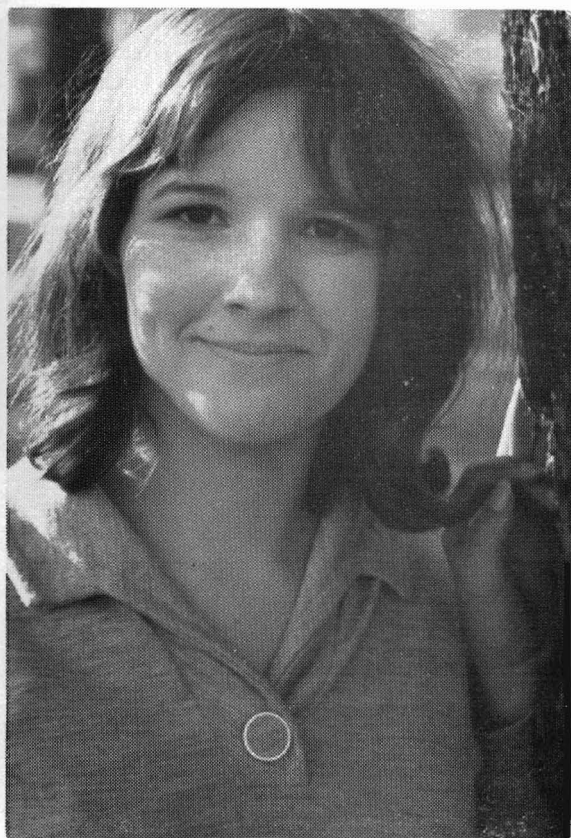


*Sue Grimshaw.*



*Beatrice Gordon.*





*Collette Tovey.*



*Jan Milner.*



*Annette Boag*



*Ann Dunlop.*



*Cheryl Gail*





ASSEMBLY HALL

26th AUG.

SPORTS FOOTSBAL



# the purposes and advantages of a student organization

S.R.C. President Colin Silvester

To comply with the concept of a magazine being presented this year I will endeavour to outline what I think the purposes and advantages of a student organization are:—

The objects as outlined in the Constitution of Caulfield Technical College's Students' Representative Council are: FIRST, to promote the **educational, social and general welfare** of the student.

SECOND, to encourage the various activities of student committees and societies.

THIRD, to represent the student body in matters affecting its interest.

To me the promotion of the educational welfare of all students in its broadest sense should be one of the major considerations of the student union. And this

should include the presentation of information not in normal courses, for example, the Mount Isa dispute, for the student to digest and possibly form some opinion about a particular subject. This can be done through open forums and the student newspaper.

The **social activities** of a student are of great importance. Such functions, apart from providing the benefit of relaxation, give students from different faculties the opportunity to mingle in a situation where opinions are exchanged; this helps the student of one field to broaden his or her outlook in some problem or situation. As well, these functions unite student activity, such as the work done in presenting a revue in which the need to work with others certainly helps the student.

Under social activities in its broad usage social service is included and the student body should and does help support charity organizations.

Another of the concerns of the student organization is the **general welfare** of all students. This incorporates many things. It has been pointed out many times that Caulfield Technical College is not the buildings or lecturers but the students within who combine to make our College. If our academic work is of high standard, and if industry is overwhelmed with the quality of employees it receives from Caulfield, the attitude towards Caulfield cannot help but continually improve. Students must consider the public image we project in industry and elsewhere—

in universities, for example.

It would appear that an organized student body is necessary to unite interests in the ever-increasing battle of images and attitudes. One might say that this is not important, however, I would state



that if we have our status raised and belong to the Institute of Colleges the attitude of the universities to this has to be considered. A Student Union is becoming increasingly important and if the educa-

tional standard is to be improved the attitude of the student will have to improve also. The student is becoming more and more independent in Technical Institutions and self-reliant in organizing his own affairs.

There are many ways apart from academic results that we as students can and must improve our aims and standards. Technical Colleges have been disowned for producing united thinkers in fields apart from Science, this being one of the major deficiencies pointed out by the Martin Report, and it would seem the responsibility of all students. Even the appearance and content of this magazine can have either a good or disastrous effect.

**Secondly** the encouragement of **student activities** and **committees** is also of prime importance. Activities can be encouraged by either the initial concept or organization coming from the union, and with support of students, can be run successfully—for example the Open Forum. Probably the more important aspect which can be seen within the University Unions is the support and encouragement given to societies formed by interested groups of students the union is in a position to finance and use its organization in continuing such groups in following years.

**Third** in the **representation of students in matters affecting their interest** communication with institutional organizations such as the newly formed Victorian Association of Students of Technology is of major importance. This organ-

ization replaces the now-disbanded Victorian Federation of Tertiary Students, which included the Universities and Pharmacy College.

The Union provides the students with a necessary recognized group to represent them in matters affecting their life within the College, in cases such as better conditions and approaching the College authorities about improvements and providing representation on committees within the College such as the Parents' Guild. One of the more important activities is to provide student discipline by students which has been provided by the College authorities by the means of a Student Disciplinary Committee. The Union is a necessary group as it provides a recognized communication on behalf of the students with other institutions in matters pertaining to our interest.

These **three basic objects** are only superficial and cover broadly the purposes and aims of any student organization. It is the responsibility of all students concerned about themselves to gain the most out of a tertiary education by being interested in the unified activity of the student body which, as mentioned, is Caulfield Technical College, and unless objective foresight is shown Caulfield will not advance as an institution of note within our community. Lecturer and building improvements do not alone make our institution; it is the combination of these with unified student activity that makes the institution.

