

P.S. Deacon



Bryanston
High School
Magazine

No. 4

December 1971

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Fabulous prizes include a trip to Europe!

A "Jet-Set Princess of the Ball" will be chosen.

Bryanston's gala affair of the year will be an evening of glamour and excitement.

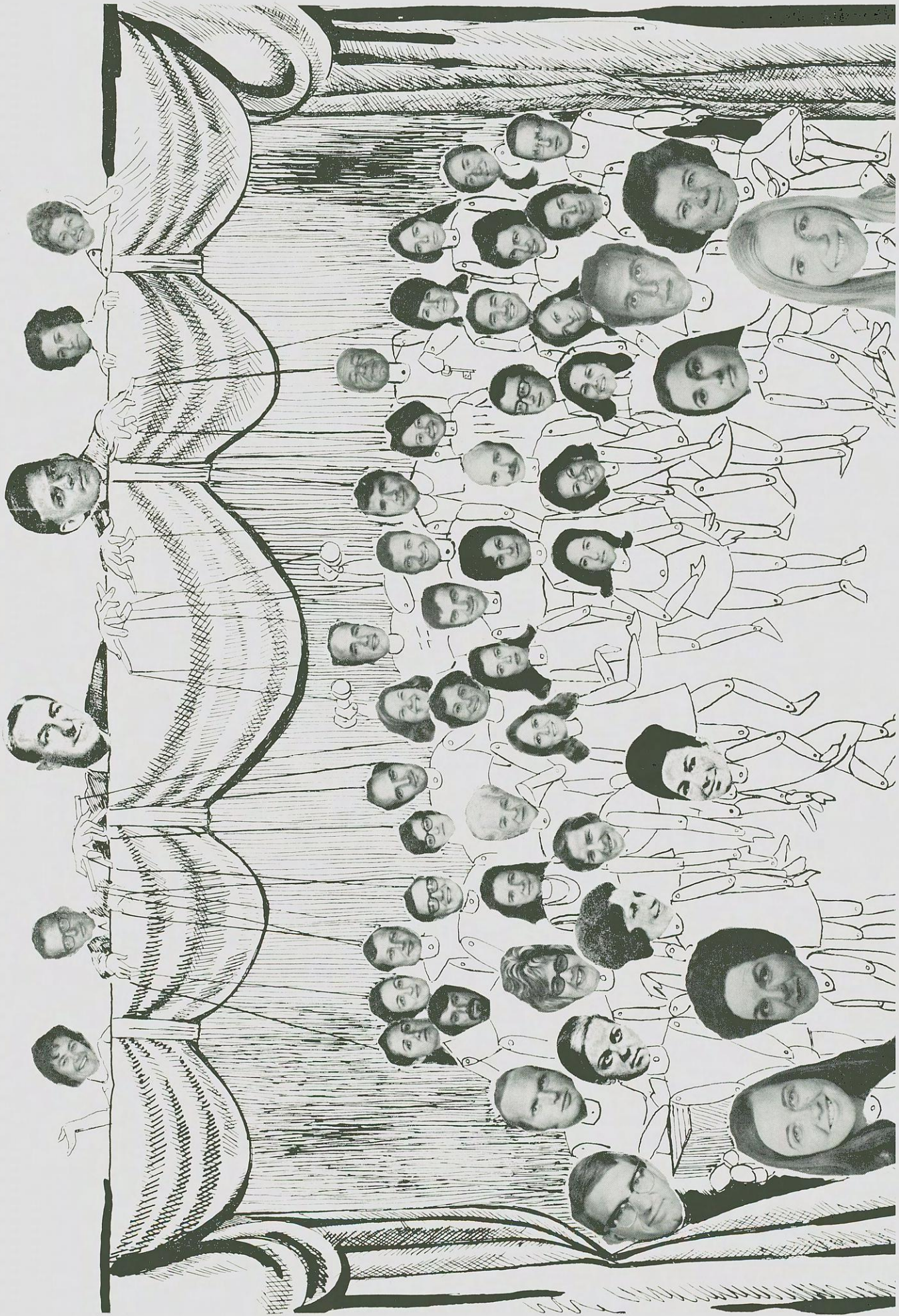
We still need more prizes. Assistance in obtaining these prizes from Parents and firms in the area will be more than welcome.

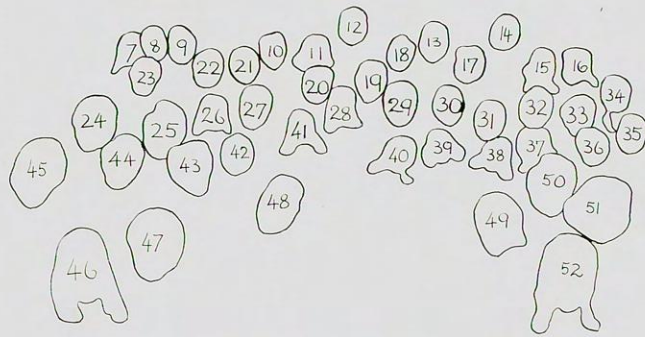
If your Company would like to provide a prize, please contact the School.

All prizes will be exhibited at the Debutante Ball and suitably acknowledged.

Bryantston High School

Staff - December 1971





1. Mr. J. Alswang — Headmaster.
2. Mr. A. G. J. van Rensburg — Deputy Head (English).
3. Mr. J. L. Viviers — Vice-Principal (Science).
4. Mrs. V. A. Wilson — Secretary.
5. Mrs. R. Smith — Secretary.
6. Mrs. C. B. McCall-Peat — Secretary.
7. Mrs. T. Young (English, General Science).
8. Mrs. M. Broere (Mathematics).
9. Mr. G. W. Kapp — Senior Assistant (Afrikaans).
10. Mr. G. Manolios (English, History).
11. Mrs. H. A. Wasdell (English).
12. Mr. E. A. Clayton (Physical Education).
13. Mr. D. A. Scott (Religious Instruction).
14. Mr. F. W. H. Nel — Caretaker.
15. Mrs. A. B. van Rooyen (Afrikaans).
16. Mrs. E. I. M. Hannemann (Geography).
17. Mrs. G. Bull (Mathematics).
18. Mr. G. D. Kotzee (Afrikaans).
19. Mr. C. L. Bam — Senior Assistant (English).
20. Miss R. T. de Villiers (English).
21. Miss B. C. Benyishai (Mathematics).
22. Mr. P. J. de Villiers (Industrial Arts).
23. Mr. R. L. Pohorille — Senior Assistant (Geography).
24. Mr. A. G. Smurthwaite (History, English).
25. Mrs. V. Chiappini (Mathematics).
26. Mrs. C. W. Botha (Afrikaans).
27. Mrs. F. A. S. Douglas (Music, English).
28. Miss D. M. James (Teacher-Librarian).
29. Mrs. C. F. Scheltema (History).
30. Mr. I. H. Hartshorne — Senior Assistant (History).
31. Mr. D. D. Lichtigfeld — Senior Assistant (Biology).
32. Mr. B. S. Milne (Mathematics).
33. Mrs. B. E. Drysdale (Home Economics, Biology).
34. Miss C. A. Gibbons (Latin).
35. Mr. A. D. Johnstone (Industrial Arts).
36. Mrs. M. Botha (Guidance, Geography).
37. Mrs. S. Steenkamp (Afrikaans, Biology).
38. Mrs. P. S. Deacon (Mathematics).
39. Miss P. C. Tatz — Senior Assistant (French).
40. Mrs. P. L. Sandiford (Home Economics).
41. Miss R. C. van Wyk (Afrikaans).
42. Miss G. M. Musgrove (Physical Education, Commerce).
43. Mrs. V. J. Andrews — Senior Assistant (Mathematics).
44. Mrs. J. Moore (Geography).
45. Mr. D. P. Campbell — Vice Principal (Geography).
46. Mrs. U. McKee (German, Afrikaans).
47. Mrs. A. M. Dunsford-White (Art).
48. Mrs. S. D. Leissner (French).
49. Mrs. D. Barnett (History, English).
50. Mr. A. I. Katzew (Commerce).
51. Mrs. M. M. C. du Toit (Immig. Afrikaans).
52. Mrs. N. Pringle (Science).

Headmaster
Deputy Head
Vice-Principals

Mr. J. Alswang
 Mr. A. G. J. van Rensburg
 Mr. J. L. Viviers
 Mr. D. P. Campbell (seconded)

Senior Assistants

Mr. I. H. Hartshorne
 Mr. R. L. Pohorille

Mrs. V. J. Andrews
 Mr. G. W. Kapp
 Miss P. C. Tatz

Mr. C. L. Bam
 Mr. D. D. Lichtigfeld

Assistants

Mrs. C. W. Botha
 Mrs. G. Bull
 Mrs. P. S. Deacon
 Mrs. F. A. S. Douglas
 Mrs. M. M. C. du Toit
 Miss D. M. James
 Mr. G. D. Kotzee
 Mrs. U. McKee
 Miss G. M. Musgrove
 Mrs. C. F. Scheltema
 Mrs. S. Steenkamp
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 Mr. P. J. de Villiers
 Mrs. B. E. Drysdale
 Miss C. A. Gibbons
 Mr. A. D. Johnstone
 Mrs. S. D. Leissner
 Mr. B. S. Milne
 Mrs. N. Pringle
 Mr. D. A. Scott
 Mrs. T. C. Young
 Mrs. H. A. Wasdell

Miss B. C. Benyishai
 Mrs. M. Broere
 Mr. E. A. Clayton
 Miss R. T. de Villiers
 Mrs. A. M. Dunsford-White
 Mrs. E. I. M. Hannemann
 Mr. A. I. Katzew
 Mr. G. M. Manolios
 Mrs. J. Moore
 Mrs. P. L. Sandiford
 Mr. A. G. Smurthwaite
 Mrs. A. B. van Rooyen

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 Caretaker Mr. F. W. H. Nel

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 Mr. J. Alswang *Headmaster*

Dr. J. F. Davidson *Vice-Chairman*
 Mrs. V. A. Wilson *Secretary*

Mr. N. M. Anderson
 Mr. H. Cohen
 Mr. J. P. Koekemoer
 Dr. I. B. Welsh

Mrs. S. I. Brackley
 Mr. D. F. Findlay
 Mr. C. S. Lucas

Mr. E. A. Buy
 Mr. B. Kerswill
 Mr. P. W. Seddon

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 Mrs. M. Young *Honorary Secretary*
 Mrs. S. I. Brackley
 Mr. J. L. Preller
 Mr. J. Alswang
 Miss P. C. Tatz

Mr. H. E. Kratz *Vice-Chairman*
 Mr. R. L. McCall-Peat *Honorary Treasurer*

Mr. R. E. Johnston
 Mr. D. D. Lichtigfeld

Mothers' Committee

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 Mrs. P. M. Setterberg *Honorary Secretary*
 Mrs. S. Austin
 Mrs. W. Johnston
 Mrs. S. McCardle
 Mrs. B. van Til

Mrs. M. Nathan *Vice-Chairlady*
 Mrs. E. Steenkamp *Honorary Treasurer*

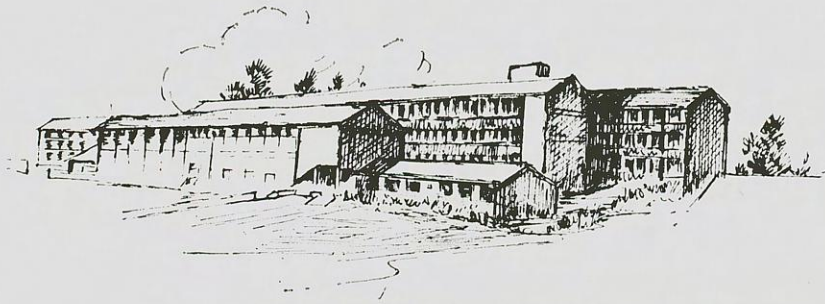
Mrs. S. Gold
 Mrs. C. Levendis
 Mrs. O. M. Swart

Finance Sub-Committee

Mr. J. Alswang
 Mr. D. F. Findlay

Mr. H. Cohen *Chairman*
 Mrs. S. I. Brackley
 Mr. W. R. Hedding

Mr. E. A. Buy
 Mr. R. L. McCall-Peat



Bryanston High School

December 1971

FROM THE HEADMASTER'S DESK

According to the Greek philosopher Aristotle, "*A people who do not learn from history are doomed to repeat it.*"

It is obvious that we have not learnt, and are therefore repeating the disasters of the past. Our Western civilisation is declining as did the Roman Empire — and for the very same reasons: deterioration in national standards of morality and law; permissiveness in society; cynical disregard of the established human virtues, principles and ethics; the abandonment of the teachings of religion; inflation and the deterioration of the monetary system; morality and debauchery; riots and demonstrations; the decline in masculine sturdiness and the feminisation of male fashions; contempt for all that is good and honourable.

This is an age of unrest and ferment. There has been some disenchantment on the part of a segment of our young people. This frustration and disappointment has resulted in the "way out" behaviour patterns, trends and styles set by the lunatic fringe, being followed slavishly by the masses — grotesque hair styles, outlandish fashions, atavistic earsplitting music, appalling lack of manners and a disgusting lack of hygiene. The most disturbing of all is that these are not only being accepted by today's society, but even pandered to and sometimes emulated by adults, who should know better. This is surely symptomatic of a sad, sick society.

But it is not yet too late to learn from history. It is time for the decent element among the youth of today (who, fortunately, still comprise the majority) to stop being dominated, dictated to and deceived by the off-beat, unbalanced minority.

- It is time that all the innately decent and charming youngsters revolted against this revolt of the revolting misfits and drop-outs.

- It is time that both teenagers and adults took a firm stand against the objectionable section of modern youth.

- It is time that the level-headed youngsters asserted themselves, assumed their rightful position as leaders and undertook the duty of leading their generation out of this modern morass.

Responsible youth and responsive parents must bring closer together the seemingly irreconcilable points of view of youth and adults. The psychiatrists term it the generation gap, and need for communication, but in basic English what is really required is a common-sense family consciousness, strengthening of family ties, mutual consideration and understanding, and respect for self and others.

At Bryanston High School, 1971 has been a year of progress in many directions. The enrolment has topped the 1000 mark. Additional classrooms (permanent and temporary) have been constructed. More first-rate teachers have joined our staff, and we shall have the first real yardstick to measure our academic progress next year with our first matriculation classes. Our sports fields have been further improved. A full programme of sport and other extra-curricular activities has brought gratifying results. Four new micro-buses have solved our team transport problems. Our long-awaited tuckshop and swimming bath are nearing completion, and in many other spheres satisfying progress has been made.

For all they have done for our School and our pupils, I thank our Staff (both academic and administrative) and wish them a well-earned end-of-the-year rest.

To Mr. J. J. A. de Villiers, our Inspector of Education, who has been such a firm friend of our School and who is leaving our circuit, we say, "Thank you for all the guidance and assistance." We know we shall miss him.

Without the dedicated hard work of our Governing Body, our Parents' Association Committee and our Mothers' Committee, very little of the progress could have been achieved. I

Bryanston

High School

ACKNOWLEDGES WITH THANKS
THE GENEROUS CO-OPERATION
OF THE ADVERTISERS
WHO HAVE MADE POSSIBLE THE PUBLICATION
OF THIS MAGAZINE
AND APPEALS TO
PARENTS
TO SUPPORT THOSE FIRMS WHICH HAVE
SUPPORTED
BRYANSTON HIGH SCHOOL

can assure all serving on these committees that their enthusiastic efforts are very much appreciated. Our thanks are also due to all parents and friends of our School for all they have done during the year. My task has also been made easier by the co-operation we have enjoyed from officials of the Witwatersrand Central School Board, of the Transvaal Education Department and of the Transvaal Department of Works.

*J. ALSWANG,
Headmaster.*

◆

MESSAGE FROM THE INSPECTOR OF EDUCATION

It was Webster who said, "If you work upon marble, it will perish; if you work upon brass, time will efface it; if you build temples, some day those temples will crumble into dust. But if you work upon the immortal soul of youth, if you imbue them with spirit, give them a just fear of God, and cause them to love their fellow men, you engrave upon those tablets something which will last through all eternity."

The aim of true education is to guide pupils towards an understanding and knowledge of themselves and of the world they live in. For this knowledge it is necessary to acquaint pupils with the best that has been thought and said in the world with respect to all aspects of living. The pupils are to be guided towards living life fully, and not merely to make a living; many people know how to make a good living, but few know what to do with it when they have finally made it. The superior school aims at forming personalities of its pupils and at the same time giving the pupils some special knowledge.

The persuasive methods used by teachers and the stimulating presentation of lessons call forth a sense of pleasurable activity and of creation on the part of the pupils. Creative activity is of much greater importance to the development of youth than is the passive reception of information; the accumulation of factual knowledge is the least part of an education which aims at the effectual utilisation of knowledge.

It has been my privilege to be associated with Bryanston High School since its inception and I am proud of the progress that has been made in this School in its efforts towards guiding the physical, mental, moral and spiritual development of the pupils. The close co-operation between home and school contributes largely towards the successes achieved in preparing the youth of Bryanston for Life.

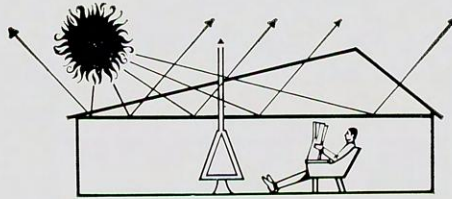


I congratulate the Headmaster and his Staff on — and thank them for — their valued contribution to Education, and am confident that their devoted efforts will be crowned with success — success of their pupils in the art of living.

I thank the Governing Body, the Parents' Association and all Parents for their genuine interest in the School, and for their untiring enthusiasm in providing amenities required for the development of the pupils.

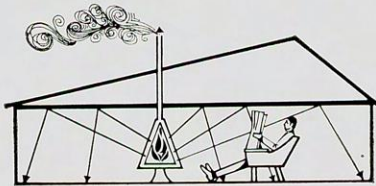
I thank the pupils for the part they have played in establishing an educational institution of which not only they, but also all who are associated with the School may be proud. I would remind the pupils that at all times

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and in all places they are the representatives of the School, and should therefore refrain from any word or deed that may bring discredit upon it; and should endeavour always to be loyal to the Staff and to their fellow-scholars; and should strive to be worthy of the School, to add to its lustre and to cherish its highest traditions; and to pass it on to others, not less, but greater, because of their contribution towards its reputation during their stay.

It is with regret that I leave this Circuit at the end of the year. I shall miss the friendly association and co-operation which I have enjoyed in the past.

My sincere wishes for success and prosperity to all associated with Bryanston High School.

*J. J. A. DE VILLIERS,
Inspector of Education.*



GOVERNING BODY

Sitting: Mrs. S. I. Brackley, Mr. E. A. Buy (Hon. Treas.), Dr. J. F. Davidson (Vice-Chairman), Mr. W. R. Hedding (Chairman), Mr. J. Alswang (Headmaster), Mrs. V. A. Wilson (Secretary).

Standing: Mr. H. Cohen, Mr. P. W. Seddon, Mr. D. F. Findlay, Mr. B. Kerswill, Mr. C. S. Lucas, Dr. I. B. We'sh, Mr. N. M. Anderson.

Inset: Mr. J. P. Koekemoer.

REPORT BY CHAIRMAN, GOVERNING BODY

With the confused world money position, it is perhaps not inappropriate to discuss money in terms of education. Edward Dennison, in the United States, who has done so much research in educational and economic matters, contends that 23 per cent of the economic growth of the United States during the period 1929-1957 was attributable to more effective education and more effective training in the sphere of labour. He maintains that training through education yields 1,5 times more interest on capital invested than mere capital investments over the same period. Similarly, in Canada a direct connection between the productivity of labour and the educational standard of the workers is evident, and 25 per cent of the economic growth in Canada during the same period is attributable to the higher standard of education.

The authorities are doing their share in providing the necessary funds, particularly for the education of the Whites. During the year 1970-71, in the Transvaal alone, R144 000 000 was set aside for current expenditure, capital expenditure and capital interest, and redemption of loans.

However, money is not the sole prerequisite to the development of a sound educational system. For this to be achieved, a devoted teaching staff is necessary. The teacher must not only devote his time and energy to the pupils, but must set aside some time in which to keep himself abreast of the latest developments in regard to teaching and to be fully acquainted with new subject matter—a task of no mean proportion.

The matter, however, does not rest there. The interest of the parents in the activities of the school and of their children must be won and maintained. It is true that they pay taxes and thus provide the money that is spent by the authorities on education, but most of the facilities for extramural activities, which play an important part in the development of a young person's personality, must be provided by additional funds contributed by the parents. It is common knowledge that where parents take an active and personal interest in school activities, both the academic

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and sporting activities reach a far higher standard than at those schools where this interest is lacking.

Last but by no means least, it is essential that the pupils themselves are aware of what is being done for them and are responsive and must take an interest in their own education not by being merely passive reproducers of knowledge, but by working independently, investigating things for themselves and developing a positive, critical thinking attitude towards any problem. In other words, they must use initiative and be able to think for themselves.

Investment in education, therefore, should never be seen in its narrower or, to use the current term, monetised sense only, but it must also be seen in terms of the contributions of the teaching staff, the parents and the pupils themselves.

Our School, young though it is, has made considerable strides towards the attainment of our objective, which is to turn out clean-living, clear-thinking boys and girls, who can take their place as leaders of our country in the future, because we are richly endowed with all four ingredients.

On behalf of the parents, I should like to say a word of thanks to Mr. Alswang and his staff for their hard work during the year, not only in the classrooms, but on the sports fields and the other extra curricular activities, and to wish them all a merry Christmas, a happy and peaceful New Year, and to those who are going away, an enjoyable holiday.

W. R. HEDDING, Chairman.



PARENTS' ASSOCIATION COMMITTEE

Sitting: Mrs M. Young (Hon.Sec.), Mr. H. E. Kratz (Vice-Chairman), Mr. D. F. Findlay (Chairman) Mr. J. Alswang (Headmaster), Mr. R. L. McCall-Peat (Hon.Treas.), Mrs. S. J. Brackley.
Standing: Mrs. P. S. Deacon, Mr. R. E. Johnston, Mr. L. R. Hull, Mr. E. Brackley, Mrs. C. H. Wagner, Mr. J. L. Preller, Mr. A. G. J. van Rensburg (Dep. Head), Miss P. C. Tatz. (Absent: Mr. D. Lichtigfeld).

REPORT BY CHAIRMAN, PARENTS' ASSOCIATION

Our School is not quite four years old, and in this comparatively short space of time we have achieved much in the way of amenities, as envisaged by the first School Committee.

The year 1971 has been a year of steady progress.

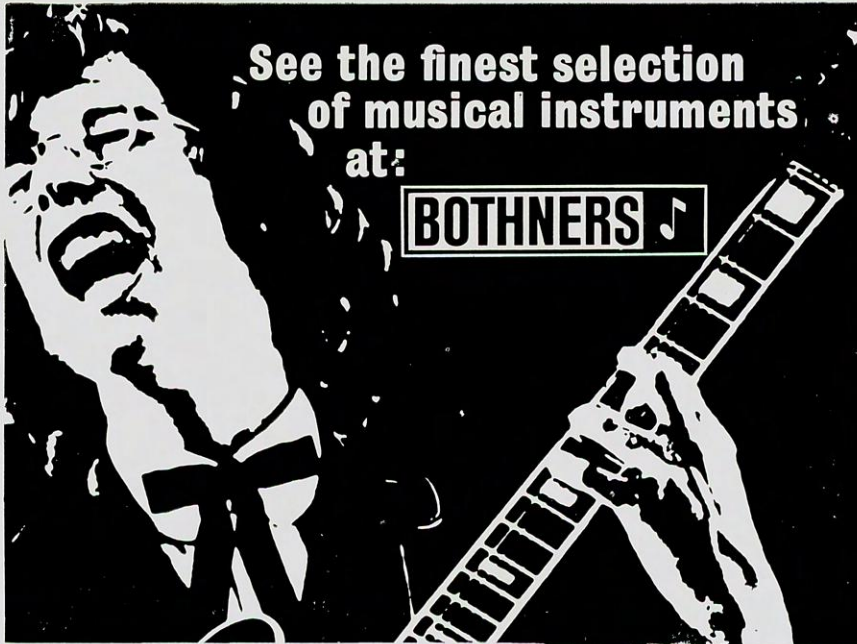
Our sports fields have been fertilised, scarified and rotivated where necessary and we have succeeded in laying out a complete new hockey field. The retaining wall on the lower north-east corner of the grounds is complete and will ensure that the main sports field will not subside. Parents will, I am sure, be pleased with the tarring of the access roads leading to the School.

I am also pleased to tell you that we have at last managed to engage a caretaker, and this will ease the burden which has previously fallen on Mr. Alswang and certain members of his staff. Accommodation for the caretaker is a pressing problem, and we will have to make arrangements in the near future if we are to retain his services.

To facilitate the transport of sports teams we have purchased three Micro-Buses and they have proved invaluable.

Our swimming pool is nearing completion and we were fortunate to have acquired our Provincial grant towards the cost of this before the recent "freeze" on Government spending.

The new Tuck Shop will, we hope, be operating early in 1972, and will provide a popular service for our children.



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The car ports at the rear of the School have now been completed and are a most welcome asset.

We are holding a Film Premiere in conjunction with Cluny Farm early in December and, whilst assisting a very deserving charity, we anticipate that our funds will benefit considerably.

On the social side, we have held a Symphony Concert, a Symposium for Parents and other functions.

We have made satisfactory arrangements for the financing of the various capital items to date, but to provide for loan redemption and make provision for the remaining projects, we rely very heavily on the parents' contributions of R36 per family, and the support of the periodic fund-raising activities.

It is our aim to provide our children with the accepted amenities of old established schools as soon as we are able.

I should like to pay tribute to all those who make my task so easy: Mr. Hedding and the Governing Body; Mr. Alswang, his Staff and his Secretaries; my Committee for their encouragement and assistance in so many ways; and lastly to all parents for their generosity and continued support.

*D. F. FINDLAY,
Chairman, Parents' Association.*



MOTHERS' COMMITTEE

Sitting: Mrs. S. Gold, Mrs. P. M. Setterberg (Hon. Sec.), Mrs. S. L. Brackley (Chairlady), Mrs. M. Nathan (Vice-Chairlady), Mrs. E. Steenekmap (Hon. Treas).
Standing: Mrs. C. Levendis, Mrs. S. McCardle, Mrs. B. van Til, Mrs. C. Bell, Mrs. O. M. Swart, Mrs. W. Johnston.
Inset: Mrs. I. Page, Mrs. S. Austin.

REPORT BY CHAIRLADY, MOTHERS' COMMITTEE

One has only to view our School today to realise that our pioneering days are almost over. Much has been achieved in a short period of time, mainly due to contributions from the parents and the hard work of our Headmaster, Mr. Alswang, and some of his Staff.

From the very beginning, the Mothers' Committee has always excelled itself. Again this year these ladies, with helpers, have done a tremendous amount of hard work. My sincere thanks to them all. Apart from tuck duties, maintaining Lost Property and School Uniform Exchange, the organisation of the annual Cake and Jumble Sales, the ladies this

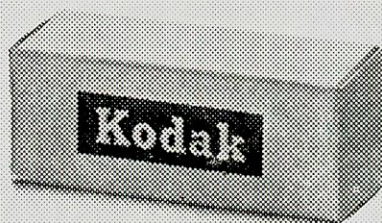
year extended their activities to Sports Catering. Serving was done, as well as catering for various other functions.

Recently, Mothers of the School were entertained to afternoon tea in the Staff Room by the Committee. This "get together" was most pleasant and successful. It has since been decided to make this an annual event.

With pride and pleasure I report the building of the Tuck Shop, which will soon be completed and open for the scholars. My grateful thanks to all those people who have made this project possible.

To Mr. Alswang a very special "thank-you" for his valued assistance throughout the year.

What's Life Without Pictures?



To the Teachers and the School Secretaries, too, our most sincere thanks for their help and co-operation.

And now to the most important people of Bryanston High, the very heart of our School

— the girls and boys — our grateful thanks to you all. Your continued support has made the Mothers' work a pleasure.

S. I. BRACKLEY,
Chairlady, Mothers' Committee.

IN MEMORIAM



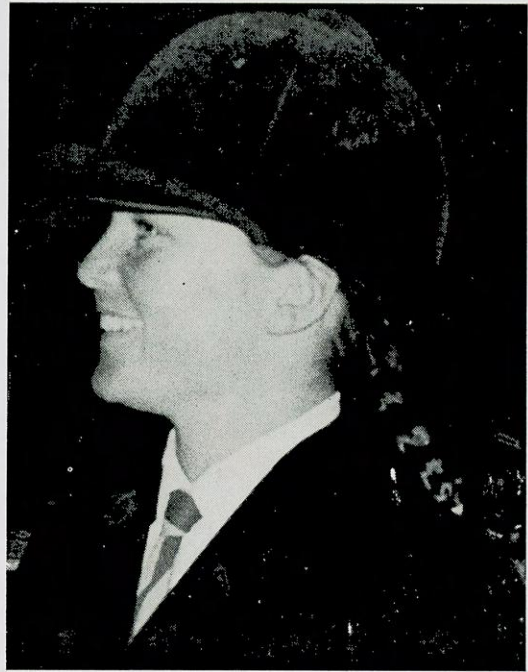
MRS. M. U. TANGEN

On August 18th, 1971, our beloved Latin teacher, Mrs. M. U. (Mollie) Tangen, passed away. She had been ill for some time and had borne her illness with great courage.

She was a dedicated teacher, who was deeply interested in the welfare of the pupils, in addition to improving their knowledge. Her charm, friendliness and sincerity were always in evidence.

She will long be remembered by the Staff and especially by the Latin scholars. She showed great interest in the Chess Club, of which she was in charge. As Dean of the Girls, she was always ready to give helpful and friendly advice or even just to lend a sympathetic ear. She maintained her interest in the School right up to the end.

In her memory, a "Molly Tangen Award" has been instituted at this School and will be made to the best Latin scholar each year.



DIANNE FOXCROFT, FORM I

Dianne was tragically killed during the July holidays when a car collided with Taffy, the horse on which she was riding. Dianne was a very promising rider and had won many awards for this sport.

She always faced life cheerfully and confidently. She acknowledged any mistakes she made and took problems in her stride.

Dianne was a conscientious pupil. She had a natural talent for music, and friendliness and sportsmanship were hallmarks of her character. She had the ability to mix with young and old, and had the happy knack of creating a pleasant atmosphere wherever she was.

She is very much missed in the riding world, and her friends and teachers at Bryanston High will long remember her with affection.

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THE TUCK SHOP

The Staff and pupils at this School, so inured to building activities and so diverted by the appeal of the swimming bath excavation, are possibly unaware of the drama contained in the construction of the Tuck Shop.

It is therefore an opportune moment to reflect on the origins of the Tuck Shop, which will be such an accepted part of the School by the time the next Magazine is in your hands that we will wonder how we managed without it.

But we did manage.

For four years.

And much credit must go to the Mothers' Committee, not only for their persevering enthusiasm in the face of myriads of difficulties, not only for their resourcefulness in converting the backstage-door-and-wings into a canteen, but for the incredible good humour with which they have gone about their business.

That this business was pleasurable to them and to the pupils was obvious. That it was profitable is apparent from all the equipment they have already acquired for their new building, and the School offers to the Mothers' Committee its heartfelt thanks.

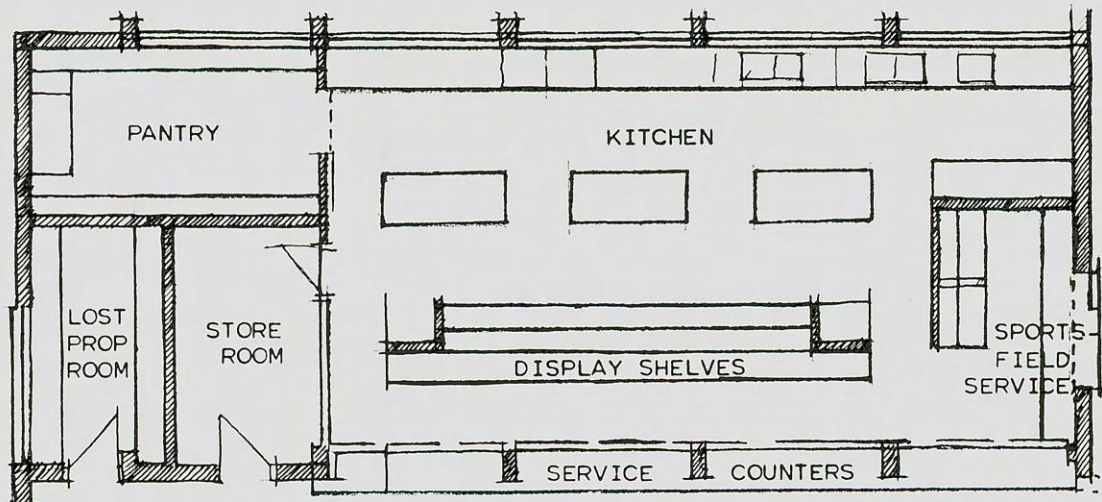
Pupils, Staff, parents and friends of the School contributed in yet another way, of course: the "Walkathon" last year raised the bulk of the money required. The Parents' Association and individual parents who donated materials and equipment also contributed towards bringing the project to fruition.

Mr. R. van der Ham, M.I.C.T.E., has been of invaluable help as our Honorary Architect and his collaboration with Messrs. Beckett & Company, the builders, has been to the advantage of the School at all times.

Our thanks to Mr. N. Windram, of long and happy association with our School, for his valued services as electrical contractor.

Many hours, much effort and meticulously careful planning have been put in, in the background, by our Building Sub-Committee, whose aim was to get the maximum for our School for the minimum of expenditure. A special thank-you also to those parents who donated items to help reduce the cost: Mr. A. Assimacopoulo and Consolidated Aluminium Industries for all the window frames; Mr. H. Cohen for all the glass and fibre glass; Mr. E. Moslein for 100 pockets of cement; Mr. A. Davidson for 40 gallons of paint; Mr. B. Eastoe for floor tiling; Mr. P. G. Page, who went to so much trouble and detail especially in planning the interior of the Tuck Shop. Also those parents who have assisted by obtaining items at much reduced cost: Mr. E. Weiss (damp course), Mr. N. Ketter (roller shutters), Mr. D. A. Collins (electrical and kitchen fittings).

The Tuck Shop, with its covered way adjoining the hall, will give the School a sophisticated catering unit for academic, sports and social functions, and opens a new chapter in the School's service to the community.



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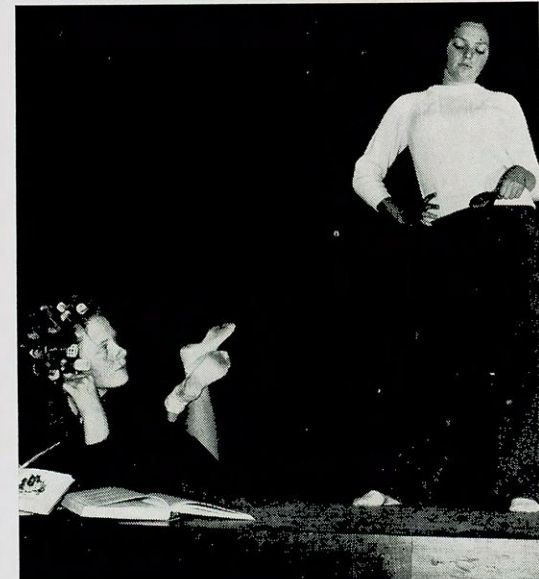
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2. WATCH THE BIRDIE — C. Nunns, C. Walls, D. Klein, R. Cohen, A. Sclanders.
3. HAPPY JOURNEY — T. Pons, V. Napier, B. Mortimer, B. Tomlinson, A. Short, P. Barnes, M. Ho'der, W. Wolter, L. Michael.
4. RAIN — P. Hansel, C. Shannon.

Although we did not attempt a major production this year, our Society was active, and the members enjoyed themselves thoroughly. In the first term, Wendy Wolter and Marjorie Holder produced a one-act play for the R.A.P.'s Eisteddfod. The play, *The Happy Journey*, was delightful, and the actors performed well. Those taking part were Bryony Mortimer, Brian Tomlinson, Veronica Napier, Andrew Short, Lynne Michael, Trevor Pons and Priscilla Hansel. Although we were not highly placed, the time spent on the play was well spent, as all concerned gained much experience.

In the second term we put on at St. Stithian's College three sketches for the Republic Day celebrations. These sketches, written by Mr. A. G. Smurthwaite, were well acted and were particularly well received by an appreciative audience. The pupils who took part were Priscilla Hansel, Christine Shannon, Robyn Cohen, Angela Sclanders, Colleen Walls, Christopher Nunns, David Klein, Greta Fairhurst, Shonah Meldrum, Maria Hunink, Sheila Becker and Brian Tomlinson.

