

James Ruse is 20 Years old (1978 School Magazine).

Valediction

The passing of twenty years in the life of a school since its inception is a noteworthy occasion, and as the reports and articles in this book clearly show, an occasion for congratulations on so much solid achievement. But it is also the end of an era that brings with it a sense of regret because it is an era almost certainly unique and unlikely to be repeated in the development of state schools.

When Mr. Hoskin was appointed Principal of James Ruse Agricultural High School it was to begin not only a new school, but a new concept in the provision of an Agricultural School in the Central Metropolitan Area.

Mr. Hoskin was the first and only Principal of the school and his twenty year term constitutes the uniqueness of the situation. The growth and development of the school is sketched in the various articles of this book, but it is far from easy to give a general picture that so much embodies the personality, aims, and dedicated work of Mr. Hoskin.

The academic and sporting results, the community efforts, the artistic and dramatic productions, the importance of practical agriculture — these are reflected in his deliberate policies which have brought another point of uniqueness. Because of parental and student interest in the sort of education provided, the school has developed to a point where, because of huge increases in applications for admission to limited places, it has become the most selective in the state.

The articles in this Anniversary book attempt to show something of the spirit of dedication and achievement in so many areas that must be regarded as a tribute to the past and present staff and students of the school, but most importantly to the man who has been here at the helm throughout the entire history of the school.

It is with regret that we farewell Mr. Hoskin, but also with pleasure in the knowledge that his retirement will be filled with happy memories, and that his active life, shared with his wife and family, will continue with his boundless energy and enthusiasm in so many different fields of human endeavour.

Principal's Report

We have now reached the twentieth year since the establishment of James Ruse Agricultural High School as the fourth such school to be set up in New South Wales. During this time I was fortunate to be the founding Headmaster. For some few months in 1959 the school was officially opened as Carlingford Agricultural High School but in April of that year, as a result of a request made by me to the Department, the name was changed to the more appropriate one of James Ruse. It was not envisaged that the school should serve any narrow area but rather offer agricultural education to students in a large part of the Sydney metropolitan area and its rural fringes. The school was set up for day boys only - there were no girls and no boarders. Entry was to be limited to an intake of 120 and these were to be selected on a number of criteria: most importantly the academic potential of the applicant and his suitability for the courses offered. These courses were designed to give a sound theoretical and practical experience in Agriculture and allied subjects against a

background of a broad liberal education. Whilst every encouragement was given to students to enter tertiary agricultural and allied studies on completion of their secondary education, care was taken not to close the gate to other tertiary courses.

Competition for admission to James Ruse increased steadily year by year and this at a time when the agricultural industries were depressed economically and when the Departmental policy was operating against selectivity in schools. In this regard it should be noted that James Ruse is selective by demand and not by design — any falling off of public approval of the school would adversely affect the selectivity. Commenting on a recent enquiry on selective High Schools the Premier, Mr. Wran, said "The Agricultural High Schools and the Conservatorium High School will be retained. They serve a useful purpose."

In 1977 some 24 girls were admitted to Year 11 to pioneer the entry of girls into James Ruse in competition with boys. This year there are over one hundred girls in the school in all years except 9 and 10.

James Ruse is now academically the most selective secondary school in Australia, public or private.

This will be my last Headmaster's message. I must take this opportunity to very sincerely thank all those teachers, students, parents, departmental officers, and members of the public who have worked with me to make James Ruse the outstanding school by any criterion. It has developed at a time when interest in education has been high and at a time when the educational scene was one of continuing change. It has been my policy to move a little behind the extreme, but not so slowly that the school failed to absorb what was best in the changes being made. I must commend the great loyalty and dedication of those with whom I have worked. I must also thank the various political representatives of the district, particularly Mr. Dan Mahoney, and Mr. Jim Cameron, for their support, and the press (both local and state) for their interest in the school over the years.

The agricultural component of the courses offered was early established and consistently maintained. Agriculture is a compulsory subject for students in all years. As taught over the six years it includes elementary ecology, plant and animal physiology and anatomy, soil science, climatology, entomology, microbiology, genetics, biometry and agricultural economics. In addition there are regional studies, including plant and animal husbandry, regional agricultural problems and for seniors a special project which is varied each year. The subject matter is well illustrated by field and laboratory work and by excursions to places of agricultural interest.

For the first four years all students follow a course of Farm Mechanics in the subject of Technics. They may carry this subject on to the final two years. It includes metalwork, wood-work, technical drawing, material science, automotive mechanics and farm machinery. Sheep Husbandry and Wool Science is an elective subject in years 8 to 12.

In the general subjects there are compulsory studies in English, Mathematics and Science. The emphasis on the basic sciences increases in the senior years. Here Chemistry is a compulsory subject and students must in addition do either Physics or Biology. In the Junior School a social science, either Geography or History, must be taken.

To give balance to the junior course one elective must be taken from Art, French, Music, Commerce or Sheep Husbandry and Wool Science.

For the seniors the elective is one of Modern History, Geography, Economics, Art, Music, Farm Mechanics, Sheep and Wool or General Studies. I am particularly pleased with the increasing popularity of Art and Music as I regard these two subjects as of value in giving balance to the science orientated courses taken at James Ruse.

All students at James Ruse take seven full subjects to school certificate level and do 13 units of study for the Higher School Certificate.

James Hoskin

School Captain 1978

This year James Ruse Agricultural High School is twenty years of age. In two decades the school has risen from a situation of modest academic attainment to one of very high standard, having the unique honour of being the most selective school in the state. This rise has been brought about primarily by the continued efforts of one man, our Principal, Mr. James C. Hoskin.

Arriving in 1959 when our school first began to operate, Mr. Hoskin, with firm guidance, over the years has brought about the unique character of James Ruse. Through his careful management and perseverance our school has developed steadily, attaining a distinctiveness of character not to be found in any other school. In this age of conformity, this distinctiveness is becoming more and more important to the school and greater effort must be applied to maintain this distinctiveness. Today it is the exception to the ordinary which is noticed, the merely average being overlooked, and in today's highly competitive employment market, this is very important. It may seem unfair that students are judged by the school they attend, but this occurs regardless. Regulations within the school, though sometimes unpopular, are necessary in making sure that people are favourably impressed by the students representing the school.

In all areas of school life our Headmaster has done what he thinks will benefit the school most in creating the uniqueness and distinctiveness that is James Ruse. We thank Mr. Hoskin for his careful management over the years, which has resulted in the school's continuing success both academically and socially.

The "pioneer" girls, as they are affectionately known, arrived in 1977, paving the way towards full integration of males and females. The school is still here and the girls have contributed greatly to the 'esprit de corps', due to their active involvement and support of school activities. On behalf of the males of James Ruse, I would like to thank them for this involvement.

School spirit has always been strong in James Ruse, as evidenced by the somewhat unorthodox stirring cries put forth by James Ruse supporters in interschool competition and I hope this school spirit and involvement will be carried on in years to come.

On behalf of sixth form I would like to thank Mr. Hoskin, Mr. Scanes and the staff for all their efforts. We wish our fellow students good luck and we wish the school every future success in all fields of school life in the following years.

Troy Browning, Captain 1978.