It would seem that this unified interest is rather intangible, but whether we fulfil our three basic aims and show the advantages of a student organization is **dependent on every student.**





# is words and isn't words

A word that describes itself  
I have called an is word,  
And a word that doesn't,  
I have called an isn't word.

If this printing, for example,  
Is done in black ink,  
Then black in this magazine  
Is an is word, I would think.

A word self-describing,  
For further example, is short,  
But long is not, and is classed  
As isn't, as it ought.

Enough explanation, my problem  
is this,  
It is true, this statement to test  
the wit,  
If I consider the words isn't and is,  
Then is is is and isn't isn't isn't,  
isn't it?

## Solution

Since is is a verb, or as used here, a noun, and not an adjective, it's not a member of the class of adjectives describing themselves. Hence "is is is" is untrue, and should be "is isn't is".

If the class of "isn't" words only includes adjectives, then "isn't isn't isn't" is true, as above. If it includes all words, then it is true, because isn't would not have to be an adjective to be a member of that class.

Hence a clearer definition of "isn't" words is required.

However, if "is" has the meaning "to exist", then stating that A is; where A = is, is true, since the written word "is" does assist, and hence "is is is" is true.

Similarly "isn't isn't isn't" is false.

This argument applies only if words other than adjectives are included in the definition.

IS  
ISN'T  
ie.  
ADJECTIVES  
ONLY  
OTHER WORDS  
is is is  
FALSE  
TRUE  
isn't isn't isn't  
TRUE  
FALSE

LINDSAY CRAWFORD,  
Applied Chemistry  
Electronic Computation.



*section seven.*

# YEAR BOOK

## revue 65

We 'ad a bit of a revue a bit back 'ere at Cautec. It all started when we got to socialising with some fella called Jon Finlayson and some slick girl he dragged along called Judi Chooke. Wot with a few meetings and the vicious coloured coffee and the bickies, time flew and it was time for a few parties. This done, some turned their thoughts to the more serious side of the revue and arranged for us to 'ave this delectable civic building, better known as Caulfield City 'all. Mind you this was no turn we was 'avin', we'd a lot uv 'ard work before. I mean to say all that walking round to the pub and being temperent for a whole afternoon. Quite a few of the locals were quite put out to 'ear Macnamara's was banned — not to mention dear old Mac 'imself mind you. There's plenty to be done in a revue, my word yes. It's a rich life though — quite the most social event of the year.

Anyways, getting away from all this socialising and getting on to the actual business of the revue. I bet youse lot never guessed us

lot 'ad never been on t' stage before; I reckon we looked really boome. You know what, we 'adn't rehersed that first opening number until 'arf past seven on the first night. You would 'ave never guessed — or would yer? Anyway arfter the first night, about which we shall keep our mouths shut, we all decided it 'ad been the milk that 'ad kept us back so we puts this right and got on to the 'ard stuff and whether it was us breathin' on 'em or the revue was funnier I don't rightly know but they seemed to laugh a damn sight more on the second night. Being experienced in the wiles of stagecraft by this time we handled the larst two nights with "finesse and courage". What 'appened arfter the last night is past me and, as none of t'others were too sure what 'apened either (or maybe they was just not lettin' on) I can't say much except it must 'ave been pretty social 'cos just everybody who was anybody went. Anyways enough 's been said and enough 'as not been said and I will conclode in saying it was positively a deevine revue—really booma — in fact.

P.S. Our sincerest thanks go to all those people who kindly removed the bottles.

## weight lifting

This year has been notable for perhaps one thing above all others: for the first time no broken floors. No longer does a missed clean and jerk mean a hole to dodge. We now have a platform. Admittedly it came with a new miller for the machine shop. Admittedly it was only made of pine. But after Daryl Chatfield reinforced it, the critics were quiet. "Don't dropper ze weights" was heard no more.

A few jaws dropped, mainly of those accused of being in his weight division, when Ragnar Berg military pressed 210lb. with an ease that whispered 220lb. Since then many have been claiming to be light heavy weights.

Other lifts of note were: Vic Seridin's 100lb. one arm press and 300lb. squat at 155lb., Bruce Field's 170lb. match at 160lb. and Daryl Chatfield's 200lb. clean and jerk at 140lb.

Also lifting this year were: Alan Wight, Peter Gwynn of squat clean fame, Mr. D. Dehn, Dip.Phys.Ed. (Yes he is at Opus), Spiz of the clean and jerk, Paul Stewart, John Lyons (light heavy) and big Barry McPherson with the 300lb. plus bench press.

JOHN LYONS.

# baseball

The baseball season saw one of the strongest teams fielded by Caulfield Tech. for many years. We came through the Premiership matches undefeated for the fifth year in succession.

The superiority of our team over the other Colleges was evidenced by our batting: we scored 43 runs while our defence held the opposition to only 2 runs. The batting power was led by John Wonnacott with 8 safe hits, while lead-off batters, Maurie Parker and Phil Stevens, each hit safely 5 times and provided the start for the rest of the side. They were not let down either as everyone batted the ball or forced walks to bring the runners home.

The defence work of the side was led by pitcher and captain, Peter McFarlane — a Victorian senior representative at 16. Peter's speed was so far in front of the opposing batters that of the 54 put outs while he was on the mound, 34 were struck out. The infield made short work of the other plays and the outfield had an easy time owing to the inactivity in their direction — a credit to Peter.



Most of the team are regular players and considerably experienced, and this was evidenced by their abilities on the diamond. Overall, a strong team effort.

Surprisingly our hardest game was against the Staff at the end of the season. After an early shock (we were actually headed by 2-1), we settled down to begin to run up our usual score for yet another thrashing when the losers called it off and we ended by winning 4-2.