We are very heartened at the enthusiasm being shown by many non-member pupils for the Inter-House Play Festival, and hope that next year more pupils will join our Society and help make our next year's major production a huge success.

A very large share of the success of the Dramatic Society is due to Miss P. Tatz, whose enthusiasm and encouragement have spurred the pupils to great achievements.



INTER-HOUSE PLAY FESTIVAL

Our first Inter-House Play Festival took place in our School Hall on Wednesday, the 27th of October.

The hall was packed with an audience bubbling over with enthusiasm, intent on enjoying itself — and succeeding.

Perhaps the most valuable part of the exercise was the very encouraging response we found in the pupils who took part. The way everybody bustled about, hammering together décor, learning lines and incessantly chattering about what the adjudicators were going to say, showed many adults that the pupils at our School find theatre exciting, and parents should make some effort to provide as many oppor-

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tunities as possible for their children to see good plays.

The programme was:—

MERCURY presented *Still Life*, by Noel Coward, a “dramatic romance” in five scenes. Producers: Robyn Cohen, Marjorie Holder, Marian Wagner. Cast in order of appearance: *Laura* Beverley Crane, *Myrtle* Helen Nathan, *Beryl* Gillian Wagner, *Stanley* Ronald Weir, *Alec* Colin Pallas, *Albert* Colin Travers.

NEPTUNE presented *Foiled and Counterfoiled*, by A. R. Taylor and W. Ernest Cossons, a melodrama in three scenes.

Producer: Wendy Wolter. Cast in order of appearance: *Silas Snaker* Gilbert Calvert, *Mr. Bowler* George Robertson, *Captain Noble* Neil Kerr, *Mrs. Noble* Leslee Collings, *Lucy Noble* Gillian Crake, *Percy Noble* David Klein, *Harold Headingford* Christopher Nunns.

JUPITER presented *Sunday Costs Five*

Pesos, by Josephina Niggli, a Mexican folk comedy. Producer, Brian Tomlinson. Cast in order of appearance: *Fidel* Andrew Short, *Berta* Lynne Michael, *Salome* Greta Fairhurst, *Tonia* Jane Sinclair, *Celestina* Robynn Hallé.

APOLLO presented *The Sandbox*, by Edward Albee, a satire on the shallowness of modern society. Producers, Priscilla Hansel and Penelope Barnes, assisted by Sophie Monat. Cast in order of appearance: *Young Man* Thomas Nieuwveld, *Mother* Bryony Mortimer, *Father* George Müller, *Musician* Chris Kassianides, *Grandmother* Elizabeth Roberts.

The adjudication was to the point, constructive, and will certainly help our pupils to do a little better next year.

Apollo won the competition.

Helen Nathan and Colin Travers were voted best actress and best actor.

SCHOOL CAPTAINS

A fair amount of work is done by the School Captains in the running of our School. Various duties include checking on late-comers, as well as assisting with School and House assemblies, and seeing that playground games do not get out of hand. During this year, captains were elected each term.

Captains who served for one term: Boys: Robert McConnochie, Brian Tomlinson, Gabor Dery, Eugene Mendoza, Roy Spurdle, Christopher Nunns, Phillip Devenish, Jeremy Sheard, Arthur Dobeson, Colin Travers, Christopher Wright.

Girls: Beverley Pritchard, Priscilla Hansel, Lynn Michael, Sonja Lombard, Jos Kiesouw,

Gillian Crake, Beverley Jones, Barbara Brown, Nola Pinnoy.

Captains who served for two terms: Boys: Graham Pick, Anthony Rayner, Richard Tenderini, George Robertson, Andrew Short, John Hemmens, Michael Brown, John Beard.

Girls: Robyn Cohen, Susan Catto, Beverley Crane, Yvette Ammann, Lynn Lawrie, Marjorie Holder, Jane Rose.

Captains who served for three terms: Boys: Colin Pallas, Ian McKellar.

Girls: Kathy Owens, Linda Brackley, Marion Wagner.

Captains who served for all four terms: Boys: Colin Pilliner, Enrico Beltramo.

Girls: Valerie Sclanders, Wendy Wolter.

TIME

Find time to think — thoughts are the source of power.

Find time to play — play is the secret of perpetual youth.

Find time to read — reading is the fountain of wisdom.

Find time to pray — prayer is a rock of strength in time of trouble.

Find time to laugh — laughter is the music of the soul.

Find time to give — life is too short for selfishness.

Find time to be friendly — friendship gives life a delicious flavour.

Find time to show appreciation — thanks is the icing on the cake of life.

Find time to do your work well — pride in your work, no matter what it is, nourishes the ego and the spirit.

Find time to do and enjoy all those things which make life so worthwhile

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TROPHY WINNERS – 1971

<i>Trophy</i>	<i>Purpose</i>	<i>Winner</i>
Lions International	Leadership and Service - Boys	—
Round Table No. 128	Leadership and Service - Girls	—
Barnes Award	Librarianship	Andrew Short
Form III Cup	Form III Award	Johan van Tonder
Molly Tangen Award	Latin	Barbara Brown
Welsh Cup	Dux - Boys	—
Welsh Cup	Dux - Girls	—
Collins Bowl	Inter-House Athletics	MERCURY
Krook Trophy	Victor Ludorum	Colin Pilliner
Ellis Cup	Victrix Ludorum	Valerie Perkins
Roodt Cup	1500 Metres	Colin Travers
Dowding Trophy	Inter-House Chess	NEPTUNE
Crystal Trophy	Chess Championship	Hans Hunink
Taylor Cup	Inter-House Cricket	APOLLO
Anderson Cup	Best Cricketer (Seniors)	Neville Parry
Young Bowl	Best Cricketer (Under 14)	Shaun Sheppard
Johnson Cup	Most Improved Cricketer	John Beard
Kratz Cup	Inter-House Cross Country	JUPITER
Von Waldenburg Trophy	Cross Country Winner - Boys	Robert Todd
McCardle Cup	Inter-House Debating	—
Cohen Trophy	Inter-House Play Festival	APOLLO
McCardle Cup	Inter-House Gymnastics	MERCURY
Borcherd Cup	Best Gymnast - Boys	Martin Cowper
Ellis Cup	Best Gymnast - Girls	Wendy Wolter
Wagner Bowl	Inter-House Hockey - Girls	MERCURY
—	Inter-House Hockey - Boys	JUPITER
Brackley Bowl	Inter-House Netball	NEPTUNE
Bigham Cup	Inter-House Rugby	MERCURY
Wood Cup	Most improved player, Rugby	Angelo Lupini
Ellis Cup	Best Player Under 16	—
Collins Trophy	Inter-House Swimming	—
Welsh Cup	Inter-House Swimming - Boys	—
Nathan Cup	Inter-House Swimming - Girls	—
Kratz Cup	Swimming Mixed Medley - Boys	—
McCall-Peat Cup	Swimming Mixed Medley - Girls	—
Findlay Cup	Inter-House Tennis	NEPTUNE
Caw Trophy	Tennis - Boys - Singles	Bruce Vermeulen
Caw Trophy	Tennis - Girls - Singles	Caren Findlay
Hatherley Cup	Tennis - Mixed Doubles	Caren Findlay & Neville Parry
Silver Cup	Tennis - Boys Doubles	Bruce Vermeulen & Neville Parry
Findlay Trophy	Tennis - Girls' Doubles	Caren Findlay & Mary-Ann Roux

◆ QUOTABLE QUOTES

“As for the scholars and students, young people still at the stage of taking from the community rather than giving to it, what right have they to dictate to the community what the rules should be?”



“Throughout all generations, students have always imagined they knew enough to cure all the ills of the world. Only after they left university did they realise how inadequate they really were. Why, therefore, does the modern generation pander to the youth and give them such a distorted and inflated opinion of their own importance?”

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OUR SUNNYBRAE HOLIDAY CAMPS FOR BOYS AND GIRLS

Margate, April, 1971

About 150 travel-weary but excited young campers arrived in Margate for the April, 1971, Sunnybrae Camp.

Upon arrival in camp, everyone was assigned to a tent or bungalow and very soon the campers had fallen into the routine of camp life. Camp life — the term is misleading, since all the modern conveniences were available: warm water, showers, electric lighting, a spacious dining hall and sumptuous food.

The mornings were spent at the beach, where the children were allowed to swim in an area enclosed by "lifesavers", made up of the senior boys and the male teachers. Beach games were played and competitions were run, in which the children won prizes.

After the morning swim, the midday meal was an important part of the children's day, and at this, as at all the other meals, the senior boys and girls took turns at being orderlies, serving the meals.

After a rest period, the afternoons were devoted to games of all kinds, hikes, sports competitions and field trials.

The evening entertainment consisted of films, indoor games and concerts. The Tuck Shop was well patronised during these activities, and if this had been possible, the children would have wanted it open all the time.

Highlights of the camp were a visit to the local Aged Home, where the residents were entertained by some of the more talented young campers; the fancy dress competition; and the prize-giving on the last night, when the children were rewarded for their efforts in competitions and games.

The success of this camp was due to the efficient administration and efforts of those in charge, and the attitude of the children themselves, who enjoyed themselves immensely.

Magaliesburg, October, 1971

This year an even more successful camp was held at Magaliesburg. In this day and age of "wayward and undisciplined children" it was a real joy to find that one could live for nine days with 50 children and find that each day it could be said at assembly in the morning "another successful and happy day was spent yesterday, with no one in trouble and everyone thoroughly enjoying the fun and entertainment".

Mpangzi Mkizi, the cook, kindly lent to us by the President Hotel, and popularly known as "Ponga Ponga", did a sterling job in the kitchen, and everyone present agreed that "home was never like this" — where else could you get five helpings of ice cream at one meal?

On the entertainment side, there were films every evening, pick-a-box, a fancy dress, a vegetable Derby, a talent contest, plays and many hilarious games. Each morning the camp was on the air with Radio Sunnybrae,

The great excitement was the "episode of the snake", encountered during the mountain climb, and various accounts of this adventure written by campers to their parents made interesting reading.

A special "thank-you" to Mr. and Mrs. McCall-Peat and Mr. Joubert for a job of work very well done!



FUN AND GAMES AT MAGALIESBURG

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COLOURS

This year Colours were awarded for the first time at Bryanston High School. The recipients of these coveted awards were:—

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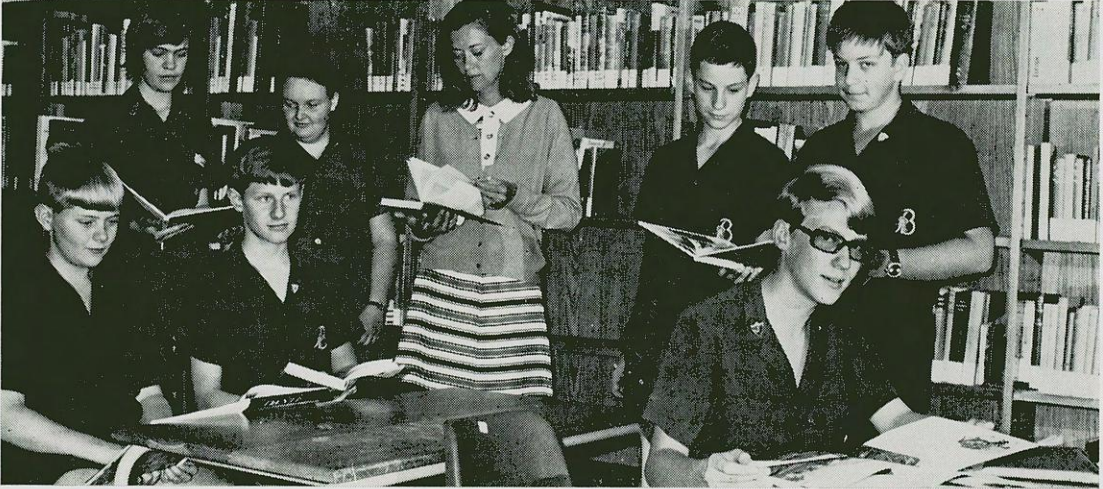


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THE SCHOOL LIBRARY



Our Teacher-Librarian, Miss D. James, and her Pupil-Librarians: N. Davies, S. Rendall, C. Natrass, G. Price, D. Gallie, A. Short, R. Crystal.

Bryanston High School would like to thank Dr. Zadikoff, Mr. and Mrs. Patley, the late Mrs. Tangen and the many others who have donated books to our Library.

The purpose of our Library is not necessarily to supply the pupils with novels, but more to enable them to do reference work for assignments, as well as to consolidate work done in class.

The Library is open for a minimum of one hour after school closes in the afternoons. It is

regrettable that so few pupils really avail themselves of this amenity.

Our thanks to the pupil librarians who have devoted many hours to their work in the Library.

The Library also offers a wide selection of periodicals, but regrets the absence of publications such as *Time*. Should subscribers to such magazines care to pass them on regularly to the School, it would be much appreciated.

STUDENTS' FELLOWSHIP

This year has been a very successful year for our Fellowship, thanks mainly to the hard work and guidance of Mr. D. Scott.

We started at the beginning of the year with a very small attendance and have grown steadily. Now we have one of the largest School Christian Associations in Johannesburg. Throughout the year we have kept one idea in mind — that of spreading the good news of Jesus Christ.

The Fellowship meets three times a week for a prayer meeting and every Wednesday, at which meetings we had the privilege of having such eminent Christians as Father Norman Luyt, Rev. Lee van Rensburg, Rev. Desmond Clynick, Mr. Noel (Oom Stoffie) Stoffberg

and Mr. Rayston Knokles to come and address us.

The most memorable meeting this year, I think, took place when a couple from Teen Challenge, Terry and Archie, came to address us. To our surprise and delight, the whole School attended.

We would like to take this opportunity of thanking Mr. Scott for his wonderful example, and Michael Eltringham (vice-chairman), Dawn Canning (secretary), Robyn Hallé and Kenneth Irving (committee members) for their help this past year, and we are grateful for the continual encouragement and support of the Headmaster and Deputy Headmaster at all times. Thanks, too, to Miss James for the periodic use of the Library.

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PUPILS' REPRESENTATIVE COUNCIL

Each class elects its own representative, and then all representatives meet at least once a term with the Dean of the Boys (Mr. Lichtigfeld) and the Dean of the Girls (Mrs. Andrews) to discuss day-to-day problems of the pupils.

The late Mrs. Tangen was previously Dean of the Girls and unfortunately there was no meeting during the second term as a result of her illness.

PHOTOGRAPHIC SOCIETY

Last year this Society unfortunately fell on hard times and did not warrant a mention in the Magazine. This year, however, is quite a different story!

For the first half of the year the Society was run by Mr. Farrer. After he left at the end of the second term, we could not find another teacher who had any free time, and it looked as if the Society was going to drop back again. But our sad plight was related to Mr. Alec Kotze, of Ingrams Pharmacy, in Rosebank. He very kindly agreed to run the Society, and now visits us every Wednesday afternoon. Since he has been doing this, a vast improvement in the standard of work has been seen.

This year a large number of Form II pupils showed an interest in photography, and they now outnumber the seniors. The keenest of these are John Davidson, Mark Setterberg, Gordon Simmonds and Demetrius Levendis.

Photographs from some of the members were entered in the Johannesburg Photographic Salon, and although no prizes were won, the members are not deterred.

We are pleased to be able to say that the dark room is hardly ever vacant!

WHY GO TO SCHOOL?

You go to school, not so much for knowledge as for arts and habits..

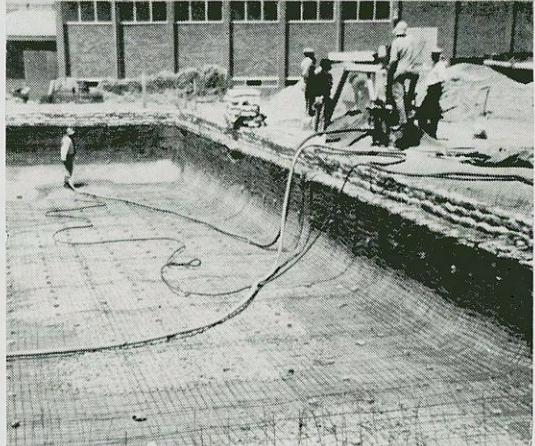
- For the habit of attention and the art of expression.
- For the art of indicating assent or dissent in graduated terms.
- for the habits of good taste and discrimination; of mental courage and mental sobriety.
- For the art and habit of courtesy and respect.

FILMSOC

Filmsoc has continued this year to fulfill a basic need in the School. For the boys and girls not occupied on the sportsfield, here is an opportunity to participate in a different type of school activity.

The films shown have been varied, and, where possible, of an educational nature. We do hope that next year we will be able to avail ourselves of the many informative documentaries which are available to schools.

The small committee has worked well to see Filmsoc through its third year at Bryanston High School, thanks to Geraldine Price, Andrew Short and David Sacher. Also to Christine Wadman for her assistance in obtaining films.



OUR SCHOOL SWIMMING BATH TAKES SHAPE.

SCHOOL CALENDAR - 1972

FIRST TERM

10th January (Staff) }
12th January (Pupils) } to 24th March

SECOND TERM

11th April to 23rd June

THIRD TERM

18th July to 22nd September

FOURTH TERM

3rd October to } 1st December (Pupils)
} 7th December (Staff)

Please arrange your Holidays to coincide with School Vacations. Pupils must NOT be taken away on Holiday during the Term.

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THE CHESS CLUB



Standing: D. Botha, A. Hunink, S. Smith, F. Barkley, H. Rayner, A. Gibbins, R. Estment.
Sitting: H. Hunink, Miss B. Benyishai, S. Pouyoukas.

Our Chess Team entered the General B league this year and played extremely well. All matches with the exception of one were won.

Bryanston beat Kensington	28-12
Bryanston beat Sandringham	33- 7
Bryanston beat Hyde Park	34- 6
Bryanston beat St. Johns	25-15
Bryanston lost to Northview	19-21

The loss of the last match gave us an overall second place in the league.

Thanks go to Miss Benyishai and Mrs. Barnett for giving up their afternoons to enable us to have a Chess Club, and to Mrs. Berkeley, who provided transport for the players.

Stelios Pouyoukas was an excellent chess captain, and Anton Hunink and Michael Eltringham must be thanked for their invaluable help in organising the matches.

Two friendly matches were played against Northcliff High School and both were won, 28-12 and 29-11.

The Third Term saw the start of the Inter-House chess. The Neptune team, led by Hans Hunink, came first, followed by Mercury. Apollo came a close third, with Jupiter last.

In the Fourth Term the battle for the Chess Cup for the Best Individual Player takes place, and good luck to all the competitors.

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HOUSE NOTES



NEPTUNE

House Master: Mr. D. D. Lichtigfeld.

House Teachers: Mr. I. Hartshorne, Mr. B. Milne, Mrs. F. Douglas, Miss B. Benyishai., Mrs. N. Pringle, Mrs. E. Hanne-
mann, Mrs. G. Bull, Mrs. H. Wasdell.

House Captains: Jane Rose, Wendy Wolter,
George Robertson, Roy Spurdle.

House Colour: Blue.

At last the sweet taste of victory has come to Neptune. Previously we have had to be content with rather mediocre achievement. Suddenly we have decided at last to try harder.

Admittedly, our boys' rugby and cricket results are nothing to shout about. We came fourth. But all other Inter-House achievements show a fair improvement over the previous years' results. Should the vibrant House spirit present in the Neptune girls wear off even a little on to the boys, a vast improvement could be expected in forthcoming years.

The girls won the Netball and came second in the Hockey.

In Athletics we came second.

Inter-House Chess was also won by Neptune.

In Boys' Hockey we came third.

In Cross Country we moved up to third place.

In the Play Festival we were adjudicated last.

Neptune tennis players won by a very narrow margin.

Compared with the many fourth places we achieved last year, our results are quite encouraging this year.

House assemblies were attended with much decorum. One idle boast is that we are sure Neptune boys have the shortest hair.



JUPITER

House Master: Mr. R. Pohorille.

House Teachers: Mr. I. A. Katzew, Mr. G. Manolios, Mr. A. D. Johnston, Mrs. V. J. Andrews, Mrs. P. S. Deacon, Mrs. M. Botha Miss P. C. Tatz, Miss C. M. Musgrove, Mrs. B. T. Drysdale, Mrs. S. Steenkamp.

House Captains: Colin Pilliner, Linda Brackley.

House Colour: Red.

Cricket

In the competition our House came third. The following Jupiter cricketers represented our School in its first team: I. Lewis, J. McCall-Peat, B. du Toit, J. Fletcher and A. Makin.

Cross Country

Jupiter won the inter-house competition for two reasons. We were numerically the strongest house, and we had the best runners. In the cross country team are C. Damstra, R. Field, A. Macauley, D. Macaulay. Anne-Marie Fitzhenry won the under-15 event.

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Athletics

Jupiter is not short of good runners. The following Jupiter boys and girls represented the School: A. Catto, M. Brown, R. Field, C. Damstra, M. Wilkinson, I. Lewis, J. McCall-Peat, J. Hemmens, C. Pilliner (captain),

L. Brackley, B. Pritchard, A. Fitzhenry, W. Dickason, J. Nicholson.

Girls' Hockey

Mrs. Deacon and Mrs. Chiappini took our School's best hockey players on tour to Durban. Quite a few players are from Jupiter: Beverley Pritchard, Linda Brackley, Fiona Brackley, Lynette la Reservee, Avril la Reservee, Diana Hudspeth, Cyreen Klein, Beverley Nelson.

In the Inter-House competition Jupiter came third.

Boys' Hockey

Congratulations to our team, who won the Inter-House Tournament.

Great interest and enthusiasm were shown when hockey was introduced to Bryanston High School as a boys' sport. Ian Lewis, Jimmy McCall-Peat, Arthur Dobeson, Kenny Irving and Peter Seward, from Jupiter, were chosen for the School's first team.

Rugby

John Hemmens, John Liackman, Tony Berkeley, Michael Brown, Colin Pilliner (captain) and James Smith played in our School's first team.

Chess

Three pupils in Jupiter were chosen for the chess team: Roy Estment, Alan Gibbons and Deon Botha.

Netball

Our girls came third in the Inter-House competition. Mary-Ann Roux, Greta Fairhurst and Susan Catto were chosen for the School's first team.

Girls' Tennis

We have a nucleus of strong tennis players, who represented our School in the league. Beverley Nelson, Diana Hudspeth, Debbie Pritchard, Bev Pritchard and Mary-Ann Roux.

Gymnastics

Jupiter congratulates Philip Knutson, Robin Wood and Greg Wood for their recent successes in the Southern Transvaal team.

School Captains

During the year, the following boys and girls from Jupiter were given the honour of being School Captains: C. Pilliner, M. Brown,

B. Tomlinson, A. Short, A. Dobeson, W. Cronje, S. Catto, L. Michael, L. Brackley, B. Pritchard.

Play Festival

Hearty congratulations to Brian Tomlinson, who produced Jupiter's Play **Sunday Costs Five Pesos**. What delightful entertainment this Mexican folk comedy was! Jupiter is also proud of Jane Sinclair, Lynn Michael, Robyn Hallé, Greta Fairhurst and Andrew Short, whose acting was superb. Credit goes to our hardworking technicians and craftsmen who made the sets and assisted with the smooth running of the play. Thank you, Colin Pilliner (also MC), Jeremy Sheard, Steve Dold, Nigel Forbes and John Anderson. Susan Catto and Laureen Steenkamp ably did the actors' make-up.

Thank you, Miss Tatz, for your silent but magnificent efforts as organiser of the whole programme.



MERCURY

House Master: Mr. G. W. Kapp.

House Teachers: Mrs. J. Moore, Mrs. A. B. van Rooyen, Mrs. P. Sandiford, Mrs. A. M. Dunsford-White, Miss D. James, Mrs. M. Broere, Mrs. U. McKee, Mr. D. A. Scott, Mr. P. J. de Villiers, Mr. G. D. Kotzee.

House Captains: Marion Wagner, Enrico Beltramo.

House Colour: Green.

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Mercury House has enjoyed a most successful year. Under the inspiration of teachers, the House has achieved quite spectacular results in the sporting field.

The House achieved the following First Places in Inter-House competitions: Rugby, Athletics, Swimming and Girls' Hockey; second place, Netball.

The Rugby team excelled itself by beating Apollo 39-0; Neptune 19-3; and Jupiter 15-0.

Mercury athletes who excelled are: C. Pallas, L. Stickells, G. Leibbrandt, V. Perkins. These all played a prominent part in the School team, which has performed with pleasing results.

Mercury gained second place overall in the Cross Country event, with Shirley Theron gaining first place in the Girls Under 13 section, while Glynnis Leibbrandt was first in the Girls Under 14 event, and Ingrid Hoffman was second in the Under 15 section. In the Girls Open event, Marion Wagner came first, Marjorie Holder second and Margaret Shippman third. We congratulate our athletes on these excellent performances, as well as the other teams who have performed so commendably and brought honour to their House.

We look forward to equally good results next year, as there are many promising younger members.



APOLLO

House Master: Mr. C. L. Bam.

House Teachers: Mr. E. A. Clayton, Mr. A. G. Smurthwaite, Mrs. C. F. Scheltema, Mrs. C. W. Botha, Miss C. A. Gibbons, Mrs. M. du Toit, Mrs. S. Leissner, Miss R. T. de Villiers, Miss R. C. van Wyk.

House Captains: Beverley Jones, Geoffrey Askham.

House Colour: Yellow.

We lost a few competitions this year, surprisingly, but we succeeded in winning the

cricket. In tennis we were a very close second. We were placed second in the rugby and came third in the chess competition. We came fourth in hockey and netball, walked away with fourth position in the cross country and skipped along to fourth place in athletics.

The House play, *The Sandbox*, produced by P. Hansel and P. Barnes, had a very talented cast: B. Mortimer, E. Roberts, G. Müller, T. Nieuwfeld and C. Kassianides. Naturally, we won this.

B. Jones, V. Sclanders, A. Rhodes, C. Wells and D. Canning represented our School on the hockey tour to Durban in October.

Apollo has some very fine runners: J. Kie-souw, B. Jones, M. Jamieson, V. Sclanders, I. Johnson, J. Sheppard, G. Askham, R. Maarschalkerweerd, A. McConnochie, A. Rayner, B. Ward, D. Vally, D. Usher, G. Kiggan, S. Shepherd, M. Pimblett, M. Barnard, M. Siebrits, D. Batterson all represented the School in athletics.

Two Apollo girls, B. Austen and J. Sheppard, represented Southern Transvaal in gymnastics, and J. Sheppard won a bronze medal at the international gymnastic competition. Reon Marais gained seven certificates, and Richard Garnett received his Southern Transvaal colours for gymnastics.

The tennis star Caren Findlay has done very well, and, amongst others, won the girls' and mixed doubles titles for Southern Transvaal.

Marius Boekhout obtained a cup for swimming, and Graham Dyus a bronze medal. Douglas Usher won a bronze medal and his Transvaal colours for life saving.

Apollo take heart, for even ugly yellow ducklings may turn into swans.

INTERHOUSE RESULTS – 1971

	Apollo points	Jupiter points	Mercury points	Neptune points
Athletics	1	2	4	3
Chess	3	1	2	4
Cricket	4	2	3	1
Cross Country	1	4	3	2
Debating	—	—	—	—
Gymnastics	2	1	4	3
Hockey - Boys	3	4	1	2
Hockey - Girls	1	2	4	3
Netball	1	2	3	4
Play Festival	4	1	3	2
Rugby	3	2	4	1
Swimming	—	—	—	—
Tennis	3	2	1	4
Total	26	23	32	29

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LA VIE QUOTIDIENNE DE LA MARQUISE YORISSAKA

La jeune Marquise Yorisaka habitait le vieux Chateau de Hôki. Chaque matin les domestiques la réveillaient quand elles ouvraient les Shôdji, et, dans l'air gelant de la montagne, les servantes lui apportaient le Koto que la noble étudiait. Quand la lumière éclatante de l'aube entrait par les fenêtres, la jeune fille allait dans la grande cour, souvent blanche de neige, pour l'enseignement à l'escrime du sabre. Dans le froid mordant l'exercice était douloureux et les enfants nobles ne pouvaient pas se plaindre.

En rentrant dans sa chambre les servantes l'habillaient en cérémonie et après ça la marquise était obligée d'aller saluer son père. Puis, le père, avec sa fille, allait recevoir le salut des domestiques.

Encore dans sa chambre les bonnes la servaient du riz et du poisson cru et la noble mangeait seule. Pendant les longues heures de l'après-midi la noble pouvait aller dans le beau jardin pour cueillir des fleurs du cériser; ou si le temps faisait très froid la Marquise s'asseyait dans sa chambre et faisait la broderie ou soignait ses vers à soie pendant que l'odeur fragrant de l'encens brûlant remplissait l'air de la chambre.

Pendant les heures solitaire du soir dans la tranquillité de sa chambre, elle attendait la nuit.

JANE WESTON, Form IV.

UN REPAS FAVORI

A Londres, près de Hyde Park, il y a une rue étroite pavée en cailloux où il y a un petit restaurant italien. Sur l'occasion de l'anniversaire de ma mère toute la famille y est allée.

Dans le restaurant la lumière était baissée, les ameublements étaient peluchés, et il y avait des grappes de raisins plastiques qui pendaient du plafond. Les garçons étaient habillés en paysan et l'atmosphère était complètement celle d'un vrai restaurant italien.

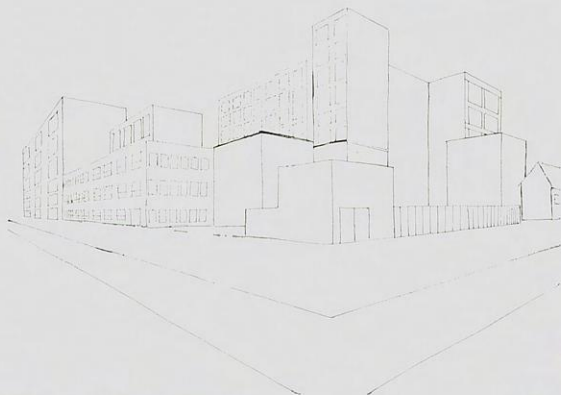
Après quelques minutes nous avons commandé notre repas. Pour le premier cours j'ai pris de la soupe à l'oignon. C'était superbe, aussi bonne que la soupe française. Pour le cours suivant toute la famille a mangé du

pizza avec des anchois et des olives. C'était bien rassaisant. Je ne pouvais guère manger ma viande. J'ai pris l'escalope de veau, avec des pommes de terre sautées et des petits pois en beurre. Nous avons bu deux carafes de chianti. Je ne pouvais plus manger mais j'ai fini le repas avec du café et du cognac.

Mes frères et mes soeurs ont mangé encore le dessert — de la cassate. Ils m'ont dit que c'était très enjoyable.

C'était un très bon repas, et ma mère, un an plus âgée s'est bien amusée malgré cette catastrophe!

ANDREW BLACKWELL, Form IV.



Elfriede Velthuis — Form III



PERSPECTIVE

Michael Howarth — Form III

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MON REPAS FAVORI

J'ai fait mon repas favori dans un restaurant indien qui se trouve sur la côte sud-ouest d'une île semi-tropicale, L'île Maurice. Je m'étais rendu à Maurice pendant les dernières vacances d'école pour visites sociales. Pendant mon séjour chez mon oncle je fus invité à dîner au Chaland — le restaurant déjà mentionné, pour célébrer l'anniversaire de ma tante et mon arrivée dans l'île.

Le restaurant était très près de la mer et était de forme et de type indiens. Il y avait sur le toit deux dômes qui surplombaient une belle cour dont le jardin avait été cultivé de manière indienne. L'intérieur était sombrement éclairé par des lampes à pétrole accrochées aux murs. Le plancher était recouvert d'un tapis épais sur lequel on devait s'asseoir pour manger. Les décorations de table étaient d'influence indienne. La salle avait une atmosphère commode et simple et je m'y plaisais beaucoup.

Le menu nous fut remis par un garçon indien qui portait du vêtement traditionnel. Premièrement nous avons demandé du vin blanc qui nous fut servi dans des coupes de cuivre sur lesquels étaient des dessins semblables à ceux de l'ancienne nobilité indienne. Après une bien courte attente, du poisson fumé nous fut présenté par le chef d'hôtel lui-même.

Après ce poisson bien apprécié nous avons demandé que la spécialité de la maison nous soit servi. Ceci était du "curry and rice". Ceci nous fut apporté dans des bols de bois et ce repas-ci était accompagné d'une sauce forte. Ce plat fut simplement délicieux.

Nous terminâmes ce dîner avec du thé parfumé que j'ai beaucoup aimé. Après le dîner nous fûmes divertis par une danse indienne accompagnée par la musique d'une cithare.

ROBERT DESFONTAINES, Form IV.

IM SÜSSWARENLADEN

Helena Braun verbringt die Ferien bei ihrer deutschen Brieffreundin Heidi Smitzen in Köln. Heidi, Helena und Frau Smitzen machen zusammen einen Bummel durch die Stadt.

Helena, Frau Smitzen und Heidi betreten den Süßwarenladen. Heidi und Helena schauen sich die Auslagen an. Frau Smitzen kauft drei Engel. Ein Engel kostet drei Mark dreisig.

Heidi: „Schau mal, Helena, da drüben sind Schokoladen Weihnachtsmänner!“

Helena: „Ach so sie! Aber wie heißen diese kleinen "wine-gums" hier?“

Frau Smitzen: „Das sind Gummibären. Sie kosten nur acht Pfennig das Stück, das ist sehr billig.“

Heidi: „Schau mal, Helena, da drüben ist eine Schachtel Pralinen.“

Helena: „Ach so sie! Auch da drüben sind einige Bonbons.“

Heidi kauft eine Schachtel Pralinen und zwei Engel. Helena kauft eine Tüte Bonbons. Eine Tüte kostet zwei Mark. Sie kauft auch vier Schokoladen-Weihnachtsmänner. Vier Schokoladen-Weihnachtsmänner kosten sieben Mark fünfzig. Frau Smitzen kauft für den Tannenbaum einige Gummibären.

Nach einer Weile gehen sie zur Kasse. Die Verkäuferin macht die Rechnung und hier ist sie:

Eine Schachtel Pralinen	DM2,50
Sieben Engel	DM3,50
Eine Tüte Bonbons	DM2,00
Vier Schokoladen-Weihnachtsmänner	DM7,50
Einige Gummibären	DM0,08
	DM15,58

Verkäuferin: „Stimmt es?“

Frau Smitzen: „Ja, danke.“

Frau Smitzen gibt der Verkäuferin DM. 15,58.

Verkäuferin: „Vielen dank!“

Heidi: „Ich habe nur eine Schachtel Bonbons.“

Verkäuferin: „Eine Mark fünfzig, bitte.“

Heidi: „Oh ja, hier habe ich zwei Mark.“

Verkäuferin: „Ja Danke . . . Aber, aber . . . das sind ja gar keine Mark! Das sind eine Mark und ein one shilling-Stück!“

Heidi: „Nicht? . . . Oh, das ist mir aber furchtbar peinlich. Ich habe sie leider verwechselt . . . Aber hier ist die andere Mark. Sie ist echt!“

JULIA PEARSON, Form II.

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Auf unserer Farm haben wir ein schönes Haus, mit vielen Zimmern. Der Garten ist gross und hat viele Obstbäume und Rosen. In dem Feld sind da Dornen und kleine Tiere. Die Sonne scheint durch den Tag und am Abend ist das Wetter kalt. Im Frühling pflanze ich Blumen. Am Morgen machen meine Schwestern das Frühstück.

Ich habe viele Tiere in dem Garten. Meine Katze ist weiss mit Schwarzen Füssen und sie hat drei Kätzchen. Sie sind nur vier Wochen alt, trinken Milch und essen Fleisch und auch Käse. Mein Hund ist gross und spielt mit dem Ball.

Meine Geschwister haben Pferde, die den Pflug ziehen. Sie fahren mit dem Fahrrad oder der Karre zur Schule und lernen jeden Morgen. Die Schule ist gross aber die Klassenzimmer sind klein. Die Lehrer schreiben auf die Wandtafel, und ich lerne aus dem Heft.

Ich spiele mit meinen Freunden, und helfe in der Küche. Wenn es warm ist, schwimmt meine Familie in dem Fluss. Mein Vater arbeitet schwer, und fährt im Auto zur Arbeit. Meine Mutter und Grossmutter arbeiten in dem Haus, aber mein Bruder ist ein Bauer und arbeitet mit den Tieren in dem Feld. Er pflückt auch die Früchte.

KARIN SIEBENROCK, Form I.

