

Pass This on to Alen.  
G.R.B.

# **JAMES RUSE AGRICULTURAL HIGH SCHOOL**

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## **1964 YEAR BOOK**



*James Rose Agricultural High School.*

## PRINCIPAL'S MESSAGE

Our school, now in its sixth year, continues to grow rapidly. The enrolment this year, in excess of 550, with over 150 in the Senior School, is large for an Agricultural High School, and justifies earlier confidence that there is a considerable demand for education of this type. Indeed, a new building programme is being undertaken at present which will provide for an estimated student population of 650. The new Senior Block will comprise a library with three study rooms, a science laboratory, and four classrooms. It will cater specifically for the educational needs of Fifth and Sixth Form students following the new Secondary courses.



I wish to thank the students for their continued loyalty to the school. In study, sport, and social activities, the lads have measured up to the high standards set for them. A tribute is due to the Prefects and Class Captains for their assistance to the staff and their work in the School Council.

We have a large number of visitors at James Ruse, and without exception they have remarked on the fine bearing, good-manners and enthusiasm of the students. Special mention must be made of the Cadet Unit which continues at full strength, and of the Cadet Band, which has upheld its excellent reputation.

The opportunity for development in leadership and service has been widened by the formation of an Interact Club under the sponsorship of the Parramatta Rotary Club.

"The Mikado" company set a high standard of production this year, and brought great credit to all who worked in this activity.

In addition to the established inter-school visit with Yanco Agricultural High School, an annual visit for junior boys with Farrer Agricultural High was instituted. Thus James Ruse now competes with the other three Agricultural High Schools, and our lads have the advantage of not only engaging in sporting competition, but seeing the agricultural activities taken in these schools, and the surrounding districts.

I desire to pay a tribute to the parents for their excellent support. The response to the Annual Appeal is most gratifying, as has been the assistance given at Working Bees. The work of mothers in the School Canteen is greatly appreciated, as is their support at the various social functions.

It is student loyalty and parental support which encourages the staff to give of their best in all fields of educational endeavour.

JAMES C. HOSKIN, Principal.

# THE DEPUTY PRINCIPAL'S MESSAGE

Anyone who has a look at the lost property in a school would be struck by the carelessness of boys. A look in the lost property office of the railway or bus depot is just as revealing. I think it is more than only carelessness but shows a lack of responsibility on the part of boys and adults. Every person has two main responsibilities, namely to himself and to others; and these progressively increase as one gets older. What is meant by 'responsibility'? The dictionary says responsibility means 'being responsible' and 'responsible' is said to mean 'liable to be called to account' or 'answerable to some person for some thing.' Let us consider a few of these which concern school boys.



Every boy is responsible for getting himself to school and home again punctually and in safety. On the way he is responsible for his conduct and behaviour in public. That is he owes it to himself and his parents to make certain that through no act of his does he endanger himself or others. That leaves no room for horseplay or skylarking. He is responsible not only for caring for himself but also for looking after his personal belongings. Don't expect that someone else is going to look after your things for you, that your classmates, the members of the Staff or the cleaners will do the job for you. In like manner what belongs to others should be respected, you should not interfere with other people's property or they with yours.

Parents have many responsibilities, one of which is to see that their child is properly adjusted and educated so that he may become self-supporting in satisfactory work and able to stand on his own two feet. One tremendous responsibility of both parents and children is to do something useful with their lives.

To help do that boys must make the best possible use of the facilities provided by the school for their education including making a serious effort to absorb all possible knowledge that will be useful to them in after life. Otherwise there is a tremendous waste of talents and opportunities and boys are doing themselves a grave injustice.

In modern society there is a disturbing tendency for people to evade their responsibilities and pass what is rightly theirs onto someone else. For instance, in extreme cases, some parents are quite happy to let the state take over the care and maintenance of their children. Others pass over the instilling of moral values to the clergy or the school. All such evasion shows a decided lack of character on the part of the parents concerned; they are falling down badly. Boys too tend to evade their responsibilities, particularly in regard to others and to what belongs to others. For instance a simple case is that of seeing a classmate's blazer on a railway platform and not taking charge of it—but there are many other examples where boys tend to evade their responsibilities. All boys would do well to consider where their responsibilities lie and guard against evading them. By so doing they will develop fine characters, grow to be worthy citizens, make good contribution to the state and make something of their lives which will bring them acclaim, admiration and honour.

