

HOLLYWOOD

SENIOR HIGH SCHOOL



HOLLYWOOD SENIOR HIGH SCHOOL—A HISTORY

Michal Bosworth

Acknowledgements

Schools and historians depend more on goodwill than most people realise. Much of the school's equipment and many of its small luxuries have resulted from the generosity of parents and friends. Much of this history is built upon the hours of time given to me by a number of people, whose names can be found in footnotes,

bibliography or in the Memory section, as I searched for information and answers to questions that are the inevitable accompaniment to research. My own ideas of historical argument and what a history of Hollywood should include have been greatly enhanced by the committee who gathered to oversee the project. Jim Head, Tim Gibbney and especially Chris Hill, could not have been more helpful or enthusiastic. I owe them a large debt of gratitude, although the responsibility for the details and such argument as emerges in this work is mine. My own daughter attended Hollywood for a couple of years. She also read this work as it progressed and I am grateful for her perceptive comments.

Writing this history for the WEB, instead of book publication meant that I had to think of presenting information in a different way. Illustrations became essential. The school was lucky to have employed a young master in 1958, Murray Mason, who was a more than competent photographer. He stayed at the school for most of his working life and produced a magnificent photographic record of school activities especially in the 1960s. Other gifted teachers and students have also contributed illustrations that show, more than words can tell, something of the atmosphere of the school. The WEB authors at IMAGO have made full use of their work.

Introduction

Hollywood Senior High School is to close at the end of the year 2000. It will re-emerge in a new guise, together with Swanbourne Senior High, as Shenton College in 2001. As a result it has become a matter of some urgency to record the school's history before its surviving records disappear or are shifted to the State Records Office. In this work, I am aiming to illustrate how Hollywood has functioned, how members of its diverse communities have interacted over time and how government policies have impinged upon it. Along the way we can glimpse the effect of changing ideologies of education and their impact on one school.

While I was researching and writing I came to regret that government schools do not employ archivists. The potential value of a school history is to

extend our understanding of our school-educated selves. Unfortunately, in Hollywood's case, as teachers have come and gone and as classroom practices have been introduced or discarded, memories of change are often all that remain, and memory is an uneasy basis for a history. Newsletters to parents, school magazines and journals, and even a list of outstanding students, have all been kept patchily at best. The most consistent records have been preserved by the Parents and Citizens Association who have done a stalwart and professional job over the years in taking and handing on the minutes of their meetings. This history reflects their care.

The biggest challenge I found lay in deciding how to write this history. Should it be a straight chronology of such detail as could be garnered from the available documentation? Should I

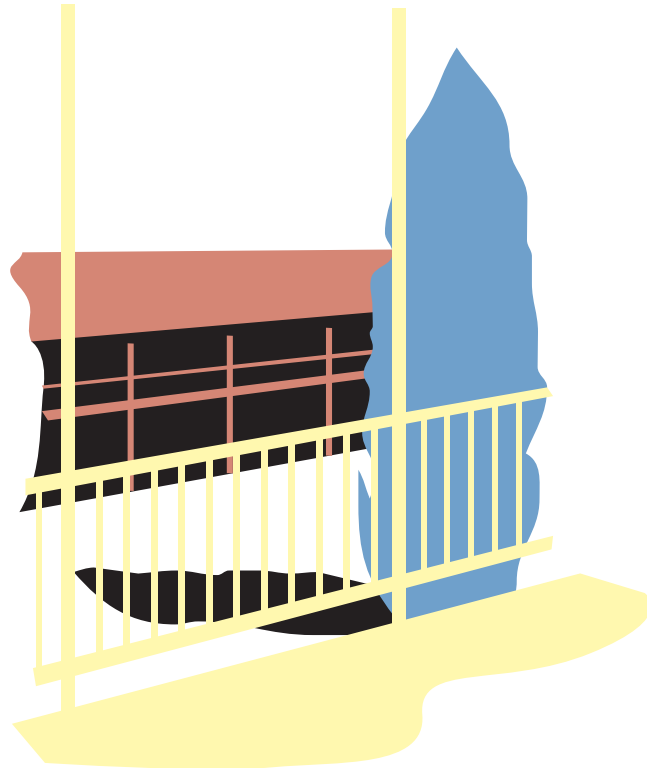
try to write in bites, each one encompassing a particular theme? Does every student rate a mention, does every teacher? How should I deal with student activities that are not recorded in any documentary way? Would the form of publication on the WEB affect the way I wrote? At first I tried the chronological approach, interspersed with themes, that could be taken out of context and set aside—this was how I imagined the WEB design might work. Then I realised that I needed to keep the narrative together in a more bookish way because the text of this document is yours, the reader's, to download. So I have tried to compromise. In the following pages you will see that I have intermingled themes and chronology that sometimes overlap. Using the technology that the WEB allows, you can jump from theme to theme, from image to image and from image to text. An e-mail site

has been established to provide a space for the Hollywood community to record their own memories of the school.

History is not just lists of facts, people's names or events, important as they may seem. Historians try to encourage an understanding of how and why such elements matter. In following the story of Hollywood Senior High School through its forty-two years I kept remembering the inheritance we received from those nineteenth century forbears who came to believe in free, compulsory and secular education as a necessary basis for our democratic civilisation. Their expressions of faith belong to another world, but their optimistic tone was to be enshrined in government education policies throughout the country. Idealism holds a significant place in the history of education, for schools are not

machines. Very often they are not even particularly logical institutions since they suffer from being the focus of many competing interests and ideologies. This history tells of one bulwark against the dark tides of ignorance that some would argue threaten our brave new technologically advanced world, while revealing the different ideals that, from time to time,

have been held and promulgated in one part of Western Australia's education system. Youthful idealism and creativity have been fostered at Hollywood. I am hopeful, as the school closes and Shenton College opens, that this school's achievements will be not be forgotten and its idealism and optimism will continue to flourish in its new location.