DER FRÜHLING

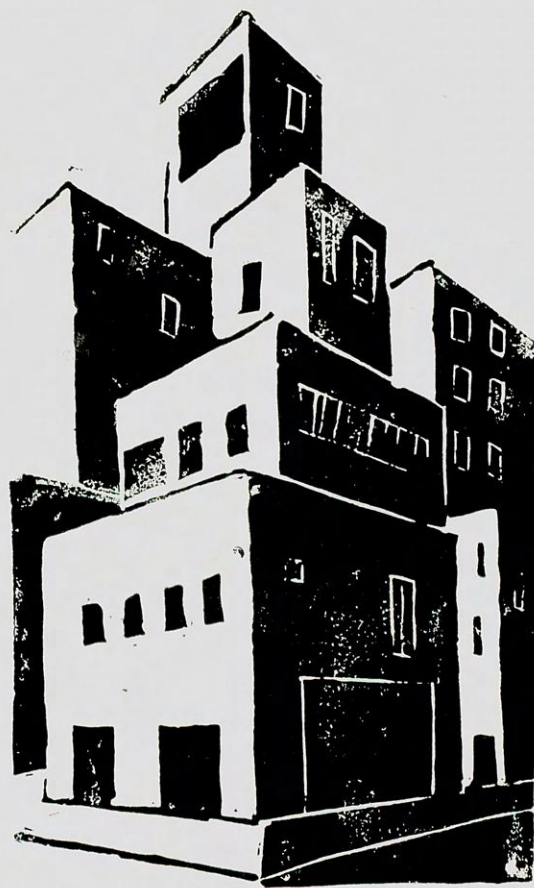
Der Frühling ist da und bei uns zu Hause auf der Farm blühen alle Blumen schon. Der Geruch vom neuen, frischen Gras erfüllt die Luft. Die Blüten von den wilden Kirschbäumen und von den Erdbeeren sind auch da. Die kleinen Schäfchen hupfen herum und freuen sich sehr. Die kleinen Insekten sind auch schon fleissig. Schmetterlinge fliegen herum und kleine Nestlinge versuchen ihr erstes Fliegen aus.

KARIN SIEBENRICH, Form I.

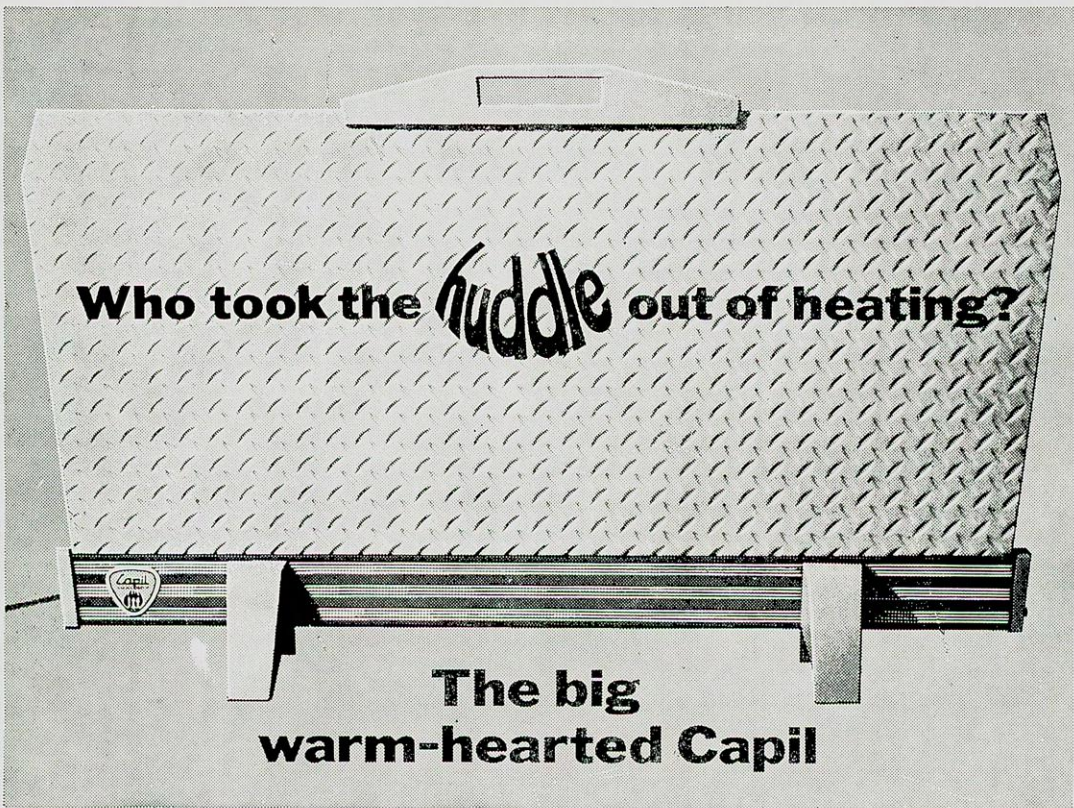
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PLVVIA CADEBAT ATOVE VENTVS FLABAT. DVO EXERCITVS INFESTI ADVERSI INTER SE STABANT EXPECTANTES. ALIVS AB IVLIO CAESARE IVBEBATVR ALIVS AB ARIOVISTO SAEVO FEROCIQVE. SVBITO IMPETVS IVSSVS EST. GLADII CONCREPABANT ET HASTAE IN AERE SIBILABANT. MULTI PEDITVM CECIDERE. IN PRAESENS EVENTVS PROELII DVBIVS ERAT. PROELIVM QVINQVE HORAS GEREBA TVR. TRES REDITVS ERANT. TVNC EXERCITVS ARIOVISTI ROMANOS DOMVERE. COHORTES ROMANI DIFVGIEBANT. IN PRAESENS ARIOVISTVS VICTOR ERAT.

KENNETH BVCK, Form III.



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TWO SCHOOLS

School was to be out on June 8th, and all the students in Medford, a city in Oregon, U.S.A., were getting very excited about the summer holidays. Finally we were out, and were faced with the enormous task of selling our home and preparing for the journey to Johannesburg. This move had been on all our minds since January, when our father had abruptly announced it.

We were fortunate in selling our home, car and electrical appliances quickly. After boarding the plane in Medford on July 31st, we crossed the United States. Then we went to Montreal and boarded the *Empress of Canada*, which took us to Liverpool, England. From London Airport we flew directly to Johannesburg, making one stop, in Uganda.

After arriving in Johannesburg, we moved into a flat and prepared to start at Bryanston High School. I must admit we were all quite afraid at first, as anyone is when starting a new school in a foreign country. I discovered, as the phrase goes, "kids are the same all over the world", holds true here as anywhere. As for the students, they welcomed my sisters, brother and me very warmly.

The system here of wearing uniforms and putting restrictions on hair, make-up and jewellery seems really reasonable. In the States the students are allowed to wear anything and everything, and therefore are very fashion conscious. One sees students coming to school in the latest styles of fashion, hair and make-up. This is very impressive, but, surely one must come to the conclusion that school wasn't designed for this purpose. Also, I noticed right away that by wearing uniforms everyone is judged more on his personality and true self, without having only materialistic and outer qualities counting. In other words, you then have to prove you are an individual.

In the States one has many more varied courses to choose from. However, one must obtain a certain amount of credits to graduate. This is the same as having to take certain courses in order to pass Matric. Generally, the courses are the same as in the States, with the difference that we take these courses in different standards. For example, Maths is taken in each Standard; Biology is usually taken in Standards Seven or Eight; Geography is taken once in Standard Seven and then repeated only occasionally up to Standard Ten.

Also, some students upon entering high school go directly into business courses, so that when they graduate they go right into well-paid jobs.

I was very impressed with the many languages that the students take here. It is so much to their advantage to speak several languages in the world today. In the States some students never take languages outside of the required English. I feel the way the courses are set up for each standard and the depth into which the Transvaal schools go is good.

In the States it is against the law to give physical punishment to students, and to teach religion except in Catholic and private schools. They do offer courses on the Bible, which are very interesting to those who know very little about the Bible. The teacher may never teach the doctrines of specific religions. Punishment is given to those who violate school regulations, though. Usually, one gets suspended from school, or must make up time or suffer in one's citizenship grades and school grades.

Here it seems that punishment is carried out to a greater extent than in the States. One is reprimanded more severely, made to write an essay, or given detention. You have a definite pupil-teacher relationship here that places the teacher above the student. Therefore, students are more polite and courteous and have more respect for their elders. In the States this relationship is often altered because the teacher wants to be considered as a friend instead of an instructor. Therefore, good manners are not always present.

In high school in the States, school starts at 8.00 in the morning and one gets half an hour for lunch, then is dismissed at 3.20 in the afternoon if carrying seven subjects. For six subjects, the times are changed.

For school athletics it is required to take PT in school, and then tennis, field hockey, basketball, volleyball, track, swimming, football and baseball are all after-school activities. During the course of PT, the boys go in for some sports not popular in South Africa. I feel that if South African students are offered a greater selection of sports, and as the country is very sport-minded, as is the States, there is a greater chance that they will excel in them.

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I notice that teachers are permitted to smoke on school premises, whereas in the States the teachers have a private room, where they may smoke.

Students were never allowed to smoke while at school, but outside were no longer in the school's jurisdiction.

One can get one's driver's licence in the States at the age of sixteen so students were allowed to drive their cars or parents' cars to school. This also includes motor cycles.

Throughout this paper I have tried to bring out some of the more important aspects of Medford Senior High School in the United States compared with Bryanston High School in Africa. They are very similar, but the main difference is that in the States the students have more freedom and a very large amount of say in the school's business. Both schools try in their own ways to offer the best possible education for their students.

GILLIAN VELLETT, Form IV.

◆

POVERTY

Darkness, filth.
Dirty, hungry children
walking around in
rags.
This is what
I see when
I open my
eyes to the
world around
me, I feel

I am walk-
ing in a
fog, with no
way out.
The children
long for peace
and beauty,
for the golden
sands and blue
sea, for the

white gulls and
coloured umbrellas,
for a pleasant
meal in a
clean room.
But here it
will never be
found, and there
is no way
out . . .

SANDRA BRADLEY, Form IV.

◆

AMERICA'S CONTRIBUTION TO LITERATURE

No one could accuse me of being an avid consumer of American war comics. However, I have not balked at reading them completely as my education must of necessity be furthered.

Not my classical English education, that is. Nor, for that matter, my philosophical ethics. By reading war comics, my greatly backward mind is told how we benefit from America's existence, and how it does not pay to be on the "enemy" side.

When Sergeant Fury shoots down the SS-men with the fantastically ugly faces, terror that I may have to face his mighty fists, boots and bullets, strikes through my heart. His next step is invariably to confront the wicked Nazi general, usually responsible for the murder of some ten million assorted innocents, and deliver a little homily on how bad everyone else is and how America is about to liberate the world. The Nazi now produces his stereotyped hidden pistol, and our hero ruefully shoots him down as well. Admiration for the American cause fills me as the next sequence of badly-drawn pictures follows the first.

This time our hero leaps over a five-metre wall into the middle of a firing-squad which

is about to execute some innocent, harmless resistance men. Miraculously, their arms come undone and they aid Sergeant Fury in annihilating the stupified SS- (as usual) men, while shouting slogans such as: "Liberty at last!", "Death to the Nazis!", "SS murderers!", "Too long have we been under your heel!" and a stream of other poetical references. Goody, goody! Long live the great freedom given by America!

Now Sergeant Fury is in action against the Viet Cong. Something like a million of them manage to capture him, with tremendous losses. He is thrown, trussed and hamstrung, into a hut, but some loyal (to America) Vietnamese boy slips in and undoes the bonds. Our hero appears next to him for the occasion and slaughters scores of "Commies", informing them that they have been forced into Communism and should all become liberated by joining him — as he shoots.

With trembling fingers and heart thumping from anticipation, I reach out for another American war comic I see protruding from under a colleague's History textbook.

SEGNES SCHONKEN, Form IV.

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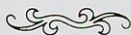
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GOING DOWNHILL FAST

After reading Gibbon's *Decline of the Roman Empire*, for the third time, it appears to me that this decline of empires has occurred again and again throughout history. Today it seems to be the mighty British Empire's turn to go sliding downhill at full speed without brakes.

When I first became conscious of world politics, somewhere in the early 'sixties, a British gentleman by the name of MacMillan came down from his lofty pedestal in London to the backwaters of his Commonwealth (what was left of his Empire!) to pontificate upon our problems. He blasted us with his famous "winds of change" speech.

Now I look back over the last ten years and have come to the conclusion that there must have been a wind of change in England too. MacMillan was blown out of office, where he had "never had it so good", and beloved England was left to the tender mercies of the vacillating Harold Wilson, who blew hot and cold for longer than I care to remember.

England had been going downhill fast, but now the tempo has accelerated. The effectiveness of the working community became lower and lower. Taxes dampened all initiative.

Strikes became the order of the day, and the cream of the country left to come, amongst other countries, to South Africa, leaving a nation of "can't works" and "won't works", who started the era of the Demonstration. Economic problems became the order of the day. Balance of Payments deficits mounted. Devaluation followed inevitably, and now the once mighty Britain is clutching at a final humiliating straw as it bids to join the European Common Market.

Present-day Britain is epitomised by the actions of the demonstrators, who used great initiative and determination to make the Springbok Rugby tour of 1969-1970 as difficult as possible, and succeeded in their aim to stop the 1970 cricket tour. They can see the mote in their brother's eye all right, but never consider the beam in their own!

One spark of hope lies in the fact that finally the British electorate demonstrated that they had had enough of Harold Wilson, his policies and his demonstrators, by turning him out of "Number 10".

Will Edward Heath be able to stop the decline, or will Britain become the subject for a weighty tome by some future Gibbon?

JEANNE FELLINGHAM, Form IV.

CORRIDOR CHAOS

Groans and moans come from squashed jostled children. Then you hear: "Single file!" coming from an enraged teacher. "Quiet there!" from another direction.

"Oh, man, can't you look where you're going?"

"Grow up, can't you?"

"Howzit, Lou?"

"Hi, watch out for Wazzie, she's in a ter-

rible mood!"

"Got detention from 'You know who' for nail polish."

Suitcases get thrown on the ground, hats come sailing through the air.

Suddenly all is quiet, everybody walks in single file, and there's a chorus of "Good morning, Mr. Alswang".

LYNN SMITH, Form III.

TIME'S SICKLE

He was tall, thin and a very good athlete. He had a nice smile and lovely brown hair. He was kind, funny and fun-loving. He dressed well and had a good physique.



The old man lay tossing and turning in the

bed, thin and frail. He was perspiring freely, his breath was shallow; a nurse stood beside him waiting, checking his pulse occasionally. His face was taut and unwrinkled in the sheer agony of pain. Slowly the beat in his wrist faded and he lay stiff and free.

ANNE RHODES, Form IV.

WITH COMPLIMENTS

John B. Clarke

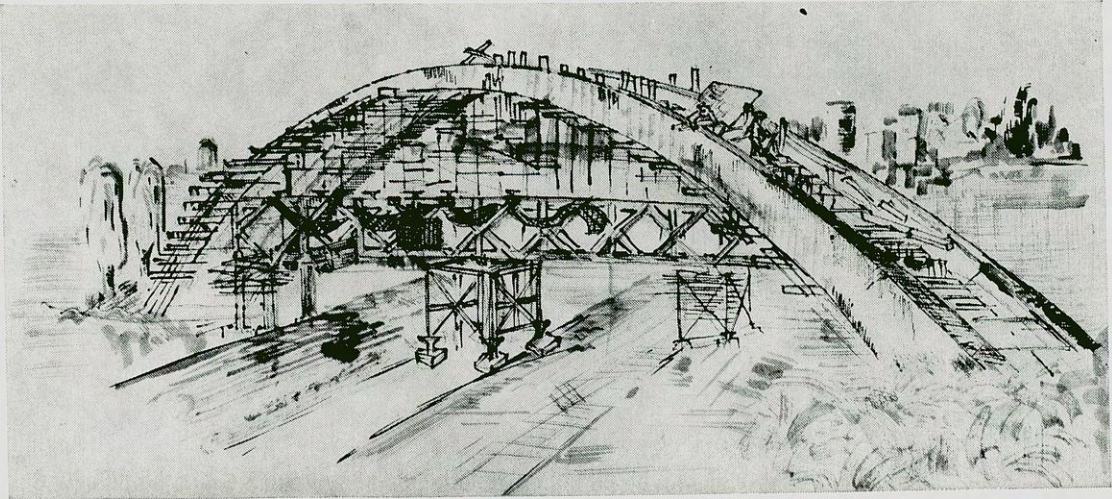
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BRIDGE UNDER CONSTRUCTION

Alan Laubscher — Form III

◆

WILL YOUR FACE CRACK, MADAM?

Some assistants behind the counters in shops seem a dreary, sulky bunch. They seem to have a perpetual agonised grimace on their faces, and grudgingly serve the customers. Being a one-time customer, I know all the little remarks one tends to make when the service is slow or the face looks as though it is made out of granite. But it is impossible to imagine just what it means to be a shop assistant. The thin strip of counter separating the assistant and the customer means an awful lot. A certain amount of familiarity ends once one is behind all the meats and cheeses and salads. It means self-discipline, politeness and a desire to serve.

This I learnt when I realised something had to be done about my pocket money situation. There was no hope of increment, so I found myself a job in a delicatessen. There is no time to find out what's what: once you are wearing one of those white overalls and are saying pleasantly, "Can I help you, madam?", you have to know how the slicers work, all the prices, the different cheeses, whether they are imported or local, the different cold meats, why one ham is differently priced from another, what the different olives taste like, all the kosher meats, how to use the scales, how much cheese makes 500 grammes, the different coffees, how to grind them for percolator or filter, whether the chickens are

fresh and ready, how to work the wrapper machine, what number the bacon is cut on — but most of all how to fool the customer that you know what you are doing, even if you don't. This "fooling" technique is quite an art. Sixty per cent of the customers are extremely suspicious, 30 per cent are infuriatingly difficult, and the remaining 10 per cent are the assistant's gift to sore feet—easygoing, cheerful and unhurried.

At first one is all worried: "I'll never learn it all", and "What a nit I am!", but gradually this idea fades in the face of acquired skills.

One sees humanity in quite a different light behind the counter. In an instant one can recognise the "difficult", annoying customers and the pleasant ones. Usually in the case of the former, we all drift to the farthest counter and look busy, so as not to have to serve. Looking busy is also an art, as is dealing with customers who demand the impossible. Cool, calm and collected is the ideal frame of mind when confronted with objectionable customers.

Being a "deli" assistant is quite a battle of wits to be one ahead of the all-knowing customer, but it is good experience, and, quite frankly, a smile does not increase one's exhaustion. It makes one realise that serving is no easy task!

JANE WESTON, Form IV.

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TALLY-HO!

The low branches whipped across his face. He forced himself to run faster. Every breath was agony. Still they came, nearer and nearer. He could hear the baying of hounds. Desperately he tried to think.

"A river — no, there wasn't one nearby. There wasn't anything but endless grass and shrubs."

He suddenly realised just how hopeless it all was. His pace slackened, and then he stopped. There was no way out of this hunt. He had survived three others, but luck had been with him then. This was the end. The will to live was still strong in him. Silently he cried out, "Why must it be me? Why must I die? I haven't done them any harm!"

Suddenly a wave of bitterness engulfed him.

"I'm not going to die without a fight! I'll kill them! If they come near me, I'll kill them before I die!"

He looked for a place to fight. A hundred yards away there was a hillock. He made his way towards it. His small, furry body was racked with rasping gasps, as he tried to draw more air into his lungs. He reached the hillock and began to climb. A shadow fell across him. He looked up. His last hope died as he saw the seven riders silhouetted against the sky. His will to live died then. He sank on to the soft grass, pink tongue lolling out of his wide open mouth. He waited for the death blow to come.

Vaguely he wondered if it were going to be painful.

"Please don't let it be like my mate's death. Please!"

He thought back to that awful day. It had been in a hunt just like this one, except that his mate had been with him. He had run, and thinking that his mate was with him, had kept on running. Only after a while had he

realised that she was not behind him, and he had raced back — but too late. She was dead. Her bloodied remains were loosely flung on to the grass. Her beautiful tail, which he had loved so much, was gone — brutally hacked off, and with the blood still flowing from it, he had watched horrified, while the riders smeared a young girl's face with it. He had turned away, sick. They had set the hounds loose then and they had pounced on the small forlorn body and torn it to shreds. He had come back later just as the sun was setting, had lain down next to a small patch of blood, which was all that was left of his mate. He remembered the loneliness and misery of that night.

Suddenly he realised that the riders had not moved. He lifted his head, and as he did so they started forward. The horses galloped past him. He waited — his eyes tightly shut. He heard a soft voice saying, "Don't be afraid, little one. You're all right now." Then he, too, was gone.

He waited no longer. Realising that this was his chance, he shot forward. New life coursed through his veins. He ran and ran, and at last he could stop. The danger was over. He trotted wearily home, puzzling over those other riders. Men were his enemies, and yet those others were men, and they had helped him. It was all very confusing, but he was so tired. He would think about it tomorrow.

Late that night he reached home. His brown fur was matted and coarse, his lean flanks heaving, he pulled himself into the den. Exhausted, he sank on to the cool earth. He was barely conscious, and through the mists of pain and exhaustion, he saw his new mate come towards him. She lay down next to him and gently began to lick him.

BEVERLEY FORSTER, Form III.

NIGHT NOISES

In the distance I heard the shriek of a whistle as a train thundered into the night. Closer at hand, a few yards from the window of my rondavel, came the growl of a farm dog barking at some foe. A little further off I heard the gentle gurgle of a little stream bubbling over the rocks. The breeze, gently rustling through the boughs of the old willow,

seemed to be whispering secrets as it went husha, husha, hush. The weird call of the beautiful wild peacock resounded through the night. As I snuggled down contentedly on my camp bed, the chirping crickets and croaking frogs seemed to bid me goodnight.

AMANDA TAGG, Form I.

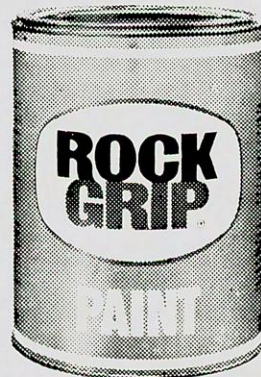
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THE MATHS MASTER

This particular gentleman was rather temperamental. On certain days he was helpful and understanding, but on others he was easily annoyed. In general, he did not get through much Maths with his classes, as they were usually more interested in his amusing appearance, his idiosyncrasies and his various characteristic remarks, than in doing work.

He usually wore black braces to support his skin-tight polo-type trousers. (His skin was rather baggy.) These black braces had small white dots on them, which matched both his ties, as they were usually spotted with whitish egg or some other form of nutrition. He had one particularly striking shirt. His trousers were always far too long for his legs, which I presume he had hidden away inside the numerous folds of his trousers. Because his trousers were too long for him, they always had holes in them where they were dragged along the ground. Somewhat incredibly, a large part of his highly polished red boots were visible beneath his trousers. However, this was mainly due to the fact that they

were the largest pair of shoes I have ever seen.

In between laughing at some of his characteristic remarks, such as, "Hence the pyramids and other square buildings", and "Rrrrrright, take out your graffffffs", I noticed one or two of his more amusing habits. One of these was his habit of scratching his sparse silver hair with his hands after he had been using green, blue or yellow chalk. As a result, he effectively and ingeniously concealed a large amount of the greyness of his hair. Another amusing habit of his was that of getting himself deeply involved in a Mathematical equation which proved half the Greek alphabet equal to nought, and then suddenly saying to Colin and me, "I say, are you two brothers?" or else asking some other irrelevant question.

"The point at issue is," as he would say, is that he was a thoroughly amusing and likeable character, but we did not learn much Maths.

TIMOTHY HINE, Form IV.

VICTORY

He had made dire threats,
He had taunted and scoffed,
He had laughed and mocked,
Until his end he met.
She with bemused air,
She with raised eyebrows,
She her insults slung,
At the confounded monstrosity.
She stepped over his writhing body,
She paid no heed
To his pleading cries,
In his last moments of agony
On she went —
On to ultimate victory.
She sheathed her golden sword,
And the curtain slowly dropped.

GAIL SILBURN, Form II.

WHO IS HE ?

He is human, is he not?
Do you treat him so?
Because money he has not,
Why scorn him so?
Because a hovel is his home
Must you avoid him so?
If in rags he's always grown,
Must he be covered so?
If to school he's never been,
Must he be sneered at so?
Because as savage he is seen
Must you condemn him so?
Poverty is his only fault,
So why berate him so?
He is human, is he not?
Why not see him so?

LYNETTE LA RESERVÉ, Form IV.

SOUND

Silence . . . Then the sound of pacing, impatient feet, on the bleak, dusty, grey pavement. Then the faint pittering of rain, which grows like applause until it lashes and beats down on the streets and pavements like the sound of countless running feet. Then silence

. . . until there's the rumbling of a lorry. Suddenly the screeching and grinding of brakes like the crushing of stone, the crashing, twisting and jarring of metal, a cry of terror and pain — then it is quiet once more.

AMANDA NUNNS, Form I.

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"HAVE YOU EVER REALLY THOUGHT ABOUT IT?"

I can't quite remember, but I don't think that I was doing anything in particular — I was just sitting and staring into an ordinary tropical fish tank. It had been there for years; I'd passed it by several times during the day, but I hadn't taken any notice of it.

And then I noticed one lonely fish swimming around in the murky water — not that I hadn't seen the fish before — it, too, had been there for long enough. But the thing was I had never really thought about that little fish. You see, it just had never come positively to my attention. And then it struck me. Perhaps that little fish hasn't had anything to eat today . . . and I don't know about yesterday and . . . what about tomorrow?

The fish swam around, periodically stretching its body to the surface of the water. My gaze was held fast by the tiny creature. Unknown cogs in my selfish brain began to turn. The same Being that had made me had made that creature.

And then more cogs began to turn. What about all those people that I had heard about who were dying of starvation every day? It was only last week that someone had told me that in the world more than nine million people die every day as a result of starvation and malnutrition. We have all seen pictures

in magazines of starving, unhappy apparitions. I had said, "Oh, shame!", but, you know, I had never really positively thought about it before. Is it possible that I have paged through all those magazines and then tossed them aside with words such as, "Oh, shame! It really is terrible, isn't it?" And that is as far as it has ever gone!

And then more cogs began to turn. If I could pass by that little fish so often, how many people do I pass each day who are in need of something that I could easily give them, but I have just never really thought about it?

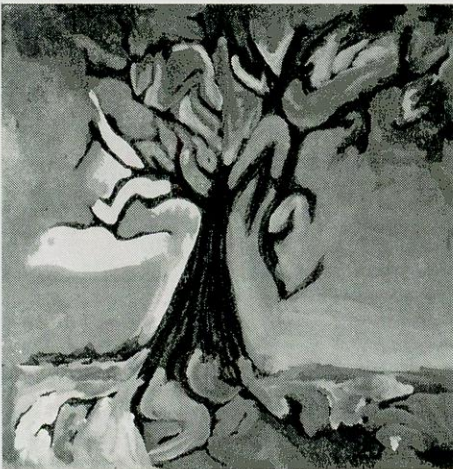
Come to think of it, I can pop some fish food into the tank right now, and the fish will be happy again. Come to think of it, I'll be happy, too.

You see, now that I have come to think about it, I realise that this is a two-way affair. The giver and the receiver are both content.

Why don't you "really think about it"? Perhaps there's someone right next to you who needs something that you could give him. It's just that you've never really thought about it.

And, while I write, more cogs begin to turn, and more . . .

BRIAN TOMLINSON, Form IV.



Michael Wilkinson — Form I



TREES

August Schule — Form I



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THE POSTERITY CYLINDER

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It is the year 2471, and the members of the Council of the World are gathered together to go through a posterity cylinder, buried in 1971, five hundred years previously. The information and the articles were placed in the posterity cylinder by Dr. James Crawford.

"Polinder", as the posterity cylinder was named, contains fascinating information for the people of 2471. The first object in the cylinder is a 1971 set of the *Encyclopaedia Britannica*. In here, almost everything that was known by the world in 1971 is stated.

The next series of objects contains a map of the world, as it was in 1971, with cities marked on it. These cities, according to Dr. Crawford, may not have existed in the Twenty-Fifth Century, or may have expanded to such an extent that the original site would not be known. There are photographs and plans of most of the large cities, as well as an architect's plan of a typical home, and scale models of houses, public buildings and cities.

"The Constitution," a fifty-one volume book, containing the constitutions of all the countries in 1971, is next in the cylinder. The book also gives the feelings of countries towards the Constitution of another country, and the way of life in that country.

Medicines and the symptoms of the diseases they were used for are carefully packed and explained in great detail.

"Those would be of great interest to the people of the future," was a statement made by Crawford.

Samples of fabrics such as cotton, silk, and synthetic fibres are packed in the posterity cylinder, together with a pamphlet containing diagrams, pictures and uses.

"There are pickled reptiles, wild cats, buck, not known in the Twenty-Fifth Century," was another statement made by Crawford.

A fashion magazine, which shows how much style and mode of dress has changed, is included. There is also a menu from an hotel, with pictures of the food offered by the hotel.

The vegetation is described, and pictures are enclosed with the description, and the plants are listed as "edible", "decorative" or

"no particular use".

The equipment used for different sports is in "Polinder", together with the rules of the games, who played the games and how they originated.

The educational system of the time was described in detail. Subjects taught, years at school, universities and the standard of education was described.

Telephones, radiograms, washing machines and other machines are packed into the cylinder. A television set and pieces of furniture found in an average home were also included.

Tape recordings of the music popular in 1971, together with a tape recorder, was packed. The type of music preferred by different races and ages was explained.

Motor cars, trains, aeroplanes and vehicles other than those used for transport, which would be laughed at in 2471, were included. Dr. James Crawford has included everything that he thought would be of interest to the people of 2471 in "Polinder". These objects were of great interest, yet one thing puzzled the Council of the World . . .

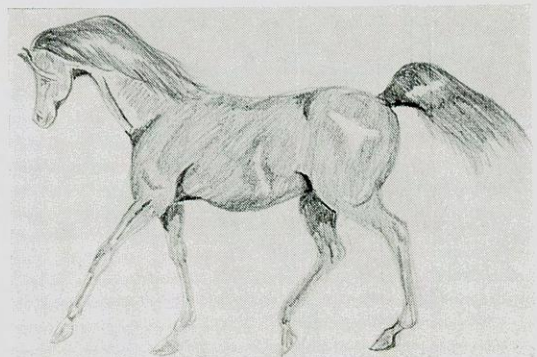
"'Things go better with Coke'. I am afraid, Gentlemen, that I really have no idea what this is."

"Do you think it could have been a weapon?"

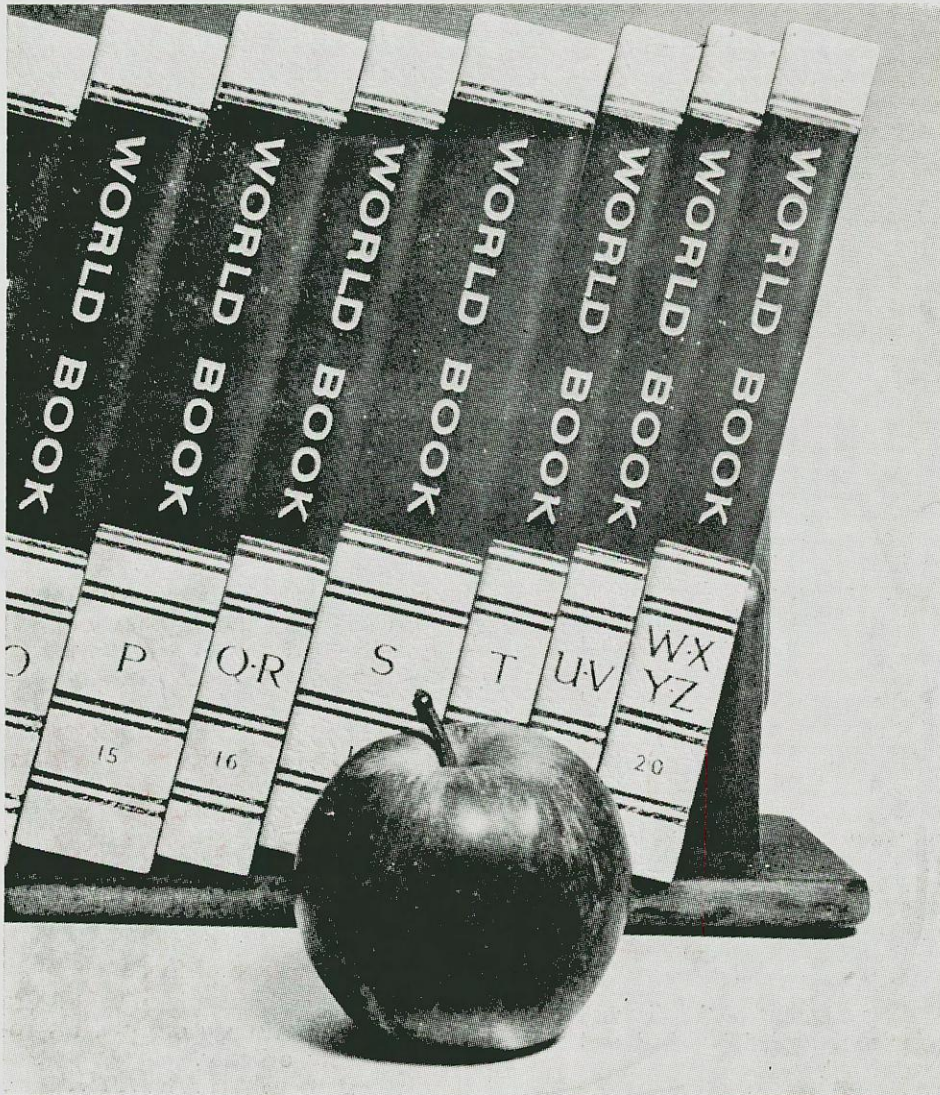
"Maybe it was a type of food?"

Five hundred years previously, Dr. Crawford's son had accidentally dropped his yo-yo into the posterity cylinder.

DONNA SHANNON, Form IV.



Lesley Mawhinney — Form I



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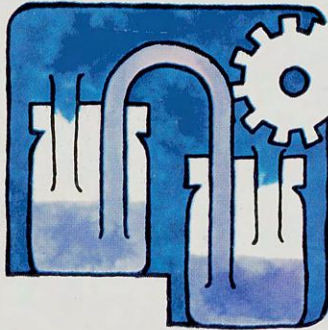
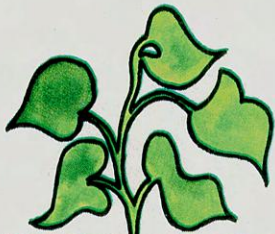
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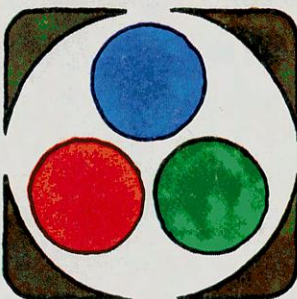
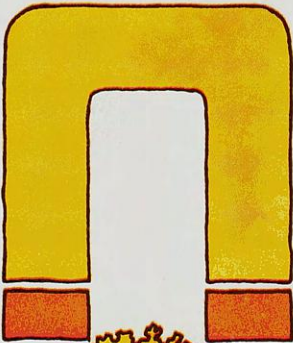
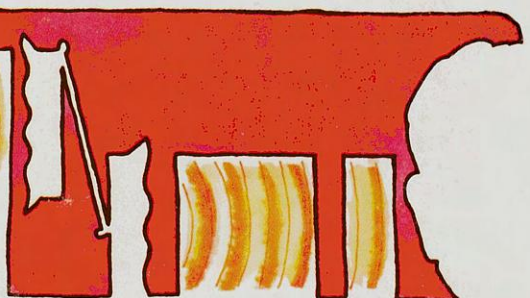
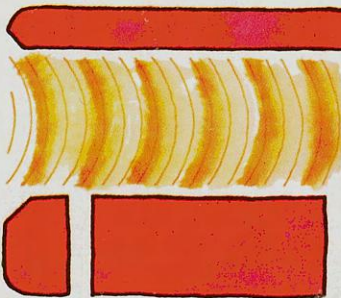
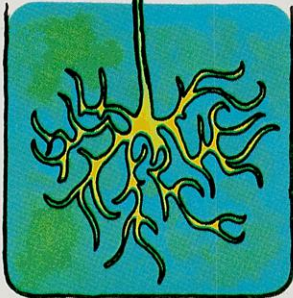
Science Projects

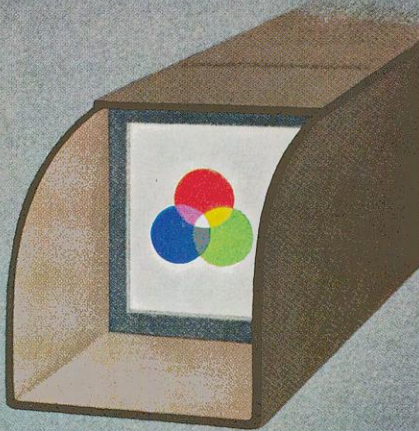
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Science educators today stress the need for students to participate in activities that will enable them to discover scientific truths on their own. In order to stimulate students along these lines, dozens of do-it-yourself science projects are included throughout THE WORLD BOOK ENCYCLOPEDIA. This reprint contains a sampling of seven science projects.