The development of practical agriculture at James Ruse

Initially the School's practical agriculture was conducted on 1/4 hectare of land, the present site of the new Assembly Hall. At this time the only machinery available was a 5 h.p. junior rotary hoe. There were no farm animals.

At this stage no farm hands had been appointed and practical agriculture consisted of growing vegetable crops on this 1/4 hectare and general clearing operations on the present farm site. The original pupils worked very hard indeed to find the soil beneath large areas of briar, blackberries, sally wattle, and mountains of rubbish and old poultry sheds. An interesting find was 35 Early Watts peach trees hidden among enormous weeds. These same trees were to provide the nucleus of the orchard. The old stables provided the only lock-up space for fertilizer, seed, fuel, hand tools and machinery.

Gradually improvements came. A farm hand was appointed and about the same time the school acquired a Massey-Ferguson Deluxe 35 tractor and a range of implements. After 3 hectares of land were fenced with cyclone chain wire fencing and subdivision fences erected, it was possible to introduce livestock. Various breeds of dairy cattle were established together with the Romney Marsh stud, the original flock coming from Oberon. An apiary was begun, and a deep litter, intensive type poultry unit was established and a one stand shearing shed and yards enabled closer control of the sheep flock.

The school farm now comprises 5 hectares of land, of which 2 hectares are rented from the Electricity Commission. This area is used by the Agriculture staff to demonstrate the principles of agricultural production through the use of field and laboratory trials and experiments, observations, and demonstrations of livestock husbandry and machinery.

In 1969 the farm area was increased by the acquisition of 2 hectares of land comprising a timber mill, orchard and dam. This area was cleared, fenced and a spray irrigation system installed to supply water for pasture areas used for stock grazing, as well as water for the school oval.

The farm's livestock includes a Romney Marsh stud of 1 ram and 6 ewes, 6 Border Leicester cross Merino ewes, a Dorset Horn ram for lamb carcass production, and 8 young crossbreds. There are also 5 dairy breed cows, an Aberdeen Angus heifer, 2 ponies, and poultry consisting of egg-laying and broiler types, and an apiary.

Sheep yards have been constructed and a weighing scale bought to enable weight gain of lambs and pregnant ewes to be measured. Cattle yards have been built and a cattle crush installed which enables routine operations such as artificial insemination, vaccination, drenching and dehorning to be carried out safely.

All of the grazing area has been sod sown with ryegrass and subterranean clover. This receives annual applications of appropriate fertilizer to promote active growth from natural summer growing species (kikuyu and paspalum) and introduced winter growing species (ryegrass and subterranean clover); about 2 hectares of this grazing area can be irrigated either from the dam or mains supply.

The glasshouse has been reconstructed in the farm area near the Practical Agriculture Laboratory. It was proposed to establish pasture trials of temperate and tropical summer and winter growing cultivars. Use of the glasshouse will ensure the survival of the tropical species over the winter months.

The orchard is also being renovated. New trees have been planted to enable continued use of the orchard as a teaching area.

Plant production trials are carried out to show students the general principles involved. Oats have been planted at different densities and sulphate of ammonia applied at varying rates to determine optimum seeding and fertilizer rates for dry matter yields. Different varieties of sunflowers have been planted to show the effect of day length and yields. Sorghum and maize have been used to show hybridisation in plants.

The farm has also been used to host visitors from Primary and Infants' Schools over the last ten years. Students from junior forms act as guides for conducted tours of the farm environment. This develops leadership qualities in these students, who take great pride in showing off their farm to the young visitors, for many of whom it is their first meeting with farm animals, crops and machinery associated with Agriculture.

The school oval

The general playing field area was constructed in the early development of the school. It was made by the "cut and fill" method, the underlying material being shale. The cut area had nine inches of soil placed on the impermeable shale rock and as a result the cut area was poorly drained.

In 1972, 24 trenches, each two feet deep were cut across the playing field together with a connecting trench down the full length of the field on the eastern side. The trenches were filled with two inch PVC slotted agricultural pipe, aggregate and top soil; 12 water hydrants were also installed so that spray irrigation from the dam would be possible. Kikuyu runners and seed were planted in the cut drain area and two inches of top soil was spread over the whole field.

To maintain the standard of the oval regular maintenance is carried out. Mixed NPK fertilizer has been applied and a rotary P.T.O. slasher is used to mow the field during the summer months. The garden service aerates the field during the August vacation to promote the spring growth of kikuyu.

James Ruse History

The following information has been provided by the Headmaster, Mr. James C. Hoskin, to place on record his reasons for the naming of the offices, buildings, and roadways, etc., that service the school. It has been his aim to recognise the merit of good work by teachers, students and parents associated with James Ruse Agricultural High School in this way.

Simmons Road is named for Mr. John T. Simmons, A.S.T.C., a foundation member of the school who had much to do with establishing Farm Mechanics as an important compulsory subject in the school. He was active in many areas of school endeavour, including coach of the 1st XV. He left here to take up a position at Casino High School, and subsequently he was Deputy Principal at Yanco High School, and he is now Principal at Willyama High School.

Coveney Range: This was named for Mr. Michael Coveney, a foundation teacher of Agricultural Science who was responsible for the formation of the James Ruse Cadet Unit, and was its first C.O. The range was built, free of charge to the school, by Mr. and Mrs. Fletcher.

Peterson Block: This building was named for Miss Elaine Peterson, B.A., who was, for a time, Acting English Mistress at this school. She left here to be English Mistress at Peakhurst Girls' High School. Miss Peterson did much to develop English and History as important subjects in the school. She was a most capable speaker and was President of the Toast Mistress Club. The Administration Block was originally the home of the Felton family. It was built in 1885 and the architect was thought to have been Charles Slatyer (a picture of the house can be found in the book "Architecture of Victorian Sydney" by Morton Herman - Page 172), where it was described as a country house at Felton Road, and Baker Streets, Carlingford.

Stockman's Path: This is named for Mr. John Stockman who was an assistant Science Teacher at the school.

The Walters Field is named for Mr. Earl A. Walters, B.Sc. Agr. Dip. Ed., the first Agriculture Master of the school. Mr. Walters was instrumental in the development of the school playing field to its present standard. The Earl Walters Shield for competition between Hurlstone Agricultural High School and James Ruse is also named for him.

Barrengarry Close: This is the roadway which serves the Administration building and it is named for the original Felton estate, which was called "Barrengarry".

Little Street was named for John E. Littler, B.A., a foundation member of the staff of James Ruse, who made a significant contribution in the English/History Department of the school. He is now Headmaster at Holroyd High School.

Grogan Lane which services the school farm is named for Mr. Trevor Grogan, a foundation member of the school Agriculture staff. The system of excursions to support agricultural studies within the school, was set up by him. He left here to take up a position as Special Master at Narrabri High School. The Trevor J. Grogan Service Award has also been named for him.

Mills Block: This is the original school Science Block (Rooms 6 and 7) named for Mr. W. C. Mills, B.Sc. Agr. Dip. Ed. who was first an Assistant, and then Master of Science and Agriculture at the school. In addition to these duties, Mr. Mills was an Officer in the Cadet Unit and achieved worthwhile success as Bandmaster of the Cadet Band. In this position he had the distinction of his band winning the trophy for the best Drum and Bugle band (an honour held for many years by the King's School).