What is a school?

If it seems strange to ask a question to begin a history of a school, it is because the government school, historically speaking, is a comparatively new institution, and it is not always well understood. Schools educate the young, but the way they choose to do this has changed over the last century. Schools also can be described as institutions which hold together three groups of people in a sometimes uneasy alliance for the greater good of the least powerful among them. The groups are the staff, the parents and the children. Among these groups there is constant movement and change. In a senior high school like Hollywood, a generation of students endures only five years. As they come and go so, too, do their parents, their lives disturbed by small events, like new teachers or courses that overtake their children from time to time, but mostly

uninvolved in the major educational developments which have resulted from government directives and have been introduced as carefully and slowly as possible. Occasionally at Hollywood changes have precipitated what seemed on the small school stage some cataclysmic events, such as student lock-outs from school meetings, or parental withdrawal from volunteering support, but these strong reactions generally have proved amenable to discussion. Part of this history concerns the establishment of means of communication between the various groups.

Overseeing the school, its adherents and its combatants, its development both physical and intellectual, is the Education Department with which communication is also necessary¹. The department once employed teachers, categorised them into subject areas and

arranged their promotion or their transfer, accepting their skills or attempting to train their inadequacies into more formidable uses. Some of these functions have since been devolved more or less effectively to local managers, an administrative change noted in this history. The department, which paradoxically has presented itself as both a conservative body and as the harbinger of change, also decides what may be taught and how this knowledge should be assessed. Some basic elements of education have undergone major revision in the years covered by the life of Hollywood Senior High. Curriculum development and the demands made on school administrations have ensured that the experiences of those who attended Hollywood in the 1960s differ markedly from those who will be leaving the school at the end of the year 2000.

Teachers have a lengthier and more demanding career path than their pupils within the school structure. Many of Hollywood's present teachers have been with the school for more than ten years. The particular cohort who will see the closing of the school contains members who began teaching in the 1970s and 1980s. Some have left, gained other experience in other places and returned at a later date, some have not moved since their appointment to the school. There are few teachers in their twenties. One of these, when learning of her transfer from a country high, was told by a colleague that she was being sent to a 'retirement' school. Partly this ageing of the teacher group indicates that Hollywood Senior High has for many years represented a plum position. The students perform well, the parents support the school (generally) and the school is well located in the leafy

¹ This government department has altered its name from Department of Education to Ministry of Education back to Education Department, Western Australia, in the period under review.

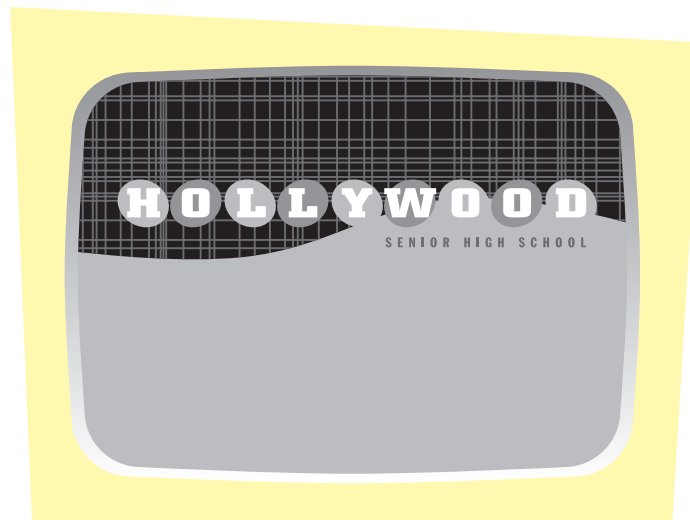
western suburbs of Perth. However, partly this ageing of the teacher group is also a grim reminder of how the profession has lost prestige and opportunities for advancement over the past two decades as the public education sector has contracted.²

The interaction of the three groups, students, staff and parents, although it is in constant flux, gives each school its particular flavour, its special sense of itself. Such interaction is the result of

factors like location, demography, social class and parental expectations. It, too, has changed with time, although Hollywood's parents seem always to have supported the school generously with both time and money. It was government policy that established this school with all the accoutrements that a reasonably prosperous part of post-war Australia could muster, and it is government policy to close it despite its proud record of academic success.

Background, 1950s

In 1956 the Department of Education accelerated its building program for secondary school students. Western Australia, in common with the other states, was experiencing the post-war baby boom, and initially coped by providing more primary school classrooms. However these post-war babies were soon adolescents and during the new prosperity, when full employment was enjoyed throughout Australia, parents were demanding educational opportunities for their children. High Schools were under construction at Armadale, Fremantle (John Curtin), Mount Lawley and Midland. Tuart Hill, Belmont, Merredin and Manjimup High Schools were almost ready to accept pupils, and an urgent need for secondary schools had been recognised at Applecross, Hollywood, Kwinana, Busselton, Melville and Scarborough.³



² For evidence of the shrinking public education sector see Education Statistics Bulletin 1986-1994, compiled by the Information Services Branch of the Education Department of Western Australia.

³ 'It cannot be stressed too frequently that the number of children in State primary and secondary schools has increased by 44,000... or 77%' in the last ten years. Report of the Education Department for the Year 1956, Votes and Proceedings, 1957, Vol. 3, pp2314-2379.

Post-war Perth had only four government high schools that taught to the Leaving Certificate. Most of the new institutions would initially offer a three year course of instruction, with children who wished to matriculate and attend university having to move to one of the four at the end of the Junior Certificate year. Retention rates, linked with a low school leaving age—14 years—were regrettably low. This point was emphasised by the Director of Education, T. L. 'Blue' Robertson, on his return from an overseas trip in 1957, after visiting New Zealand, Canada and the United States.

It was apparent to the Director that progressive countries regard ten years of school attendance as the minimum preparation for future citizens. The period of compulsory attendance is ten years in Great Britain, from ten to twelve years in the

American States, nine years in New South Wales and ten years in Tasmania, but only eight years in Western Australia.