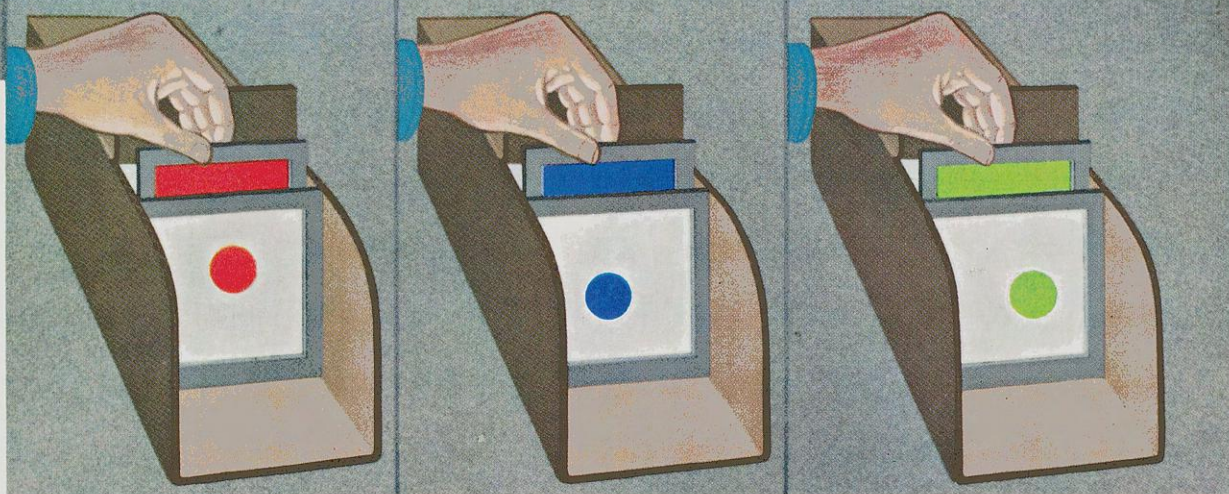




The purpose of this project is to learn how colors are created by adding and subtracting colored light. You can perform this demonstration with a color projector built from common materials.

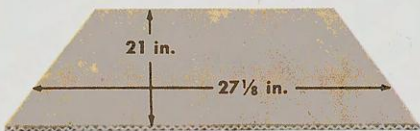
To Create Color by Addition, turn the projector on so you see red, green, and blue circles, *left*. Where these circles overlap, the colors add to form new colors—yellow, blue-green, magenta, and white. Never run the projector for more than a few minutes. It becomes hot and must be allowed to cool.

Illustrated by Raymond Perlman for WORLD BOOK



To Create Color by Subtraction, turn the projector on so that the red, green, and blue circles show. Then, insert colored filters one at a time. A red filter subtracts blue and green; a blue filter subtracts red and green; and a green filter subtracts red and blue. Subtracted colors may not disappear entirely from the screen because the simple filters may not work perfectly.

MATERIALS



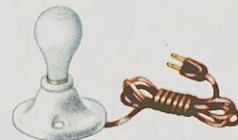
Stiff corrugated cardboard



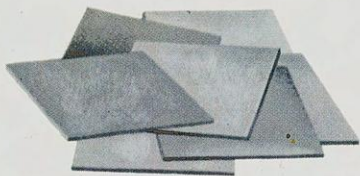
2-pound coffee can open at both ends



3 cardboard tubes 1 1/4-inch diameter



100-watt bulb and socket



7 pieces of cardboard 5 inches square



Tracing paper

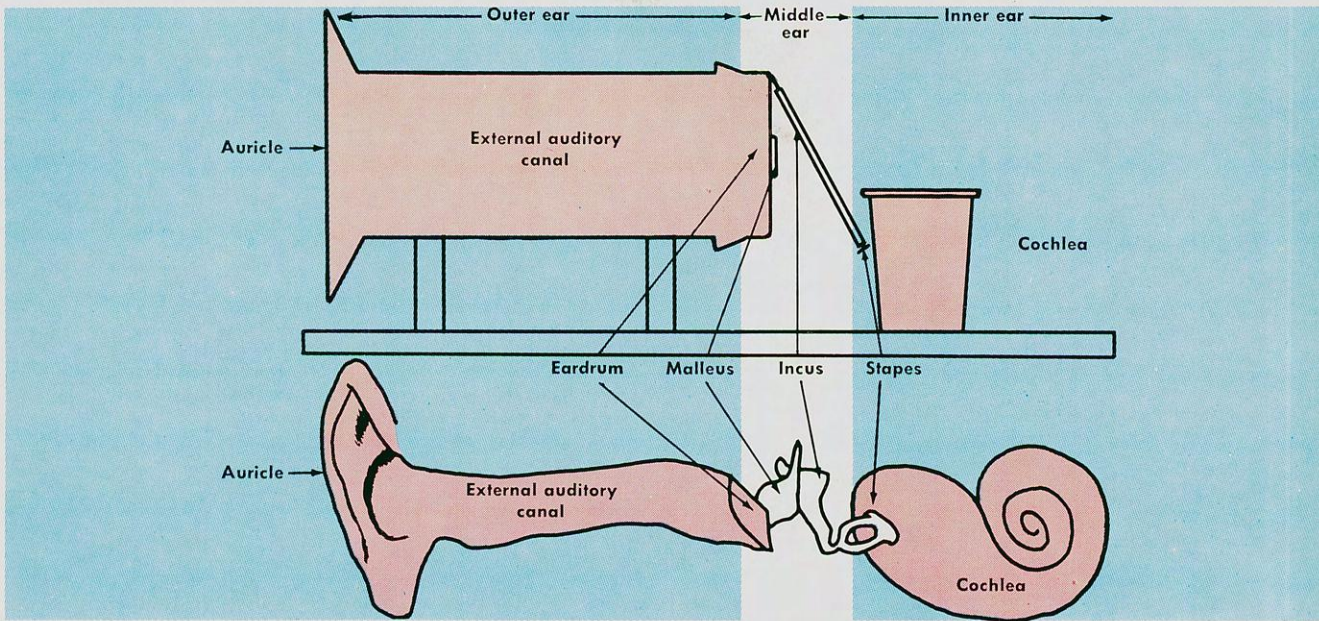


Aluminum foil



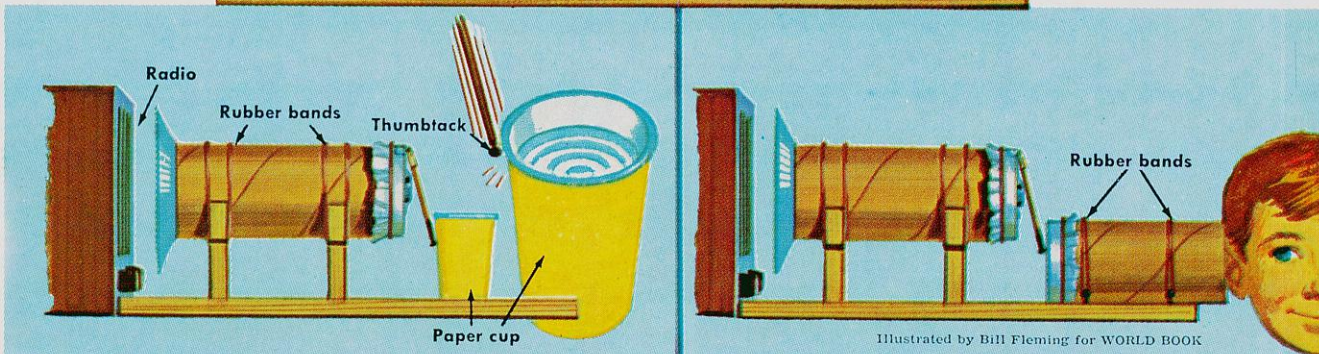
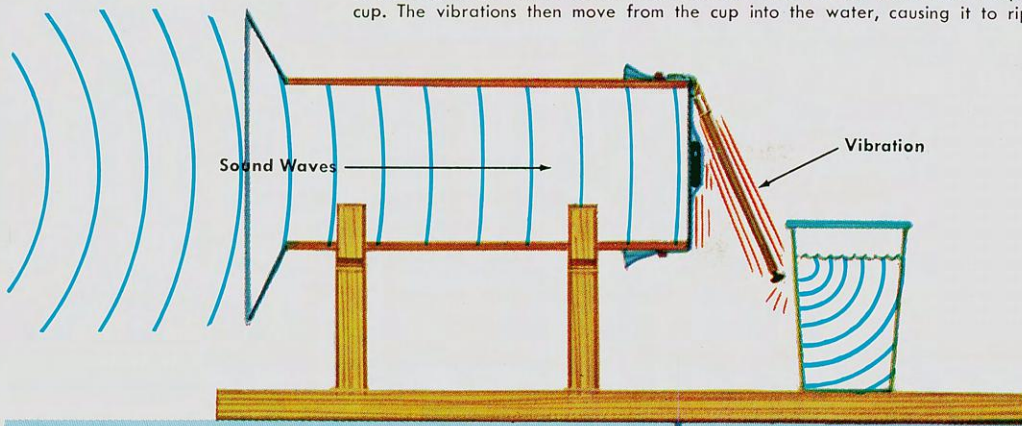
Colored cellophane or gelatin 5 inches square

PARTS OF THE EAR



HOW THE ARTIFICIAL EAR WORKS

The artificial ear works by transferring waves of sound vibrations from one part to another. Sound waves, channeled into the tube by the paper plate, move through the tube and cause the paper diaphragm to vibrate. The button transfers the motion of the diaphragm to the dowel. When the dowel moves, the tack strikes the paper cup. The vibrations then move from the cup into the water, causing it to ripple.



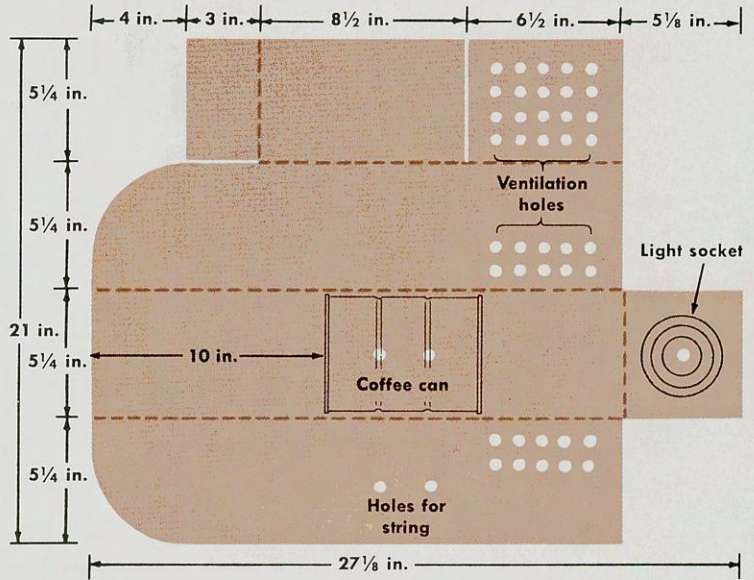
Illustrated by Bill Fleming for WORLD BOOK

To Operate the Ear, place a radio near the tube so that the speaker is opposite the paper plate. Make sure the thumbtack touches the side of the paper cup. Turn the radio on. You will see ripples form on the top of the water in the cup. Sound vibrations coming through the tube cause the ripples.

To Hear the Sound. Stretch tracing paper over the unused half of the mailing tube. Put this tube on the base in place of the paper cup. Move the tube forward until the paper diaphragm touches the tack. Fasten the tube with rubber bands. Turn the radio on and listen at the open end of the tube.

ASSEMBLY

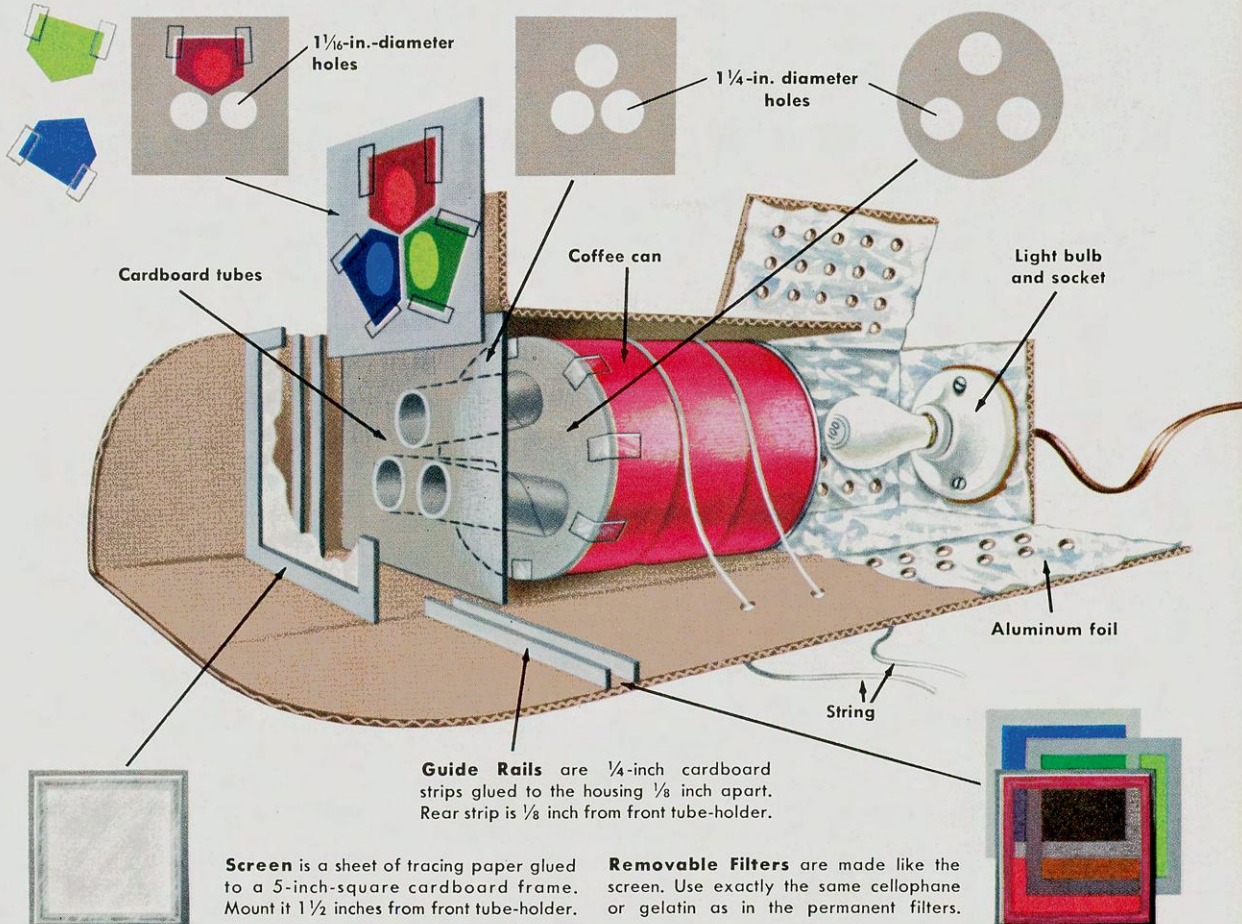
Cut the projector housing from corrugated cardboard as shown, right. Fold and assemble as shown, below. First, tie the coffee can in place with string. Then assemble the tubes, permanent filters, and screen. Follow the dimensions as closely as possible, or the color circles may not overlap properly on the screen.



Permanent Filters are mounted on a 5-inch-square piece of cardboard held by guide rails. Centers of the holes are $\frac{7}{8}$ inch from the center of the square. Try various shades of red, green, and blue filters to get white where circles overlap on the screen.

Front Tube-Holder is a 5-inch-square cardboard sheet taped to projector housing 2 1/2 inches from the front of the coffee can. The centers of the holes are $\frac{7}{8}$ inch from the center of the square. The cardboard tubes are taped in place.

Rear Tube-Holder is a 5-inch-diameter cardboard circle taped to the front of the coffee can. The centers of the holes are $1\frac{3}{8}$ inches from the center of the circle. The tubes are inserted through the holes so they extend 2 inches into the coffee can.



Screen is a sheet of tracing paper glued to a 5-inch-square cardboard frame. Mount it $1\frac{1}{2}$ inches from front tube-holder.

Removable Filters are made like the screen. Use exactly the same cellophane or gelatin as in the permanent filters.



A WORLD BOOK SCIENCE PROJECT

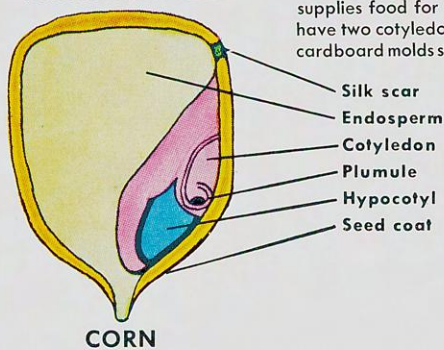
HOW SEEDS GROW

The purpose of this project is to learn how monocotyledon seeds differ from dicotyledon seeds at various stages of growth.

To Study Seed Growth for this project, the development of monocot and dicot seeds is compared at various stages of growth, *left*. Models of corn and bean seeds are made to show the important parts of each seed. To study plant development, seeds are allowed to sprout and the seedlings are preserved at various stages of growth.

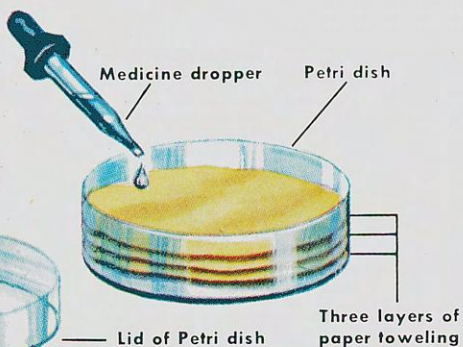
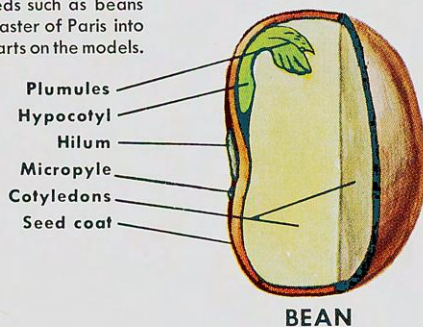
PROCEDURE

MONOCOT SEED



Seed Models show the parts of monocot and dicot seeds. Monocot seeds such as corn have only one *cotyledon* (seed leaf) which supplies food for the growing seedling. Dicot seeds such as beans have two cotyledons. To make the models, pour plaster of Paris into cardboard molds shaped like the seeds. Paint the parts on the models.

DICOT SEED

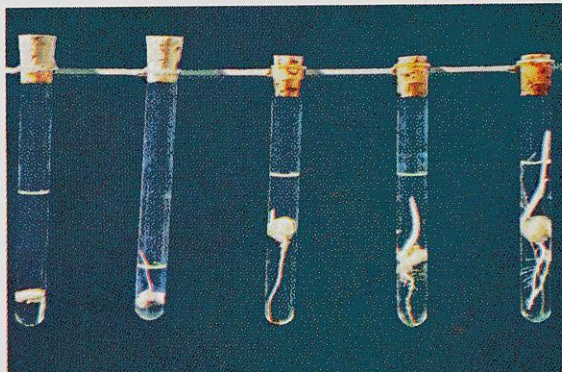


You can buy all the materials you need for this project from local stores. Get four Petri dishes. Cut three layers of paper toweling to fit the bottom of each dish. Dampen the paper toweling with a few drops of water. Place four bean seeds in each of the two Petri dishes, and four corn seeds in each of the remaining dishes. Cover the dishes and put them in a sunny place. The seeds will begin to sprout in about a day.

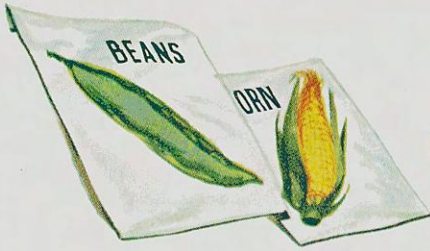


WORLD BOOK photos

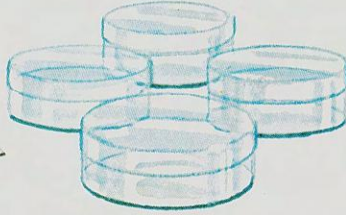
To Preserve the Seed Sprouts, fill 10 test tubes three-quarters full of formalin-acetic-alcohol (FAA) solution. When the seeds begin to sprout, remove a corn seed and a bean seed from the Petri dishes. Place each in a test tube and put a cork in the tube. Repeat this procedure at intervals until you have preserved samples of sprouts for each kind of seed at different stages of growth as shown, *right*.



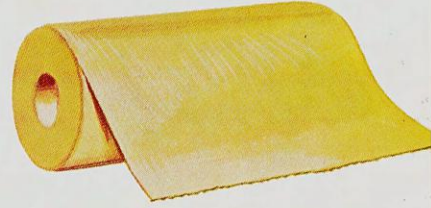
MATERIALS



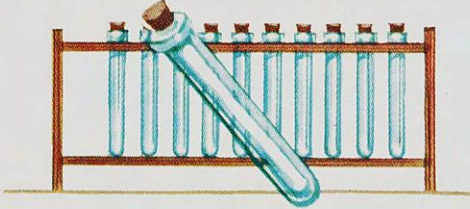
Bean Seeds and Corn Seeds



Petri Dishes with Lids



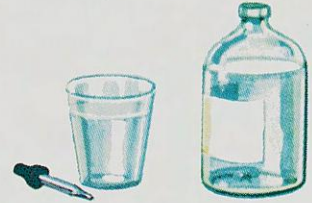
Paper Toweling



Test Tubes with Corks



Glass Jars with Lids



Formalin-Acetic-Alcohol Solution

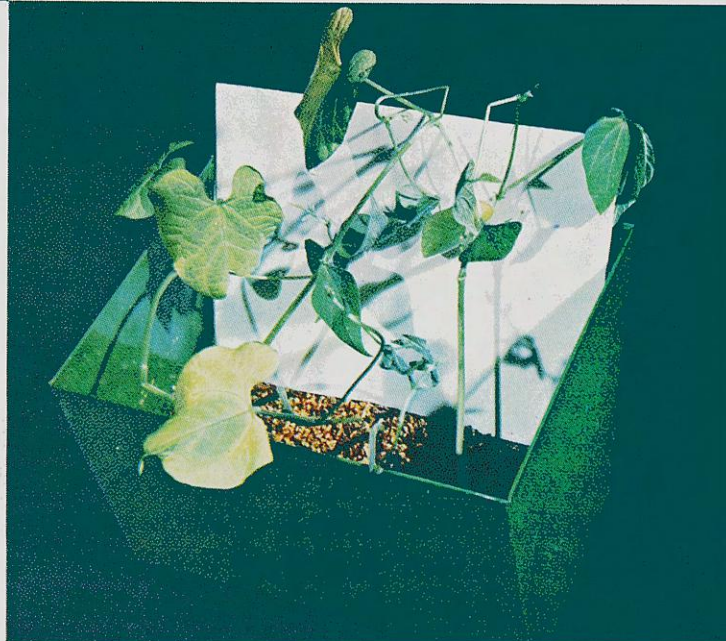


To Grow and Preserve the Seedlings, plant some of the beans and corn in germinating pans that have about 2 inches of Vermiculite (a growing medium) in the bottom. Dampen the Vermiculite and cover the pans. When the seedlings grow, remove them at different stages of growth and preserve them in small jars of FAA solution as shown, *left*.

WORLD BOOK photos

To Grow the Plants, plant the bean and corn seeds in germinating pans containing dampened Vermiculite. Cover the pans until seedlings appear. Then place the pans in a sunny place and after the first true leaves develop, add some fertilizer. Water the plants as necessary until they mature as shown, *right*.

Illustrated by Bill Fleming for WORLD BOOK



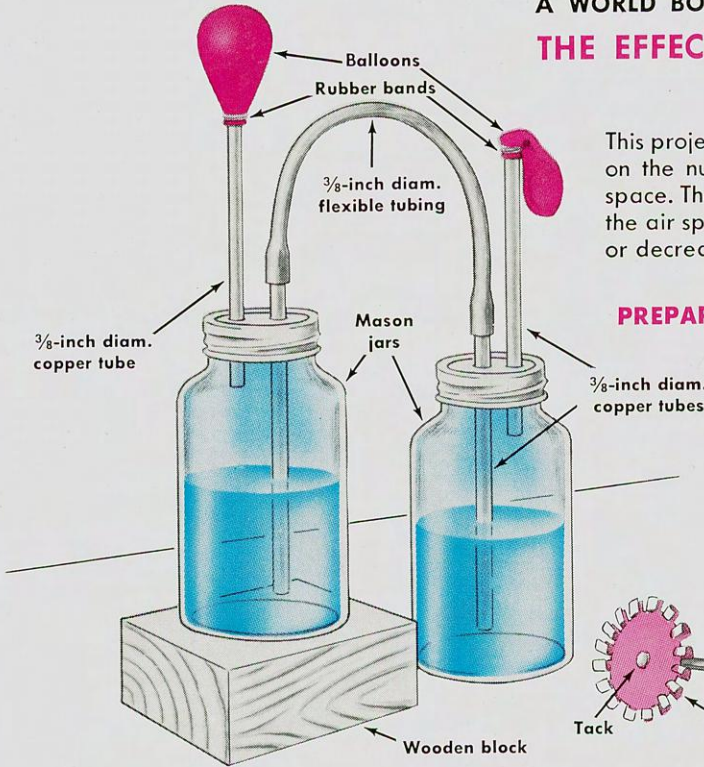
A WORLD BOOK SCIENCE PROJECT

THE EFFECTS OF AIR PRESSURE

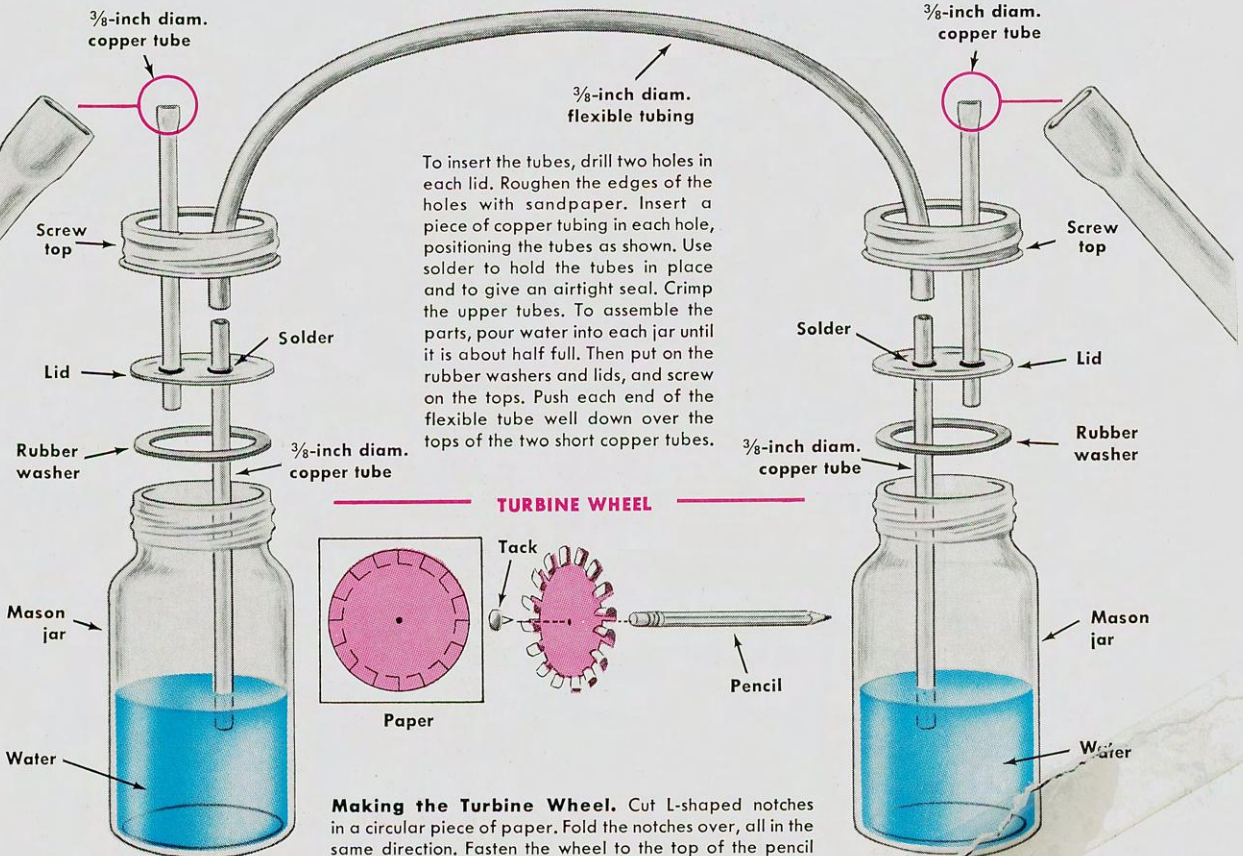
This project demonstrates that air pressure depends on the number of air molecules per cubic inch of space. The two jars, left, are linked together so that the air space in each one can be varied to increase or decrease the pressure.

PREPARING THE MATERIALS

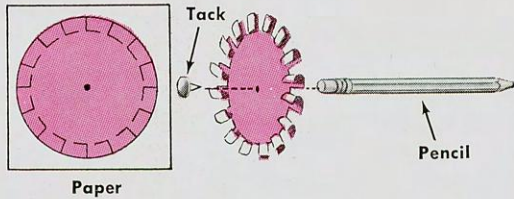
You will need two one-quart Mason jars with rubber washers, lids, and screw tops. Get a 36-inch-long piece of copper tubing with a $\frac{3}{8}$ -inch inside diameter. Cut the tubing into four equal parts. You will also need flexible rubber or plastic tubing. It, too, must have a $\frac{3}{8}$ -inch inside diameter, and should be about 14 inches long. Other equipment includes a pencil, paper, thumb tack, rubber bands, and a wooden block or cardboard box about 3 inches high.



ASSEMBLING THE MATERIALS



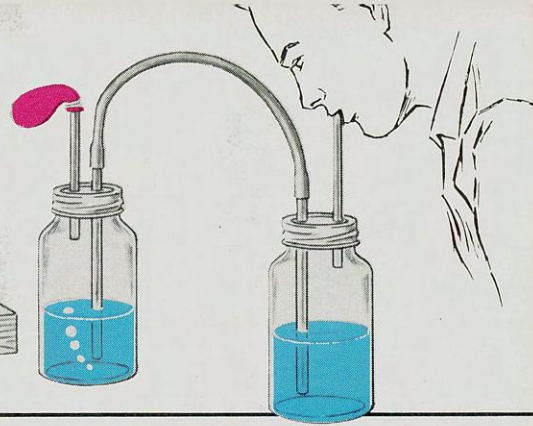
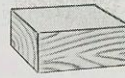
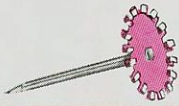
TURBINE WHEEL



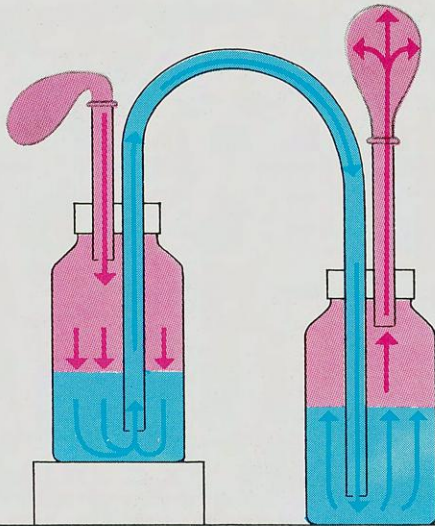
Making the Turbine Wheel. Cut L-shaped notches in a circular piece of paper. Fold the notches over, all in the same direction. Fasten the wheel to the top of the pencil with a tack. It must be loose so that the wheel will turn.

DEMONSTRATING THE PROJECT

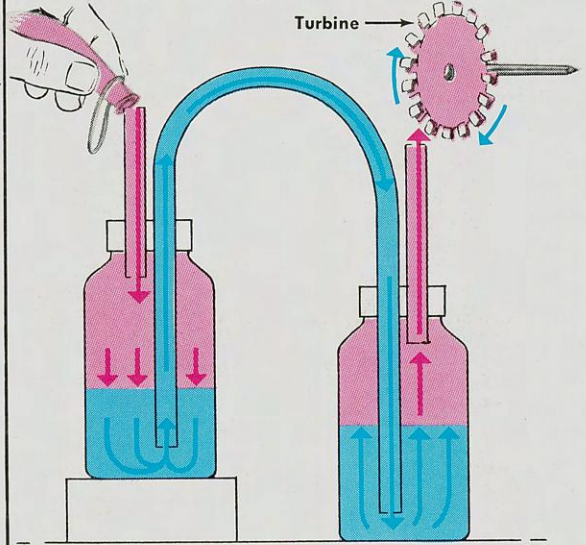
To conduct a demonstration, slip a balloon over the top of one of the copper tubes with crimped ends. Fasten the balloon in place with a rubber band. Blow into the other tube until water flows from one bottle to the other, completely filling the flexible tubing. Then cap the tube with the remaining balloon and twist a rubber band around it to hold it securely in place.



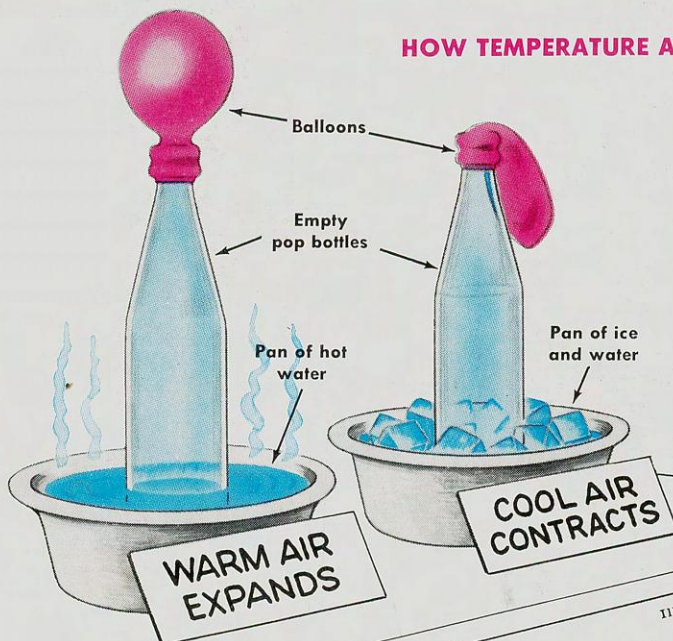
Changing the Pressure. Place one of the bottles on a wooden block or cardboard box. As the water drains from this bottle, the air molecules have more room and the pressure decreases, letting the balloon collapse. The water added to the other bottle takes up space originally held by air molecules. The air molecules are squeezed together. The increased pressure inflates the balloon.



Working the Turbine. Leave one jar raised. Remove the balloon from the raised tube to allow more air into the jar so that the water will flow freely. Take the balloon off the other jar also, and hold the paper turbine wheel over the open tube. Water flowing into this jar increases the pressure, pushing air out of the tube. This jet of escaping air causes the turbine wheel to turn.



HOW TEMPERATURE AFFECTS AIR PRESSURE



To use temperature to change air pressure, fasten a balloon on top of each of two pop bottles, and put the bottles in deep pans. Fill one pan with ice, and the other with hot water. The ice will cool the air in the bottle, causing the air to contract and deflate the balloon. The hot water will warm the air in the other bottle, causing the air to expand and inflate the balloon.

Illustrated by Art Lutz for WORLD BOOK

A WORLD BOOK SCIENCE PROJECT

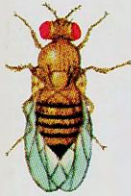
STUDYING HEREDITY

The purpose of this project is to learn some of the principles of heredity by breeding common fruit flies. Geneticists have discovered many of the most important principles of heredity by conducting experiments similar to these.

Characteristics of Fruit Flies make these insects helpful in studying heredity. Fruit flies complete their life cycle in two weeks. This means that an experimenter can trace hereditary traits through several generations in a short time. Although the insects are small, you can see traits such as wing shape and eye color with a magnifying glass.



WORLD BOOK photo



Normal Female Fruit Fly has a thick abdomen that ends in a sharp point. Five black bands form stripes across the abdomen. Both the normal female and the normal male have red eyes and long, thin wings.

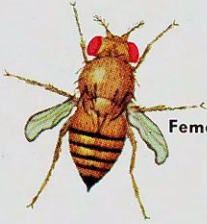


Normal Male Fruit Fly has a narrow abdomen that is rounded at the end. Three black bands mark the abdomen. The last band extends over the end. Only males have comblike bristles that grow on the front legs.