The members of this year's premier team were: Pitcher and Captain, Peter McFarlane; Catcher, Maurie Parker; 1st Base, David Stickels; 2nd Base, Geoff Wishout; 3rd Base, Phil Stevens; Shortstop, John Wonnacott; Left Field, Bruce Warner; Centre Field, John Engleman; Right Field, John Baxter or Don Wilkinson.

Scores for the year were:

- Caulfield d. Preston, 10-1.
- Caulfield d. Geelong, 20-0.
- Caulfield d. Footscray, 6-1.
- Caulfield d. Ballarat, 7-0.

In two practice matches:

- Caulfield d. Coburg High, 11-1.
- Caulfield d. University High, 6-1.

DAVID STICKELS.





# sport

The student sporting activities this year started off on an high note with student enthusiasm as great as it can be.

The inter-faculty swimming was conducted at the Malvern City Boths and was won by the Chemists. It was noticed that the previously strong Civil faculty could muster only three swimmers. Although our chances at the inter-college swimming carnival did not seem good, our team carried all before it to win by 18 points.

The inter-faculty athletic carnival was won by the combined Electrical - Chemists team. Our College team went to Royal Park to defend the shield, won in 1964 with a team of few stars but plenty of triers, and was very unlucky to lose by 1 point. I cannot leave the swimming and athletics without mentioning the efforts of two students, Bernadette Nalty and Alan Dow who competed in both teams and entered many events; they really set the example by their participation.

This year our two cricket teams met with limited success but enjoyed some good competition and

bright games. On one afternoon there were 250 runs made in under 3 hours. Any ideas of superiority by our youthful cricketers were quickly dispelled by the experienced staff team which won the annual challenge game convincingly.

The baseball team met with greater success than usual, winning all games by large scores and retaining the shield held since 1959. The players hit 47 runs to 3 against. Despite this success they could beat the staff team by only 4-2. Much of their success was due to the pitching of Peter McFarlane but all the team played well and deserve the greatest praise.

The judo group had a new look this year with a good class of 20 students, many gaining further judo awards. Two competitions were held, one at R.M.I.T. with Melbourne Tech and Monash and the other at Caulfield during Education Week against Melbourne Tech.

The squash courts were occupied each week but only one competition game was held.

The golf team consisting of Tony Hyde, Doug Woodlands, Neil Wittchell and John McIntosh won its way through to the finals in the all-Schools Golf Tournament to become second to Melbourne High in the final.

The tennis team was very weak and on two occasions could not field a team. Serious thought must be given to next year to the question of whether it is worthwhile to pay for courts which have so little use.

All teams went to Ballarat where the usual excellent hospitality of the School of Mines was enjoyed, as well as good competition.

Our inter-faculty football lighting premiership was won by Chemist-Electrical team. Again the Civils let the school down by not organising a team. Our College team had only three of last year's team, so team building had to begin. Although no games were won, the basis of a good team was formed for next year. The greatest disappointment was experienced when only 13 players made themselves available for the last game of the season.

The two basketball teams did well with the "A" team finishing in the top four.

The soccer team performed fairly well but owing to a "let-down" by 4 players in the last game of the year, the trophy won last year, was lost.

This year has had some disappointing aspects. The sports committee was virtually non-existent. Barry Eastoe, the chairman, did his best without much help and unless more students are willing to assist the staff in organising their own sport the sporting activities of this College will fall away. The staff did an excellent job to keep the games going but will soon tire of asking students to make up teams, carrying the equipment, marking out the ground and then umpiring the game.

While realising that many students are not available to participate in sport because of Wednesday classes and that others are not

interested in sport, I believe that there are many who could use the tennis courts, or play some competitive sport. Sport does play an important role in College activities: apart from physical exercise, and relaxation from study, there are many friendships made and lessons to be learnt on the playing field.

Finally, I thank all staff members, team captains, and those players who did assist throughout the year to keep the games going. I know they did enjoy the games and helping the students to help themselves.