He also pointed out that in the USA 75% of students remained in school until they turned fifteen, while in Western Australian only 44% did so. His next statistic was more alarming. In the USA 55% of the school population completed high school, in Western Australia only 8.5% reached the Leaving Certificate.

Robertson was not averse to relating education to broader questions.

The question naturally arises whether Australia as a nation can afford to neglect the preparation of its future citizens in this way without serious repercussions. As a small nation, surely we must be even better prepared than larger ones.⁴

His demands have a familiar ring—a higher leaving age (something we still hear from time to time), a reduction in class size (classes in Hollywood occasionally reached 50 or more during its first years), and 'a change in attitude amongst parents towards retaining talented children at school beyond the permissible leaving age.' This last was not to prove a difficulty for most Hollywood parents. They soon proved to be among the stoutest supporters of keeping their children at school until the Leaving Certificate.

4 Report of the Education Department for the Year 1957, Votes and Proceedings, 1958, Vol. 2, pp.1533-1594; pp.9-10 of the Report.

Establishing the school, into the 1960s

Hollywood High School was designed in the Public Works department and built at a cost of around £277,000,⁵ which was no more than an average cost for the high schools built in that era. Its grounds were somewhat smaller than those of other schools because at



first the Animal Health Laboratories, run by the Agriculture Department along one side of the site, were in use. (In 1961 the Education Department suggested that high schools required an area of between twenty five and thirty acres).⁶ It was not until new facilities were constructed for these animals in 1960 that the school acquired the land

on its southern border, increasing its area to ten acres, still far less than the supposedly desirable size. The old laboratories were transformed into the Manual Arts training centre. All the new high schools were provided with rooms to teach woodworking, metalwork, technical drawing, cookery, dressmaking and laundry as well as a Home Science flat (a small area furnished with tables, beds and chairs for the practice of housework).

Classrooms for the teaching of literacy, science and numeracy skills and a library were provided as a matter of course, although a science block was not erected until 1967. Children were not the only people to be taught at this school, trainee teachers arrived each year in a group from Claremont Teachers College to undergo their practical learning in the classroom. Hollywood remained a practice school for student teachers throughout its life.

⁵ State Records Office [SRO] Public Works Dept. AN7/17, ACC1562, 'Hollywood High School, Erection, 1955-60'.

⁶ SRO, Education Dept. AN45/1, ACC1497, 1435/1961, 'Metropolitan Area School sites—general file'. By 26 September 1961 there were 19 high schools in Perth, accommodating nearly 20,000 students.

Perhaps the toughest time the school experienced was during its first year, 1958, when some 364 students were enrolled in order to relieve overcrowding in John Curtin High School, Fremantle. The construction of Hollywood High was incomplete. Half the school's complement remained at Claremont Central School and a core of five female teachers and two men attempted to guide the first intake of pupils through the horror of trying to work in an environment where bulldozers were noisily clamouring outside, carpenters had set up their benches in the courtyard and painters were demanding entry to finish some of the rooms. The teachers were beset with problems and no doubt bitterly regretted the day they had agreed to join the staff of this particular school. It is not surprising in this environment that their headmaster recorded disapprovingly in his annual report not all of his staff had performed well.

The students also must have wondered what they had come to. There was no area where they could run around freely. Teachers nervously patrolled the undercroft and flagged verandah areas. The cemetery across the road quickly became an unofficial recreational space, to which teachers tended to turn a blind eye, even though the cemetery board showed less leniency. The oval was not yet formed, and as it had been the former Nedlands rubbish dump it required serious treatment and was not to be in use for another year. School sport was only possible because of the forbearance of two local Councils which permitted Hollywood students use of public ovals two afternoons a week. Girls' sport lapsed that first year and next. Was it because the girls were apathetic and the female physical education teacher inadequate, as suggested in one account, or was it because the facilities were so sub-standard? Sport was to suffer until the

oval was repaired. Teacher energies were consumed by the unfortunate school circumstances.

The following year, 1959, produced some developments that were hailed as minor milestones by the principal, Mr Loneragan, in his annual report. School colours, red, white and blue,⁷ a school crest and a school motto, 'Fide et Labore', had been selected with the help of some students, almost every pupil wore school uniform and a cadet corps was in place, albeit with only thirty enthusiasts. Cadets were early established in the new high schools. They were generally popular among the boys, so much so that the Army had to set a ceiling for enrolments. Hollywood's corps increased to 90 by 1964, and cadet camp won an established place on the school agenda.⁸

The library already had almost 5000 books and Nedlands Council had

⁷ Red and white were more frequently worn on the sports field.

⁸ See SRO Education Dept. AN45/1, ACC1497, 1917/1958, 'Cadet Corps in State High Schools—general', for the uneasy relationship that often existed between the Army and the Education Dept.

provided eight pencil pines to be planted in the main courtyard. All but the first year students were on site and although the oval was still under repair and teachers were exhausted, averaging, as they did, only three non-teaching periods a week, it seemed as though 1960 might be considerably more comfortable. During 1959 Nedlands Council had announced itself a City, Hollywood prefects represented the school and some of the girls acted as ushers to the guests at the ceremony. The school already had claimed a place in its community and the students had discovered ways of utilising their surroundings. Adding substance to this emerging image, the Parents and Teachers Association transformed themselves from Claremont P & C to Hollywood High P & C and immediately set about raising money and the headmaster's spirits. They donated to the library, organised a

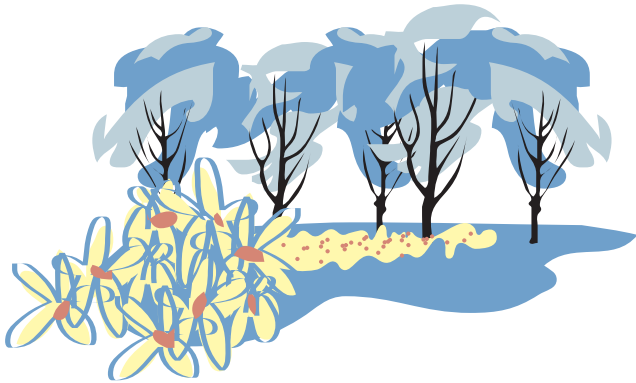
canteen and bought several pieces of equipment for science teaching and for general amenities.