Shearman Block: The School's original Library (now the Music complex) named for Mr. A. Shearman, B.A., H.D.A. Mr. Shearman established the Library for James Ruse which was highly regarded by the Department, so much so that Mr. Shearman was asked to be one of the first Lecturers in Library Practice in New South Wales. Initially he operated from Sydney Teachers' College, but later from the University of N.S.W. Mr. Shearman did capable work in a number of areas, and his ground plan for the development of the school gardens is a permanent monument to his dedication and industry.

Schofield Block: This comprises the Shelter Shed and the Canteen. It is named for Mrs. A. Schofield, the school's first Clerical Officer. She served in this position for a considerable time in a voluntary capacity, before Ancillary Staff were part of the school establishment. She set a standard to which members of the Ancillary Staff following her, aspired. Her 2 sons, Jamie and David, attended the school to Leaving Certificate standard.

Francis Block: Named for Mr. John Francis, A.S.T.C., the first Industrial Arts Master at the school, in charge of the teaching of Farm Mechanics. Mr. Francis did much to capitalise in the earlier work of Mr. J. T. Simmons, in consolidating the place of Farm Mechanics, as a compulsory part of the school curriculum in the junior school.

Pereau Block: Mr. R. Pereau did notable work in the development of what ultimately became the Department of Commerce. He is a very keen geographer and he did much to develop the subject as an important part of the school curriculum. Mr. Pereau worked hard to establish the Prefect body of the school, of which he was Master. He left the school to become Commerce Master at Cootamundra High School.

Powe Block: The Powe Block comprises the new Science Block and the Library and is named for Mrs. Jan Powe, B.A. Mrs. Powe firmly established science as a very important part of the school curriculum. James Ruse is unique in that all senior students do chemistry, as a subject, and in addition do either Physics, or Biology. Students leaving James Ruse are well equipped to enter science based courses at tertiary institutions. Mrs. Powe has, in addition, been active as a Senior Form Mistress and has been responsible for the last 2 years, for the construction of the school timetable.

The Worth Block: This is named for Mr. O. E. Worth, B.A., and consists of the Agriculture Laboratory block, located on the school farm. He was the first Mathematics Master of the school.

Anderson Block: The Anderson Block was named for Mr. R. A. Anderson, B.A., M.Ed., who was the first English Master, and indeed the first subject master of any kind, appointed to the school. Mr. Anderson wrote the official school song (both words and music) and introduced new methods of teaching spelling. He also evolved a valuable variety of dessert peach - Glen Alton, which is grown in the Hills District. Mr. Anderson's son, Mr. D. R. Anderson, B.A., Dip. Phys. Ed., and Bronze Medallist at the Olympic Games was, for a time, a member of the staff. He is remembered for putting forward the idea of regular term Working Bees, at the school, and for organising the first of these. Two of Mr. Anderson's grandsons — Stuart (now in second year in the Faculty of Medicine) and Gregory (in Fifth Form) attended the school.

Cameron Block: Named for Mr. A. G. Cameron, B.Sc., Dip. Ed. This was the first constructed part of the main classroom block. Mr. Cameron came to James Ruse as its Second Deputy Headmaster, having formerly been Science Master at Fort Street Boys' High School. He was a most efficient Administrator who was at the school for six years. He was a man of fine calibre. He left to become Principal of North Albury High School.

The Bishop Block is the original "Barrengarry" stable block, built in 1885. It originally provided storage for the horse fodder, living quarters for the groom, and stabling for the horses and accommodation for the vehicles. The loft is now used as an Art Room and the accommodation areas as storage for various items, as well as a pottery. Mr. John Bishop was at the school for 15 years and served the school in many areas with notable success. He was supervisor of the Canteen, with no paid help, for some 7 years. He was Officer in Command of the Cadets, and was also the Sports- master. His service to the school surpasses any other teacher. Mr. Bishop is now Special Master at Blacktown Girls' High School.

Parsons Way is named for Mr. Frank Parsons, Mathematics teacher at the school. Mr. Parsons was an outstanding Australian Soccer player and later became Chief Soccer Administrator in N.S.W. He was an excellent teacher of Mathematics but left the school to pursue his career in the Primary Service, as Deputy Principal of Schofields Primary School. More recently he was Principal of the West Ryde Primary School. Mr. Parsons was in charge of the School Canteen and laid down the pattern of Canteen Management and parent participation.

The Houses

Felton: Named for the Felton family, the original owners of "Barrengarry", built in 1885.

Frater: Named for Mr. Harry Frater, Principal of the Carlingford Central School, which established an annexe on the site of James Ruse from which the present school developed, briefly as Carlingford Agricultural High School, and then as James Ruse Agricultural High School.

Jones: Named for Mr. Wallace Jones, B.Sc. Ag., a Staff Inspector of the Department of Education who was closely associated with the early development of the school.

Mullavy: Named for Mr. Charles Mullavey, B.V.Sc., who was the first Deputy Principal of the school, and who left to take up a position as School Inspector with a particular interest in Agriculture in schools. His son, Mr. John Mullavey, attended the school, and has taken a big part in the running of the Old Boys' Union.

Rassack: Named for Mr. R. C. Rassack, M.Sc. Mr. Rassack was accidentally killed after serving the school for only one year.

Toft was named for Mr. W. S. Toft, A.S.T.C., who was Deputy Principal of the school for 5 years. Mr. Toft was a very able Administrator with a great loyalty to the school. A keen sportsman, he worked to maintain the position of Rugby Union in the school, coaching the first Grade Team during his time here. Mr. Toft has maintained his interest in James Ruse, and his son Warren, is a student at the school.

School Prizes

Colin R. Anderson Award For Drama is given in recognition of the work of Mr. C. R. Anderson, a former English Teacher at the school, in establishing the Drama Production in James Ruse. The team of Anderson and Lino began with the production of "H.M.A.S. Pinafore" in 1963 and since then a succession of Gilbert and Sullivan and like light operas have been produced each year. Mr. Anderson left the school to take up a position as Lecturer in Drama at the Riverina College of Advanced Education in Wagga. During his time at James Ruse he formed many firm friendships with both staff and students. The award is made for the best male part in the Annual Production.

Barry J. Evans Drama Medal: This is to recognise the good work of Mr. Barry J. Evans, an ex-student of the school, who for many years designed the stage sets for the successive productions. It is interesting to note that Mr. Evans, whilst a student, produced the design that is used on the school tie. This award is given for the best supporting male part.

Patricia Lino Award: The Patricia Lino Award is made to recognise the work by Miss Patricia Lino (now Mrs. Patricia Jolliffe) daughter of Mrs. Leslie Lino, in assisting in the drama production, particularly in choreography. Patricia is greatly admired and respected by the students. This Award is given for the best supporting female role.

G. And K. Johnston Award, For Rugby Union is named for Graeme and Keith Johnston, former students of the school who played Rugby Union for the school. The Award is the oldest of the sporting awards given by the school. The Award was presented to the school by their parents. Keith Johnston was for many years Vice- President of the Old Boys' Union.