W. GOWTY Sportsmaster.

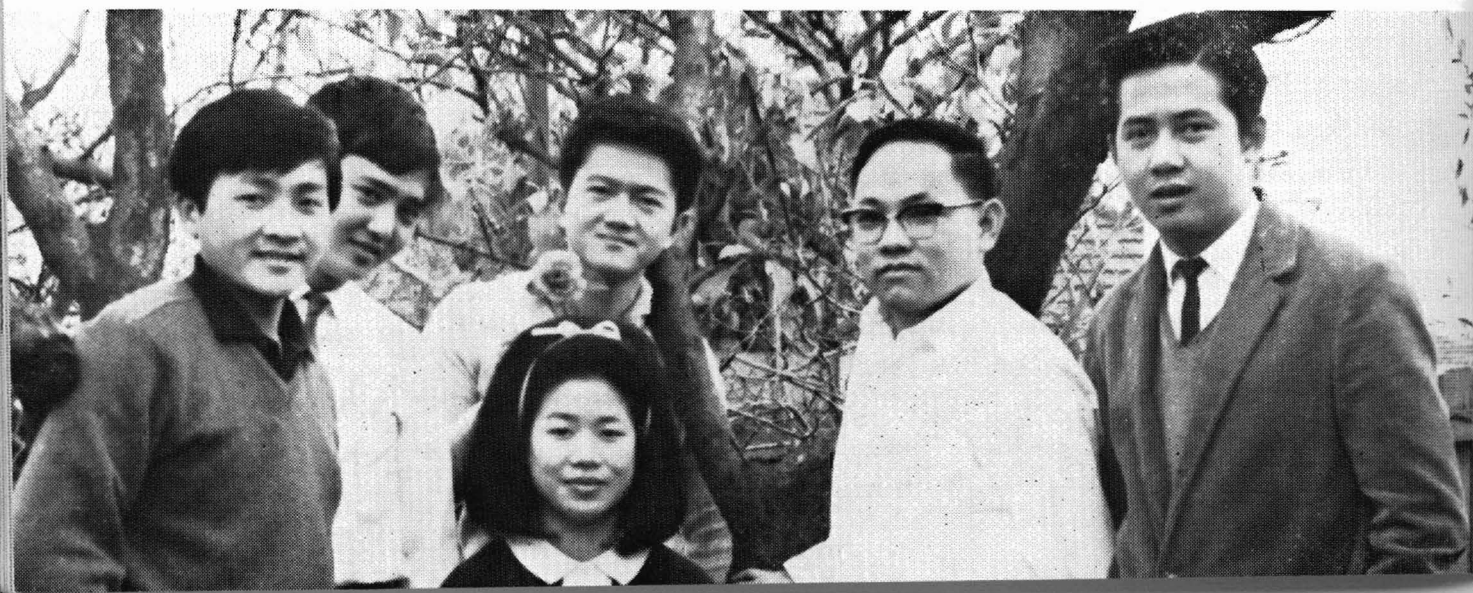
## asian students' association

The Asian Student Association undertook the following activities:

1. Freshers' Welcome Picnic at Maroondah Dam. Not many freshers as well as members attended.

2. The Association arranged for a party booking to "Tokyo-Night". It was an enjoyable evening, although it made some of us homesick.

3. It was proposed that extra classes be made available for students who wish to improve their English. It was a great pity that students did not take advantage of this offer, for it was found that too few were prepared to join in with a class.





4. The Association arranged for newspapers and booklets to be sent from home and these were placed in the Kernot Library.

5. The Association assisted students in obtaining accommodation during the year.

6. The Association also arranged discounts of goods and services from various shops in the Caulfield Market.

7. A social dance was held on 18th September, 1965 (Saturday night), at the College gymnasium. It was a very successful dance with the popular band "The Drifters" entertaining.

The Association wishes to thank Mr. Lambert, Mr. Porter, Mrs. Mathews (and those who helped in Education Week) and the S.R.C. The functioning and maintenance of the work of the A.S.A. largely depends on the active support and co-operation of every member. We will value more of your support next year.

YAN YEO.

Staff-Member in charge: Mr. Porter.

President: Yan Yeo.

Secretary: Suan Quek.

Treasurer: William Lau.

S.R.C. Representative: Eddie Lim.

Social Organisers: Jennie Lin

Terry Lim, Anthony Kwan.

## open forum

To date, in the first year of Open Forum, we have presented many speakers in a varied field of thought.

Our first guest, from the Malaysian High Commissioner's Office, Abdul Rahman Jalal, spoke on "Indonesia's Confrontation" on April 2nd.

On April 22nd the idea of "A Socialist Australia" was examined by Dr. J. F. Cairns, Member for Yarra in the House of Representatives.

More light-heartedly, Alex Barr discussed informally the possibility that "Soccer is superior to Australian Rules" on April 29th.

A well-attended meeting of May 13th heard Pat Mackie, from Mt. Isa, discuss "The Mt. Isa Dispute".

"Is Advertising Necessary?" was the question answered by a leading advertising agent in our Magazine on June 1st.

July 15th was the date when Rudolph Unger, the Dominican Consul, spoke on the "Dominican Republic Conflict".

In a fiery and enthusiastic manner Pastor Doug Nicholls talked about "Aborigines in the Community" on August 12th

The facilities available at the commencement of Open Forum were ludicrous. Our forum was double classroom D16-17 which required speedy conversion before and after each meeting. Unfortunately this situation appears unavoidable at present because of the complexities involved in obtaining a more suitable auditorium. The sound system was improved by the acquisition of a transistorized amplifier which has been and will be a tremendous benefit.

The future of Open Forum appears reasonably bright. This is largely a result of experience gained, potential recognized in speakers and topics and the excellent general support given by students, staff and guests in the past year. But the need for willing workers throws some shadow on the otherwise cheery outlook. Regrettably too many are willing to sit and listen while too few are prepared to give a fraction of their time.

The idea for an Open Forum was put forward in 1964 but did not materialize until early 1965. Now, however, with continued



support from the student body and considerable effort from the 1966 Committee, Open Forum should continue to grow and consolidate and mature. The outward appearance of Open Forum may alter as fresh ideas are introduced, but the essential message, the only true reason for the existence of Open Forum, must be preserved. It must give the students an opportunity to hear points of view. As individuals we have a right and a responsibility to educate ourselves, asking how? and why?

"To foster free thought and a desire to understand and analyse problems confronting the individual and the community is the goal of the Open Forum Committee."—Open Forum Committee, 1965.

As Chairman I am considerably in debt to many people and groups, but the feeling of gratitude to the Secretary, Ian Gibson, and also Malcolm Matheson, outweighs all others. My thanks go to both for the splendid service they have given to the student body.

The Open Forum Committee, 1965, trusts you have enjoyed its efforts throughout the year, and will continue to support similar efforts by future groups.

D. S. MacDOWALL.

## film club

What better way to spend the winter lunchtimes than at the movies? Well, perhaps there are better things to do, but about 250 students each week thought that our films were worth watching.