By the end of 1960, Mr Loneragan although still concerned that his first year children remained in the Claremont Annexe, because of a total enrolment of more than 1200 students, had twelve second year classes and ten third years reasonably ensconced in the new school. The oval had been improved and basketball and tennis courts had been constructed. Students were beginning to compete at inter-school sporting competitions. Rosalie Park was still the venue for some training because the school site was too small to include all sporting amenities. In other places in the world such an area would be regarded as more than adequate, but Western Australians have traditionally demanded high standards when it comes to providing sporting

facilities especially since the main games of that time, football and cricket, required space and other sports like hockey or rugby had to compete with their dominance.

1960 also saw the first display of the students' work prepared for a parents' night. They viewed their children's efforts at art, craft, woodwork and technical drawing, they visited the science rooms (a new science curriculum had just been implemented) enjoyed a concert, watched some rhythmic dance and a fashion parade and applauded school prize winners. This evening was in addition to two other public ceremonies, the presentation of Junior and High School certificates which took place in front of teachers wearing their academic gowns in the Nedlands Civic Hall, and the passing out parade of the school cadet corps in the school

quadrangle. The school's place in its community was nurtured with these events.



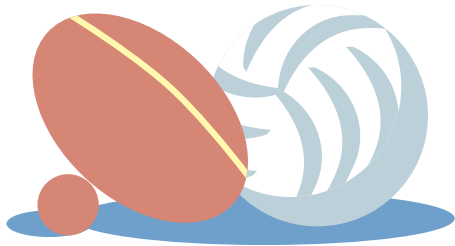
Gardens

Hollywood was distinguished, as were other government institutions of the same period, by obtaining the services of Landscape Architect, John Oldham, to draw a plan for its surroundings. He directed the Landscape section within the Public Works Department and designed the grounds not only for Hollywood but also for Swanbourne High School, and for Perth Modern's extensions. Oldham attended P & C meetings to discuss his ideas and

incorporate parent suggestions. At a time when formal landscaping was still the province of the rich, or of the knowledgeable town planner, Oldham's perceptions of the beauty of local flora were innovative as was his ability to work with a community. Most of the trees and shrubs he advised were natives, although not all were from Western Australia, and in winter 1961 trees provided by the Public Works Department and by Nedlands Council were planted by the students on Arbor Day. The school's gardens received a good deal of attention during these first years, flowers beds providing a source of income one year for the Parents and Citizens, when they sold the blooms on Mother's Day. Individual parents worked to beautify the grounds: another 100 shrubs and forty trees were planted in 1967. The school gardener, Mr. Weller, was an important figure in the school, because

under his direction the school's landscape grew more attractive year by year, attracting positive mention from passers-by. He was eventually lured from Hollywood to work in other places, eventually transferring to Subiaco where he became responsible for the public gardens.

The hardest task for the gardeners then and later, was to improve the surface of the school oval. A cricket pitch and practice nets were erected as soon as possible, and although the oval suffered intermittently from the invasion of weeds and inappropriate treatments, this sport was played at the school for many years as was Australian Rules football. Nevertheless Hollywood's site continued to be viewed as inadequate and as a consequence the Physical Education teachers have always found it necessary to utilise sporting venues outside.



Sport

Sporting heroes and heroines are part of every school's legend and despite the popular understanding that Hollywood is not a sporting school it has produced a series of champions in a number of sports. Two footballers who have remained prominent in the game in Perth, Steve Malaxos and Graham Moss, are Hollywood boys. Moss was at Hollywood 1963-1968. He was coached by Percy Oliver, also a champion sportsman but then a Phys Ed teacher, after school. He first played for Claremont in the WANFL before journeying to Melbourne where he

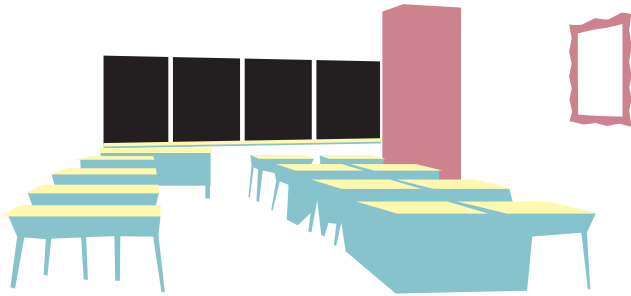
captained Essendon and won the Brownlow medal. He returned to his home team as captain coach in 1976. Steve Malaxos trained with the Claremont Colts in 1977 when he was still in Year 11, and played both for them and the school, at times putting the school above his club. He later returned to Hollywood as a teacher. Other champions include Robin Cornish—Lacrosse; Louise Sauvage—wheelchair athlete, paralympian champion; Peter Haselhurst—hockey and Rechelle Hawkes, captain of the Olympic Hockey Team.⁹

From the very first days of the school's history a wide variety of sports was available. Boys could play cricket, softball, water polo, tennis, basketball, volleyball and gymnastics in summer and Australian Rules football, soccer, rugby, hockey, athletics and gymnastics in winter. Speed cycling was popular in

the first years. Boys also attempted cross-country running, often in bare feet, through King's Park. Girls had a slightly more restricted fare. They were offered swimming (in the Crawley Baths), tennis, softball and volleyball in summer and basketball, volleyball, hockey and athletics in winter. Competitive sport was encouraged, and local interest groups such as the WANFL and the Amateur Athletics Association organised field days at weekends for school students. Until recently, clubs remained important in training young players and in offering facilities to schools for competitive events. During the 1960s and 1970s, they provided an impetus to competitive students by organising sporting carnivals, however Hollywood also had its own sports' days when the 'factions' within the school competed against each other.¹⁰

⁹ Other sporting champions also were educated at Hollywood, they include canoeists, cyclists and rhythmic gymnasts, as well as swimmers and surfing champions. The list could continue.