A. D. & J. M. Robertson Medals For Soccer (Best and Fairest Junior and Senior): Mr. and Mrs. Robertson, parents of Andrew Robertson, an ex-student of the school, have provided funds for two annual Awards for Soccer for the best and fairest in both Junior and Senior Soccer.

Brian Kirkby Medal For Art: Brian Kirkby was appointed to the school as an Art Teacher in 1978. As the only Art Teacher on the staff he has worked very hard to establish the subject in the school. He is playing a big part in organising the school's first Art Exhibition. The quality of the students' work is a tribute to Mr. Kirkby's enthusiasm and ability.

R. G. Swanborough Medal For Sheep And Wool: This medal was named for Mr. Robert G. Swanborough, Sheep and Wool Instructor at the school for a period of 3 years. He has brought great enthusiasm to the subject and has done much to extend and develop the studies of the subject, an important one in an Agricultural High School.

A. R. Best Medal For Music was named for Mr. Alan Best, Music Master at the school for the past three years. Under Mr. Best, Music has come to occupy a very significant place in the school curriculum. This year 8 music students are sitting for the H.S.C. and will be the first to pass through James Ruse at this level. The school orchestra has greatly improved and participation in school activities both within and outside the school is significant. The highlight of this year's programme was a visit to the Adelaide Festival by some 40 students from 1st to 6th Form. Mr. Best, in addition, is Form II Year Master and takes an active part in coaching school hockey.

The Bungaree Romney Stud Prize For Practical Agriculture is named for the "Bungaree" Stud which has been developed by an ex-student of this school, David Shaw. David's parents have been most generous to the school in that each year they provide \$300.00 of high quality cases for the Annual Medal presentations.

Leslie H. Lino Medal For Drama was named for Mrs. L. H. Lino, a foundation teacher of the school, who over the past 16 years has directed a major light opera production. The award is for the best female part in the Production. The consistently high standard of the performances, and the involvement of a large number of students, teachers, and parents, makes each production a most significant part of the school year,

The Graham S. White Service Award: Mr. Graham S. White was an Assistant in the Commerce Department. In addition to his excellent work in his subject, Geography, Mr. White had outstanding success as Senior Form Master, and as an organiser of major tours, including tours to Central Australia, Tasmania, and New Zealand. He exercised a very good influence on the senior students under his control.

Frances Nichols Service Award was named for Mrs. Frances Nichols, a former Librarian of the school, who did outstanding work in developing the school Library as a resource centre.

Trevor Grogan Service Award is named for Mr. Trevor Grogan, a foundation member of the Agriculture staff. The system of excursions to support agricultural studies at the school, was organised by him Grogan Lane is also named for him.

Jack Luckhurst Award For Citizenship (Boys): This award was established in memory of the late Mr. Jack Luckhurst who, at the time of his death, was a General Assistant at the school. He is remembered for his loyalty to the school, his friendly relationships with the staff and the students, and his willingness to assist in development of the school at all times. Prior to his death, Mr. Luckhurst was made an Honorary Prefect of the School.

Henrietta Sonter Award For Citizenship (Girls): Henrietta Sonter was a school cleaner who served the school faithfully and well right up to the time of her death at the age of 75. Mrs. Sonter was one of two cleaners at the school who worked hard to maintain the school in a good condition in the days when there were no paved areas. She had a great loyalty for the school and was highly thought of by the staff and students.

The R. K. Taylor Prize For Agriculture: Mr. R. K. Taylor was educated at Yanco Agricultural High School. His two sons attended James Ruse, and Mr. Taylor made the first substantial donation to establish a permanent prize for the Dux in Agriculture at the Leaving Certificate, now the Higher School Certificate. Mr. Taylor now lives at Quipolly, near Quirindi.

The Geoffrey Miles Memorial Prize: This memorial prize is given for an essay on a biological subject by a Fifth Form student, by Mr. and Mrs. Miles in memory of their son, Geoffrey, an ex-student of the school, who was accidentally drowned whilst riding in the Barrington Ranges.

The Kelvin Maher Memorial Prize: Kelvin was an ex-student of the school who was killed in a motor accident while returning home after the Old Boys' Dinner. It was given by Mr. and Mrs. S. R. Maher in memory of their son.

The Raymond J. Glyde Service Award: Mr. R. J. Glyde, B.A., Dip. Ed., was the first Commerce Master of the school, and consolidated the earlier work by Mr. Ray Perea, to establish the place of Economics, Geography and Commerce very significantly as subjects in the school. Mr. Glyde was a sound Administrator whose continuing loyalty to the school is greatly appreciated.

The Brian W. Munro Service Award: Mr. Brian Munro was a member of Mr. R. J. Glyde's Social Science Staff, who gave dedicated service to a number of school activities. He was an officer in the School Cadets, an Advisor to the I.S.C.F.

The John A. Pearman Service Award: This Award was named for Mr. J. A. Pearman, B.Sc. Ag. (Hon.) Dip. Ed. Mr. Pearman had great success as a teacher of Agriculture. His various activities included supervision of the school's debating and organisation of the school's social functions. Mr. Pearman left James Ruse to take up a position as Lecturer at Sydney Teachers' College. His ready wit, and his scholarship were greatly appreciated by his students.

J. G. & E. Wilson Medal For Cricket: The J. G. and E. Wilson Medal is named for Mr. and Mrs. Wilson, parents of three ex-students, Gordon, Eric and Ian. All three students played first grade cricket for James Ruse.

Toft Trophy: This Trophy is named for Mr. W. S. Toft, former Deputy Principal of the school who did much for Rugby Union, as coach of the first grade team and a general advisor to all those associated with Rugby Union in the school. The Trophy was donated by Mr. Toft for Annual Award to the most outstanding Rugby Union Player, not in 1st Grade.

M. Bible Award For Lifesaving is named for Mr. A. M. Bible, Farm Mechanics Master at the school, who has worked hard to develop lifesaving as an important school activity. James Ruse is one of the leading secondary schools in N.S.W. in this area.

Brian Musgrave Award For Hockey (Best and Fairest) is named for Mr. Brian Musgrave, a Science Assistant at the school. Mr. Musgrave has done a great deal to develop Hockey as a major sport in the school and his players have done well at Zone and C.H.S. Level.

The P. C. Robinson Medal For Science: Named for Mr. P. C. Robinson, Dip. Tech. Sci., Science Master at the school. Mr. Robinson, in addition to his work for Science, was responsible for the organisation of the school timetable. He did work of a high standard in the area of Audio Visual Education. He was noted for his dedicated work for James Ruse in many areas of school endeavour. He transferred from James Ruse to Plumpton High School.

The J. A. Reid Medal For History: Mr. J. A. Reid, B.A., Dip. Ed., an Assistant in the English/History Department at the school who, as well as achieving excellent results in his own subjects, achieved outstanding results with the Debating teams. In the one year (1976) the teams were runners-up in both the Hume Barbour and the David Verco Debating competitions at State level. This feat is probably unequalled. They were beaten by North Sydney Boys' High School, and Canberra Grammar, by a 3-2 majority in both cases. Mr. Reid has spent 1978 on exchange in Wales.

The M. A. Rawlin Medal For Farm Mechanics: Mr. M. A. Rawlin A.S.T.C., was Deputy Principal at the school for a period of 2 years. He left James Ruse to become Principal at Plumpton High School.