This year, there were four shows every week, a very popular film being repeated on a second day. The "House Full" signs were up frequently. Among the most popular films were those of biological interest . . . The Darwin Theory, Origins of Life, Heredity, Human Reproduction, and the Prehistory of Man. The film last mentioned showed Russian workers exploring the learning and behaviour patterns in apes, and then drawing comparisons and contrasts with man. This was an excellent follow-up to the immensely popular presentation of Darwin's ideas.

Of the Art/Experimental films, the outstanding programme was a presentation of the work of Norman McLaren. Included was a film in which McLaren showed how he produced his very unusual effects. Another unusual film,

which will be remembered by all who saw it, was a nightmare puppet fantasy.

Ancient classics were again screened. What a master is Chaplin in "The Kid"! He and Jackie Coogan held our audience enthralled. Another quite different master of comedy was Buster Keaton in "The Navigator". Marooned on a huge luxury liner, Keaton and his girl friend hilariously muddled their way to land. How we were surprised by Rudolph Valentino, the Eagle. Even now, his later work is of very considerable interest.

The biggest venture for the year was the screening of the 180-minute greatest epic ever . . . Griffiths' 1914 "Intolerance", confusing, brash, dated, but a magnificent masterpiece. These were the days before trick photography, and the 200-ft. walls were really 200 ft. high. In the scene which shows the storming of the walls of Babylon over 10,000 extras appear on camera at the one time. The scenery, handling of the crowds, the detail, new techniques—some successful, many not—made this a truly memorable film.

Of social significance were films pleading for racial tolerance, warnings on the A-Bomb, and a moving

survey of the down-and-outs of the New York Bowery. Technical films surveyed the latest in space techniques, the nuclear field, and computers. Travel, history, and story interest completed the very mixed bag. Perhaps the most memorable story was that of Guiseppina, the

little Italian girl who met Spanish, American, and English tourists at her father's garage. With almost no words spoken, delightful caricatures were painted. This film was a gem.

Over 100 films were screened, many coming from the National

Film Library, others from our excellent State Film Centre. The programmes were planned and the tickets printed by Mr. Keller (Metallurgy), projectionists were Mr. R. Keller, Mr. J. Thomas (Metallurgy), and Mr. R. Smith (Advertising Art).



# final year students

## Mechanical Engineering 8M

Adams, Leigh M.; Bingham, Laurence W.; Calvert, Douglas, J. R.; Campbell, Ian R.; Coyne, John D. P.; Haynes, Gary L.; Horvitz, Peter R.; Hunter, Aleck J.; Juchter, Rainer; May, Kenneth A.; Morse, Michel V.; Ong, Seng Teck; Rebbechi, Brian; Rudd, Brian M.; Saunders, Robert E.; Tonkin, Brian P.; Webb, David J.

## 8N

Fishman, Aaron; Fullarton, Paul A.; Hong, Yan Wah; Hoong Chaw, Joe; Jenny, Peter L.; Kho, Koey Tien; May, Vincent B.; McEwen, John D.; Mulhauser, Paul R.; Schliebs, Robin C.; Stanley, Ian D.; Subrasto, Aden; Tarrant, Ivan J.; Thiel, Frank.

## 8P

Bartlett, Geoffrey N.; Board, Robert J.; Bodsworth, Geoffrey; Boykett, Colin P.; Davis, Alan R.; Ewe, Richard F.; Gissing, Alan G.; Hardman, Malcolm E.; Johnston, John C.; King, Bruce D.; McAdam, Laurence S.; Mitchell, Robert S.; Piamthipmanus, Serm s u k o i; Souter, Dennis E.; Whamond, Maxwell J.; Wight, Allan R.; Usir, Haji Akop.

## Commerce Girls 5U

Betts, Margaret A.; Cooke, Joan M.; Duffell, Jan. D.; Be Geok Yen; Euston, Christine M.; Girapotjapone, Viyada; Jeffs, Kaye N.; Katsikis, Christine V.; Larke, Sandra A.; Tovey, Colette M.; Van Der Linden, Pauline E.; Lenzner, Raja.

## Electronic Computation 9Y

Crawford, Lindsay R.; Kay, Glynn A.

## Electrical Engineering 8E

Barabasz, Michail; Brown, Howard J.; Coulter, Robert J.; Davidson, Barry G.; Hedrick, Peter D.; Hutson, Richard J.; Keenan, Geoffrey N.; Kon, Fook Chong; Kosmer, Vlrich; Lee, Chee Ming; Mallows, Fan L.; Martin, Ray L.; Pooley, Ross M.; Wallace, Andrew J.; Wong, Hin Pong; Yong, Kam Loon.

## 8F

Cheesewright, William B.; Francis, Robert A.; Gabe, Peter R.; Hughes, Anthony G.; Irons, Brian E.; Johns, Alan J.; Knight, Gerald T.; Littlejohn, Peter R.; Lorchira-choonkul, Peter R.; Michelson, Brian R.; Parris, William R.; Pascoe, Harvey R.; Piamthipmanus, Sithichok.

## 8G

Cutter, Geoffrey C.; Dillon, Desmond J.; James, David; Johnston, Kenneth G.; Havsegger, Mark A.; Huie, Ivan K.; Henderson, Noel V.; Gardoz, Erminio; McCubbins, Allan G.; McPherson, David B.; Mortimer, John H.; Powell, Keith R.; Power, William R.; Spizzo, Otto-ring; Steinkamp, Gerhard; Wilkinson, Raymond S.; Willis, Michael R.

## Chemistry 8K

Allan, Yvonne L.; Collings, Barry G.; Dowsey, Maxwell J.; Greetham, Philip; Gwynn, Peter J.; Hay, Allan K.; Kupfer, Jacques; Lau Wan Shun, Arthur R.; Lim Soon Leong, Terry; Lin Jo Wen, Jennie; O'Dwyer, James William; Stewart, Paul David.