¹⁰ Other schools organised their students into 'houses'; Hollywood called the groups 'factions'. Each had its own captain and colours.



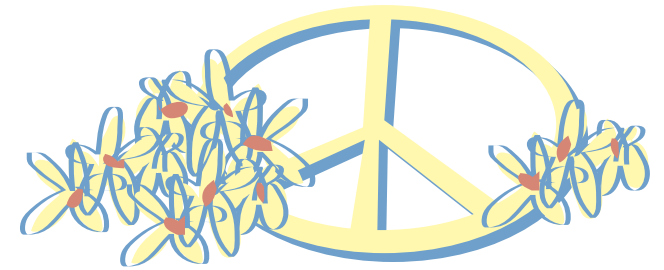
Settling in

The grounds and buildings were soon crowded to their limit. At the end of 1960, Mr Loneragan indicated that more than a hundred students would be continuing their education, either at Perth Modern or in a private school, to the Leaving Certificate. In his opinion it was already time to expand the school to include the final two years. He concluded his Report on a positive note, despite adding the fact that he had been promoted and would be leaving for Northam Senior High at the end of the year.

‘The school is now in its third year and has settled down nicely.’ He had some

outstanding teachers to thank and a good balance of teaching skills, so he hoped the department would transfer the barest minimum in order that the ‘consolidation’ he depicted could be maintained. Of the students he wrote that their ‘general attitude.... has never been better, and a pride in the school and their own personal appearance and conduct is obvious.’¹¹

In 1960 enrolment peaked at 1276. The following year Swanbourne High School opened and three of the primary schools which had sent children to Hollywood then directed them to Swanbourne but in 1960 the Claremont Annexe, formerly the Claremont Infants School, was still in use, accommodating 489 first years as it was to do the following year. First year Hollywood students utilised this former Infants school for some classes until the end of 1964.



1960s

The decade of the 1960s, which baby boomers now recall with some nostalgia as years of rock and roll, the Beatles’ visit to Australia, the liberating influence of the contraceptive pill, student riots in Paris and the beginning of the protest movement against Australia’s involvement in the Vietnam War, were at first marked for Hollywood Parents and Citizens by a fear that their children would become juvenile delinquents. This, probably irrational, concern, was widespread in the community, partly as a result of the continuing professionalisation of educationists and their growing awareness of psychology, partly because

¹¹ SRO, Education Dept. AN45/1, ACC1497, 37/61, ‘Annual Reports, Secondary Education, 1960’.

of books and films emphasising violence within schools.¹²

The highlight of Parent & Citizen meetings during this decade tended to be visiting speakers who offered their expertise on all kinds of social and educational matters. J.A. McCall, Director of the Child Welfare Department, seemed the most successful of these visitors, impressing his audience when he gave a paper entitled 'Management of Children'. He was invited to publish his wisdom, which had been distilled into a 'teenage code', in a small booklet which would then be given to all school parents. Whether he did so is not known, but fear of the young getting out of hand, playing beyond the control of their school or their parents, seemed very real and was responsible for the imposition of rules and regulations within the school. But a Teenage Code had first been proposed

by teenagers themselves in 1959. It contained suggestions that mainly called for teenagers and their ideas to be taken seriously – not more discipline. Their proposals were debated by the Federation of Parents and Citizens Association, which thought that all school associations should discuss them. However, in spite of parental fears, student participation or rebellion did not achieve status as the crucial issue in secondary schools during the early years of this decade. Funding did.

Knowing that little reliance could be laid upon the Commonwealth government for extra funding, and that the State government was fully stretched building new schools, the problem of financing the expansion of Hollywood to a five year high school became a focus for parental anxiety. They first established the school canteen, which was referred to by

headmaster Loneragan as the cornerstone of the school funds. Then, in August 1961, the P & C held an extraordinary meeting to determine how many students would stay at school if it became a senior secondary school. It was assessed that 254 would continue and so, with the new headmaster James Best's blessing, the P & C composed an urgent letter to the Department of Education that the chairman agreed to deliver personally. By September, parents were pleased to hear that a fourth year would be available in 1962 and fifth year would follow in 1963. A potential conflict had disappeared.

The parents also in 1962 raised the issue of a school hall. Space had been incorporated in the original school plan for a hall facing Smyth Road—but no money had been made available so it was left to the parents to establish a building fund. As with many saving

¹² The film 'Blackboard Jungle' is one obvious example. The concept of childhood as simply a time of innocence was under attack on several fronts, and radical educationists in Britain and the US like A.S. Neill, Ivan D. Illich, Neil Postman and Charles Weingartner were endeavouring to redefine it. Their work became better known in Australia during the 1970s.

projects, as the funds grew so too did the proposed costs, always putting the hall just out of reach. In 1968 the department lifted the burden from the parents' backs and designed and built the hall as a community facility. The parents' funds were gratefully put towards furnishing it. The hall was immediately in use. Nurses sat their exams there, parents and local groups met there, it provided a much needed space for school plays, films and gymnastics, including the state rhythmic gymnastic team, and was celebrated with an inaugural school ball in 1969.¹³