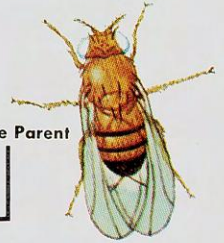
Special Traits such as vestigial wings and white eyes develop as the result of mutations. You can buy both male and female fruit flies with such special traits from a company that sells biological supplies.

EXPERIMENTS IN HEREDITY



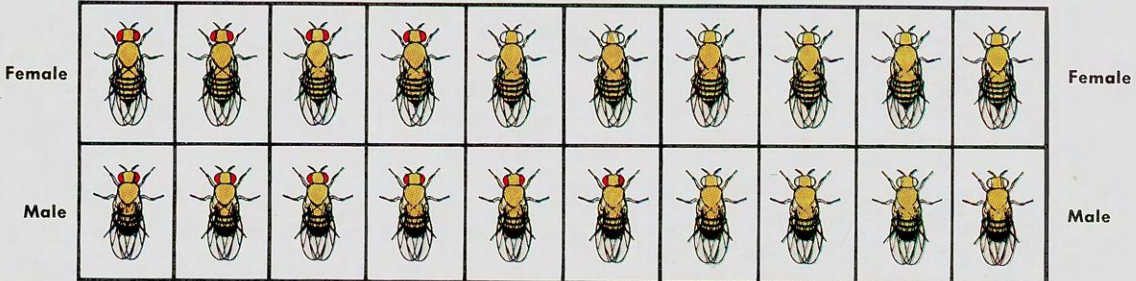
Female Parent

You can conduct experiments in breeding and demonstrate the results as shown, upper right. The experimenter traced the inheritance of eye color and wing type in fruit flies. He bred a female parent with red eyes and vestigial wings with a male parent with white eyes and normal wings. The inheritance of these traits in the first generation (hybrid) offspring is shown, below.



Male Parent

Offspring



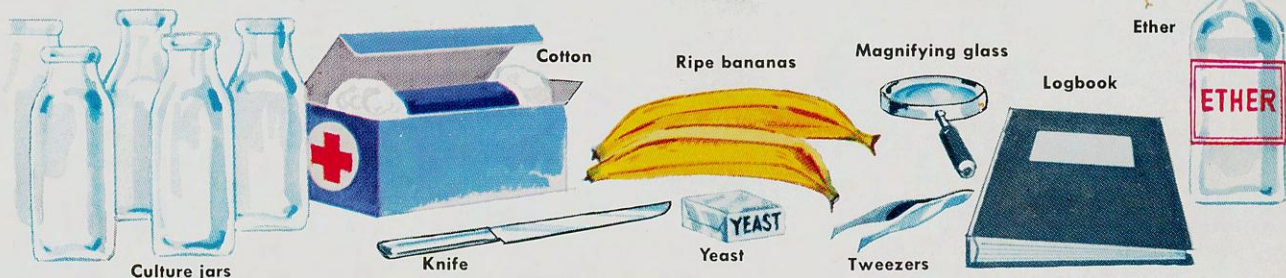
To Show Segregation. Select ten adult flies from a hybrid culture, such as the offspring in the above experiment, and breed a new generation. Take the new flies out of the jar. Examine the wings. What is the ratio of flies with normal wings to flies with vestigial wings? It should be about 3 to 1. Why?

To Breed Pure Lines. Breed male and female flies with vestigial wings from a second generation culture. Examine the wings of the offspring. Repeat the process for several generations. Try the same experiment using normal-winged flies from the second generation. Compare and explain the results of the two experiments.

MATERIALS

You can get materials for the experiments from local stores. Capture fruit flies near ripe fruit, or buy them from a company that sells biological supplies. Let them grow in a culture medium of fruit and liquid

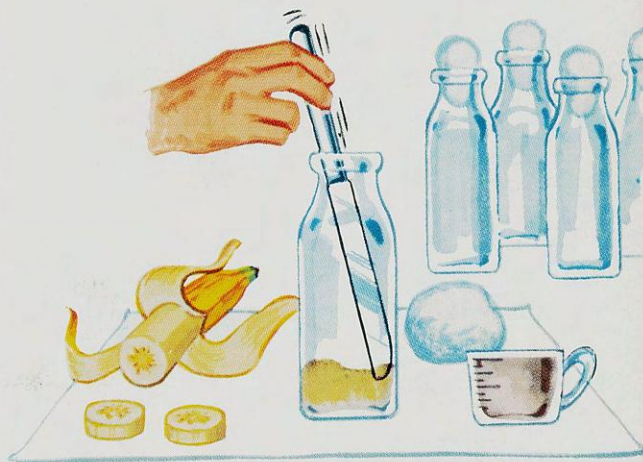
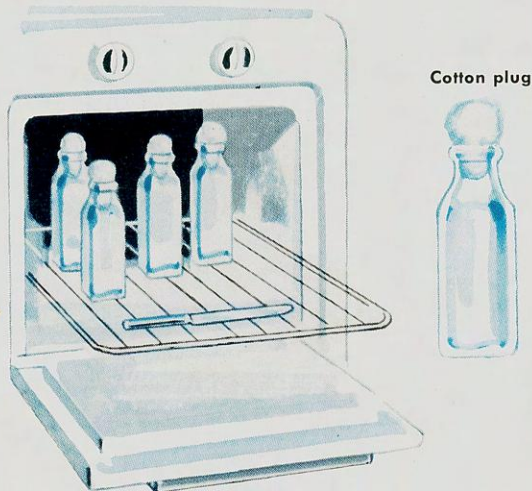
yeast, which is made by melting a yeast cake in warm water. Use ether to anesthetize the flies for examination. The ether is not dangerous if you work in a well-ventilated room away from any open flame.



PROCEDURE

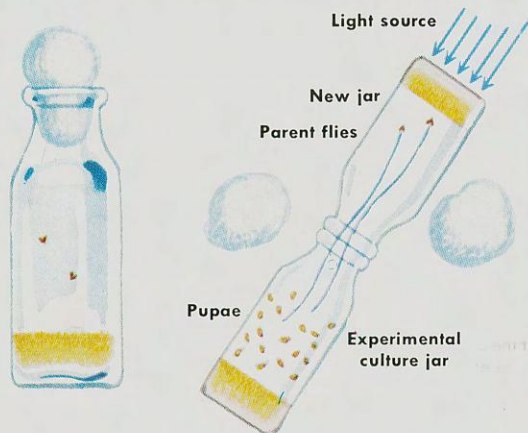
To Sterilize the Equipment, plug the culture jars with wads of cotton fitted snugly into the mouths. Place the jars and a knife in a cold oven and heat them slowly at about 250° F. for a half hour or longer. Turn off the heat and let them cool slowly. Do not take the plugs out until you are ready to put food in the jars.

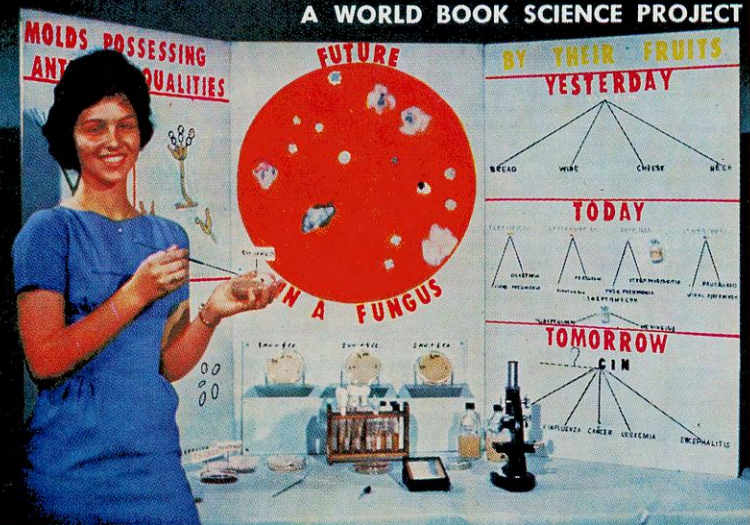
To Prepare the Culture Medium, strip the peeling about halfway down on a banana with an unbroken skin. Keep the fruit from touching anything. With the sterile knife, cut about 2 inches of the fruit into small pieces and drop them into the jar. Mash the fruit, put three drops of liquid yeast on top, and replace the plug.



To Stock the Culture Jar, put a male and a female fruit fly into a prepared jar. The female must be less than 6 hours old if it is from one of your own cultures. When the pupae appear, remove the parents. To do this, put a jar over your culture jar, and point the bottom of this jar toward the light as shown, below.

To Examine the Fruit Flies, put a few drops of ether on a cotton plug and place it in the jar when the pupae become adults. The flies will soon drop to the bottom and stop moving. Remove the cotton and shake the flies onto clean paper. Use a magnifying glass to examine the flies, and record your findings in a logbook.



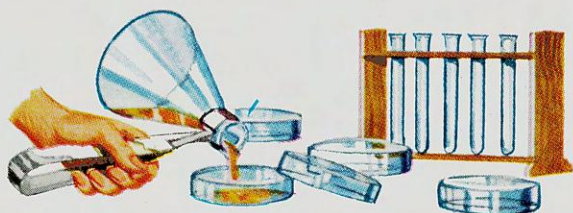


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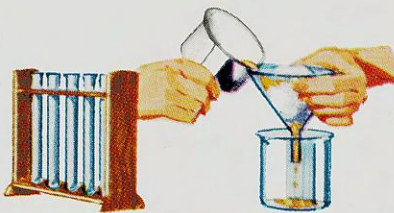
The purpose of this project is to learn that soil molds may act as antibiotics to kill bacteria or to keep them from growing. Research scientists constantly carry on similar projects to find new germ-fighting antibiotics.

SPECIAL MATERIALS

Soil Mold Antibiotics are tested by placing them in dishes that contain bacteria as shown, left. In this project, you grow the molds, grow pure cultures, test for antibiotics, and mount the molds on microscope slides. You can gather your own soil samples. You can buy the other materials from a biological supply company.



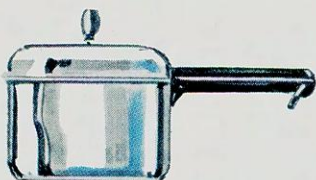
Czapek's Medium is a medium on which to grow molds to be tested for production of antibiotics. It may be used plain or mixed with nutrient agar. It consists of 15 grams bacto-agar; 30 gm. sucrose; 2 gm. sodium nitrate; 1 gm. dipotassium phosphate; ½ gm. magnesium sulfate; ½ gm. potassium chloride; .01 gm. ferrous sulfate; and 1 liter distilled water. Boil the mixture until the ingredients dissolve. Pour into Petri dishes and test tubes. Sterilize in an autoclave at 15 pounds pressure for 20 minutes.



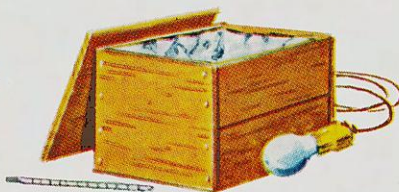
Nutrient Agar is used to grow bacteria and pure molds. It is made from 3 gm. beef extract; 5 gm. peptones; 15 gm. agar, and 1000 ml. distilled water. Boil the ingredients, stirring constantly, until all the agar dissolves. Add distilled water to replace that lost by boiling. Make a filter by placing several layers of gauze and cotton in a funnel. Pour the liquid through the filter into the test tubes and plug them with cotton. Sterilize the test tubes in an autoclave at 15 pounds of pressure for 20 minutes.



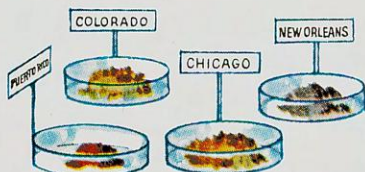
Slants. Pour culture media into test tubes. Plug the openings with cotton and sterilize in an autoclave. Remove the tubes and place them at a 30° angle. Let them cool until the media harden. Slants give a larger growing area for the molds.



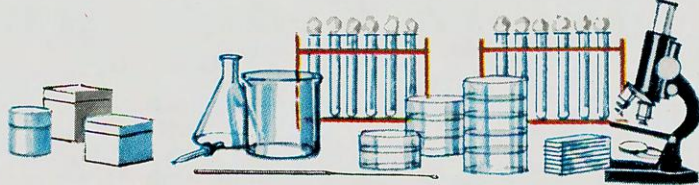
Autoclave is a machine that sterilizes by keeping steam under great pressure. If your school laboratory has an autoclave, you may want to get permission to use it. But you can sterilize your materials in a home pressure cooker that has a gauge on the lid.



Incubator. You can make a simple incubator by lining a wooden box with aluminum foil and inserting an electric light bulb to give heat. Put a centigrade thermometer in the box. Regulate the temperature in the box by adjusting the box cover.



Soil Samples should come from various areas such as gardens, hillsides, and river banks. The samples may be from different regions of the country, or of the world. Soils for this project came from Puerto Rico, Colorado, Chicago, and New Orleans.



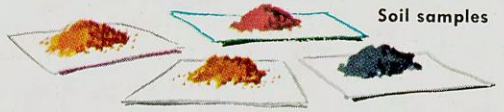
Bacteria used for testing antibiotic qualities of molds may be bought from a biological supply house. *Staphylococcus albus*, *Bacillus subtilis*, and *Escherichia coli* were used in these experiments. Always use caution when working with bacteria.

Other Materials. You will need about a dozen each of Petri dishes with covers, test tubes, and glass slides with covers. Other materials include a beaker, a wire loop, a medicine dropper, commercial stains and mounting media, and a microscope.

PROCEDURES

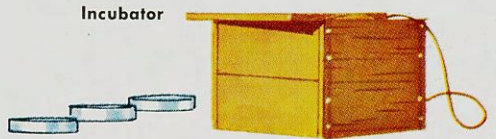
GROWING THE MOLDS

Place each sample of soil on a separate sheet of clean paper and allow the soil to dry. This process may take several days, depending on the size of the sample and on the humidity in the air.



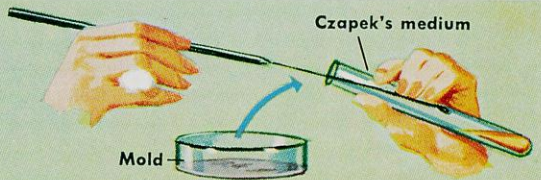
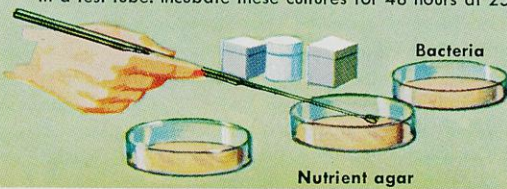
Pour 480 ml. of sterile water into a sterile jar. Place 0.1 gm. of one kind of soil in the water. Shake the jar to break up the soil particles and distribute the microorganisms. Before the soil settles, remove 1 cubic centimeter of the liquid from the jar and put the liquid in a Petri dish that contains 10 ml. of slightly cooled, but not solid, Czapek's medium. Repeat this procedure for each of the soil samples.

Cover the dishes and keep them at room temperature until the molds grow. The molds may grow faster if you put the dishes in an incubator at 25° to 28° C. for 48 hours, or until enough mold grows to supply specimens that you can use to carry on the experiments.



SEEDING PURE CULTURES

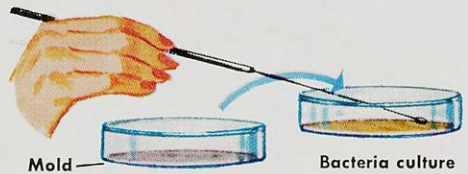
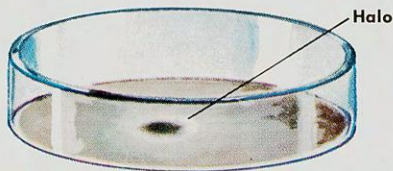
Separate the different kinds of molds that grow on each type of soil. You can identify the different kinds of molds by their structure or by their color. Then make pure cultures of each mold by using a sterile wire loop to place a small amount of the mold on a slant of Czapek's medium in a test tube. Incubate these cultures for 48 hours at 25° C.



Pour 10 ml. of nutrient agar into sterile Petri dishes and let the agar cool until it gets solid. Using a sterile wire loop, streak the agar in each dish with pure bacteria cultures. Use only one kind of bacteria in each dish, but prepare enough dishes so that you can test each kind of mold with each kind of bacteria. Keep the dishes covered until you use them.

TESTING FOR ANTIBIOTICS

With a sterile wire loop, place a small amount of a pure mold culture in the center of a Petri dish streaked with a pure bacteria culture. Repeat this procedure until all the molds are tested against all the bacteria. Then cover the dishes and incubate them for 48 hours.

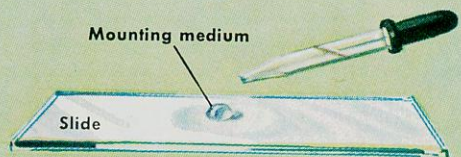


Remove all the dishes from the incubator. Examine each one under good light. If you see a halo or clear area around the mold, this mold may have antibiotic qualities against the bacteria on which it was tested.

Illustrated by John Henry for WORLD BOOK

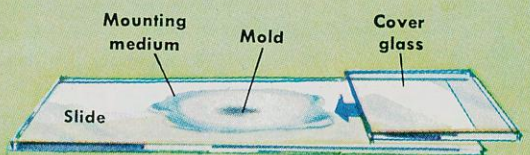
MOUNTING THE MOLDS ON SLIDES

Heat a commercial mounting medium until it liquefies. Place several drops of 85 per cent saline solution on a clean slide. Then put a drop of the mounting medium in the center of the slide.



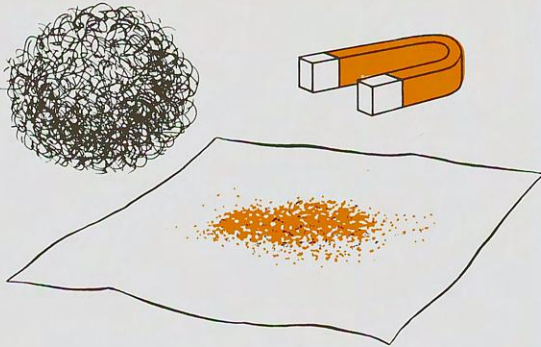
Lift a small amount of mold from the growing medium with a sterile wire loop, and place the mold on the mounting medium.

Place a cover glass over the mold, beginning at one side of the glass slide and gently pushing the cover to the other side. This technique will help prevent air bubbles from forming in the mounting medium.



A WORLD BOOK SCIENCE PROJECT

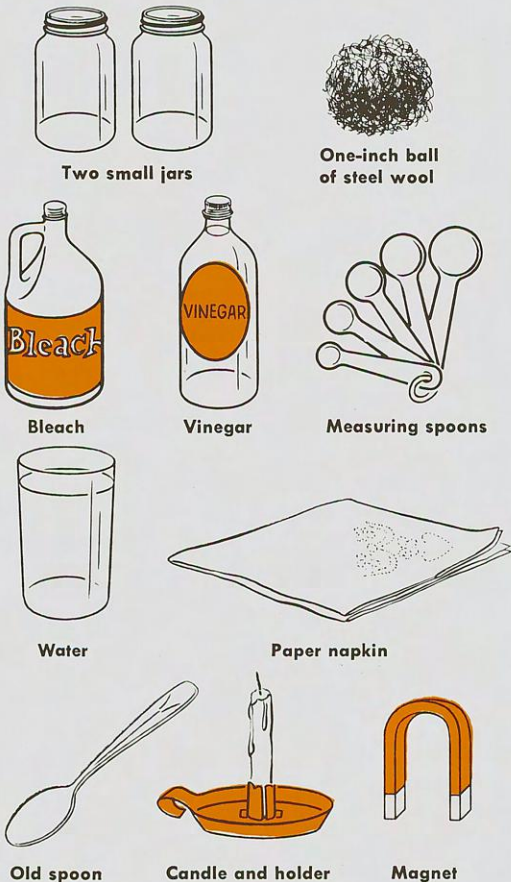
A SIMPLE CHEMICAL EXPERIMENT



This experiment shows that iron and oxygen can combine in different ways to form two compounds. One compound is a reddish, nonmagnetic powder, and the other is a blue-black magnetic powder.

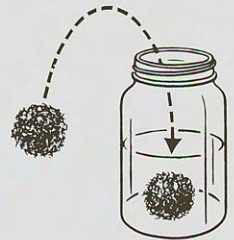
MATERIALS

Steel wool rusts slowly in water, but quickly in a solution containing hypochlorous acid. You can make such a solution by mixing bleach and vinegar. The hypochlorous acid (HClO) in the solution reacts with the iron (Fe) in steel wool to form hydrated ferric oxide ($\text{Fe}_2\text{O}_3 \cdot \text{H}_2\text{O}$). By heating this oxide, you can change it to magnetic oxide of iron (Fe_3O_4).



PROCEDURE

Place the ball of steel wool into one of the jars and add enough water to cover the ball. You see no change in the steel wool because water affects iron slowly.



Add 4 teaspoons of bleach and 2 teaspoons of vinegar to the water and stir. The steel immediately begins to turn red as the iron in it reacts with hypochlorous acid.

In about 5 minutes, the liquid is full of red powder. This powder is hydrated ferric oxide (rust). Remove the steel wool from the jar and wait for the powder to settle.



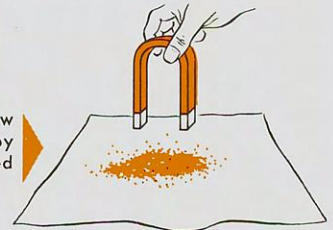
After the powder has settled, carefully pour off the clear solution. The powder and some liquid will remain at the bottom of the jar.

Wash the powder by filling the jar with water and stirring. Once again, allow the powder to settle and pour off most of the water.



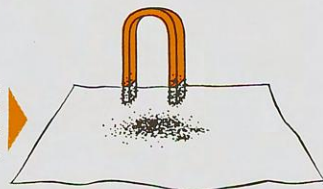
Place a paper napkin over the mouth of another jar and pour the mixture of powder and liquid into the napkin. Wait for all the liquid to filter through the paper.

Spread out the napkin and allow the powder to dry. Then test it by touching a magnet to it. Hydrated ferric oxide is not magnetic.



Place the powder on an old spoon and heat it in the flame of a candle. The red powder slowly turns blue-black as it changes to magnetic oxide of iron.

After the color of the powder has changed completely, test it again for magnetism. The blue-black grains will cling to the magnet.



THE WORLD BOOK ENCYCLOPEDIA contains 30 special *World Book Science Projects*, only 7 of which are included in this booklet. *World Book Science Projects* have been specially designed so that they can be used by students of varied ages as do-it-yourself projects at home, or by teachers as demonstration projects in the classroom. Eleven projects deal with the biological sciences, and nineteen with the physical sciences. The projects in each group range from simple to complex. The titles of the special science projects and the WORLD BOOK articles in which they appear are given below.

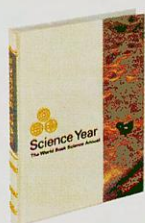
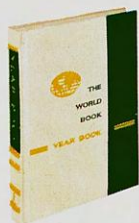
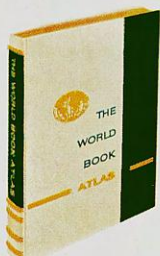
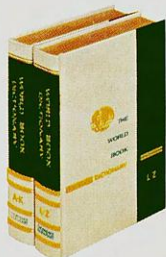
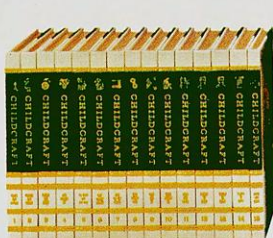
BIOLOGICAL SCIENCE

Project Title	World Book Article
<i>The Balance of Nature</i>	BIOLOGY
<i>How Seeds Grow</i>	SEED
<i>Making a Model Eye</i>	EYE
<i>Building an Artificial Ear</i>	EAR
<i>Comparing Animal Skeletons</i>	SKELETON
<i>How Light Affects Leaves</i>	LEAF
<i>Comparing Animal Parts</i>	ZOOLOGY
<i>The Microscopic World</i>	MICROSCOPE
<i>Antibiotics from Soil</i>	ANTIBIOTIC
<i>Vitamins in Nutrition</i>	NUTRITION
<i>Studying Heredity</i>	HEREDITY

PHYSICAL SCIENCE

<i>Experimenting with Magnetism</i>	MAGNET AND MAGNETISM
<i>Static and Current Electricity</i>	ELECTRICITY
<i>Atoms and Their Isotopes</i>	ATOM
<i>Making a Star Chart</i>	ASTRONOMY
<i>The Effects of Air Pressure</i>	AIR
<i>A Nuclear Chain Reaction</i>	ATOMIC ENERGY
<i>Creating Color with Light</i>	COLOR
<i>A Basic Chemical Reaction</i>	CHEMISTRY
<i>Atomic Physics</i>	PHYSICS
<i>How Light Behaves</i>	LIGHT
<i>A Simple Chemical Experiment</i>	CHEMISTRY
<i>Identifying Metal by Sparks</i>	METAL
<i>A Candle-Powered Radio</i>	ELECTRONICS
<i>Making an Electric Motor</i>	ELECTRIC MOTOR
<i>A Homemade Hurricane</i>	WEATHER
<i>An Ionic-Propulsion Rocket</i>	ROCKET
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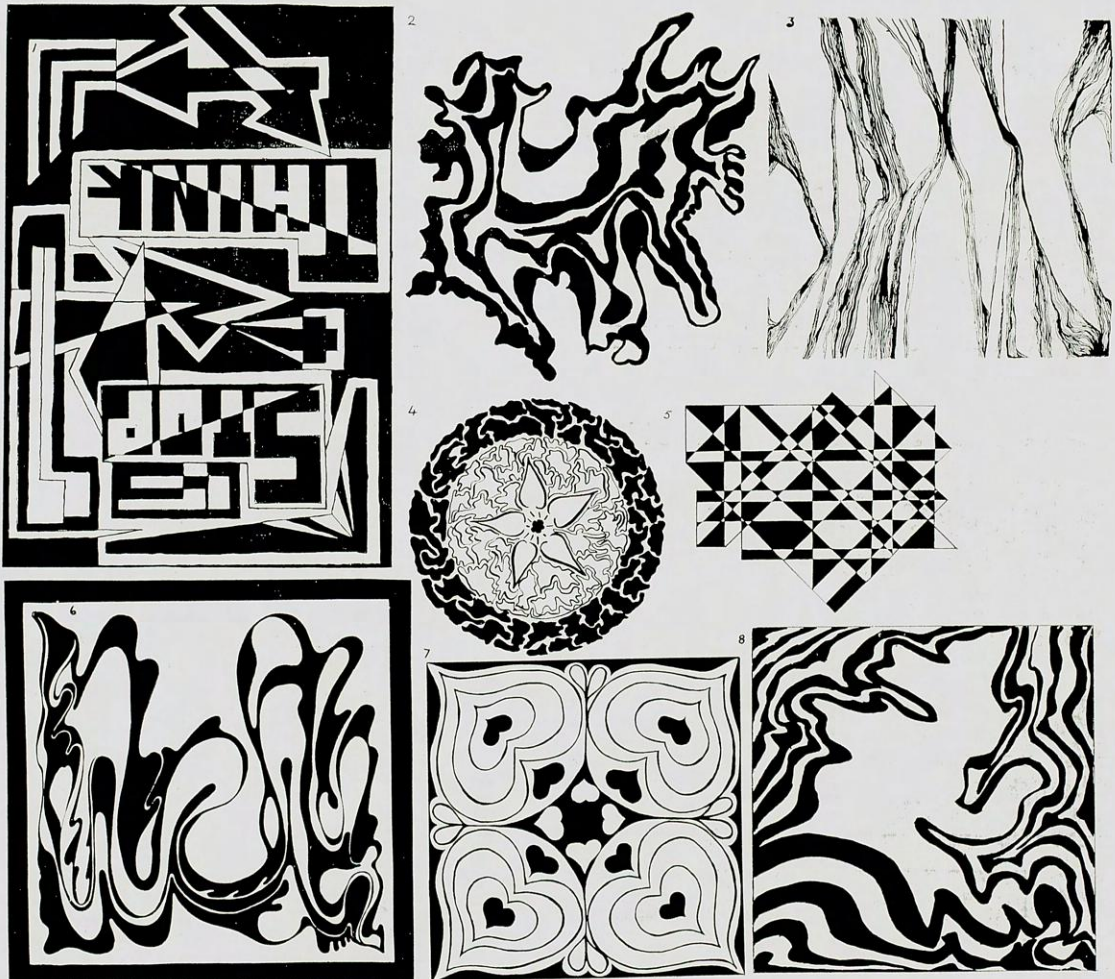
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◆
THE EVERYDAY PEOPLE

An African slowly and painfully goes through the process of washing a car. People walk hurriedly along the side-walk. An old man staggers along the road. Cars move quickly down the street. The town is dirty: rubble lies on the sides of the pavements, and litter is thrown everywhere. People move quickly from shop to shop, not really having time to have a good look at everything. Everyone seems to be talking at the top of his voice. But a tiny bird finds time to hop

cheerfully along the sand. Distinguished businessmen stand discussing their work. A dirty child holds its mother's hand, while in its other hand a large ice-cream drips to the ground. Some people are laughing, but others have long, straight faces, or else they are straining their voices shouting at each other . . . Well, such are the Everyday People in our ordinary, everyday town.

SANDRA BRADLEY, Form IV.

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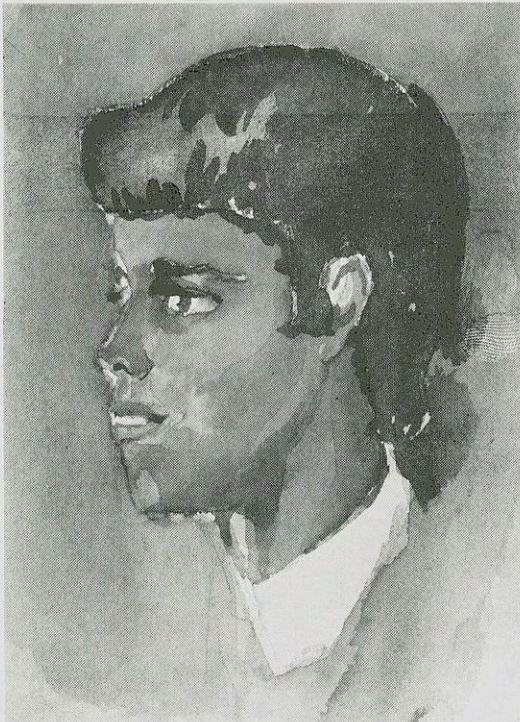
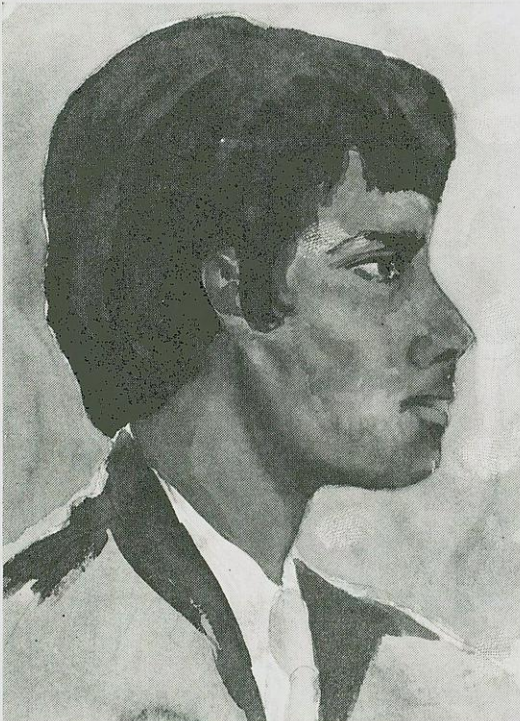
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PORTRAIT by

Susan Otridge Form IV (above)

Steven Grey, Form IV (below)

THE CHALLENGE OF THE SEA

The cold was vicious, the wind was tearing great gouts of water off the wave tops, driving the atomised spray at bullet speed against the foc'sle and sides. It was impossible to breathe without turning one's back, without wrapping layers of wool around mouth and nose. Faces blue and white, shaking violently with the cold, no one suggested or even thought of going below. Men hypnotised, men fascinated by the tremendous seas, the towering waves, 1,000, 2,000 feet in length, long, sloping on the lee side, steeped wall and terrifying on the other, pushed by a sixty-knot wind, and by some mighty force lying far to the north-west. In these gigantic troughs, a church steeple would be lost for ever.

Suddenly the ship was climbing — all three hundred feet of her was actually climbing, up the lee side of a wave that staggered the imagination, whose immensity completely defied comprehension. Then the ship reached the crest, hesitated, crazily tilted up her stern 'till screw and rudder were entirely clear of the water, then crashed down. Even at two hundred feet distance, in that high wind, the explosive crash of the plummeting bows came like a thunderclap. An aeon ticked by, and still the ship seemed to keep on going under, completely buried now, except for the top of the bridge, in a sea of hissing, foaming white. How long she remained like that, no one could say, then slowly, agonisingly, incredibly, great rivers of water cascaded off her bows, she broke surface again — to continue her hazardous journey.

PHILIP HULL, Form III.

◆

BRIDAL VEIL AT SUNSET

A Waterfall in the Sabie area

It was late in the afternoon when a red glow appeared over the top of the waterfall.

We were reluctant to look up immediately because of the fine spray wetting us like rain and the shimmer of the setting sun.

Then we allowed our eyes to follow the tremendous fall of water cascading down the mountainside. It appeared to be caught up in a narrow band and then fell in loose, glittering folds, just like a bridal veil studded with pearls.

GLYNNE McDONALD, Form IV.



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THE ELEPHANT

A large grey boulder appears through the long
grass,
Then suddenly from the rock you hear a
trumpet.
And two large sticks of ivory appear.
It's the fearsome elephant!
Largest of all land animals,
The machine which uproots trees,
The pachyderm that runs down forests on the
rampage.
The gentle creature that eats the green leaves.
Fore and aft it has an appendage,
The aft for swishing, the fore for foraging.

GERALD ZADIKOFF, Form II.

Ears like the handles of a pot,
A stovepipe of a trunk,
A walking bath of mud when hot,
A great agile hunk.
His overcoat all wrinkled grey
White gold tusks gleam.
To every hunter he's the prey,
When they of riches dream.

CLIVE NATTRASS, Form II.

A huge grey animal
Tearing through the jungle
Tramping down everything
Anything in its path.
Feeling a maddening pain,
This gigantic animal,
Which can be so calm,
Running like a dog
Sick with rabies.
Who knows why it runs?
His sword-like tusks
Bashing battering, ripping,
His cabbage-leaf ears
Flapping wildly for
A slight sound which
Could relieve his pain.
His tunnel trunk
Swinging from side to side.
Then as it began,
Suddenly it stopped.
He became himself,
Calm, quiet and gentle.

JENNIFER FLYNN, Form II.

CRUELTY AND KINDNESS

The snare snapped shut, crushing bone and
flesh. The terrified squeal of the buck mingled
with the swishing of the trees.

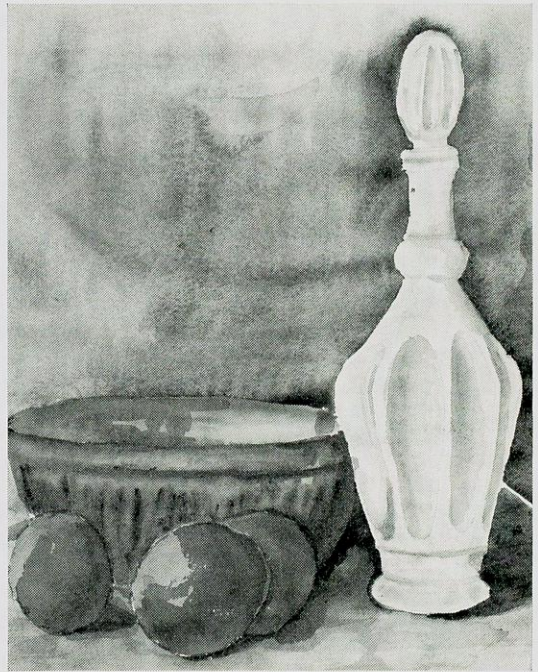
His back leg was limp and lifeless, held in
the cruel jaws of the steel trap. He jumped
forward, struggling. His curved antlers cut
smooth arcs in the air. His delicate nostrils
contorted with pain. He squealed again and
again. Now he was thrashing about in the
glinting cruel sun. Flies settled on the
undergrowth. The steel chain jumped about,
wounded leg, making a moving mass wending
its way in and out of broken sinews. The
blood pulsed from the arteries and the muscles
hung limp and lifeless.

Then he collapsed — exhausted; his tongue
swollen in his parched throat.

Then in the stillness of the bush, the crack
of a pistol was heard. It echoed through the
trees.

The buck gave a heart-rending sob and sank
to the ground.

LESLEY MAWHINNEY, Form I.