The J. K. Ducker Medal For Sheep And Wool: Mr. J. K. Ducker was seconded from the Department of Technical Education, as a full-time teacher of Sheep and Wool at James Ruse. He did a great deal for his subject to make it the most popular elective in the junior school and a significant elective in the senior school. Mr. Ducker played a very full part in all aspects of school life. He left James Ruse to be Principal of the Narrabri Technical College.

The J. R. Noller Medal For Art: Mr. J. R. Noller is the father of a James Ruse student, Gregory Noller. He is a well-known Parramatta Architect, and is a member of the school's building committee. He undertook the re-designing of the Hay Loft to give us the Art Room, which is unique in the schools of the State.

The Tepper Prizes For Agriculture: These medals were donated by the late Mr. Tepper, and Mrs. Tepper, in recognition of the part the school played in the education of her nephews, Jeffrey and Douglas Bost. Mrs. Tepper was for some time Librarian at Knox College, Wahroonga.

Competition Between Schools During Inter-School Visits is for the following shields.

The L. H. Lino Shield is for school competition between Coonabarabran and James Ruse and is named for Mrs. L. H. Lino to recognise her work in Drama, and as a Form Mistress.

The B. E. Berry Shield is named for Mr. B. E. Berry, an English/History teacher at the school, and is for inter-school competition between James Ruse and Crookwell High School. It recognises the service of Mr. Berry to sport (particularly in tennis) and to his work as Careers Advisor. Mr. Berry is a foundation teacher of the school.

The R. B. Giltinan Shield is named for Mr. R. B. Giltinan, who was Headmaster of Yanco Agricultural High School for 17 years from 1959. It is for competition between James Ruse and Yanco Agricultural High School, at James Ruse, and was donated by James Ruse Agricultural High School.

The Goode Shield was donated by Yanco Agricultural High School, and is named for an ex-student of Yanco. It is for competition between James Ruse and Yanco, at Yanco High School.

The Bert Oldfield Shield was donated by the Late Mr. W. A. Oldfield, for inter-school competition between James Ruse and Farrar Agricultural High School at Farrer. Bert Oldfield was perhaps the most famous of the Australian Test Wicket Keepers, as well as being a valuable batsman.

The E. G. Smiles Shield was donated by James Ruse Agricultural High School for inter-school competition between Farrer and James Ruse at James Ruse. Mr. Smiles was Principal of Farrer Agricultural High School was donated by James Ruse happy co-operator in organising the interschool visits with James Ruse.

The W. H. Daley Shield for competition between James Ruse and Bega High School was donated by James Ruse and was named for Mr. W. H. Daley, who was an outstanding sportsmaster of the school. During his time at James Ruse he very successfully pursued University courses and was appointed as a Lecturer to Sydney Teachers' College. He was associated with the development of the Human Performances Laboratory there.

The Byron Sharpe Shield was named for Mr. Byron Sharpe, the first School Captain, for annual inter-house competition in Swimming.

The Brian Cleal Shield was donated by the school to recognise the work of Mr. Brian Cleal in developing House Competition within the school. It is for annual competition between the houses in Athletics.

The Chris Williams Shield is provided by the school for cross-country running, to recognise the great interest of Mr. Chris Williams, an assistant in the Social Science Department who has developed a full programme of participation by the students in cross-country running.

The Malcolm Bray Shield was donated by James Ruse Agricultural High School to recognise the work of Mr. Malcolm Bray. He was a first grade golfer, playing Pennant Golf for Pennant Hills Club. Mr. Bray was active in the formation of the school's Interact Club and under him the Club was a most effective part of school life.

The Earl Walters Shield was donated by James Ruse Agricultural High School for the annual competition between Hurlstone and James Ruse in a number of sports, and is named for Mr. E. A. Walters, the school's first Agriculture Master. Mr. Walters has done a great deal for school Rugby Union and golf. In addition the development of the school playing field to its present standard is largely the work of Mr. Walters.

Memories

Although a great many staff members have passed through James Ruse, lingering for a while in its quietly pleasant atmosphere, we still have with us, apart from Mr. Hoskin, three teachers who have seen long service in the school; Mr. Berry and Mrs. Lino have been here since the beginning, while Mr. Skinner has been almost as long. Here are some of the memories and thoughts about the school from some of these people:

Mrs. L. Lino

When I was sent in 1958 as a teacher to this school, it was an annexe to the Carlingford Central School and in the control of Mr. Frater, the Principal of that school. Its name at that time was Carlingford District Rural School and its classes went only to Form III.

The present administration block was in the process of being renovated and all 13 of the teachers used the Annexe to Room 5 as a staff room. We shared desks in a kind of Bon & Cox fashion - using whichever was available at the time. I was the only woman teacher, and as the only toilet available was for men, I had to make do with a pan arrangement in a tiny room at the far end of the Manual Arts Block - primitive indeed!

The school buildings consisted of the present rooms 1 to 7, the Manual Arts Block, the canteen building, the Administration Block and the Music Room which was the Library at

that time. I well remember Mr. Allan Shearman, the Librarian, and the pride he took in his polished wooden library floor. So zealous was he that boys had to leave their shoes at the door before they entered the holy of holies - great for the floor, but hard on the atmosphere.

Early drama efforts were confined to "play days" when each teacher of English produced a play which saw the light of day in the canteen. One year I remember producing a musical "Pirates in Pinury" with Sir Arthur Sullivan's music but not with W. S. Gilbert's words as these were not out of copyright at that time. My interest in G. & S. increased with the arrival at the school, in 1963, of Mr. Colin Anderson, whose real love lay not so much in teaching, as in the stage. His enthusiasm convinced the Principal that it was time we emphasised the culture in agriculture and Mr. Hoskin agreed that we might produce "H.M.S. Pinafore". Our greatest difficulty in doing this lay in convincing the tough young gentlemen at James Ruse that they become demure young sisters, cousins, and aunts for the duration. This reluctance continued for several years, but gradually disappeared. One facet of this situation which we found most amusing was the young gentleman who exclaimed in a voice of horror, "do we have to wear make-up?" and who, at performances, would pester those doing the make-up with such remarks as "Geoff's got more of that blue stuff on his eyes, miss. Don't I need some more?"

All those concerned with putting on "The Show", and these have been many over the 16 years of its existence, have always found the greatest satisfaction in seeing students return year after year to what is, after all, hard work, and in seeing those who maintain their interest in the stage after they have left school — it makes it all very much worthwhile.

(Mrs.) L. Lino.

Mr. R Anderson

My first impression, when I made a preliminary visit to James Ruse in 1959 to learn what I could expect to be doing after the Christmas vacation, was one of pleasure at the beauty of both the central building and its setting. Then I was made to feel so welcome by the Headmaster and Charles Mullavey, the Deputy (though the latter was leaving to become an Inspector), that I felt thoroughly at home before I was actually installed.

One of the first requests I received from Mrs. Hoskin was for a School Song, to a tune of my choosing. This was provided, along with its own tune, instead of one borrowed from another song. The boys sang it well, and gave every sign of enjoying it. Soon my presence in an agricultural high school became more appropriate, when the Agricultural Gazette listed my Glenalton peach, which I had accidentally bred from Elberta out of Aunt Becky. (Actually I planted the seed of a particularly large fruit from the latter tree, which had been planted much too close to the former by the previous owner of my home.) There are two Glenaltons in the school orchard, and, as a matter of interest, it grows quite readily from cuttings made from normal prunings.