## Certificate of Data Processing 6X

Carpentiri, Angelo; Litchfield, Barry J.; Margi, John; Gallagher, Robert G.; Russo, Thomas J.; Day, Lynette.

## Diploma of Art

Arnold, Peter A.; Box, Janet L.; Burnett, Trevor C.; Dash, Peter C.; Dowley, Sally E.; Duffy, Christopher J.; Dyson, Judi D.; Hoey, Terry D.; Kelly, Ross B.; Lee Po Wong, Thomas; Leveson, Kenneth R.; Matthews, Richard W.; Merrill, Peter; McSwain, William A.; Pater-son, Ross M.; Ross, Barbara L.; Satchell, Paul E.; Szeleczky, Anne-marie B.; Tunn, Sydney; Wootton, John E.

## Civil Engineering 8A

Bowring, Russell S.; Carstairs, Evan L.; Cuthbertson, David J.; Gibson, Ian W.; Jenkin, Noel J.; Kerr, Kevin T.; Logan, Brian R.; Macdowall, D. S.; Melchers, Robert E.; McComb, Neville G.; Pywell, Colin G.; Ward, Graeme J.; Wootton, Richard M.

## 8B

Alexander, Rodney D.; Bull, Ian R.; Davidson, Bruce L.; Fisher, Wilfred G.; Follett, Leonard K.; French, Bryce W.; Godde, Graeme L.; Keane, Francis J.; Mitchell, Bruce A.; Parker, Morris W.; Treloar, Kenneth W.; Freshwater, Graeme.

## 8C

Adcock, Kenneth W.; Bowden, Roger A.; Clayton, John M.; Cornish, John L.; Faulkner, John; Hunt, Geoffrey C.; Naisbitt, Bruce G.; Ngo, Hong Hock; Raivers, John; Sanders, Malcolm I.; Young, Raymond A.

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Bickerton, Terence A.; Hocking, Barry W.; Laird, Robert; Lewis-Nicholson, Russell J.; Lyons, John L.; McCartney, Roy N.; Prentice, John A.; Pringle, Roger; Sherrard, John W.; Stent, Ian L.; Thek, Stephen R.; Wright, Anthony J.