STILL LIFE

Ian Georgeson — Form IV

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TEENAGE TROUBLE

A couple of weeks ago a number of my friends and I went into town to see *The Raging Moon*. We all enjoyed the film and afterwards decided to have a snack somewhere. Ken, one of the boys, suggested *The Steakman*.

We walked into the restaurant, where candles were burning on the tables and the whole atmosphere was very romantic. One of the waiters put a menu in front of us, and much to our dismay we found that what they had to offer was not what we wanted, and furthermore, the prices were too high. Ken was most embarrassed, for he felt that he was to blame for taking us there in the first place. We also realised we all could not just get up and walk out. So Ken, blushing, went up to the receptionist to ask if she would mind if we left without ordering anything because the prices were much too high. The receptionist was very understanding and said that she quite understood our situation; she also said that this time we need not pay a cover charge.

Our group got up very sheepishly from the table and crept towards the door. Just as we reached it, some people sitting at one of the tables in one of the corners burst out laughing.

To this day we still do not know whether they were laughing at us or at something someone in their group had said or done.

HEATHER WEBBSTOCK, Form IV.



Laura Jermyn — Form IV

◆

THE JOHANNESBURG CITY COUNCIL

The Johannesburg Junior City Council is a friendly organisation consisting of 94 Councillors, two representatives from each of 47 different schools. Every year two Councillors are elected from these schools, and their term of office starts in July. Normally, they meet at Shell House on Fridays, where they debate formally.

Bryanston's High's first two Councillors were Susan Catto and Brian Tomlinson, who were then in Std. 8, while the Councillors from other schools were in Std. 9. This year the Councillors are Jane Rose and Christopher Nunns.

Topics discussed have included: "Sixteen-year-olds should be allowed to buy liquor",

"Hitch-hiking should be banned", "The new Drug Laws are morally wrong", "Dagga should be legalised" and "Tin cans should be abolished". The J.J.C.C. has visited the Johannesburg Municipality Fire Department and Girls' Town. The "Noise Destroys" Department demonstrated by means of a tape recorder exactly how loud certain noises are. A premiere of the film "Death in Venice" was held in aid of the Council.

The value of the Junior City Council is not really recognised by the public. Very few people know anything about it, but we hope in the coming year to inform the public of the functioning and duties of the Council.

JANE ROSE, Form IV.

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THE LION

The bush was hot and still. In the brown, dry grass not an insect moved, and all the usual sounds of the bush were silent. It was uneasy, this silence, for it warned of only one thing—a storm. I looked at the sky and found my suspicions justified, for the brilliant radiance of the sun was rapidly being dulled by heavy storm clouds. I sought cover under a large tree, hoping its wide, outspread branches would provide shelter.

Suddenly a crack of thunder awoke the brooding bush, and the rain came. Torrential rain poured on to the parched earth, which soaked it in, greedily. For a moment a flash of lightning illuminated the angry scene and an ominous crack told of a tree's ending. The heavens rumbled and shook, as though a great giant were roaring with wrath.

The storm stopped as suddenly as it had come, and the hot sun beat down on the earth once more. The chorus of bush sounds started again, and the monkey's raucous screams rang through the tree tops. The rain had stripped many trees of their foliage, and the stark branches reached heavenwards imploring the skies to return to them their leafy green covering.

As I was creeping from beneath my shelter,

I heard a pitiful whine. I stopped for a moment and then ran in the direction from which the noise had come. I crept further into the bush and there before my eyes I saw a tragic sight. A tree had been struck by lightning and had fallen to the ground on to a lioness. She was clearly dead, and her glazed eyes stared sightlessly at the surrounding trees. And there, nestled in its mother's lifeless limbs, was a cub. It kept nuzzling her gently, and I could see forlorn bewilderment in those innocent amber eyes. Suddenly it got up and with its paw patted its dead mother's nose, and when there was no movement, the awful fact dawned upon it. It licked her face with its rough tongue and, laying its head across hers, lay down, only wishing to die near its mother.

I could stand it no longer, and with tears pouring down my cheeks, I ran and picked up the bundle of damp, matted fur. At first it growled and struggled, but later it allowed itself to be carried away in my arms, glancing back only once, as if to say good-bye to the tawny, lifeless form of its mother.

It is now a fully-grown lion, as sweet and gentle as a lamb, with no recollection of its tragic past.

VERONICA NAPIER, Form I.

THE ADDER

Shots fire, but it's too late
The skilful body of the black adder
Slithers silently into the bush of the
Dry parched highveld—another victim—
Who will begin his long eternal sleep.
Sun sets and the adder is full fed
He sleeps —
But anyone who should trespass into
His den, will know the consequences
Of danger and pain and death.
Day after day, death by death,
People of this native village
Die this death.
He with curved and yellowed fangs
Which prick the soft and tasty flesh of
His victim
Those tiny drops — as water
But of venom
The drops of an eternal sleep
The drops of
DEATH!

CARYN DELGOFFE, Form I.

BIOLOGY HAS ITS USES

Before the bell rings we are there! We march into the classroom, sit down and eagerly take out our . . . comics and peanuts. Breaking the heavy silence, her vocal chords contract, turning her bass voice into a high-pitched, "Sit down, Class".

Her left ventricle frantically pumps deoxygenated blood to her biceps in order to raise her humerus to the blackboard. Her phalanges creak as she points to the Duodenum on Figure 6, 3. The rest of the period is spent dictating spine-chilling notes on the vertebrae.

Finally she dares to come out from behind her desk, her tarsals wriggling in her sandals and her patella venturing out from under her familiar skirt.

As the bell goes for the end of the period, we reluctantly dash through the door, and she flutters out behind us.

ANONYMOUS, Form III.

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WHILE THE CAT'S AWAY

"Right, Class! I have to go down to the office for a few minutes. . . Copy out the work that we have just done. The door is hardly closed when the fun starts . . ."

"WILL YOU LEAVE THAT ALONE?" cries the victim as his books are taken, his pencil-box emptied. He is rewarded with a wad of wet tissues. "WHO THREW THAT?" comes the shout again, only to be met by a chorus of laughter.

The game of throwing wet tissues at each other has begun. If you are lucky, and you duck smartly, you MIGHT not be one of the unfortunates. A few minutes later, the game has become somewhat wild and rowdy, and the floor is covered with pools of water.

"Right-ho, chaps!" calls out the class comedian, imitating the voice of one of the teachers. "Stop this nonsense at once! You, boy! Get your hands out of your pockets!" (He goes to the blackboard and points to a problem.) "Now the point of issue is that the union of two sets A and B are all elements in both Set A and Set B. Isn't that so? Yes, honey? No! This is the only way that the problem can be done. Oh, sorry, you're quite right, there ARE two ways to do this.. Yes, boy? I'll explain that as soon as I have had a smoke break."

The class comedian decides that it is not enough to have the class laughing, but he wants to have them rolling on the floor. He starts an impersonation of Louis Armstrong singing to the accompaniment of a self-appointed drummer, who drums loudly on the desk, adding in all the background music and noises needed.

The comedian pauses to take a breath and to think of something else that he can do to amuse the class, and there is a hushed silence of expectancy, when suddenly the door is opened and in walks the authority.

"WHO Poured ALL THIS WATER ON THE FLOOR?" . . . No answer.

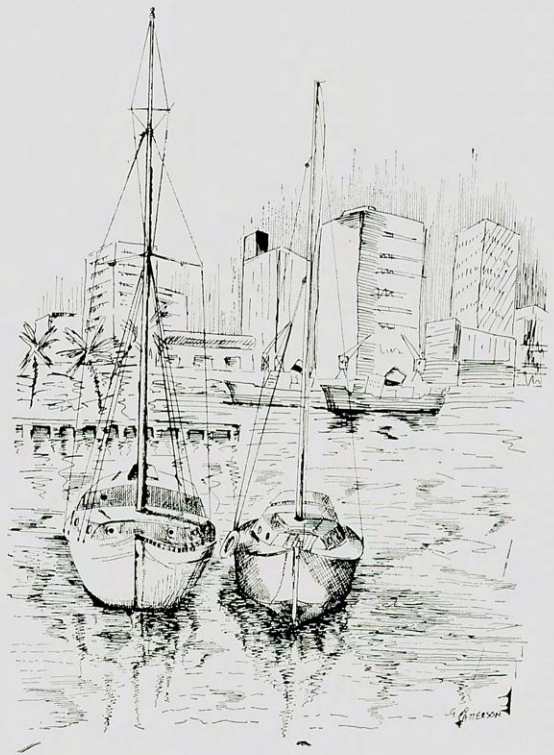
"Come on, one of you did this. You . . .?" he points at one of the culprits.

"No, Sir!" comes the indignant answer. (The class bursts into laughter.)

"Very well, then. The whole class will be kept in after school until someone owns up!"

There is a groan of dismay as another incident comes to its inevitable end.

LYNNE MICHAEL, Form IV.



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THE CALL OF THE SEA

The sun was rising slowly above the horizon. A seagull glided across it, gracefully and without haste.

The fishermen's boats were visible through the rapidly rising mist. They had been out for quite a while, and were almost ready to come in with the first catch of the morning.

A girl moved down towards the shore. She walked awkwardly. She did not hurry — she couldn't, being a cripple.

She had reached the jetty now and sat down not without difficulty. Every morning was the same, but she loved it. When the fishermen came in, she would talk to them a while, before returning to her cottage and another day of loneliness. She lived for the morning, when she might be near the water. She looked around her. A gentle breeze was coming off the sea. The sun was completely above the horizon, and the sea shone under its brilliance. The seagulls swooped through the air, diving

and turning, swiftly and gracefully, and for a moment she envied them.

The fishermen had reached the jetty now, and they greeted her. She was part of their day, they were so used to seeing her. After a while she stood up. Before she went they gave her a basket of fish. These she used to feed the birds in her aviary. She went to the village only once a month. The villagers were not sure of her and kept their distance. She saw no one there other than fishermen.

She said goodbye and moved up the path to her cottage. This walk was all she could manage in a day. She dreaded the day when the door of her cottage she turned. A ship was moving across the horizon. It disappeared and she was sad. She saw the waves breaking on the shore, and then she realised just how much she needed the sea.

SANDRA WARE, Form III.

FIRST LOVE — BEST LOVE ?

The little boy had curly black hair, his shirt was always hanging out of his pants, his socks were always down and his tie-knot always very loose. His name was Johnny.

Every day, every break, he would chase me round the playground, and for this reason I liked him. When I left that particular school, I stopped liking him.

If I were to meet him in the street today, I would say, "Hello, what have you been doing in the past six or seven years since I last saw

you?"

He would, I suppose, be a little embarrassed, but I would blunder on, "Do you remember when you and your friends chased me and a few friends round the playground, and when you caught us, you imprisoned us under the seating stands?"

Suddenly I would feel a little silly, I don't know why, but I should never like to meet him again.

COLLEEN DENICKER, Form III.



" ACTION "

Robin Muir — Form IV

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MINI MONSTERS

Kill! Kill! Kill! Most animals kill out of necessity, but some seem to revel in the fiendish rôle. The shrew, the mink, the wolverine — these kill for the love of killing.

The extremists of death are not confined to mammals. Among the insects there is that airy creature the vicious dragonfly specially equipped for speedy murder. An oyster-boring snail is the plague among shellfish. And jellyfish are as vulnerable as any human swimmer to the deadly stings of the Portuguese man-of-war. Even the birds have their anti-social little monster called the shrike.

The fiercest animal on earth and the most voracious predator is a tiny mammal, the common shrew. You would have to put at least two of them on a scale to register one ounce.

A shrew is so savage that it will attack, kill and devour animals twice its size. It has such a prodigious appetite that it can eat the equivalent of its own weight about every three hours, and it burns energy so fast that if deprived of food it will starve to death in less than a day.

In its grass-roots jungle, the little assassin has to rely on sniffing out its prey or blundering upon it, for its pinhead eyes see little. It lifts its muzzle, sniffs, darts around a grass tuft, sniffs again, whizzes off at a tangent through the grass and suddenly makes a springing leap, like a tiger attacking its prey. It has found a beetle, perhaps, or a butterfly, slug, centipede, or cricket. A shrew will eat almost anything, and it gobbles so fast — all the while shaking in spasms of excitement — that it devours its victim in a few seconds.

It is afraid of nothing. One was put in a cage with a white rat. Instantly the furry midget reared up, bared its teeth and let loose a high-pitched, chattering squeak of rage and hunger. In panic, his hulking adversary cowered in a corner. Then in a flash the shrew was across the cage, slashing at the rat's throat, swarming all over him. With incredible speed the shrew gobbled up every bit of the rat, including its bones, claws and fur.

A naturalist once made the mistake of giving one of his charges of snakes a shrew instead of a mouse. When he visited the reptile's cage the next day, it contained only the shrew, racing around in a desperate search for more snakes. It is even fatal to put two shrews in a cage together, for in a few minutes there will

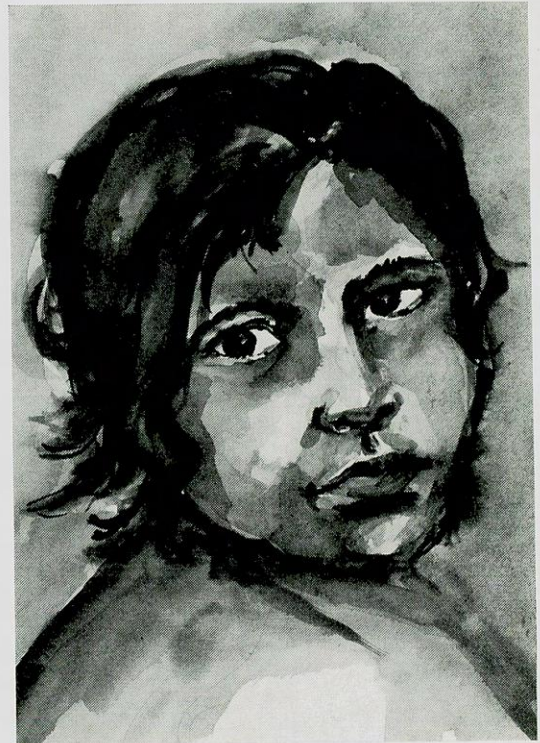
be just one, licking its chops and waiting for another meal.

What of the shrew's enemies? Only a few strong-stomached hunters, such as great horned owls, weasels and bobcats will eat short-tailed shrews. For on its stomach the animal carries a potent gland containing a sickening mush that it can let loose when overwhelmed by an enemy.

It has still another protective device. Tests have proved that its salivary glands contain a venom similar to that secreted by such poisonous snakes as the cobra. When its teeth slash an enemy, the victim grows foggy-minded, then has trouble breathing, then it is stricken by a numbing paralysis. As far as naturalists can tell, the short-tailed shrew is the only species of mammal that carries such powerful venom. But every shrew carries a ferocious hostility, a ravenous hunger and reckless rage.

The shrew is only one of the many who kill for the love of killing, and killers arouse fear in man and animal alike.

JOHN TAYLOR, Form IV.



Linda Brackley — Form IV

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My life has been both a joyful and a miserable one. My first owners were a happily married old couple, who lived in a small house in a poor suburb. I used to give the husband a lot of joy when he came back from work. He used to flop into me, light his pipe and rock away all the frustration of the busy day.

These happy times did not last for long, for the couple soon passed away and I was inherited by their young son. He an impatient, quick-tempered youth, who promptly sold me to an auction mark as junk.

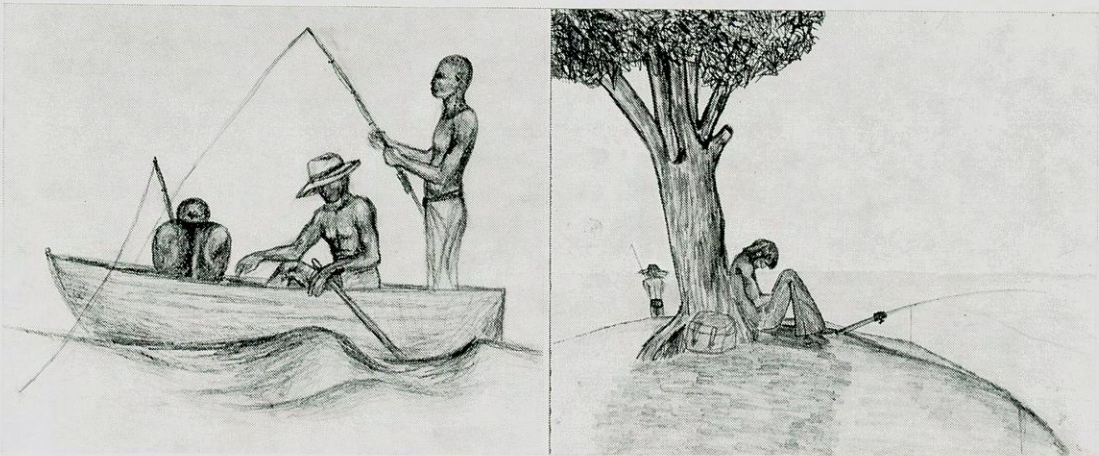
I spent many months in this awful shop amidst a heap of odds and ends. By this time I looked an absolute wreck. My springs were exposed, my upholstery was torn, my varnish was cracked and peeling off, and my rubber

feet were lost. Often my tears of self-pity would fall to the floor unnoticed by anybody who might walk past looking for chairs.

One day a lady walked into the shop and told the auctioneer she was looking for an old rocking chair. My heart leaped for joy as she examined me, saying that I looked like a "genuine antique". She took me home to a little flat, where she re-covered my seat and re-varnished by woodwork.

Now my arms and legs shine with brilliance and I look neat and tidy. When I look back on my life, I sometimes laugh and sometimes cry, but one thing I know for sure — my owner feels very proud of me.

MICHAEL LAUBSCHER, Form I.



THE ANGLERS

Lydia Thomas — Form II

Patricia de Klerk — Form II

THE CHOIR

The Choir, under the guidance of Mrs. F. A. S. Douglas, meets every Wednesday before school. Members who are unable to attend because of transport difficulties receive training during singing periods in school. It is pleasing to note that this year more boys have become members of the Choir.

MY HOME

My sister is a nag, squealing all the time,
My brother is a freak: he loves eating lime.
My mother's always screaming,
While my father likes his dreaming.
My uncle has his foes,
And that's the way it goes.

RUSSELL CRYSTAL, Form II.

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DIE LEWE GEDURENDE DIE TREK

Die lewe gedurende die Groot Trek was baie moeilik, gevaarlik en ongerieflik. Inboorlinge en wilde diere het die Voortrekkerlaers gedurig bedreig. Mans en seuns moes baie goed met die geweer werk.

Die vrouens en dogters het ook geen tyd gehad om lui te wees nie. Hulle moes gedurig die mans en seuns se klere regmaak, die kos voorberei en vir die siekes sorg. Dokters was daar nie en as iemand siek was, kon die Voortrekkers net hoop en bid.

Wanneer die nie-blankes die Voortrekkers aangeval het, was daar altyd baie bloeddorstige bakleiery en baie het hulle lewens verloor.

Na 'n lang en moeilike tog oor die Drakensberge was die Voortrekkers uiteindelik in Natal en by die piekke waar hulle wou wees.

CAROLINE MALHERBE, Std. VII.

Die Voortrekkers het 'n baie moeilike lewe gehad. Elke dag moes hulle vroeg opstaan, en 'n ontbyt van biltong, pap en wors eet. Toe het hulle die osse ingespan en die waens reggemaak. Die seuns en mans het langs die waens geloop of te perd gery terwyl die vroumense in die waens gery het. Die manne het hulle gewere oor hul skouers gedra, want daar was baie leeus en ander wilde diere.

Soms het die inwoners van die land die Voortrekkers aangeval en die Voortrekkers het 'n laer gemaak. 'n Laer was 'n sirkel van waens. Terwyl die manne geskiet het, het die vrouens die gewere gelaai en aan die gewondes hulp verleen. Die seuns het die aanvallers ook met hulle eie gewere geskiet, gewere wat hulle gekry het toe hulle tien jaar oud was. Die beeste het altyd in die middel van die laer gebly.

Toe die Trekkers oor die Drakensberge wou gaan, het hulle die wiele van die waens afgehaal, want anders sou die waens te vinnig beweeg.

Al die klere is deur die vrouens gemaak. Die mans se skoene is deur die vrouens gemaak, en dit is velskoene genoem, want hulle was van vel gemaak. Seep is deur die vrouens en meisies gekook. Die seuns het hout aangedra.

Daar was geen skool tydens die Trek nie. Die grootmense het die kinders geleer.

Die mense van die Trek was baie dapper en ons moet trots daarop wees dat hulle ons voorvaders is.

NIGEL DAVIES, Std. VII.



Peter Flanagan — Form III

DIE ATOOM

Alles om ons en ook onself is opgebou uit atome. Die atoom is al daar vandat die wêreld geskep is, maar hulle is eers later ontdek. Die atoom bestaan uit 'n kern, neutrone en positief- en negatief-gelaaide deeltjies. Daar gaan ongeveer honderdduisendmiljoen atome in die kop van 'n kopspeeld.

Later het die mens geleer om atome vir hul eie doeleindes te gebruik bv. vir atoombomme, kernduikbote en atoomkragentrales. Aldrie die laasgenoemdes werk basies dieselfde. Dit is naamlik die kern wat deur middel van uraan in twee gebreek word. Die krag wat afgegee word in die proses, dryf die boegenoemde masjiene aan.

Die tydperk waarin ons nou leef word die atoomtydperk genoem. Later in die eeu sal daar nog baie met atome gewerk en geëksperimenteer word.

BIEM BAKKER, Std. VI.

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Linda Brackley — Form IV

'N OGGEND BY DIE SKAATSBAAN

Ek was nog nooit vantevore op 'n skaatsbaan nie en dus was dit vir my uiters aange- naam om saam met my pa daarheen te gaan.

Ek trek versigtigheidshalwe my langbroek aan om nie koud te kry nie en is gereed om te gaan. Maar van die begin af loop alles verkeerd. Ek trek die skaatse (twee nommers te groot) aan en loop manhaftig die skaatsbaan binne. Ek sit een voet voor die ander en tot my grootste onsteltnis en skrik gly my voete onder my uit. Gelukkig is my pa naby en hy gryp my aan my skouers — net betyds ook! Nou is ek versigtiger. Met hulp van my pa, wat my byna op sy rug dra, gaan ek een keer om die baan.

My pa kyk verlangend na die ander mense en toe sê ek vir hom: „Gaan maar, ek kan heeltemal goed alleen klaarkom.” Gou-gou is hy weg en nou moet ek sonder hom probeer skaats. Ek klou aan die ystertraliës vas en voetjie vir voetjie kruip ek vorentoe.

„Kan ek jou nie help nie?” vra 'n stem net agter my. 'n Jongkêrel staan daar met 'n half-laggende uitdrukking op sy gesig. „Nee, dankie, ek kan goed skaats,” was my antwoord. Almal rondom my hoor sy woorde en my antwoord. 'n Paar begin nou hardop lag.

Ek is amper om die baan en ek begin nou dink dat ek regtig goed is.

„Ek sal maar 'n bietjie sonder die tralie probeer,” dink ek en ek gly vorentoe. Kaplaks! Voordat ek enigiets kon sê of doen, sit ek plat op die grond, of liever, die ys. Pleitend kyk ek rond. My pa is nêrens te sien nie en sonder hulp kan ek nie opstaan nie. Die traliës is te ver en my voete gly keer op keer onder my uit. Niemand help nie, almal kyk net na my en lag. Ek wens 'n groot gat wil die ys smelt sodat ek stil-stil daarin kan verdwyn! „Nou moet jy my hulp aanneem!” Ek kyk vas in die oë van die jongkêrel. Hy help my van die skaatsbaan af en skielik is my pa weer naby.

Ons stap die trappe op, maar ek voel die mense kyk stip na my. Ek probeer uitvind waarom, maar kan niks sien nie. Ek het uitgevind dat my hele rug nat is! Toe het ek ook begin lag en het die humor van die hele situasie gesien. Dit was die eerste en ook die laaste keer dat ek gaan skaats het!

'N BESIENSWAARDIGE PLEK

Amper almal het al van die Orakel van Delphi gehoor. Die ruïne van Delphi staan op die bosryke hange van die Berg Parnassus in Griekeland.

Myns insiens is die pragtigste berglandskap in hierdie deel van die wêreld te vind. As jy hierdie plek eendag besoek, is ek seker dat jy sal wil saamstem. Wanneer jy hier staan, kan jy ylblou berge op die horison sien, want hierdie streek is baie bergagtig. Ek was diep beïndruk. Op hierdie plek kan jy regtig die natuurskoon sien. Halfpad boontoe is die tempel van Apollo. As jy hierdie pragtige bouval wil sien, moet jy teen die steil bergpad opsukkel.

Maar hierdie vermoeiende werk is die moeite werd. Nou kan u 'n heerlike, verfris- send berggluggie voel. En die uitsig . . . asemrowend!

Hierdie gevoel van ontsag wat ek gevoel het, sal ek nooit vergeet nie.

JANET LEES, Std. IX.

CAREN FINDLAY, Std. VII.

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'N STADSJAPIE OP 'N PLAAS

Die pers- en geel-gestreepte been word gevolg deur 'n bloedrooi baadjie en lang, bruin, toingrige hare en Petronella staan op die platformie van die klein dorpie se stasie. Pa Venter staar sy kleiniggie aan asof sy iets uitheems is. Haar wit lippe glimlag eifens.

„Hallo, meneer Venter,” sê sy met haar Engelse aksent. Hierdie boere moet hulle nie verbeel dat sy Afrikaans soos hulle gaan praat nie!

Mnr. Venter het geraai dat die veelkleurige pak wat sy aanhet seker volgens die nuutste modes was en sê toe niks nie.

Op die plaas aangekom, sien klein Boetie haar eerste raak en hy sê: „Haai, maar jy kan mos nie in die dag in jou nagklere rondloop nie.” Hy ontvang dadelik 'n gluur van sy pa en sy niggie en bly toe maar tjoepstil.

Toe tannie Venter Petronella sien, het haar oë amper uitgepeul, maar sy het niks oor die kleredrag gesê nie en net die meisie na binne genooi.

Die volgende aand het Petronella in haar kortste mini-rokkie by die kraal opgedaag toe die koeie gemelk word. Om die mense te beïndruk, het sy probeer om in die melkery belang te stel: „Kom die melk regtig uit al vier spene?” vra sy toe uit die hoogte.

Ou Josop kon die versoeking nie weerstaan nie en sê: „Auk nee, my miesies, daar kom melk uit drie spene en room uit die vierde.”

„O . . . en onthou ek is nie jou ‚miesies’ nie — ek is ‚Miss Petronella!’”

Boetie wat naby staan, skree: „Petronella, vrot velle!” en hardloop weg.

Die volgende dag het sy met mini-rokkie en al in die dam geval en die dag daarop is sy terug stad toe en, soos sy gesê het, „terug na die beskawing!”

ANNETTE ROBERTSON, Std. IX.

DIE ONTSNAPPING, BERLYN, 1965

Dit was elfuur op Vrydag 24 Februarie. In 'n ou huis regoor die bekende Berlyne muur aan die Oos-Berlyne kant, sit Karl Obernauer. Hy het sy draadtang en geweer. Hy sit en wag terwyl die minute verbykruip. Hy moet ontsnap na die Weste, die soldate moet hom nie vang nie.

Hy sit en wag. Hy moet om twaalfuur oor die muur klim! Hy dink aan die aangename lewe in die Weste, en die lelike Ooste. Hy dink: „Hoe jaloers sal my vriende wees as hulle van my hoor. Ek sal ryk wees, ryk en vry!”

11.37: Net drie en twintig minute totdat dit sy beurt is om te ontsnap. Net drie en twintig minute in Oos-Duitsland. Dis sy beurt Sy beurt om oor die muur te klim!

11.50: Karl is baie opgewonde. Hy toets sy draadtang op 'n stukkie draad; een keer en nog 'n keer. Dit werk, dit werk goed, dit moet goed werk.

11.57: Karl, 'n swart skaduwee in die maanlig, hardloop toe die soekligte nie in sy rigting skyn nie. Hy hardloop na die muur, vinnig, baie vinnig, na die bloedige muur wat in die maanlig staan — die enigste struikelblok tussen hom en die Weste, vryheid en geld. Hy kon nie meer terugkeer nie. Hy het sover gekom, hy moet nie terugkeer nie!

Hy bereik die muur en binne sekondes trek hy homself tot bo-op die muur, sny die drade en spring op die grond in Wes-Berlyn terwyl 'n paar koeëls verby kom vlieg. Alles is weer stil en nog 'n man het na die Weste ontsnap — Karl Obernauer. Hy is nou 'n vry man; vry om te doen wat hy wil; vry om ryk te word. Al wat hy moet doen om ryk te word is om by die arbeidsburo te gaan vra vir werk. Karl was een van duisende wat dieselfde gedoen het in die afgelope vyf-en-twintig jaar.

ROY ESTEMENT, Std. VI.

INKOPIES IN RANDBURG OP 'N SATERDAGMÔRE

Sjoe, daar gaan my bus;
Ek sal eers 'n rukkie rus.
Om inkopies te doen is nie my spel nie,
Dit laat my voel ek is nie wel nie.
Al die vrouens wat so stoot,
Druk my amper, amper dood.

Ek gaan as ma dit nie regkry nie,
Dit help nie eers as ek dalk stry nie,
Al probeer ek ook 'n plan beraam,
Moet ek maar gewoonlik gaan.

HEILA POTGIETER, Std. VI.

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SANDKASTELE

'n Oulike meisie sit alleen op die strand en die wind speel met haar goue hare. Die smaak van sout is op haar lippe. Sorgvry en argeloos sing sy, terwyl sy 'n groot sandkasteel met die growwe sand bou.

Haar lewe gaan net soos die kasteel wees — gebou van gedagtes en dade. Baie kere gaan dit deur vernielsugtige mense gebreek word en baie keer sal sy dit weer moet bou — maar met die ondervinding sal dit vir haar telkens makliker wees. Skielik staan sy op — lek haar droë lippies en hardloop huis toe. Al wat sy op die strand laat is haar kasteel en haar klein spoortjies in die broes sand.

BEVERLEY CRANE, Std. IX.

DIE RYKDOM VAN ONS LAND

Die rykdom van Suid-Afrika word nie soseer in sy ekonomiese en finansiële posisie gevind nie, maar in die volk.

Aangesien Suid-Afrika 'n jong land is, en dat dit 'n kort geskiedenis het, het die eenheid van die volk en die nasionalisme van die mense, veral die Afrikaanse mense, aanmerklik gegroei. Gevolglik het ons baie gevorder op sportgebied en ander gebiede. Sedert die tyd van Jan van Riebeeck en die Voortrekkers het die land geweldig ontwikkel.

Suid-Afrika se goud-, steenkool- en diamantmyne is 'n bron van inkomste en het sedert die dag toe Danie Jacobs die eerste diamant gevind het, begin vorder.

Ons natuurskoon strek van die hoogtes van die Drakensberg tot die vaal Karooland. Maar die gesonde, vars Hoëveldlug word 'n voortdurende bekommernis en die volk veg 'n voortdurende oorlog teen besoedeling. Hoekom moet 'n land met sulke pragtige natuurskoon besoedel word?

Ons rykdom lê nie net in ons skatte nie, maar in ons geweldige dierebevolking. Die diere word in ons wildtuine wat oral oor Suid-Afrika versprei is, bewaar. Ons kan dit nie bekostig dat ons hierdie skatte verloor nie. Die wildtuine gee die volk en die uitlanders die geleentheid om die diere in hulle natuurlik omgewing te aanskou.

Ons is baie trots op ons land, ook sonder rykdom, en ons sal saamstaan in tye van moeilikheid.

LYNETTE CRANE, Std. VIII.

'N KLEIN STROOMPIE

Die water in die stroompie vonkel in die vroeë môrelik net langs die sagte graspolle waarop ek lê. So op my rug kan ek die pragtige liggroen weefsel van die wilgerblare teen die pers-blou agtergrond van die lug sien. Dit lyk asof iemand groen verf op die blou van die lug gemors het. Ek het my oë toegemaak en na die natuurgeluide geluister. Langs my het die stroompie saggies oor die rotse en klippies gekabbel en gejubel terwyl die voëltjies in die bome gekwetter en gesing het. Onder in die water van die stroompie het gewone bruin en vaal klippies soos helder edelgesteentes geskitter terwyl die grys vissies soos handvol silwerstukke vinnig heen en weer in die koelte van die water beweeg het. Sodra ek die water nader, swem die kleintjies onder die rotse in, in die skaduwee, terwyl net die grotes in die son agterbly.

Die rustige natuur is 'n wonderskone ding. Hoe heerlik om net vir 'n paar uur heeltmaal alleen te wees en om jou gedagtes te laat sweve net waar hulle wil.

MARJORIE HOLDER, Std. IX.



Brian Ubsdell — Form III

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Robin Muir — Form IV

'N ROEKELOSE BANKROOF

Eendag het vier kêrels, Piet, Koos, Frikkie en Jaap, besluit om 'n bank te beroof. Jaap was baie ydel en het baie van homself gedink. Hy was altyd voor die spieël besig om sy hare te kam en na homself te kyk.

Omtrent drie weke gelede het hulle voor 'n bank geparkeer. Hulle was laat — waarom? Omdat Jaap op die laaste oomblik sy hare weer 'n keer moes kam. Hulle het dit nie goed beplan nie, maar hulle het baie vertrou in hulle plan gehad.

Hulle kom toe met Frikkie se oupa se 1940 Mini Minor by die bank aan. Jaap hardloop die bank binne, terwyl Frikkie in die motor sit en die ander twee hulle posisies inneem. Jaap spring oor die toonbank, en in sy vervaardheid, steek hy sy kam in die kassier se rug en sê: „Turn around, Miss, we're going to Cuba!” Hy gryp die naaste papiere en probeer om te vlug. Maar oral waar hy wou gaan, was daar mense en boonop was die alarm reeds aan. Jaap was skielik James Bond en het reg deur die klomp mense geklim en deur die glasdeure gehardloop wat sommer onverwags voor sy neus ingespring het. Die ander drie het vinnig in die Mini geklim, maar hulle is ook gevang.

Jaap lê nou in Tara. Die ander drie, omdat hulle 'n poging tot bankroof aangewend het, sit nog in die tronk en probeer nog om te verklaar waarom die enjin van die Mini uitgeval het.

ANNETTE KAMPINGA, Std. VIII.

VISSE WAT KAN Vlieg

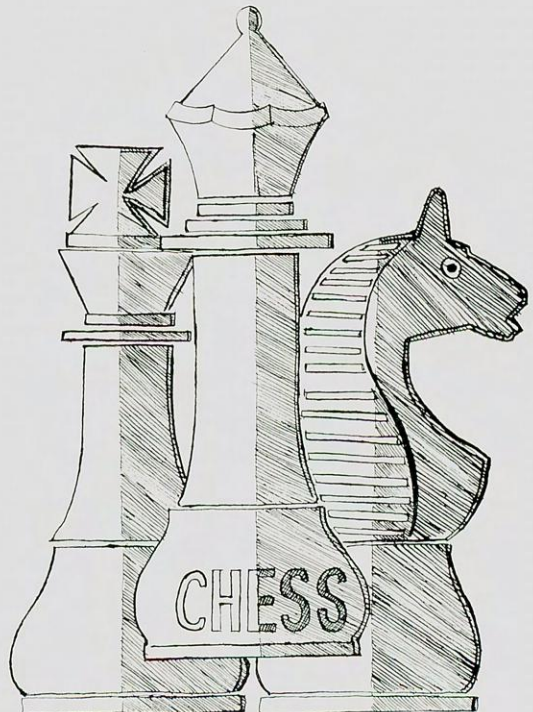
Daar is meer as veertig verskillende soorte visse wat kan „vlieg”. Hulle het 'n paar vinne wat lank gegroei het en lyk soos vlerke. Met die hulp van die vinne kan hulle 'n taamlike lang vlug maak om van hulle vyande weg te kom. Omdat die vis nie sterk spiere in die vinne het nie, kan hulle nie hoog vlieg nie. Hoewel hierdie visse nie regtig kan vlieg nie, kan hulle goed genoeg sweef om van hulle vyande weg te kom.

DAVID GIBBINS, Std. VI.

OP DIE LAASTE DAG

Op die laaste dag sal die son ophou skyn;
Op die laaste aand sal die maanlig verdwyn.
Die sterre sal val; in die bosse verdwaal
En nooit weer sal hulle skyn.

LYNETE STICKELLS, Std. VI.



Graham Hardacre — Form IV

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DIE VIER JAARGETYE

Elke jaar wys die jaargetye vir ons hulle skoonheid.

Die lente bring nuwe lewe na die donker en swartheid van die winter. Helder kleure verskyn in elke hoek. Daar is bloeiers aan elke boom: pienk, geel, wit en rooi. Die gras word groen; blare verskyn aan die winterkaal bome. Voëltjies kom terug van die land waar hulle die winter deurgebring het. Goggatjies swerm om die blomme. Almal is vol lewenlus en energie. Dit is nie te warm of te koud nie; net lekker.