I have also the pleasure of having introduced the first livestock into the school's farm. In addition to my agricultural hobbies, I kept bees, which, however, collected honey only from the mangroves on the Parramatta River. This is not nearly as pleasant as that from the eucalypts, and the sight of all those gum trees on the King's School property suggested a richer source. So I handed all my hives over to the School - and enjoyed some much

better honey.

Another pleasant memory is the term during which my elder son, David, was on my staff for a couple of classes of English. Having been an Olympic and Empire Games rowing medallist, he had specialised in Physical Education (but he had majored in English and History for his B.A.). He did leave his mark at James Ruse, however, during that one term, before being whisked off to be Special Master at Broken Hill. He it was who suggested the annual working bee which brings fathers and teachers together for various jobs beyond the interest of the Education Department, such as pruning fruit trees, special painting jobs, and so on.

In my whole teaching career, I never said goodbye to a school without sadness, but I never continued to remain a part of any of the others in the way that I still feel a part of James Ruse after eleven years' retirement. Perhaps having had a son teaching there and then, since my retirement, two grandsons educated there — which certainly gave me great satisfaction — contributes to this.

Robert A. Anderson.

Mr. B. Berry

Mr. Hoskin in his first eight years as Principal dedicated himself to the task of developing agricultural and general education at the school to a level whereby students may continue in the field of agriculture at the completion of their secondary education. The success of this philosophy may be gleaned by the enthusiastic selection by parents of James Ruse for the secondary education of their sons and daughters.

My appointment to the school as Deputy Principal in 1967 followed the tragic passing of Mr. Ron Rassack, the Deputy Principal appointed in 1966. Mr. Hoskin's inexorable pursuit for staff stability through continuity of service at the school had received a severe setback. Determined to mould the new Deputy Principal with as little time loss as possible, I vividly recall my first telephone call to Mr. Hoskin. The instruction was to report to his home early in January, and assist in the preparation of the timetable and complete all organisational requirements ready for the school to open on the first day of term, with a firm and final timetable and I quote, "the students and staff are most enthusiastic at the start of term I make the best use of it."

When the school opened and the students assembled in full school uniform, complete with felt hats, and were provided with their timetable and text books for the year, I realised that James Ruse, despite its youth, was now firmly established in the same mould as the older, traditional high schools.

As the students attending the school were selected from primary schools throughout the Metropolitan Area, a close personal involvement in activities and programmes was essential. The area of school involvement which the Principal viewed with interest and pleasure was the inter-school sporting fixtures and country school visits. The success of James Ruse sporting teams, the representation of students at higher levels and the association of students with those from country schools, particularly the Agricultural High Schools and the armed services' establishments at H.M.A.S. Creswell, Jervis Bay, and Royal Military College, Duntroon, at a competitive level assisted in consolidating the school motto "Gesta non Verba" (deeds not words).

Congratulations James Ruse Agricultural High School on your first twenty years. You are certainly the "Jimmy Ruse" school and to quote the Rugby cry, "Go Ruse" for the years to come.

Twenty years is not long in the history of a school. Much has happened at James Ruse in this time, yet much has remained unchanged. On one hand we have not lost sight of the tried and true educational principles of the past, but at the same time we are not old-fashioned. This is the way it should be.

It is reflected in our surroundings. At the heart of the school is the administration block, a fine old vintage building that helps us remember not only those who figure in the history of the country, but also the pioneers of the school. It is so easy to forget that not long ago James Ruse was little more than this one building. Set up as an annexe to Carlingford District Rural School, it had so many problems to overcome. Shortage of buildings and equipment, absence of sporting facilities and paved areas, were bad enough, but the specialist nature of the school created many more problems. However, the problems were overcome by persistent effort on the part of the headmaster, staff and students.

The effort has been a continuing one. James Ruse has gone from strength to strength. We have always insisted that though this is an Agricultural High School, it leads to all areas of endeavour. We have among our ex-students graduates in all professions. We have become a force to be reckoned with in the sporting field.

Tradition has been established at James Ruse. It is a tradition based on attainment in so many fields. These days schools do not ruthlessly advertise the fact that they have some motto that they pursue, and this is the case at James Ruse. While we do have a motto, "Deeds, not Words", much has been achieved without formal recognition of this fact. But much still remains to be done. During these times of economic and social difficulties it is imperative that standards be not only maintained but improved upon. It is so easy to take for granted the achievements of those in the past, or to become disenchanted with the tasks of the present. The challenge that lies ahead of us at James Ruse is to consolidate the work of the pioneers of the first twenty years, to make the most of the abilities we have, to appreciate the rights and feelings of others, to be modest in what we do. If we can do this, the era just opening up will be as great as the first.

(Mr.) B. Berry.

The Cadets at James Ruse

During 1960 the future cadet officers, C.U.O's and N.C.O's underwent training at Singleton camp. In 1961 the James Ruse Agricultural High School Cadet Unit was established with a strength of 98. This was increased to 110 in 1962. The first Officer Commanding the Cadet Unit was Captain M. Coveney and it was due to his efforts that the rifle range was built. Captain Coveney resigned from the Education Department in 1964 and handed the Unit over to Captain C. Myers, who carried on Captain Coveney's great work until the end of 1966 when he transferred to another school. Lt. W. Mills was bandmaster when the Unit was raised in 1961 and under his direction the band had notable successes at band competitions held at Anzac Day marches, Waratah Festival, Annual Camps and Parramatta Foundation Day parades. Lt. Mills transferred to Nowra in 1969.

Many students have enjoyed the challenges and pleasures of the Cadet Unit over the years

since its establishment and many boys are still gaining from their present membership. The value of cadet training is very apparent when comparing the maturity and ability of a boy when he joins the Unit and when he leaves. Some of the outstanding cadets who attained the rank of Cadet Under Officer are listed below:- 1961 A. Brownhill, R. Henry, R. Stanford; 1962 G. Marshall, B. Schmalz, R. Tucker; 1963 G. Marshall, P. Polack, R. Tucker.

The principal interviewed

Mr. Hoskin, could you tell me how the school came to be called "James Ruse Agricultural High"?

When I was appointed as Headmaster here, it was called "Carlingford Agricultural High School" - a brand new school. Now when I was at University I was fortunate enough to do a course in Agricultural History. One man who caught my attention for several reasons was James Ruse. Not only his farming activity attracted me but because both Ruse and I are of Cornish extraction - my Grandmother was Mary Ann Tresize (a good Cornish name that one!).

I realised that "Carlingford Agricultural High School" was a most unsuitable name because the school was not to serve only Carlingford. Indeed, we had practically no students from Carlingford. We would have had twenty times more students from say Burwood, than Carlingford during those first few years. Well, I suggested in the April of 1959, two names - "Sydney Agricultural High School", and "Ruse Agricultural High School". The Department did not know too much about Ruse, but I made certain suggestions as to people to consult, and they agreed (I think NOT knowing that he was a convict) that the place should be known as "James Ruse Agricultural High School". At about that time Arthur Philip School was also named. Adding the first names to the surname does make it better, I think.