Parents also learned in 1962 that swimming lessons would become difficult to obtain during school hours because Crawley baths were about to close. Given the number of jellyfish in the river perhaps this was no bad thing, but dissatisfaction about

arrangements for swimming were to rumble along for many years. A pool seemed a bigger and more difficult undertaking than a hall, for the parents to acquire, and many plans were formulated to co-operate with other schools, or with local government in order to build a pool where students might train. The Empire and Commonwealth Games, held in Perth in 1962, clearly influenced this popular obsession with swimming even though the school lies between the beach and the river and children had traditionally been satisfied with one or the other as a place to swim. The department certainly brushed aside parental requests for a swimming pool as too expensive. Parents at other high schools, like Tuart Hill in 1962 and Applecross in 1963, decided to build pools themselves. In the western suburbs the discussion about school pools was waged around the suggestion

of an aquatic centre. It made sense for schools and local Councils to agree and invest their resources in one large facility, but the first site proposed was in King's Park which proved too controversial and later proposals were too costly. As a result all the schools in the neighbourhood eventually built their own. Hollywood's opened in 1971.¹⁴

Parents were not always happy with departmental decisions about their school. They agitated for improved classroom space and expressed dissatisfaction with the transfer of some teachers, especially a popular French master, who was also a champion sportsman. Mr Punch was reinstated as a result. Children were still being taught in Claremont Annexe and it seemed likely that a couple of classes would be located there even in 1964. One cloakroom and part of the

¹³ The school had a film group from 1968 organised by an enthusiastic teacher, Paul Duncan. The hall was built with space for a full-sized cinemascope screen. On the other hand, it had no toilet facilities - allegedly a cost saving measure.

¹⁴ SRO, Education Dept. AN45/13, ACC1606, Box 2 124-50, 1950-65, 'Provision of swimming pools- policy'. A parent designed the pool and the P & C helped to fund it and later to run it after school hours.

undercroft were also in use as classrooms. Both were deemed unsatisfactory spaces.¹⁵

At the beginning of 1964 came the first indications that Hollywood's parents felt their hard work in raising funds was perhaps being taken for granted. Their first and now outgoing chairman, Mr Gladwin Grove, who was also President of the Western Australian Parents & Citizens Federation, stated firmly that raising money was not the essential reason for joining the P & C, an interest in education was. But by the middle of the year the parents were sufficiently behind the school again to assert that their association had always got on well with school staff and principals. Funding fears were further allayed when, later that year, no doubt partly as a result of continuing lobbying by parents and state politicians, the Commonwealth

government began to offer scholarships to children to help them stay at school for the final two years. They were substantial—£100 for maintenance and £100 for books and fees. WA was to receive 708 of these prize packages, and every year thereafter Hollywood students were awarded Commonwealth secondary school scholarships.¹⁶ By February 1965 all the classes were on site for the first time.¹⁷

The Parents and Citizens Association held its Annual General Meeting in February each year and with accustomed aplomb, always invited the local politicians to attend. Being fortunately located in the electorate of the man who was soon to become the State's Premier, Charles Court, seemed no bad thing, especially as Mr. Court endeavoured to attend most major functions.¹⁸ However, not even Court magic could overcome the funding

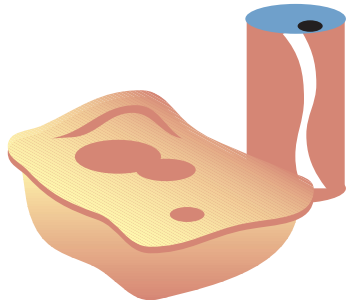
shortfalls in the 1960s, although he was approached on many occasions about specific projects like the hall and pool. Parents continued to be concerned and active. They held an annual school fair, which entailed an enormous amount of labour, in order to further equip the school library, and supplement the school hall building fund but found that their main goose laying golden eggs was the canteen.

15 Information about the P & C comes from their Minute Books which have been preserved from 1959.

16 SRO, Education Dept., AN45/1, ACC1497, 1534/1964, 'Commonwealth Secondary Scholarships'.

17 Forty-nine teachers taught 871 students.

18 Sir Charles Court was Premier 1974-1982.



The School Canteen

It was largely owing to the parents that the dreaded packed school lunch—vegemite sandwiches with a lettuce leaf if you were lucky—was avoided by most Hollywood students who, from 1959, had the luxury of a canteen where other people's mothers, and occasionally one's own, made and sold interesting lunches. Tuart Hill High School boasted the first properly equipped canteen in Perth and a group of mothers visited from Hollywood to learn how it worked. They returned to the P & C very impressed and eager to start. Hollywood canteen opened on 26 May 1959. It suffered its first

burglary in November that year, a motif that was to recur accounting for the security grilles later installed so prominently.

By February 1961 the canteen was proving so consistently profitable that parents were able to invest £150 in government bonds. But mothers were becoming tired of the constant demand for their services, especially as they were also providing and delivering lunches for pupils at the Claremont Annexe. They withdrew their labour this year and more staff became necessary. A manager and a deputy continued to be employed while mothers came and went as helpers.

Food emerged not only as a profitable item for the P & C, but as a political discussion point for the Federation of Parents and Citizens' Associations who held a meeting later that year to discuss

the kind of nutrition available from school canteens. For, although one of the great benefits of establishing a canteen was a constant flow of profit to the school, another result, which first caused celebration and later, argument, was the control that the P & C could exert over the food that was sold to the children. Oslo lunches were still in vogue in the 1950s—brown bread, cheese and a green apple.¹⁹ However, it was not long before the scope of Hollywood's operation increased and the P & C was endorsing the acquisition of meat slicing machines and large refrigerators.

In March 1963 the executive of the P & C offered to host the Canteen Pilot Course at Hollywood's canteen, this despite the fact that efforts to re-ignite mothers' interest in forming a Ladies Auxiliary had failed and the canteen helpers were very stretched. The Pilot

¹⁹ The Oslo lunch was introduced to Perth school in 1946 at Mt. Hawthorn public school where an Oslo lunchroom was constructed. The food was designed to be healthy - fresh brown bread, healthy fillings for sandwiches and fresh fruit and milk formed the main elements of the Oslo lunch.

course was successful and was presented again in later years. Hollywood's mothers were frequently exhorted to help in the canteen, because it was clear that not enough women were willing or could find the time to give to such a worthy project. Many were joining the workforce, others had commitments elsewhere, but each year a small group of regulars formed, some filling in during emergencies even after their children had left the school.