Dan kom die somer. Die bloeiers word nou heerlike vrugte wat ons kan geniet. Die weer is baie warm, en dit laat 'n mens baie lui voel. Almal is die helfte van die tyd in die swembaddens. Die voëltjies sit in die bome en sing mooi, hoë note.

Die herfs volg kort hierna. Die blare begin van die bome af te val. Hulle word bruin, rooi, geel, oranje en baie ander kleure. Hulle vorm 'n tapyt wat kraak as jy daarop loop. Die gras word vaal en 'n mens voel nou die eerste aanslag van die winter.

Die winter kruip nader en nader, 'n groot wit, koue hand maak die plesierige seisoen van gister, toe. Bome is sonder blare. Die voëltjies het na 'n ander land gevlieg. Dit is doodstil, behalwe die gedreun van die koue wind. Almal sit om die vuur in hulle warm klere.

Daarna begin die siklus weer.

DEMETRIUS LEVENDIS, Std. VII.

ONS PLAAS

Daar is baie werk op die plaas. In die winter moet die grond omgeploeg word. Na die eerste lentreëval moet die saad gesaai of geplant word. Die grond moet geskoffel word om onkruid te bestry. In die herfst moet die gesaaides geoes word. Ons het verskillende soorte pluimveë, hoenders, kalkoene, eenders en kuikens. Alles moet versorg word. Ons het ook lammers en skape, wat ons moet gedip, om hulle te beskerm van siekte. Die kooie is van hulle melk gehou. Die melkjong span eers hulle bene en melk in 'n emmer.

(Written by Hilary Murton, without help or correction, after eight months in South Africa.)

HILARY MURTON, Std. VIII.

DIE SEILBOOT – WEDVAART NA RIO

Die seiljagte het 'n wonderlike afskeid gehad toe duisende mense die strande en die berg agter die hawe vol gestaan het en hulle toegejuig het. Natuurlik was die Suid-Afrikaanse seiljagte die populêrste.

Toe die skoot afgetrek is vir die begin van die vaart, was dit te pragtig om die bote te sien uitvaar met hulle seile vol oop terwyl hulle grasieus oor die water gly. Daar was baie gebede vir hierdie dapper klomp mense wat hierdie lang reis aangepak het. Ons was baie teleurgesteld om 'n paar dae later te hoor dat Bruce Dalling se seiljag *Jakaranda* in die moeilikheid was en dat hy moes terugkeer na Kaapstad.

Elke môre het ons in spanning geluister hoe die seiljagte vaar en hoe 'n paar van hulle moeilikheid ondervind het. Ons het baie jammer vir Gordon Wells en die manne van die seiljag *Pioneer* gevoel toe dit gesink het, nadat hulle teen 'n walvis gebots het.

Ons het geluister na die weervoorspellings en was ook jammer vir die vrouebemanning van die *Sprinter*. Toe breek die dag aan dat die *Striana* verby die finale punt geseil het, maar nog nie as die wenner aangewys is nie. Die seiljag *Kuyse* was sover die wenner, maar ons wens hulle almal geluk met die dapper reis wat hulle aangepak het.



Robert Desfontaines — Form IV



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SPORT

HOCKEY – GIRLS



COACHES:

Beginners: Miss G. M. Musgrove
Middle Group: Mrs. T. Moore, Mrs. E. Hannemann, Mrs. W. McKee, Mrs. M. Botha.
3rd and 4th Teams: Mrs. L. Sheldon.
1st and 2nd Teams: Mrs. P. S. Deacon.

A special word of thanks to Mrs. Deacon. By her example and enthusiasm, our hockey has improved tremendously and the girls have played well with a wonderful spirit.

It was with great fear and trepidation that we started the season, as this was our first season in the B section and we weren't sure about how we would fare against stronger opposition. This probably helped to make us play even harder, and so all teams were victorious in their first match. This gave us great encouragement and the determination to win all matches, and thus perform the unknown and reach the A section, spending only one season in the B section.

The teams went from strength to strength, playing hard and well at all times. Enthusiasm was their key word to success. The first and second teams played in the league for promotion, whilst the 3rd team played in the friendly league. Besides these players, who were involved in matches every week, the fourth team also had a few games. Hockey practices were also held for players not quite ready for one of the teams and for the beginners.

Beginners are the most important people in the hockey world. They are the future first team members. We are very fortunate in having Miss Musgrove to give these players the necessary foundation.

The middle group of players were ably coached by Mrs. Moore, Mrs. Hannemann, Mrs. Botha and Mrs. McKee. We were most fortunate in having Mrs. Shelton to coach the 3rd and 4th teams. Her keenness and willingness to help was much appreciated by all the members of the teams, Many thanks, too, to Mrs. Young for umpiring many 2nd team games for us.

It is at this stage necessary to mention the fabulous spirit shown by the members of the 1st and 2nd teams. With few exceptions they attended all practices with great enthusiasm and determination to improve. They achieved what they set out to do. The second team didn't lose a match and the 1st team won all except one, which it drew. Thus, it came through the B section victorious.

Our congratulations go to Marion Wagner on being chosen to play for Southern Transvaal. We are indeed proud of her and honoured to have her as a member of our team. Congratulations, too, to Rene Oosterberg, Marjorie Holder, Annette van Niekerk, Odette Jaquet, Linda Brackley, Beverley Jones, Barbara Brown and Christine Hansen for being classed as promising players, and for some of them being chosen for one of the B section representative teams.

Our thanks go to all the mothers who so willingly transported us to matches and gave us so much support. A real big thank-you must go to Mrs. Wagner for allowing us the use of her home for parties given to visiting teams.

We spent a day in Vanderbijlpark at their invitation and played in a tournament, which we managed to win. Our greatest victory was against the touring Rhodesian team, which hadn't lost a game. Also Pineland High from Cape Town spent the first week of the July holidays with us as our guests. We enjoyed having them, as they had been our hostesses in Cape Town last year, and we enjoyed reciprocating.

Inter-House hockey was played in the third term. All matches were closely contested and played in a good spirit. Mercury came out as winners, with Neptune, Jupiter and Apollo close behind, in that order. The highlight of the season was the match against the Staff, which the Staff won by a narrow margin.

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RESULTS

Date	Opponents	First	Second	Third	Under 15
27/4/71	Helpmekaar	Won 6-2	Won 1-0	Won 3-0	Won 1-0
1/5/71	(Vaal High A	Won 1-0			
Tournament	(Vaal High B	Won 4-0			Won 2-0
won by	(Heilbron	Won 2-0			Won 3-0
Bryanston	(Smuts High	Won 4-0			
4/5/71	Commercial I	Won 2-0	Won 1-0		
7/5/71	Chisipite (Rhod.)	Drew 2-2			Won 1-0
8/5/71	(Holy Rosary				Won 2-0
Tournament	(Helpmekaar				Won 2-0
won by	(Parktown Conv.				Won 2-0
Bryanston	(Hyde Park				Won 2-0
14/5/71	Northview	Won 2-1	Won 8-0	Won 3-0	
15/5/71	Tournament (Wanderers).				
25/5/71	Assumption Conv.	Drew 1-1	Won 2-0	Won 4-0	
1/6/71	Parktown Conv.	Won 2-0	Won 4-0	Won 6-0	
8/6/71	Hyde Park	Won 3-1	Won 2-0	Won 5-0	
15/6/71	Sir John Adamson	Won 2-0	Won 5-0		
20/7/71	St. Andrews	Won 3-1	Won 2-1		
3/8/71	Holy Rosary	Won 3-0	Won 2-0	Won 6-1	
TOUR:					
Girls' College, Durban		Lost 6-2	Won 1-0		
Queensborough		Drew 2-2	Lost 3-1		



HOCKEY — FIRST TEAM

Standing: R. Oosterberg, M. Holder, A. van Niekerk, B. Brown, L. Brackley, C. Hansen.
Sitting: B. Crane, B. Jones, M. Wagner (captain) Mrs. P. Deacon, O. Jaquet, L. Crane.



HOCKEY — SECOND TEAM

Standing: L. La Reservee, W. Wolter, D. Canning, J. Weston, B. Nelson, D. Hudspeth.
Sitting: B. Austen, C. Klein, V. Sclanders, Mrs. P. Deacon, A. La Reservee (captain) A. FitzHenry.

HOCKEY TOUR

Excitement ran high on Sunday, September 26th, when 24 girls and two Staff members, Mrs. Chiappini and Mrs. Deacon, met at the School to pack the two micro-buses and set off on their way to Durban. Amidst plenty of noise and singing, we arrived in Estcourt, where we had booked to spend the night.

On Monday morning we set off bright and early on the last leg of our trip. We arrived in Durban to find the weather poor. It got steadily worse, and by the time we arrived at Girls' High to play our first match, it was raining. We had to return to the Lonsdale Hotel, as they were not willing to play in the rain. The rest of the afternoon was spent quietly. In the evening we spent a few happy hours at the Amusementment Park.

On Tuesday we awoke to rain again. Queensborough, our opposition for that afternoon, phoned to cancel the game. On hearing that we hadn't played the day before, they promised to phone us back if it were at all possible to play. The morning was spent in town, dodging the showers and buying gifts. On getting back to the hotel, we were told the match was on. We were all thrilled, as this is why we were in Durban. The first team drew 3-all and the second team lost. Both games were most enjoyable. In the evening we all went to the Film Show at the hotel.

On Wednesday morning the weather looked a little brighter, and so we set off to the Indian Market, which we found very interesting.

As we left there, it started raining. Imagine our disappointment when the weather got worse and worse, and our match against Westville was cancelled. So, instead of playing hockey, we went for a drive up the North Coast. The weather cleared for a while, and so we managed a run on the beach. In the evening we were allowed to go out with friends and relations.

On Thursday morning we went for a drive down the South Coast and met the sun. Some of us even had a swim. The afternoon's match for the First Team against Girls' College was really an excellent one. Although we lost, it was a hard-fought battle and very much enjoyed. The second team won 1-0. The evening was spent at the cinema.

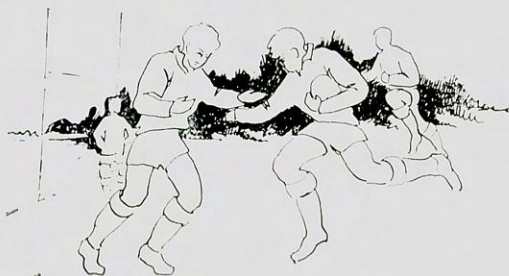
Friday morning dawned clear but cold. After packing the buses, we set off for the beach for a last dip. We had lunch on the beach front and were then on our way to Harrismith to spend the night at the Kennedy Motel. By that stage we were all worn out and spent much of the time sleeping in the buses, and had an early night at the motel. The next morning we made an early start and so were back at School by 1 p.m. We had a wonderful time, although the weather was against us!



GIRLS' HOCKEY TOURING TEAM

Back Row: R. Oosterberg, B. Jones, M. Ho'der, A. van Niekerk, B. Brown, B. Nelson, L. Brackley, D. Hudspeth.
Middle Row: C. Wells, L. La Reservee, A. Rhodes, O. Jaquet, D. Canning, I. Hoffman, A. FitzHenry, B. Pritchard,
L. Crane, V. Sclanders.
Seated: G. Wagner, F. Brackley, C. Klein, Mrs. V. Chiappini, Mrs. P. Deacon, M. Wagner, B. Crane, A. La Reservee.

RUGBY



COACHES:

Under 13: Mr. G. Kapp and Mr. D. Scott.
Under 14: Mr. P. de Villiers.
Under 15: Mr. L. Bam and Mr. D. Lichtigeld.
Opens: Mr. I. Katzew and Mr. G. Manolios.
Master-in-Charge: Mr. G. Manolios.

Looking back on the 1971 Rugby season, I think the most impressive aspect of the season was the spirit and attitude of the players. In some matches our players were outweighed and outscrummed, yet their determination and fighting spirit were always evident.

Under 13

The Under 13 A and B Rugby teams enjoyed a reasonably successful season. The A side won five matches, lost five and drew one.

The B side won two matches and lost three.

There was a pleasing enthusiasm among most of the players, and some show definite promise of developing into fine players. Among the most promising are: D. Steyn, G. Acar, V. Sawyer, F. Tromp, P. Pretorius, K. Smith, G. Forbes and G. Volkwyn.

More attention to fitness and concentration on the basics of the game are certainly needed.

Under 14

As can be seen from their record, both teams did very well. They played hard in every match and team spirit was always high.

The A team pack of forwards was a formidable unit, and in their matches they were never outscrummed.

A Team: 192 points for and 56 against.

B. Team: 130 points for and 49 against.

Under 15

Last year's successful under 14 team progressed into the higher ranks, the stalwarts of last year's side emphasising again their promise.

Next year the under 15 players will enter the senior ranks, and certain players like Johan van Tonder, Gary Heuer, Anthony Maddock, Trevor Dunkley and David Bris-

tow will be vying for first team honours.

Open Sides

Our senior sides started the season on a confident note, and very soon got into their stride. Although our first team played against Northview third side, our 11-3 win was well deserved, especially when we consider that our boys scored three tries to a penalty by their opponents.

The second team also won an exciting game against Northview fourths by 12 points to 11.

The game against De La Salle was a most enjoyable game, in which our players came against a fully-fledged first team. Our 8-all draw was thus commendable, in that our first team does not contain any players above Form Four.

One of the most exciting games was that played against Roosevelt Park second team. Against very strong opposition, our players put up a magnificent fight, and when they changed over at half-time with the score at 3-3, it seemed possible that there might just be an upset. However, in the second half the opposition gradually took the initiative and ran out eventual winners 21-3.

The game against Woodmead was one of those games which we should have won and yet somehow managed to lose. This game was particularly unfortunate because two of our players were so badly injured that they spent the rest of the season on the sidelines — Richard Tenderini with a broken arm and John Liackman with torn ankle ligaments.

Another memorable performance was that against St. Sithians. The first side won by nine points to eight, the second side losing 3-6.

In most matches our teams were outweighed in the scrums, yet in the latter half of the season (the game against Sandringham comes to mind) they played magnificently.

Colin Pilliner's captaincy was an inspiration and he was ably assisted by Colin Pallas, the vice-captain. It would be unfair to single out individual players, but those who showed great promise are: Angelo Lupini, Michael Travers and Enrico Beltramo, while in the second team Michael Smith, Tony Berkeley and Gregory Marshbank showed that they were in line for higher honours.

This was an enjoyable season for the players and a gratifying one for the coaches, who, unfortunately, were not able to apply their own methods in the Staff match against the first team — a match which the staff lost.

By courtesy of

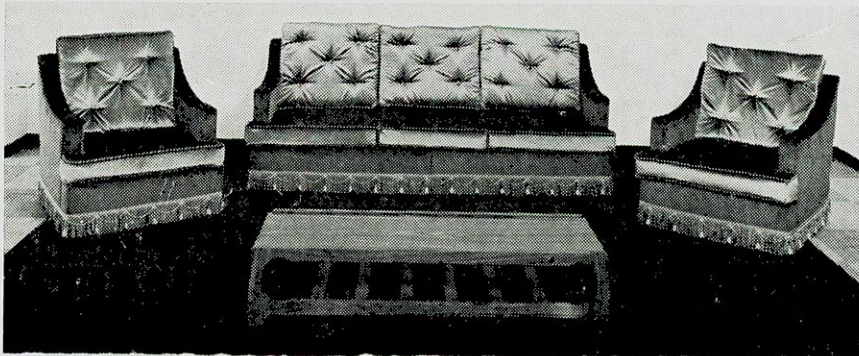
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RESULTS:

Under 13 A

Versus

Norhview lost 0-3
Marist Bros won 40-17
De La Salle lost 0-14
Greenside won 6-0
Sandown lost 0-9
Marist Bros won 15-3
Roosevelt drew 0-0
King David won 17-3
St. Stithians lost 0-27
Hyde Park won 6-3
Sandringham lost 3-5

Under 13B

Versus

Greenside won 25-0
Sandown won 12-0
Roosevelt lost 3-6
St. Stithians lost 0-8
Hyde Park lost 0-12

Under 14A

Versus

Northview drew 3-3
Marist Bros won 30-0
De La Salle won 63-0
Greenside won 14-8
Sandown won 3-0
Marist Bros won 12-3
Roosevelt lost 0-6
King David won 32-0
St. Stithians lost 5-21
Hyde Park drew 9-9
Sandringham won 21-6

Under 14B

Versus

Northview lost 3-11
Marist Bros won 47-0
Greenside won 24-6
Sandown won 22-0
Roosevelt Park drew 6-6
St. Stithians lost 0-14
Hyde Park lost 6-12
Sandringham won 22-0

Under 15A

Versus

Northview lost 0-31
Queens won 44-0
De La Salle won 31-0
Greenside won 11-9
Marist Brothers lost 6-8
Roosevelt drew 16-16
Woodmead won 39-0
St. Stithians drew 6-6
St. Andrews lost 3-14

Under 15B

Versus

Northview lost 3-8
Marist won 27-9
Roosevelt drew 0-0
St. Stithians lost 0-27
Marist Bros lost 8-16

2nd XV

Versus

Northview won 12-11
De La Salle lost 0-34

Greenside lost 3-11
Sandown won 17-6
Roosevelt lost 0-25
King David lost 8-21
St. Stithians lost 3-6
St. Andrews lost 8-24
Hyde Park won 9-6
Sandringham lost 5-13

1st XV

Versus

Queens won 39-3
De La Salle drew 8-8
Greenside lost 0-21
Sandown won 13-6
Roosevelt Park lost 3-21
King David lost 3-26
Woodmead lost 6-11
St. Stithians won 9-8
St. Andrews lost 11-37
Hyde Park lost 8-26
Sandringham lost 3-13

House Matches

FIRST: Mercury
SECOND: Apollo
THIRD: Jupiter
FOURTH: Neptune

Special Matches

Parents beat Seconds 6-0
First Side beat Staff 21-3



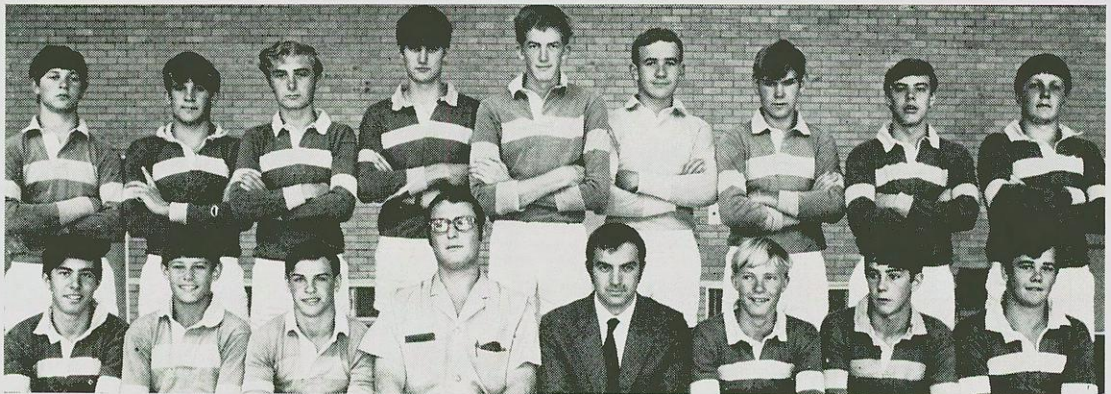
RUGBY — FIRST XV

Standing: M. Brown, A. Lupini, J. Liackman, J. Hemmens, I. McKellar, M. Travers, N. Parry, L. McCall, A. Rayner.
Sitting: J. Smith, R. Tenderini, G. Elliott, Mr. G. Manolios, C. Pillmer (captain), Mr. A. Katzew, C. Pallas, G. Kiggan, E. Beltramo.



RUGBY — SECOND XV

Standing: D. Harrison, C. Wheelwright, M. Pimblett E. Grunveld, N. Forbes, I. Dowding, N. Francou, D. Child, A. Heunink, A. Keely.
 Sitting: G. Marshbank, B. Vermeu'en, M. Smith, Mr A. Katzew, T. Berkeley (captain), Mr. G. Manolios, M. Gird, D. Hunter, J. Dean.



RUGBY — UNDER 15A

Standing: D. Bristow, T. Dunkley, E. Setterberg, R. Tait, P. Cloete, M. Siebrits, A. Maddock, G. Heuer, G. Fisher.
 Sitting: M. Gold P. Roodt, J. van Tonder, Mr. D. Lichtigfeld, Mr. C. L. Bam, P. Tout, K. Smith, R. Porter.



RUGBY — UNDER 15B

Standing: G. Damstra, T. Hein, M. Green, S. Whiteing, N. Hulme, R. Nancarrow, J. Oettle, P. Mens, D. Transell.
 Sitting: F. Hirst, K Page G. Patterson, Mr. D. Lichtigfeld, Mr. C. L. Bam, M. Rossiter, K. Bigham, P. Flemmer.



RUGBY — UNDER 14A

Standing: I. Hoffman, R. Naidand, S. Sheppard, D. Jacobsz, M. Boekhout, A. Catto, A. Markwell, G. McKenna.
 Sitting: A. McConnochie, C. Dobeson, L. Riemer, D. Brown, Mr. P. J. de Villiers, D. Barnard, G. Zadikoff, D. Mills, L. Lupini.



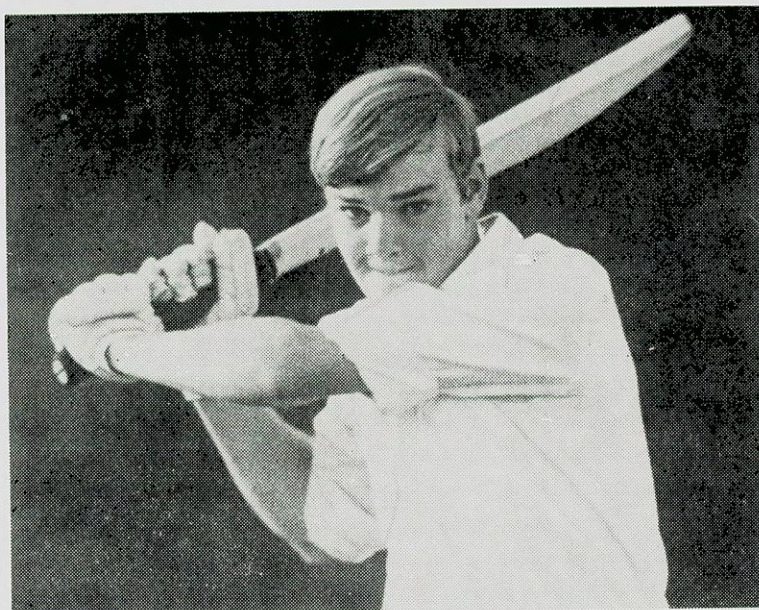
RUGBY — UNDER 14B

Standing: M. Norman, J. Komen, A. Wykerd, P. Lombard, J. Pratt, P. Henshall, J. Lindoorn, P. Smith, M. Botha, R. Baker.
 Sitting: B. Fordyce, M. Evans, A. Walker, G. Gillespie, Mr. P. J. de Villiers, N. Smythe, B. Jennings, J. Marshall, P. Smith.



RUGBY — UNDER 13A

Standing: G. Volkwyn, F. Tromp, R. Falcke, P. Pretorius, R. Schonken, R. Griffin, B. Hudson, D. Steyn, G. Forbes.
 Sitting: M. Salmons, R. Davidson, A. Smith, M. Phelps, Mr. D. A. Scott, V. Sawyer, M. de Gids, J. Acar, N. Dunkley



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RUGBY — UNDER 13B

Standing: M. Klein, D. Natrass, B. Golding, M. Pallas, R. McKenna, R. Pronk, C. Forster, P. Morris, D. Colin.
 Sitting: D. Schroeder, J. Field, G. Wright, G. Dyus, Mr. G. Kapp, C. Rhodes, P. Johnson, P. Beltramo, P. Snyman.

CRICKET



COACHES:

First Team: Mr. I. Hartshorne.

Under Fifteen: Mr. D. Scott and Mr. T. Katzew.

Under Fourteen: Mr. L. Bam and Mr. G. Manolios.

Under Thirteen: Mr. B. Milne, Mr. P. de Villiers and Mr. A. Johnstone.

The improvement shown by our cricketers in one year has been good, but this should not make us complacent. There are still so many points to be improved upon, and this can be done only through dedication. A most important point to remember is that cricket is unlike many team sports — enthusiasm is not enough. It takes a special type of application, concentration and dedication to detail to do well in cricket. This does not apply only to batting, but to fielding and bowling as well. It is this complete dedication which is still lacking in many of our cricketers.

First Team

We were fortunate to acquire the services of a few good cricketers, who came to us from other schools, but this must not detract from the efforts made by our established senior cricketers. Many of the points made above apply to our first team. They could well be applied. Our results in the first term were disappointing, but many lessons were learnt, and these should stand us in good stead in the coming seasons. Neville Parry has captained the team well and has led by example.

Remember, it is only through complete dedication to the task at hand that ultimate success can be achieved.

Under Fifteen

Although the team did not fare too well this season, a few players showed considerable promise, and should strengthen the Open team next year.

Kenneth Irving proved that he is an able captain and a good all-rounder. Neil Hulme was the most successful batsman and topped the averages. The most successful bowlers were Brian Fitzgibbon, Kenneth Irving and Alan Macaulay.

During the season the team was strengthened by five new players and should hold its own against most teams.

Under Fourteen

The boys in the team displayed excellent spirit and sportsmanship. Their approach to the game was pleasing, showing that they were enjoying the game immensely.

An important factor in the success of the

team was the excellent captaincy of Daryl Bradley. His leaving Bryanston means the loss of a good cricketer. Players who shone at various times were David Brown, Gary McKenna and Shaun Shepherd.

The record of the side is impressive — many games, like the game against Randburg Hoërskool, had close finishes.

Judging by the results of the first half of the season, the side should do well in the latter half.

Under Thirteen

The under 13 cricket team of 1971 has turned out to be one of the most promising sides we have had at this School. This can be ascribed to the enthusiasm which all the boys have shown during practices, matches and off the field. The success of this team is due to the fact that everyone played for the team, ignoring his own individual performance.

On a number of occasions the “tail wagged”. This allowed the opening batsmen to bat with greater confidence in subsequent mat-

ches, knowing that there was a reliable “tail”. It is difficult to separate individuals at this stage, but the performances of Irving, Davidson and Gary Rosenberg will be closely followed in the future.

If the under 13 team can keep up its high standard, then the Bryanston High School will have a formidable First Eleven in a few years from now.

HOUSE MATCHES

Apollo vs. Neptune: Apollo 137 for nine; Neptune 85. Apollo won.

Jupiter vs. Mercury: Jupiter 89; Mercury 95 for six. Mercury won.

Neptune vs. Mercury: Neptune 107; Mercury 111 for one. Mercury won.

Jupiter vs. Neptune: Jupiter 133; Neptune 85. Jupiter won.

Mercury vs. Apollo: Mercury 223 for six; Apollo 154 for four. Apollo won on average.

FIRST: Apollo.

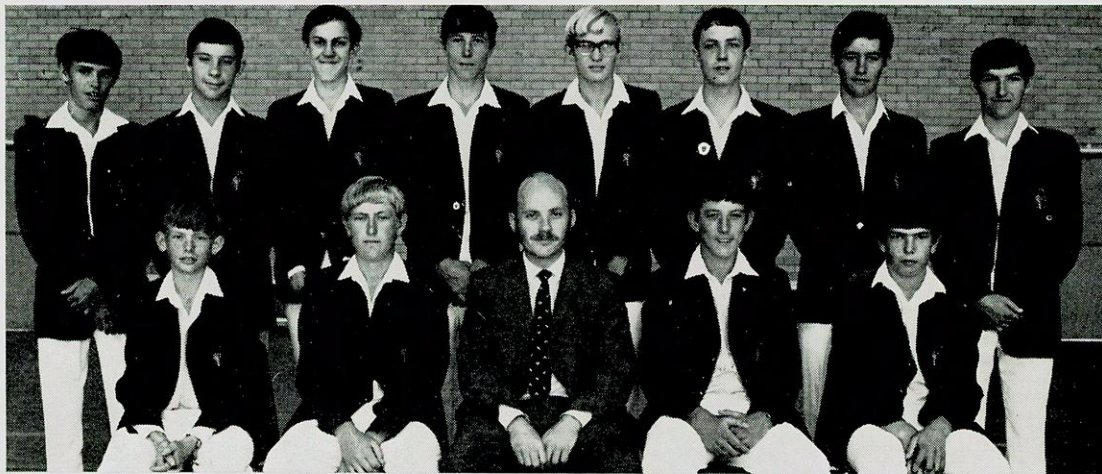
THIRD: Jupiter.

SECOND: Mercury.

FOURTH: Neptune.

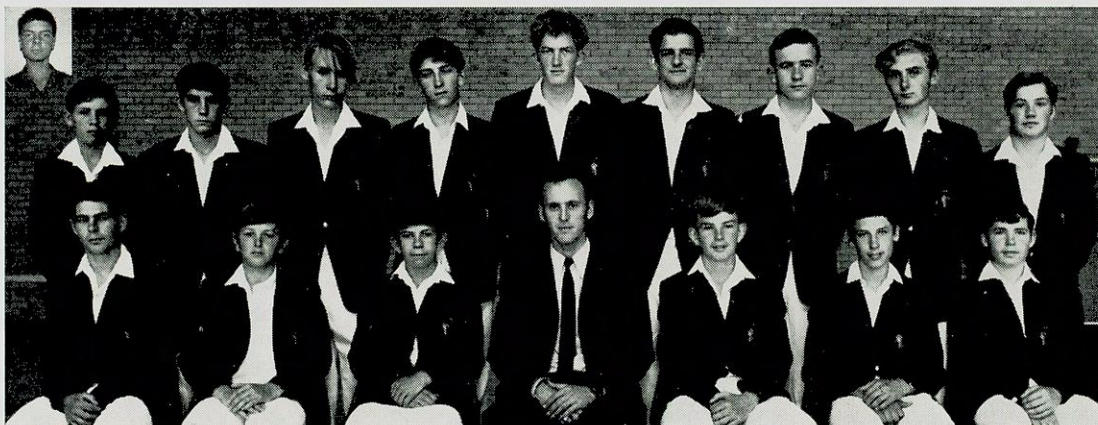
RESULTS

Opponents	U 13	U 14	U 15	Open
Northcliff		Won by 8 wkts.	Lost by 78 runs	
Parktown	Draw	U 14B - Draw	Lost by 48 runs	
St. Stithians	Lost by 4 wkts.		Lost by 14 runs	
Staff				Won by 76 runs
Randburg		Lost by 7 runs		Lost by 9 wkts.
Florida Park	Won by 4 wkts.	Won by 71 runs		Lost by 91 runs
Sandown	Won by 50 runs.	Lost by 2 wkts.		
De La Salle	Lost by 9 runs		Draw	Draw
Florida Park	Draw	Draw		Draw
Sandown	Won by 208 runs.	Won by 9 wkts.		
Woodmead		Won by 10 wkts.		Won by 80 runs



CRICKET — FIRST XI

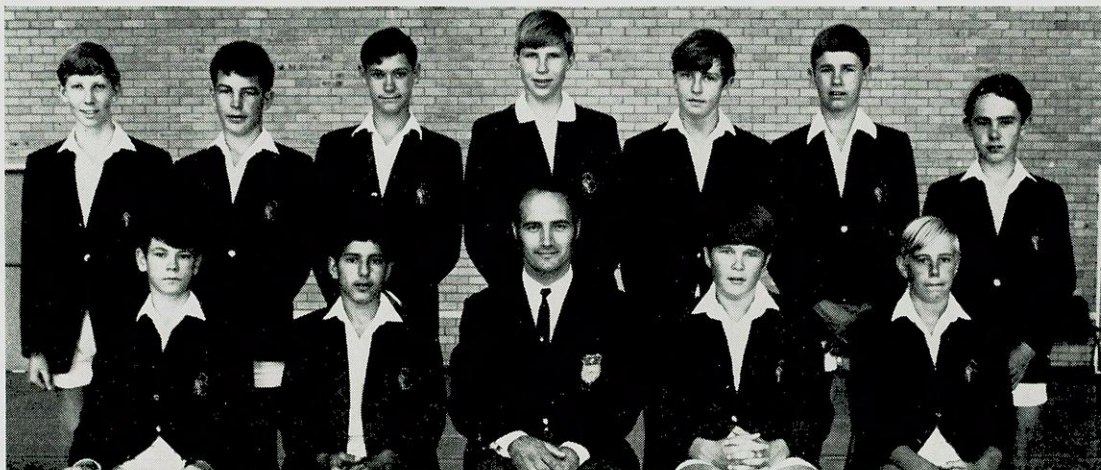
Standing: A. Makin, J. McCall-Peat, M. Tessendorf, I. Lewis, G. Fletcher, P. Devenish, E. Beltramo, J. Beard,
Sitting: B. du Toit, E. Davidson, Mr. I. Hartshorne, N. Parry (captain), B. Vermeulen.



CRICKET — UNDER 15

Standing: G. Patterson, K. Smith, R. Nancarrow B Fitzgibbon, P. Cloete, N. Hulme, M. Siebritz, E. Setterberg, I. Caw.
(Inset: H. Young).

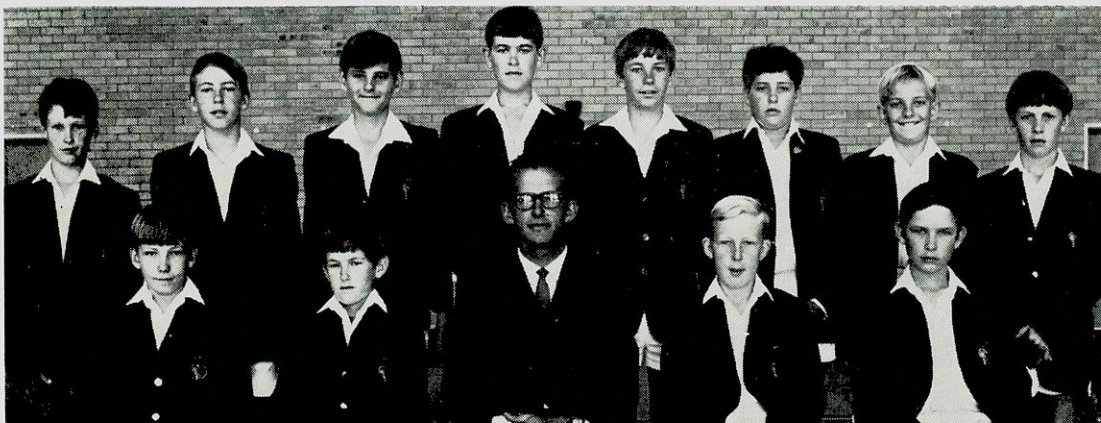
Sitting: G. Page, F. Hirst, A. McCauley, Mr. T. Katzew, K. Irving (captain), M. Rossiter, K. Bigham.



CRICKET — UNDER 14

Standing: J. Davidson, D. Barnard, S. Shepherd, M. Boekhout, A. Catto, G. McKenna, M. Setterberg.

Sitting: A. Walker, M. Solomon, Mr. G. Manolios, L. Riemer, D. Brown (captain).



CRICKET — UNDER 13

Standing: I. Boyd G. Rosenberg, F. Tromp, V. Sawyer, R McKenna, P. Beltramo, G. Uys, L. Field.

Sitting: M. Salmons, K. Davidson, Mr. J. Viviers, T. Irving (captain), M. de Gids.

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NETBALL



COACHES:

Under 13: Miss P. Tatz
 Under 14: Miss B. Benyishai, Mrs. T. Young
 Under 15: Mrs. H. Wasdell, Mrs. S. Steenkamp
 Opens: Mrs. A. van Rooyen, Miss C. A. Gibbons
 The 1971 Netball season commenced with

great enthusiasm, which enabled Bryanston to enter two teams in each age group to participate in the league games.

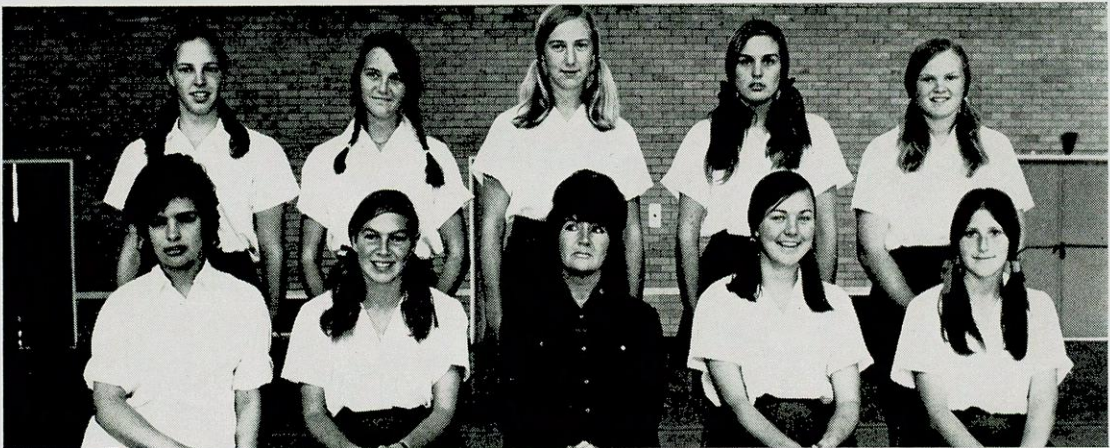
The matches were preceded by the Southern Transvaal trials held at Roedeaan. A very exciting Saturday morning, indeed! The result? Gillian Crake and Marion Wagner were selected to play in the Southern Transvaal semi-finals. Congratulations to our two Netball pioneers.