Prior to my arrival, the school had been run as an annexe to Carlingford Central School and was called the Carlingford Junior Agricultural High School. It was administered by Mr. Frater, Headmaster of the Carlingford Central School, and the Master-in-charge here was Mr. Charles Mullavey, who became the first Deputy Principal of James Ruse.

Have you seen any changes in the type of students who have come to James Ruse over the years?

The type of student who has come here over the years is markedly different from those in local area schools. This would have been the least selective of any secondary school in Sydney. There has been a transition to the point where this is the most selective school either public or private, in the history of Education in this State, and indeed more selective than any tertiary institution.

There is also a marked difference. because the student who comes here must have enough individuality to break away from his peer group in the suburb or street in which he lives, and come to a different school. Very often he is the only student in the street, or even the suburb, that attends this school. In one particular case I estimated that a student had to come past 90 High Schools, to come to this school. This is the same now as it was in the beginning. It has not changed. This certain individuality is seen by some teachers as an asset and some as a liability; I think it should be seen as an asset. Individuality in students

should be treasured.

Have there been any particularly outstanding students that you can remember, and what they have gone on to become?

It is remarkable how well a lot of them have done. One, Murray Badger, who was Dux of the school in his year (I think it was the first H.S.C. Year) went from here to the Faculty of Agriculture and graduated with 1st Class Honours and the University Medal. He then went to the Australian National University to graduate Ph.D., and then he proceeded to the Carnegie Institute for post-Doctoral studies. Last year, he was awarded a Queen's Fellowship at the James Cook University to do studies on photosynthesis of marine algae. His is a particularly outstanding career. Another student, Peter Warr, graduated in the Faculty of Agriculture with Honours, and then went to Stanford University to graduate Ph.D. and is now at Monash University, lecturing in Economics.

All round, there is a record of academic excellence, but a lot of ex-students work in very practical areas - this school produces both types. One of the first old boys, Adrian Lynch came second in the State in H.S.C. in Agriculture, and after graduation went into Journalism, writing agricultural material for the "Australian". For a time he was on the "Herald" and at present he is Private Secretary to Mr. Sinclair, the Deputy Leader of the Country Party. Adrian has made Public Relations a rewarding career. Some years ago, I could have said that 3 out of 4 of our students who finished at James Ruse were in a vocation that was connected with Agriculture.

Has there been a trend away from interest in Agriculture?

Any trend away has come more because of the lack of opportunity for careers in the Agricultural field. James Ruse has had a large number of students become veterinary surgeons, quite a number are practising medicine and in fact there is no profession where James Ruse is not represented. At least three of our ex-students have come back to Ruse as teachers of Agriculture, and of course Ross McGregor graduated in Agriculture and is on the staff at present. In the teaching service, quite a number of ex-James Ruse students have become Agriculture and Science teachers. I remember at one time also, the "Land" newspaper had three James Ruse students on the staff.

Geoff Lawrence, an ex-school Captain, had a job as a Projects Officer with the Riverina Local Government bodies. I went in to buy something the other day, and met an ex-student who was a music salesman, and of course, on the walls of my office here hang several paintings by Carl Stringfellow, an excellent and increasingly well-regarded artist in the Sydney area. At one time, the Music Master at the Kings' School was an ex-James Ruse student. So you can see, we are widely represented in careers well away from the original intention of the school.

What do you consider to be the most important experience that every James Ruse student should leave with?

Basically, of course, the Agriculture experience. We live in a community that, despite marked efforts to get away from it, is still bound very closely to the land. There would be very few children here, other than migrant children, who have not got some association with the land, through parents or uncles. Even the developing urban type of person is increasingly aware of the environment and ecology, and these are things closely bound up with Agriculture. Hence to all, the Agriculture experience can be an important one. If a

student becomes a doctor, or a lawyer, or an architect, his school Agricultural experience is still significant. The subject can be made readily justified as a worthwhile part of a liberal education.

Has your own understanding of Agriculture changed over the time you have been Principal of this school, or has your interest changed?

Well, over the forty or so years that I have been a teacher, I have either taught Agriculture or been Principal here. I have devoted a lifetime to propagating the study of Agriculture in schools.

Is there any aspect of Agriculture that you could say was your favourite area?

Personally yes, I like horticulture whether it is flower gardening, orcharding or whatever. This aspect has been least popular with students, however, more students turn towards raising and care of animals rather than growing things.

This perhaps relates to your choice of school name "Ruse" rather than "Macarthur" . . .

Yes, and of course this area was the garden of Sydney. The railway line was put in to take apricots and citrus fruits to the markets; it was not built expressly for passengers.

Is there anything that you would have really liked to do in the school, that has not been possible?

There are hundreds of things that are not completed. The school is a developing institution and will not be finished at any stage. I will say, however, that climbing the hill in establishing a good school is much more interesting, to a Principal, than keeping the school on a plateau of high achievement. For example, if a James Ruse boy or girl misbehaves on Public Transport, I hear complaints from perhaps four or five sources. If it is a boy or girl from another school, it may be overlooked. Parents have a certain level of expectation. If a lad comes to this school and does not do well, I hear about it. The best our school can promise is to keep "good" boys and girls achieving well. We cannot make "naughty" children into good ones.

What achievement made by the school would you be most proud of?

There are many - however, about three years ago we were very pleased when one of our students, Marcus Croft, won first place in the State in H.S.C. Modern History, and last year we gained first place in the State in H.S.C. Agriculture. One of our student's special works in Art gained a superior result and his piece was exhibited. It is these things that the school can be proud of.

Are there any school incidents that you found specially amusing?

Incidents that particularly spring to mind are more personal ones. One especially desperate moment that is amusing when I look back on it, concerns a man who came here to make arrangements to show his performing cockatoos and rabbits. When he arrived the second time to actually give the show, I had forgotten who he was. The double talk that went on at that moment must have sounded absurdly funny. He was talking about his "little darlings" and their performances, while I kept on trying to discover from the conversation who he was, and what students he was talking about. I had forgotten all about cockatoos and rabbits!

I guess there are many "faux pas" in public life . . .

Yes, there is another amusing incident concerning a "faux pas". I had, at one time, three important Africans visit the school, one was a Headmaster from Sierra Leone, one from Nigeria, and the other from Ghana. These three very big black men were looking over the school with me. We were walking along the top of the oval to view the stock - one, a big, red Shorthorn cow with a black calf on her. One of the visitors looked down the bank at the black calf suckling its red mother and enquired how it was possible. I began to explain that black was the dominant gene in cattle, and that it was obvious that there had been a black father, but this should not have been possible for it was supposed to have been fertilized with Shorthorn semen, so I was about to say "there must have been a nigger in the woodpile". I checked it midstream. I went red in the face choking it back. They looked at me rather oddly. This was amusing to me, though embarrassing.

Have there been any setbacks or policy changes that have had a direct effect upon the school?

The most important thing relevant here is the coming of girls to this school. It is the most marked change in the history of the school. This school is now a boys' school with some girls in it. The numbers are at present 620 boys and about 100 girls.