A. G. CAMERON, Deputy Principal.

## SCHOOL CAPTAIN'S MESSAGE

At the passing of yet another year, James Ruse A.H.S. has again experienced a growth of maturity in terms of tradition and school activities. The involvement of the School in many educational and social functions has provided opportunities for students to broaden their school activities. For example, recently, through the work of the Headmaster, in conjunction with Parramatta Rotary Club, James Ruse students were given the chance to become members of the Interact movement. The Interact Club at James Ruse is only the second of its kind in N.S.W. public schools. Our efforts as a school have been channelled into a wide variety of fields, academic, sporting and cultural—making us a "full" high school in every sense. The Prefect body this year has gained a social partner in that of the Prefects of Cheltenham Girls High School. I think that future generations of James Ruse Prefects will look forward to this social function with great enthusiasm.

I would like to extend to the Prefect body, especially to the Vice-Captain, Les Pearson and Senior Prefect, Peter Tobin, my sincere thanks and appreciation for their efforts and co-operation. On behalf of the Prefects I should like to thank the Headmaster and staff of the school, and especially our Prefect Master, Mr. J. Pearman, who has been a capable administrator as well as our social guardian. Finally, as School Captain, on behalf of Fifth Year, I extend to the school and future generations of James Rusians, our hopes for our even greater success and achievement.

PETER SCHULTZ.

School Captain.

## LEAVING CERTIFICATE, 1963

Armstrong, J. M., 1, 13, 24, 27A, 28H2, 39A; Atkinson, J. H., 1, 27, 28, 39; Austin, D. H., 1A, 13A, 21, 24, 28A; Baillie, B. G., 1, 13, 24, 27, 28A, 39A; Browning, L. M., 1, 19, 21, 24, 28; Burrell, J. W., 1, 19, 21, 24, 28; Chapple, D. A., 13, 24, 27, 28, 39; Chaseling, P. D., 13, 21A, 24, 28A; Cole, J. R., 13, 24, 27A, 28; Collins, G. J., 19, 27A, 28, 39; Driver, R. J., 1, 13A, 18A, 21, 24, 28A; Fletcher, R. C., 1, 24, 27, 28H2, 39; Freeman, P. A. H., 13, 24, 27A, 28; Hamilton, B. W. C., 1, 13, 24, 28; Hampson, D. L., 1, 24, 27, 28, 39; Hoogenboom, N., 1, 10, 18, 21A, 24, 28A; Howell, W. A., 1, 24, 27, 28H2, 39; Horsfall, R. M., 1, 13A, 19, 24A, 27, 28H1; Irish, G. D., 1, 13, 19, 21, 24, 28A; James T. H., 13, 24, 27, 28, 39A; Kemp, H. W., 1, 13, 24, 27A, 28H2; Lauer, P. R., 13, 24, 27A, 28, 39; Leckey, J. V., 13, 27A, 28, 39; MacKenzie, W. R., 1, 13, 19, 27, 28; MacQueen, I. J., 24, 27, 28, 39A; Marshall, A. G., 1A, 13, 18, 21, 24, 28H1; Mead, I. J., 1, 13, 19, 21, 24, 28H2; Milburn, J. R., 1, 13, 18, 21, 24A, 28; Milward, D. C., 1, 13, 24, 28; Monticone, L., 1, 18, 21, 24A, 28; Moth, J. J., 1, 13, 18A, 21, 24, 28; Passmore, T. E., 1, 18, 21, 24A, 28; Moth, J. J., 1, 13, 18A, 21, 24, 28; Passmore, T. E., 1, 24, 28, 39; Polack, P. J., 1, 13, 21A, 24, 28; Purdy, R. R., 24, 27, 28, 39; Richard, D. T., 1, 13, 18, 21, 24, 28H2; Roese, G. J., 1, 13, 24A, 27, 28H2; Shaw, D. J., 1, 13, 24, 28, 39; Simpson, G. L., 1, 13, 18, 21, 24A, 28; Sinai, M. W., 1, 21, 24, 28; Stephens, A., 1, 13, 18A, 21A, 24A, 28H2; Sterelny, P. G., 1, 13, 18, 21A, 24, 28H2; Tucker, R., 1A, 13A, 18, 21A, 24A, 28; Warr, P. G., 1A, 13A, 18, 21H2, 24A, 28H1; Westaway, R. J., 13, 27, 28A, 39; Willis, W. J., 13, 19, 21, 24, 28.

KEY: 1—English, 13—Modern History, 18—Mathematics III, 19—General Mathematics, 21—Combined Physics and Chemistry, 24—Biology, 27—Sheep Husbandry and Wool Science, 28—Agriculture, 39—Farm Mechanics.