Although the Under 15 and Open Teams were completely outplayed in some of their matches in the beginning of the season, the manner in which they accepted defeat brought credit to the School. They did, however, improve tremendously and provided some exciting Netball.

Our junior teams had a more successful season and won most of their matches. They are to be commended for their determination and spirit, and if they continue to play in this spirit will definitely get Bryanston High School on the "Netball map".

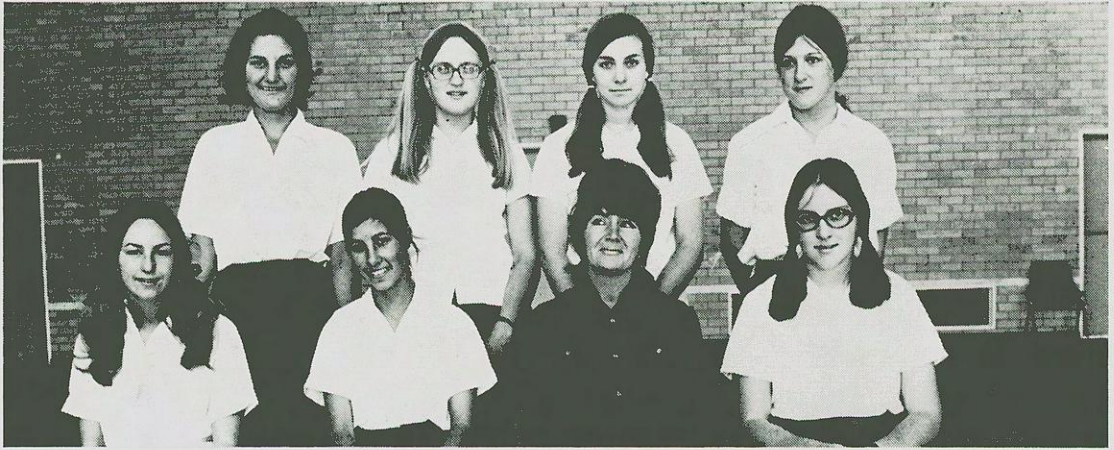
A special thanks to all parents and staff members who so kindly provided transport and helped with the coaching.

Opponents	Open A	Open B	U13A	U13B	U14A	U14B	U15A	U15B
Roosevelt	Lost 6-24	Lost 4-20	Won 13-10	Won 7-6	Lost 9-20	Lost 3-18	Lost 9-18	Won 25-5
King David	Lost 10-20	Lost 7-17	Lost 7-9	Won 11-7	Won 15-2	Won 12-2	Lost 2-26	Won 12-4
Victory Park	Won 16-12		Lost 10-11	Won 14-8	Won 8-5	Lost 5-6	Lost 19-21	Lost 3-5
Northcliff	Lost 17-31	Lost 2-29					Lost 13-29	Lost 11-20
McCauly House			Won 13-6	Lost 3-9	Won 10-8	Lost 0-17	Lost 12-17	Drew 9-9
Vorentoe			Won 13-4	Won 19-3	Won 11-8	Won 21-1	Won 25-9	Won 11-8
Linden	Won 20-13	Lost 5-37						



NETBALL — FIRST TEAM

Standing: W. Wolter, G. Crake, F. Wolf, S. Catto, M. Roux.
 Sitting: G. Fairhurst, M. Wagner, Mrs B. van Rooyen, B. Jones, R. Cohen.



NETBALL — SECOND TEAM

Standing: C. Louw, K. Harding, L. Cronje, S. Lombard.
 Sitting: L. Pinney, V. Sclanders, Mrs. B. van Rooyen, G. McDonald.



NETBALL — UNDER 15A

Standing: B. Forster, K. Phelps, V. Harth, S. Kuhner, B. Royner.
 Sitting: L. Mackin, Mrs. H. Wasdell, A. Acar, B. Dall.



NETBALL — UNDER 15B

Standing: E. Volkwyn, A. Utting, B. Kuhnert, M. Jamieson, A. Sommer.
 Sitting: J. Flynn, Mrs. S. Steenkamp, K. Louw, S. Salmons.



NETBALL — UNDER 14A

Standing: D. Harten, H. Lombard, G. Leibbrandt, D. Johnson.
 Sitting: J. Reid, Miss B. Benyishai, C. Vermeulen, S. Spradbury.



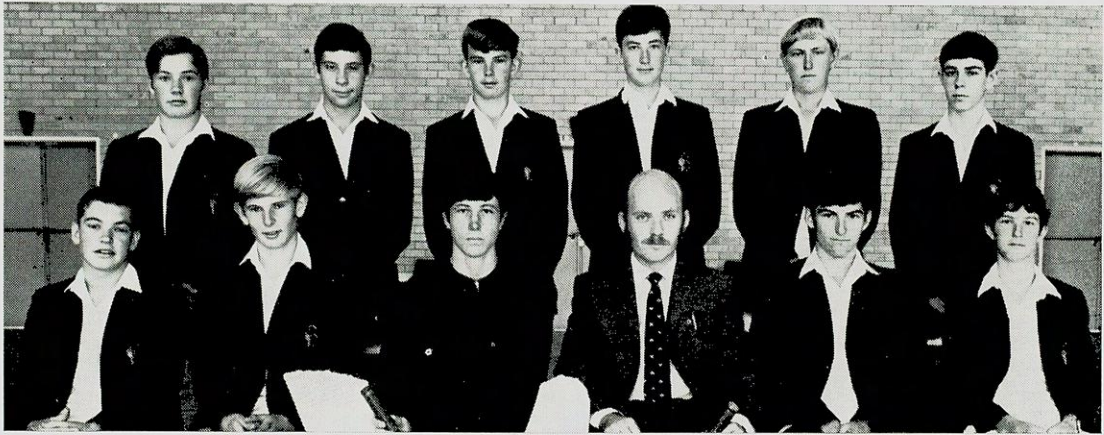
NETBALL — UNDER 14B

Standing: G. Dustan, B. Mortimer, C. Kratz, A. Spies.
 Sitting: B. Page, Miss B. Benyishai, I. Johnston, H. Canham.



NETBALL — UNDER 13A

Standing: C. Delgoffe, B. Flynn, J. Sheppard, V. Pick, C. Roodt, C. Thompson.
 Sitting: A. Nielson, Miss P. C. Tatz, B. de Gidts, T. Court.



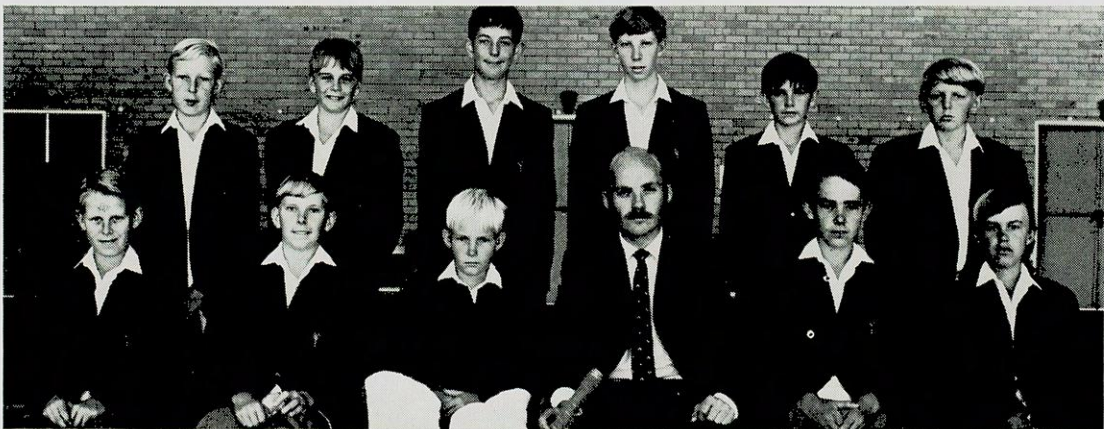
HOCKEY — FIRST TEAM

Standing: I. Caw, J. McCall-Peat, K. Irving, I. Georgeson, E. Davidson, P. Seaward.
 Sitting: G. Caw, C. Nunns, I. Lewis, Mr. I. Hartshorne, J. Beard, A. Dobeson.



HOCKEY — SECOND TEAM

Standing: S. Keeley, D. Krook, J. Eschenberg, G. Dery, G. Fletcher, H. Hunnick.
 Sitting: G. Shelton, J. Taylor, S. Gennrich, Mr. I. Hartshorne, G. Pick, E. Prizeman.



HOCKEY — THIRD TEAM

Standing: T. Irving, G. Stringer, W. Ellery, J. Davidson, D. Levendis, H. Muhlberg.
 Sitting: A. Dovale, G. Simmonds, U. Kraak, Mr. I. Hartshorne, M. Setterberg, J. Tout.

ATHLETICS



COACH: Mr. D. Lichtigfeld.

This year our athletics track was put into use and first-rate service was rendered by it. It was also rated as a very fast track by visiting schools.

Owing to our lack of over-16 athletes, we were at a distinct disadvantage in competition with the other established schools, but none of our results were at all a disgrace to our School.

The start of the season saw the Inter-House meeting held on 18/8/71 won by Mercury, with Neptune second, Jupiter third and Apollo fourth. Immediately afterwards the School team was selected and several Inter-High meetings were held. Judging by our first real season of athletics, our performance in future years should be among the best.

Captains: Colin Pilliner and Wendy Wolter.
Vice-captains: John Hemmens and Marion Wagner.

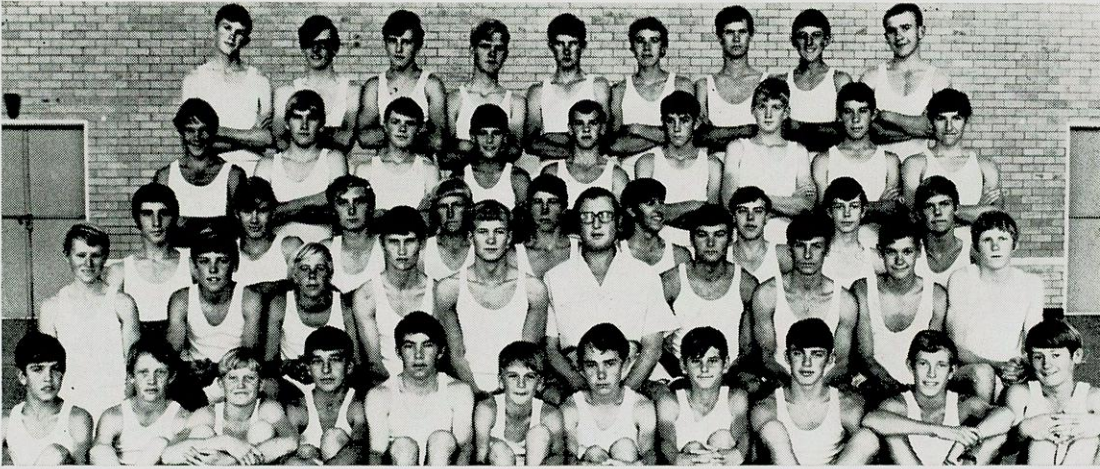
RESULTS

25/8/71	At Greenside High	1st: Greenside	2nd: Bryanston
30/8/71	At Northview High	1st: Northview	2nd: Bryanston
		3rd: Forest	
1/9/71	At The Hill	1st: The Hill	2nd: Greenside
		3rd: Bryanston	4th: Forest
13/9/71	At Bryanston	1st: Bryanston	2nd: Northcliff
15/9/71	At Queens	1st: Bryanston	2nd: Queens
22/9/71	At Bryanston	1st: The Hill	2nd: Roosevelt
		3rd: Bryanston	4th: Forest



ATHLETICS TEAM — GIRLS

Back Row: W. Sherratt, V. de Lange, B. Brown, M. Holder, A. van Niekerk, F. Wolf, G. Leibbrandt, T. Grobbelaar, L. Lawrie, B. Jones, S. Barnard.
Third Row: S. Wolhuter, M. Jamieson, W. Dickerson, V. Perkins, B. Rayner, O. Jaquet, I. Hoffmann, L. Brackley, J. Barratt, G. Wagner.
Second Row: C. Wolhuter, J. Nicholson, A. FitzHenry, W. Wolter, Mr. D. Lichtigfeld, M. Wagner, J. Sheppard, B. Pritchard, B. Flynn.
Front Row: J. C. Marshbank, J. N. Marshbank, P. Gerritsen, V. Sclanders, I. Johnstone, L. Stickells, D. van Niekerk.



ATHLETICS — BOYS

Back Row: M. Pimblett, M. Brown, A. Catto, D. Usher, R. Todd, R. Marschalkerweerd, I. McKellar, N. Parry, M. Siebrits
 Fourth Row: G. Askham, G. Robertson, M. Wilkinson, P. Roodt, J. van Tonder, K. Smith, H. McConnochie, J. McCall-Peat, J. Beard.
 Third Row: R. Tenderini, A. Rayner, E. Setterberg, E. Davidson, I. Lewis, G. Elliott, G. Heuer, C. Travers, C. Pallas.
 Second Row: B. Ward, C. Damstra, D. Brown, G. Kiggan, C. Pilliner, Mr. D. Lichtigfeld, J. Hemmens, D. Vally, S. Shppard, P. Mens.
 Front Row: P. Goch, R. Field, A. McConnochie, D. Battison, K. Page, G. Stringer, M. Setterberg, S. Gibbs, M. Barnard, D. Steyn, F. Tromp.



THE RELAY RACES

(Photograph by School Photographic Society)

GYMNASTICS — BOYS



COACH: Mr. A. Clayton.

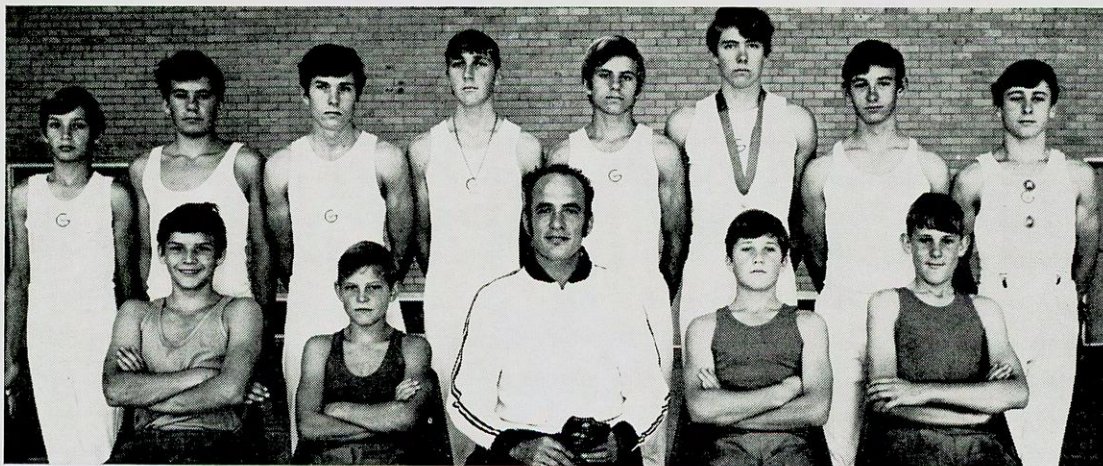
Bryanston High School entered a team of 13 boys for the Southern Transvaal High Schools Gymnastic Championships. Greg Wood came third in the Third Grade championship; the rest of the Third Grade entrants all did well. For three of these boys, this is only their first year of gymnastics, and it was the first competition for all of them. Of the Fourth Grade entrants, Martin Cowper, Richard Garnett and Philip Knutson obtained their Southern Transvaal colours. Martin Cowper obtained two first positions, two second positions and a third position on the individual apparatus, and a first position overall. Richard Garnett obtained a first and a second

position on the individual apparatus, and a third position overall. Philip Knutson obtained two seconds and a third position on the individual apparatus, and a fifth position overall. Robin Wood obtained two third positions on the individual apparatus. Glen Shelton also got his Southern Transvaal colours in the Fifth Grade section by obtaining a second and a third position on the individual apparatus and a fourth position overall. The Fifth Grade section had only one entrant from Bryanston High School.

The five gymnasts from Bryanston High School who obtained their Southern Transvaal colours, Cowper, Garnett, Knutson, Shelton

and Wood went with the rest of the Southern Transvaal team to Durban to compete in the South African National High Schools Championships. Despite the stiff competition from all over South Africa, Martin Cowper, in the Fourth Grade section, won two silver medals and a bronze medal on the individual apparatus and came third overall. Philip Knutson won a silver medal on one of the apparatus.

From these results, we can see that the Bryanston High School Gym Club is far from slacking. We hope that they will continue to give Bryanston High School a good name in the future, and we wish them every success in future competitions.



GYMNASTIC TEAM — BOYS

Standing: G. Wood, R. Marais, D. Hunter, R. Garnett, R. Wood, P. Knutson, G. Shelton, M. Cowper.
Sitting: J. Marshall, N. Callow, Mr. E. A. Clayton, D. Ernstzen, B. Rayner.

GYMNASTICS — GIRLS

On September 24th and 25th, the first weekend of holidays, 13 girls from Bryanston participated in the Southern Transvaal Championships, which consisted of four grades: Second Grade, Third Grade, Fourth Grade and Fifth Grade. The Southern Transvaal team consists of the best gymnasts at the championships from each particular grade.

In Second Grade, Beverley Austen won the overall second place, and Giselle March was placed fourth overall, both also winning various places on individual apparatus.

In Third Grade, second overall was Sandy Wolhuter, third overall Monique Warns, and fourth overall Beryl Rayner.

In Fourth Grade, Wendy Wolter came first, winning the overall place, Judy Sheppard took the third place, and Odette Jaquet the fourth place.

Overall Result: Eight out of 13 entrants gained their Southern Transvaal colours, and thus qualified for the South African National Championships, at which each of 14 Provinces are represented.

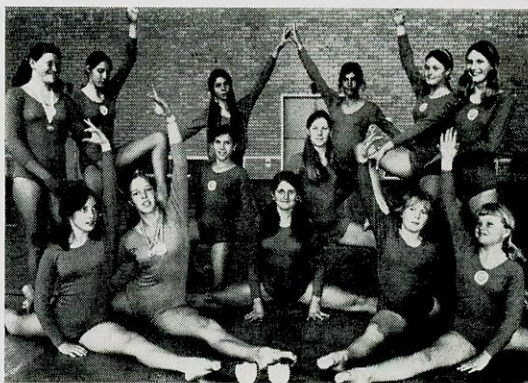
At these Championships, in Durban, the Bryanston gymnasts again excelled themselves. Each grade was represented by the cream of each Province, supplying tough competition for our gymnasts. There was an average of 50 entries per grade.

In Third Grade, Monique Warns won the overall second place in South Africa.

In Fourth Grade, Judy Sheppard won a bronze medal on an individual apparatus, the steps bars. Wendy Wolter won three gold medals for the under 19 Fourth Grade event.

The Southern Transvaal girls' team, half of which consisted of pupils from Bryanston, was the winning Province — a wonderful achievement for such a young school as Bryanston High!

Standing: J. Shepherd, B. Rayner, O. Jaquet, V. Perkins, B. Austen, S. Wolhuter.
On Floor: T. Court, W. Wolter, G. March, M. Sjicer, L. Patterson, J. Cynlick, M. Warns.



TENNIS – GIRLS



Miss Musgrove was responsible for organising the teams. This year, six teams, the largest number of teams from any one school, played in the league.

We were very pleased to see the arrival of the new micro-buses, as transport is always a problem. Many thanks to those parents who so willingly provided transport when it was needed.

The number of teams playing in leagues has increased by four over last year, and, with their excellent results, it should not be long before they are competing in the top section.

There was a happy spirit among the girls and they proved this by their excellent results, which are as follows:—

A Team

Versus

Athlone B	won 73- 8
Commercial A	won 59-22
Yeoville B	won 57-24

Mayfair A	won 76- 5
Rosebank D	won 65-16
Rosebank C	won 70-11
Waverley C	won 66-15
Hyde Park B	walkover
Hill B	won 65-16

B Team

Versus

Waverley D	won 54-27
Holy Rosary A	won 48-33
Northview C	won 71-10
Hyde Park C	won 68-13
Brescia A	won 43-38
Kingsmead E	won 57-24
McAuley A	won 49-32
King David C	won 57-24
(Linksfeld)	

C Team

Versus

Sandringham B	lost 35-46
Menora A	won 72- 9
Holy Rosary B	won 41-40
Holy Cross B	won 59-22
Helpmekaar C	won 57-24
McAuley B	won 59-22
King David D	won 63-18
(Linksfeld)	
Sir John	
Adamson B	won 55-26
Redhill B	won 64-17

D Team

Versus

J.G.H.S. D	won 73- 8
Jeppe D	won 58-23
King David A	won 49-32
(Victory Park)	
Northcliff A	lost 35-46
Assumption B	won 59-22
Parktown C. C	won 44-37
Holy Cross C	won 50-31
Malvern As. A	won 56-25
Parktown C. D	won 46-35

E Team

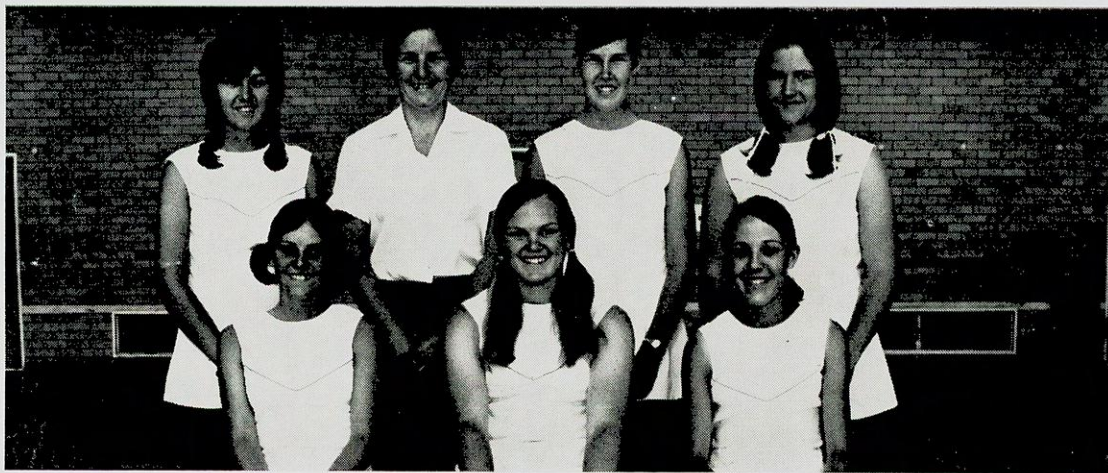
Versus

Bryanston F won 45-36
 King David B won 72- 9
 (Victory Park)
 Rosebank C. D won 46-35
 Northcliff B lost 26-55
 Malvern As. B won 59-22
 Redhill C won 54-27
 Assumption C won 54-27
 Brescia B won 45-36
 Holy Cross D lost 40-41

F Team

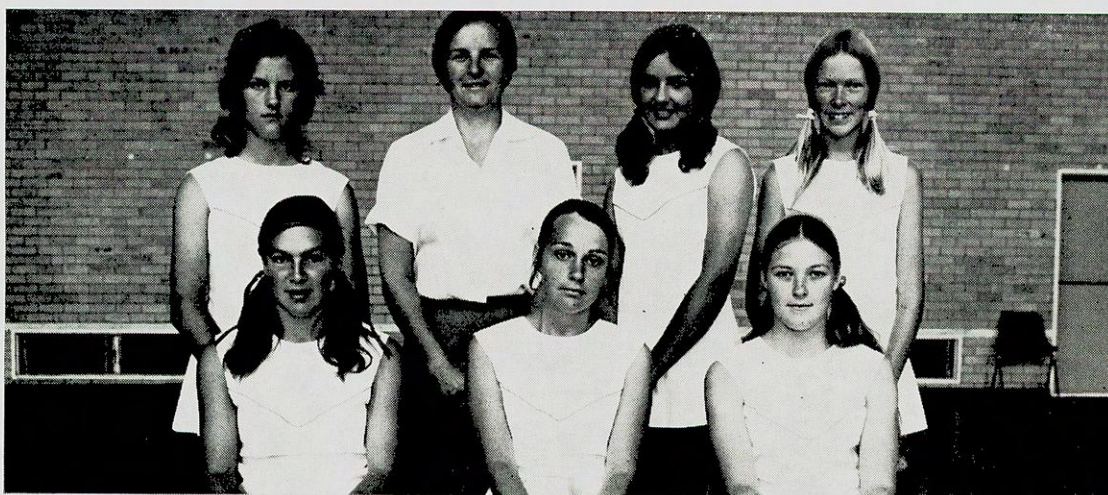
Versus

Bryanston E lost 36-45
 Assumption C won 51-30
 Brescia B lost 13-68
 Holy Cross D lost 32-49
 King David B lost 40-41
 (Victory Park)
 Rosebank C. D won 44-37
 Northcliff B lost 21-60
 Malvern As. B won 47-34
 Rehill C lost 40-41



TENNIS — GIRLS "A" TEAM

Standing: B. Pritchard, Miss G. Musgrove, L. Lawrie, K. Woest.
 Sitting: C. Wells, M. Roux (captain), C. Findlay.



TENNIS — GIRLS "B" TEAM

Standing: F. Woest, Miss G. Musgrove, D. Hudspeth, D. Pritchard.
 Sitting: M. Wagner, B Crane, B. Austin.



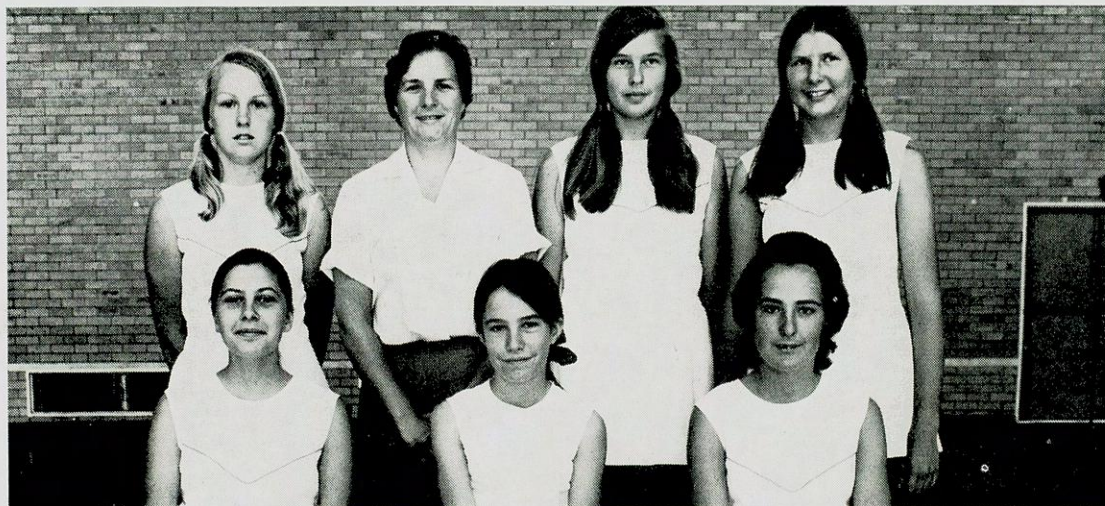
TENNIS — GIRLS "C" TEAM

Standing: C. Hopkins Miss G. Musgrove, S. Catto, C. Roodt. Sitting: J. Tekenbrock, G. Fauche, L. Mackin.



TENNIS — GIRLS "D" TEAM

Standing: E. Woest, B. Nelson, Miss G. Musgrove, J. Jonnston, J. Johnson.
Sitting: G. Edwards, C. Vermeulen, J. Koekemoer, A. Bolton.



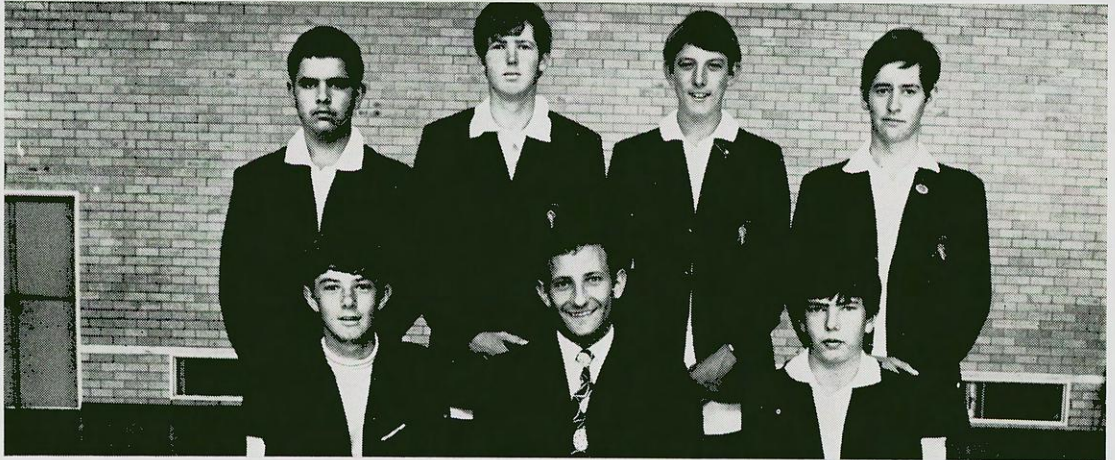
TENNIS — GIRLS "E" TEAM

Standing: L. Crane, Miss G. Musgrove, D. Lawrie, D. Davis. Sitting: I. Prizeman, L. Anderson, H. Etter.



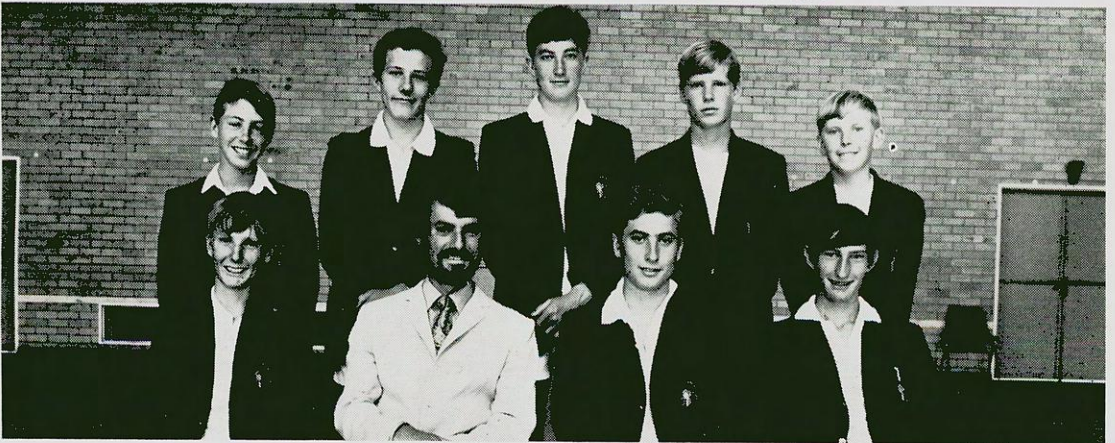
TENNIS — GIRLS "F" TEAM

Standing: F. Wolf, Mrs. G. Musgrove, J. Buck, D. Johnson,
Sitting: S. Theron, B. de Gidts, D. Stanley, M. Meijer.



TENNIS — BOYS "A" TEAM

Standing: C. Kassianides, G. Dery, N. Parry, R. Beltramo.
Sitting: S. Gray, Mr. G. D. Kotzee, B. Vermeu'en



TENNIS — BOYS "B" TEAM

Standing: G. Rosenberg, S. Gennrich, I. Georgeson, D. van Rensburg, G. Simmonds.
Sitting: A. Windram, Mr. R. Pohorille, E. Prizeman, G. Muller.

TENNIS – BOYS

Mr. Pohorille, assisted by Mr. Kotzee, undertook the responsibility for our boys' tennis. Our tennis players are showing great promise. Two teams were entered in the high school league this year, both in the sixth league.

The A team won all the games in its section and was accordingly moved up to fourth league, where it is still doing well.

The B team, still in the sixth league, is playing good tennis. To date this team has won more matches than it has lost.

The championships were played during the fourth term. In the singles, Bruce Vermeulen beat Ricky Beltramo. In the doubles Bruce Vermeulen and Neville Parry beat Gabor Dery and Chris Kassianides.

RESULTS

A League

Versus	Hyde Park	won	10-2
	Hill High	won	10-2
	St. Davids	won	8-4
	St. Johns	won	9-3
	Linden	won	7-5
	Athlone	won	10-2
	King David	won	8-4
	Marist Brothers	won	10-2
	St. Benedicts	won	9-3
	Roosevelt B	lost	5-7

B League

Versus	Marist Brothers	won	12-0
	Northcliff A	won	8-4
	Sir J. Adamson	won	12-0
	De La Salle	lost	1-11
	Northcliff A	lost	11-1
	St. Benedicts	lost	5-7

CROSS COUNTRY



COACH: Mr. B. S. Milne.

The cross-country season started in the second term and continued to the end of the third term.

We participated in a league against eleven other schools and usually had a race every Tuesday. The team did not do too well, mainly due to the small number of pupils who participated in cross country. Special mention must be made of the McConnochie brothers,

Alan and Robert, who improved during the season. Other runners who showed promise are Robert Todd and Rory Field.

Also special thanks to those who participated regularly, even though they did not always do very well.

Cross-Country Results

24/6/71: At Bryanston, vs. Hyde Park and Greenside: Junior Boys 1st; Senior Boys 3rd; Girls 1st.

3/8/71: At Die Burger, vs. Vorentoe, Greenside, Burger: Senior Boys 4th; Girls 3rd; Junior Boys 3rd.

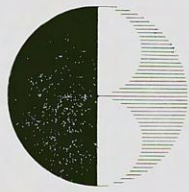
5/8/71: At Sandringham vs. Sandringham, German School, Edenvale and Greenside: Junior Boys 3rd; Senior Boys 4th; Girls 5th.

10/8/71: At Florida, vs. Florida and Sir John Adamson: Junior Boys 3rd; Senior Boys 3rd; Girls 2nd.

17/8/71: At Bryanston, vs. Hyde Park and John Orr: Junior Boys 1st; Senior Boys 2nd; Girls 1st.

It was very pleasing to see the large number of pupils who participated in the Inter-House Cross Country.

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RESULTS

Boys Under 13
 Boys Under 14
 Boys Under 15
 Open
 Girls Under 13
 Girls Under 14
 Girls Under 15
 Open

First
 G. Stringer
 B. Barnard
 R. Field
 R. McConnochie
 C. Roodt
 D. Pritchard
 I. Hoffmann
 M. Holder

Second
 D. Steyn
 A. McConnochie
 J. van Tonder
 R. Todd
 S. Theron
 G. Leibbrandt
 A. Fitzhenry
 M. Wagner

Third
 P. Goch
 D. van Rensburg
 P. Roodt
 D. Valley
 P. Gerritsen
 C. Findlay
 J. Barratt
 M. Shipman



CROSS COUNTRY TEAM

Standing: R. Field, A. Macauley, P. Roodt, C. Damstra, R. McConnochie, M. Pimblett, R. Todd, D. Barnard, C. Busby,
 Sitting: D. Macauley, P. Gerritsen, S. Barnard, I. Barratt, Mr. B. Milne, A. FitzHenry, I. Hoffmann, M. Jamison,
 A. McConnochie.

SWIMMING



COACHES: Mr. D. Lichtigfeld
 Mrs. V. Chiappini

At last a rather important depression is being made in the reddish soil of Bryanston High School.

This 25-metre, eight-lane cavity, it is hoped, will in the very near future be filled with H₂O. As such, it was deemed necessary to have the additional ingredients, and a provisional swimming team has been selected to take part in various inter-school galas to gain experience prior to the use of our very own pool.

Captains of the teams are R. Beltramo and M. Wagner. Vice-captains: A. Rayner and B. Brown.

RESULTS

Roosevelt 92, Bryanston 88, Northcliff 80.
 Bryanston 62, Florida 37½, King David 24½.
 Bryanston 83, Greenside 55½, Florida 48½,
 Sir John Adamson 33. Bryanston 66, King
 David 62, Sandringham 59, Queens 33.

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