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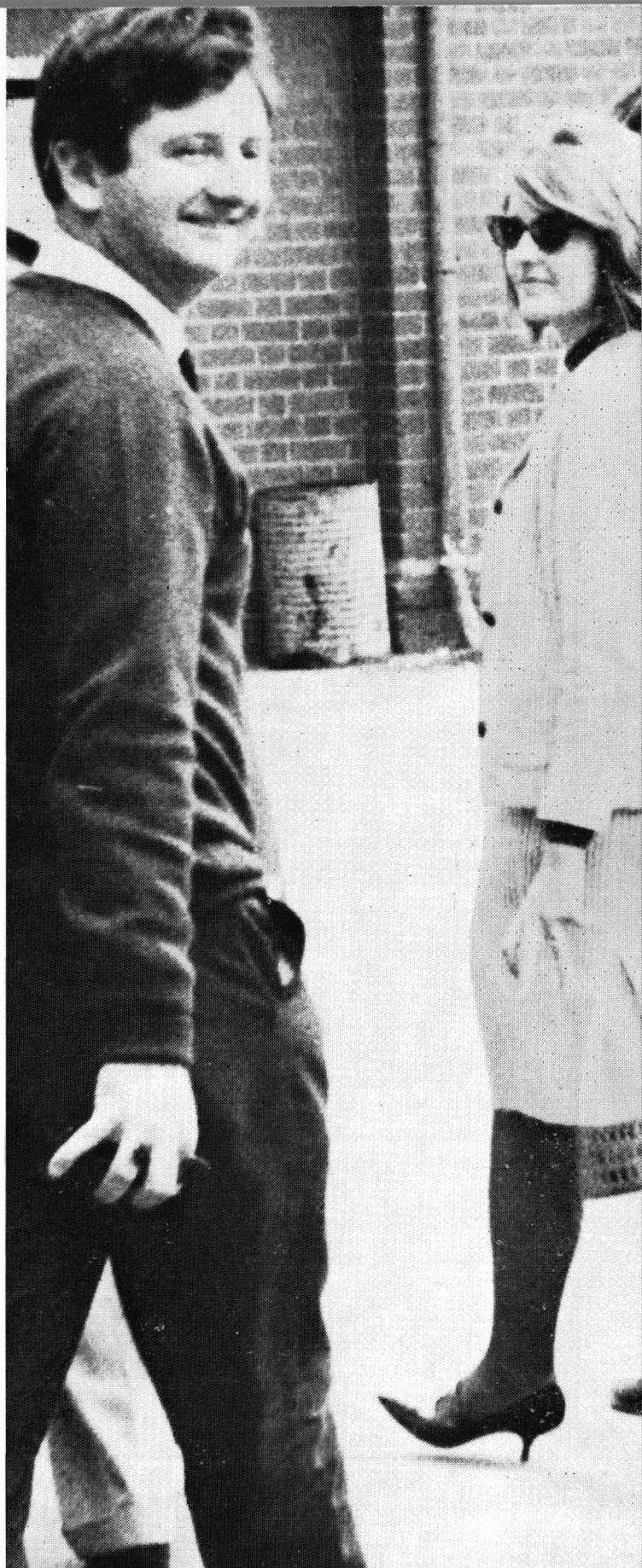
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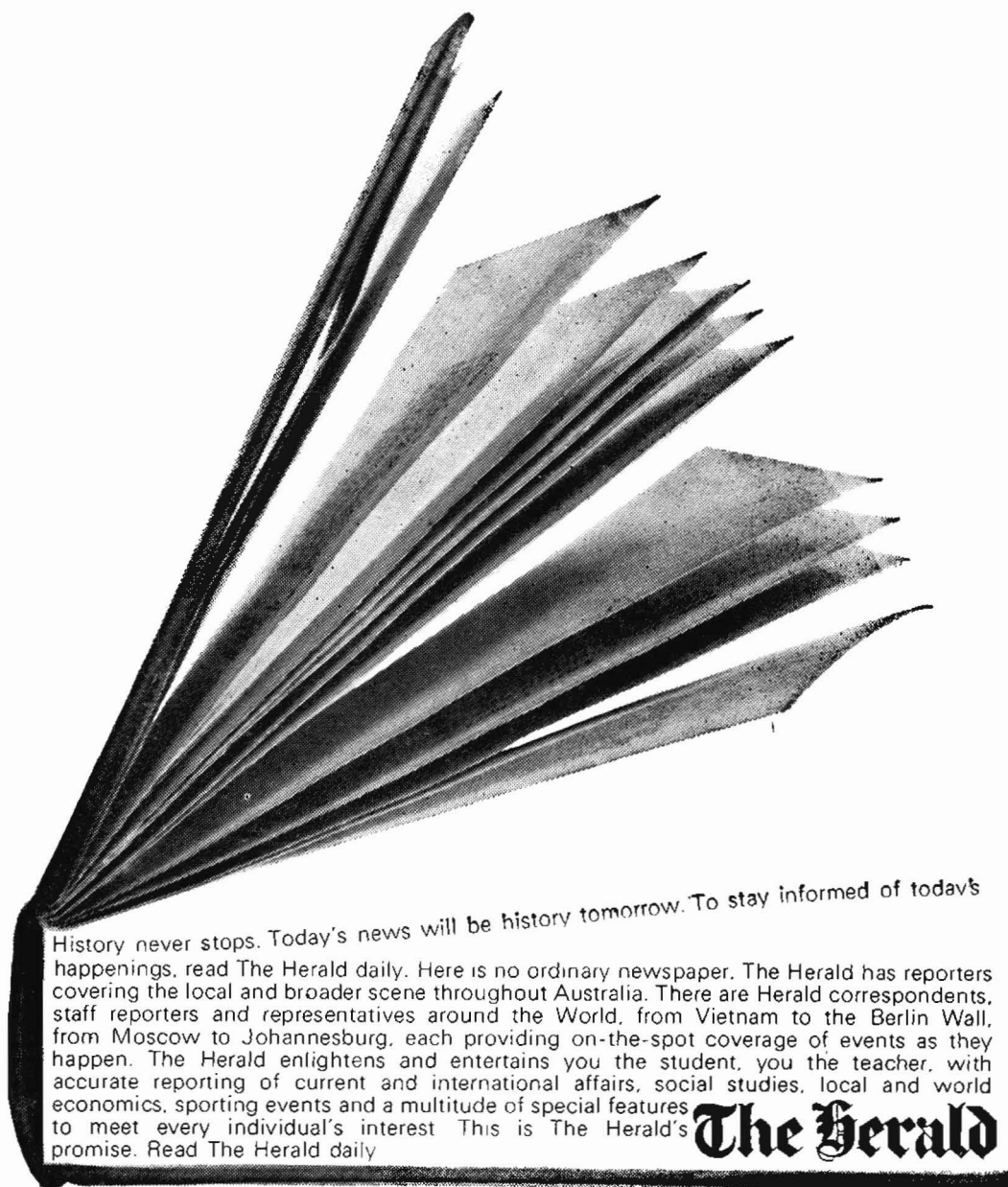
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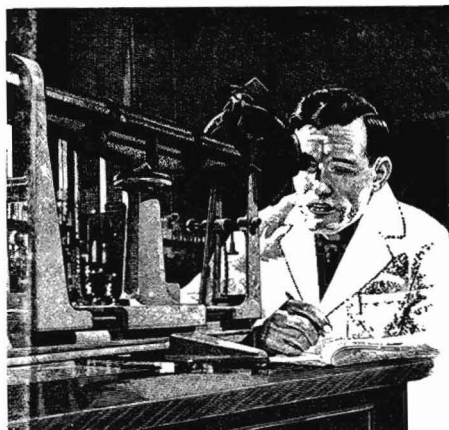
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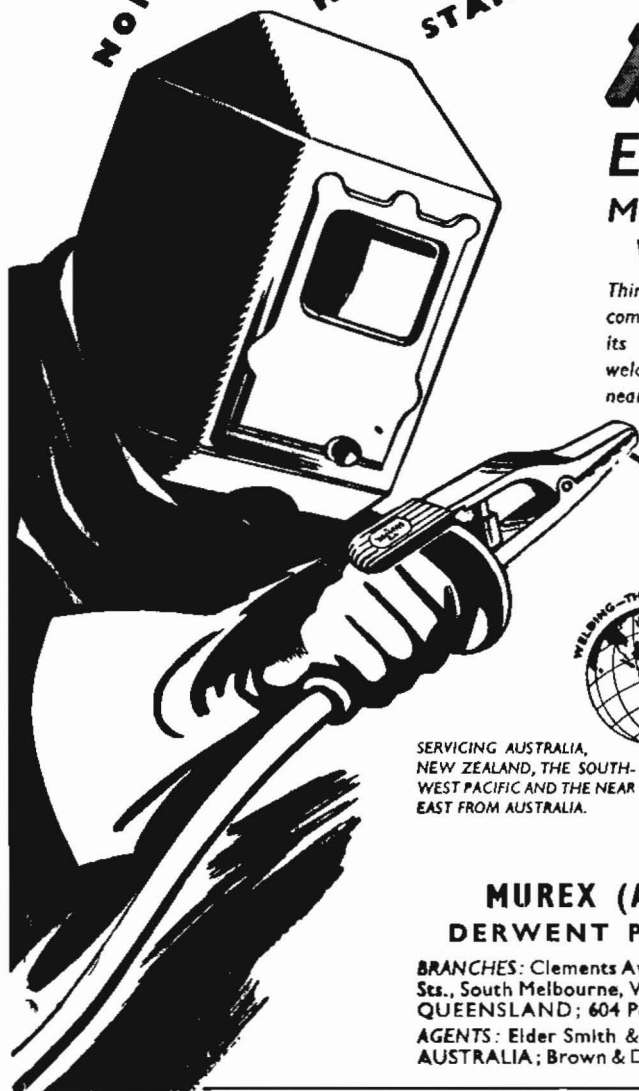