In 1966 there was a call for the canteen to be extended and since the P & C had saved \$6000 in government bonds the hard-pressed mothers might have thought of spending their funds this way. However, food had not achieved such prominence in the minds of those who controlled the purse strings and this money was set aside as part of the building fund for

the hall. The mothers and managers continued to labour in cramped surroundings until mid-1967 when the Public Works Department extended the canteen. It was refurbished in 1977 and again in 1997.

Food sold at the school in the 1960s included hot pies, soft drinks and bags of sweets. During the 1970s a band of helpers decided to research foods on the grounds of health, as the Oslo lunch had apparently lessened in appeal and influence, and offered more fruit and vegetables in their sandwiches and rolls, but their decisions were not as stringent as those imposed a decade later.

Canteen Changes

Over the past few months at Hollywood, the canteen has made drastic changes to stop students from buying 'junk food' by only

selling health foods of low-sugar content products. Many students are disappointed with this change and also commented on the prices going up almost once a term. Some items are more costly than the normal deli prices...

The school canteen's latest idea of solely 'health food'; no coke, fanta, no rollers etc is absolutely pathetic. Since when did children like healthy foods and not want to buy 'junk food'?

...Students at this school don't want healthy food, they just want something good to 'munch' on in their break.

How can you have a good recess or lunch break if you can't eat what you want? This totally irrational scheme will force more students to leave the school to go to either the shop at the end of Hopetoun Tce. or the block of shops along Aberdare Road.

If the canteen really wanted to make some money for the school they should bring back the 'good stuff'!! **Hungry**²⁰

The canteen took some time to recover its popularity in the 1980s, but since those days it has maintained its solid financial contribution to the school's finances.

The new school will have a modern cafeteria. The provision of school food has moved a long way from the Oslo lunch.

The canteen was not the only focus for parent involvement but it did entail a large commitment from the mothers. Fortunately other developments helped reduce the strain felt by the active parents, who by 1965 lacked a Women's Auxiliary as the main members had either moved on or had suffered a form of burn-out. The opening of Swanbourne High School during this decade, limited the overcrowding of Hollywood. A science block (1967) and the new hall (1969)

were finally acquired and with them arrived a new impetus for parental pride, enhanced by a growing awareness that the school was producing excellent students. Moreover, although the department had responded slowly and without apparent enthusiasm to most of their demands, new winds were sweeping through its corridors too.



Educational Priorities

In 1968 Hollywood was selected as a Mathematics Centre to provide a maths enrichment program with the help of the University of Western Australia. Students successfully also participated in the Science Talent Quest which was held across the country. The school had offered an experimental chemistry course to its fourth year classes during 1966. This particular course was coordinated and later extended to all schools with the help of the curriculum branch of the department. Hollywood's science, mathematics and chemistry teaching produced a series of brilliant candidates for the final year exams throughout the 1960s and into the 1970s.²¹ Their success developed in

²¹ See list of exhibition winners 'Success Stories'.

spite of a shortage of accommodation that was remedied only in the 1967/68 financial year when the new Commonwealth block of two science rooms was constructed and despite a chronic shortage of maths teachers. Hollywood was clearly already marching down the road of academic excellence, and this perception was to be reinforced by departmental policy.

In 1969 the Director General of Education, W.H. Dettman, chaired an Inquiry into Secondary Education.²² John Paul, Hollywood's Principal, who is said to have been responsible for Hollywood's emerging academic qualities, sat on the committee which was to bring down a Report that transformed the face of secondary education for the next decade. The Junior Certificate, held at the end of the third year of secondary school, was scrapped and in its place the

Achievement Certificate was to be based largely upon school evaluation of the student. This move took place with much discussion about the merits of examinations, and heralded a new vision of education that was planned to be more adaptable to changing circumstances and less tied to a rigid examination timetable. The Dettman Committee even foresaw the end of exams in the final year of school, an idea that remains visionary at the time of writing.²³ A new Board of Secondary Education was made responsible for the awarding of all certificates of secondary education. But perhaps the greatest shift was in the field of curriculum. Subjects were divided into 'core' and 'options'. The committee saw this partitioning as the best way to equip students to deal with a world changing so rapidly that no one any longer could imagine knowing all there was to learn.

The language of all Inquiries into education suffers from platitudinous excess as the various committees endeavour to fit their aims into an equitable social framework. They thus tend to write statements with which there can be little basic argument. The 1969 Dettman Report unsurprisingly declared that 'The purpose of education is not merely to transmit culture but to equip students for future decision-making with a view to the improvement of society' (par.62). A modest enough aim for educationists to espouse, yet the effects of the Dettman report were far-reaching indeed. Division of the curriculum into the 'core' and 'option' subjects was radical for the time. But English, Mathematics, Science and Social Studies became generally recognised as the 'hard' subjects, and options, like Art, Music and Home Science or Metal Working, which were soon categorised

²² Secondary Education in Western Australia: Report of the Committee on Secondary Education ... under the chairmanship of Mr. H.W. Dettman, Perth, February 1969.

²³ The Synopsis of the Dettman Report concluded its first paragraph with: 'The last Junior examinations should be conducted in 1971 and the last Leaving examinations in 1973.'

as the 'easy' subjects, altered the value that students and employers placed upon a school education. This change was further exacerbated by the 'levels' at which a core subject could be taken: basic, intermediate or advanced. Such a plan sorted the sheep from the goats with a vengeance and was to be responsible later in the decade for employer complaints about the quality of teaching which they thought responsible for the lack of mathematical or verbal ability many young people seemed to exhibit in their first jobs. It also caused a certain amount of anguish within Hollywood because then, as now, excellent (or 'advanced') grades were required for entry into certain university faculties. Subject choice and the level of learning could influence a child's future career prospects very seriously and not all parents were to agree with the school's assessment of their child's

learning potential. But the benefits of the Dettman Report, which gradually emerged at Hollywood during the next decade, included the teaching of a wider variety of subjects, such as Photography, Cooking, Grooming and Deportment, Typing, Dance, Christian Education and Theatre Arts, that were taken up by many students with enthusiasm.