My background was in Fort St. Boys' School, and in teaching I taught at two co-educational schools, Grafton and Muswellbrook, though as Agriculture teacher I taught mainly boys. As a Deputy Headmaster I came to depend upon a lot of senior girls to establish the school's tone. The situation is rather different in the city however, because in a country town you come to know the boys and girls outside the school situation.

The coming of girls to this school, I really welcomed in my own heart (I felt I had to make some appearance that I did not) because in the long run, they will benefit the school. I expect the number of girls applying might drop from where it is at present.

Apart from that, I can say that I have had a fairly free hand from the Department. I must pay a tribute to the system that gives a Headmaster as much freedom as I have had. I hope the Headmasters of the so-called Independent Schools have as much freedom of action.

Selective schools have been attacked on all sides of the community. How do you see James Ruse in the midst of all this discussion?

When the attacks were made on selective schools, for example, Fort Street, Sydney High, North Sydney Boys' High, the Committee findings were not favourable to their continued existence, but I quote Mr. Wran verbatim when the matter was discussed in Parliament:

"We do not propose to interfere with the Conservatorium of Music and the Agricultural High Schools because although selective, they serve a useful purpose."

The implication is that this school's strength is its special purpose, the Agricultural experience.

End of interview.

Academic Results

While it could not be claimed that the effectiveness of education can be measured solely by examination results, success in public senior examinations is nevertheless a guide to a student's wider achievements. In other sections of this book you may see evidence of

success in these wider areas, such as drama, music, sport, community involvement.

The academic achievements of the school have been a noticeable feature since its beginning. In 1961, the first year senior students were presented for the Leaving Certificate, significant results were obtained in Agriculture. Of 18 candidates, taught by the Headmaster himself, two gained First Class Honours, 11 Second Class Honours, two A passes, and three B passes. As the years have passed these distinctions have been shared among other subjects.

The vocational choice of students from James Ruse was once clearly defined. Of the 18 initial senior students, four entered rural faculties at Sydney University, five went to Agricultural Colleges, two to Armidale Teachers' College to train as Agriculture teachers, four were employed by agricultural firms, while one enrolled in Wool Science at the Technical College - a total of 16.

In later years, a greater diversity of vocations has become evident. While Agriculture and related rural sciences are still prominent among choices, other Science and Mathematics based courses related to students' excellent achievements in these school studies, have also been chosen, e.g. medicine, dentistry, optometry, engineering and science. In addition increasing numbers of students have also entered law school, and the Humanities, including Art.

Senior students

Captains

Vice-Captains

Senior Prefects

1956

1957

1958

1959 Sharpe, B. F.

Bell, A. K.

1960 Bell, A. K.

Henry, R. A.

1961 Bell, A. K.

Henry, R. A.

1962 Denstone, C. P.

Richardson, I. W.

1963 Marshall, A. G.

Tucker, R. J.

Polack, P. J.

The Student Council

The most innovative feature of James Ruse School democracy is almost certain to be found in the formation and development of the Student Council. James Ruse was one of the first schools to introduce such a body and it has been in constant operation from the school's earliest years.

The Minutes, which have been kept meticulously since the beginning, reveal a history crammed with discussions, disagreements and resolution, but above all with a fellowship of boys striving to serve their school.

The obvious questions asked about a Student Council are "what does it do?", and "do

students have any real say?". The role of the Council at James Ruse is summed up in the words of the Headmaster: "Because of its nature it must be a recommending body. Usually things are thrashed out in Council and 90 plus per cent of the recommendations put are adopted. Much of the progress of the school has been through suggestions of the Council. We try to give students the opportunity of having their say in the organisation of the school so that they will feel that they are in part, determining the policy of the school."

Many of the physical attributes of the school which now go unheeded are a direct result of an impetus which originally came from a Council Meeting. The range and extent of these can only be realised if one peruses the Minutes of the meetings which now run to several volumes. It is impossible to cover the discussion and work of twenty years in a review article of this nature. Matters large and small are recorded there in all their detail of discussion, some extending over many meetings. But always there is a definite conclusion, usually in the form of a recommendation followed by a later report from the Headmaster that the change has been effected. In the Minutes we can see recorded for discussion such items as buses for sport or a problem with pens, a new farm shed, or the repair of a power point, new tennis courts, or a new heifer, Romney Marsh sheep, or the problem of bee stings, school uniforms, or the lily pond, a shearing shed, or pencil sharpeners, the building of a rifle range, or a yo-yo problem. These combinations of trivial and major issues all come crowding from the pages of the Council's Minutes, and they show, in fact, not only the definite progress made in long term and immediate matters, but also the point that many students over the years have learned to work together and have seen a need to respect the beliefs and attitudes of others.

The inaugural meeting of the Student Council was held on 12th October, 1960. The first record of the names of students attending the Council Meeting however, is not supplied until the Minutes of August 1961. There were 12 students present out of a membership of 20. Today's Council is well over three times that number, consisting of two representatives from each class, together with senior student executive members and representatives from student bodies who wish to address the Council.

In the early years of the Council, discussions rather than debates seemed to dominate the meetings and naturally enough, the chief concerns were material aspects, vital to a new school lacking so many things. But as the years progressed, a greater emergence of personalities and consequent spirited debating are noticed. From the beginning a sense of freedom and spontaneity is seen as a dominant feature of Council discussions, the only restrictions being that the chair and the Council be properly addressed and that the rights of one's fellows be respected.

The Student Council will continue, its concerns almost certainly as varied as those of the past. One of the most recent recommendations looks forward to the completion of the Assembly Hall for which the Annual Appeal will be used to provide necessary equipment for this new project.

The guiding spirit of enlightened and liberal debate, it is expected, will also continue as a tribute to the Headmaster, Mr. Hoskin, in whose mind the idea of the Council was begun, and under whose careful policy the general progress of its members' education has been fostered. No better tribute can be paid to Mr. Hoskin than the continuance of this spirit which he has so effectively nurtured over the years.

James Ruse Yearbook and Gazette

One of the aims of James Ruse has always been to promote a close student/ teacher relationship and to let the students know "what is going on at James Ruse". This has been achieved over the years by an Annual Yearbook for the first six years ('59-'64) and the James Ruse Gazette since then.

The Yearbooks included reports on school development, activities and special events. A main feature was the literature of the students themselves, and every Yearbook featured articles by the Headmaster, Deputy Headmaster, and School Captain. These provided students and parents with a resume of "the year at James Ruse".

The James Ruse Gazette superseded the Yearbooks. It has the advantages of immediacy, flexibility and a wider scope. Involving as they do, regular editorial work and literary creation, they supplement the boys' training in written expression as well as providing a sounding-board for their ideas.

An important feature of the Gazettes is the Fifth Column, a forum for school anecdotes and editorial comments. It also presents school occurrences in a different light.

We must thank Miss E. A. Peterson, B.A., Dip. Ed., a former English teacher at the school, for the development and standardisation of the Gazette format.

In 1968 "History of a Decade" was released. This was a reflective Yearbook, looking back and surveying the achievements of James Ruse in its first ten years.

Its companion volume is this present publication which attempts to review the last twenty years.

*Editorial Committee: Mr. P. J. King, Mr. L. H. Sharp,
Greg Anderson, Keith Arblaster, Andrew Doust, Mark Pigot*

1978