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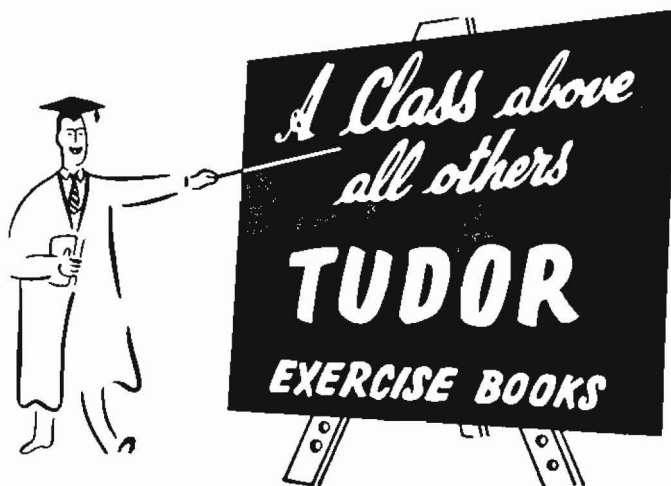
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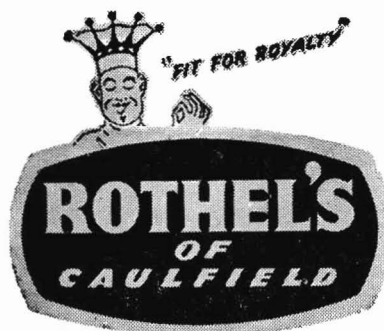
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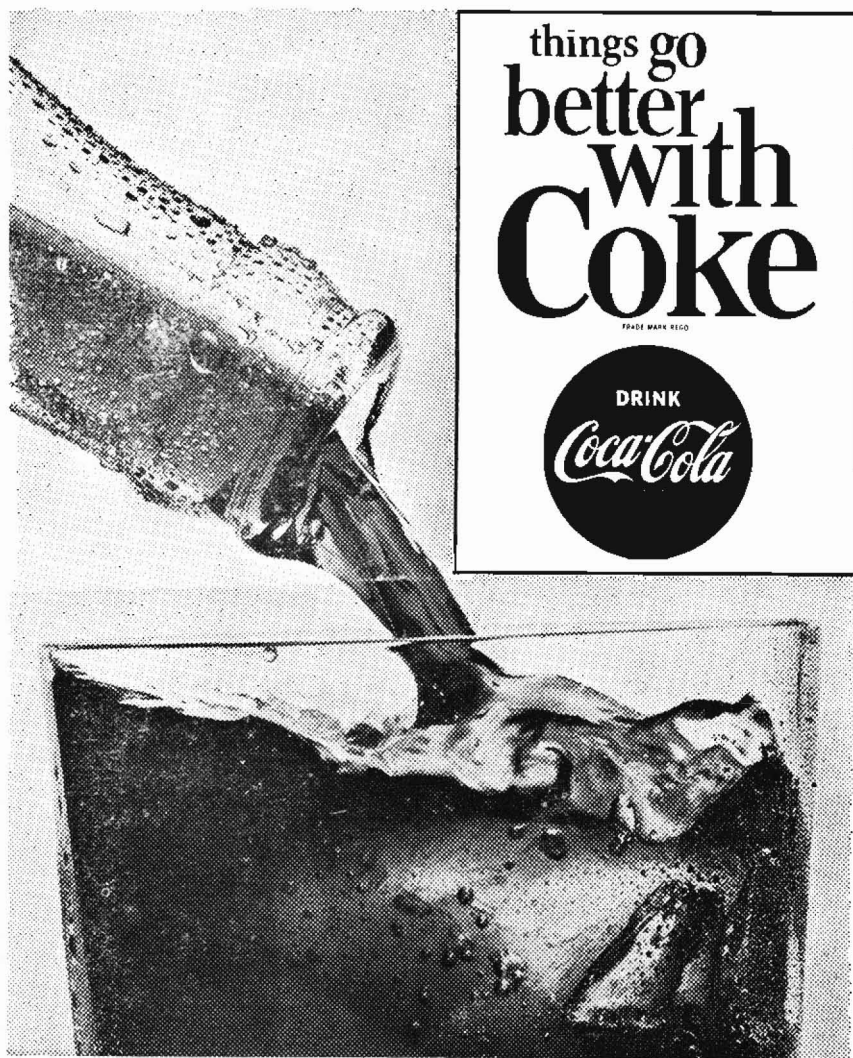
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