Barely envisaged or touched upon by the committee was the question of equal opportunity in schools. As yet there was almost none. Women teachers did not earn the same as men, and moreover lost their permanency status if they married.²⁴ This anomaly meant that married women could not achieve sufficient seniority for promotion to head teacher, much less Principal Mistress (the quaint title for the female Deputy Head), the highest position a woman could then attain in

the teaching profession.²⁵ It was not until 1975 that women could hope to attain the top post in any school, that of Principal. Girls at high school could not do all the same subjects as their brothers. As one writer in the first issue of the *Manual Arts Publication* put it, without fear of contradiction from his fellows:

In my opinion all girls should take Home Science and no girl should take woodwork or metalwork to the exclusion of Home Science. Home Science is as basic a subject to girls as perhaps English in any well balanced program in our high schools. Home Science teaches the girls basic cookery, dressmaking, laundry, mothercraft and homecraft during their formative years of early adolescence. It is very necessary that they should be given some enlightenment in these subjects in a correct manner by trained personnel and Home Science is the subject designed to fulfil these needs.²⁶

²⁴ Similar legislation in New South Wales was repealed in 1947.

²⁵ Women teachers have battled for equality in their profession since the imposition of these differences in the Education Act. They have all been overturned and promotion is now considered on merit rather than seniority.

²⁶ D.J. Malden, 'Girls in Manual Arts', *Manual Arts Publication*, No. 1, 1968.

Home Science, now Home Economics, and Manual Arts, now Design and Technology, have held their place in the school curriculum and at Hollywood for the entire period under review, although, as we shall see, equal opportunity did alter the student intake, and curriculum change has affected the aims of each discipline.

1970s

In 1972 Dettman chaired another Inquiry into a more contentious area of education—Discipline.²⁷ The committee began by noting that student dissension from teacher rulings had become more noticeable. ‘This undoubtedly reflects a tendency in society generally to question social order and authority’.²⁸ Perhaps members were pondering the greater number of public protests held in Perth streets, mostly against the Vietnam War.

At least one Hollywood student helped in the organisation and participated in the Moratorium marches, although most schools frowned upon such a public, and in Perth, often illegal, display of political belief and hoped that school discipline would hold against the rising tide of youth radicalism.²⁹

This hope was an illusion at Hollywood which experienced an unlooked-for surge of student activism during the decade. Hollywood teachers witnessed organised political meetings within the school and knew that some students attended more outside. These activities were heartily mistrusted by the school administration, but were cheered on by some of the younger teachers, one of whom recalls those days as the ‘golden period’ in the school’s history. A small group of students, each of whom came from a

family accustomed to talking about political issues around the dinner table and who had imbibed the feelings of urgency that the Women’s movement and the Labor Party were instilling during the first years of the decade, managed to bring politics into the school quadrangle. They focused, among other things, upon issues like apartheid and the visit of the South African Cricket team, the conservative state government’s implementation of Clause 54B, a crowd control measure which forbade public gatherings, upon the dismissal of the Whitlam government in 1975 and on a special Hollywood cause – compulsory school uniform. Students do not have much room to manoeuvre for political advantage in the school situation. Generally they are too young and ill-informed to mount organised protests against the school administration, and mostly they have no wish to rock the

²⁷ Discipline in Secondary Schools in Western Australia: Report of the Committee enquiring into discipline in secondary schools ... under the chairmanship of M. H.W. Dettman, Perth, December, 1972.

²⁸ Discipline in Secondary Schools, Synopsis, p.1.

²⁹ Student, David Parker, later Deputy Premier of the State, marched against the Vietnam War, arguing that it was his democratic right to do so. Principal, John Paul, was enlightened enough to believe him.

boat. During the seventies, however, that situation changed.

The question of whether or not to enforce a school uniform rule is a perennial one at Hollywood. From a distance the issue is puzzling although uniforms tend to be worn by secondary school students in countries with a British imperial background.³⁰ At Hollywood, dissension from the formalities of the school uniform had begun early in the school's history when boys began wearing white rather than grey shirts and narrow rather than broad ties, something the girls then imitated. (They achieved this latter effect by reversing the tie). Such rebellion was relatively minor and did not raise the storm that refusal to wear uniform caused during the 1970s.³¹

During this decade, the first intimation that there was more questioning than

usual of school order and discipline over this question at Hollywood, occurred in the P & C motion in October 1971 that students be permitted to formulate a dress code. The parents' request was brushed aside by Principal Barton, who appeared to think he had the matter under control. Such did not prove to be the case. Barton proved not particularly perceptive about his school communities. He managed to upset some parents in 1972 by locking out their children who wanted to attend a public P & C meeting called to discuss school discipline. Later, in his Annual Report for that year, after noting that the good academic and sporting results of the year reflected 'the sound attitude of the large majority of the school population', he continued, with more than a passing shot at recalcitrant parents.

This [sound attitude] is supported by the commendations we receive after visits, such as to Parliament House, on the behaviour and appearance of the students, particularly the girls who are always neatly and cleanly dressed and a credit to themselves and their families. It is to be regretted that their lead in work habits, participation in school affairs and general bearing is not followed by others who do not exercise the discipline in work habits or behaviour necessary for success in any career or for a satisfying and useful share in community life. It is also to be regretted that some parents do not exercise supervision over these work habits and behaviour and that they, though jealous of their own appearance and careful to use a suitable dress for different occasions, condone the very casual, untidy and sometimes dirty looking appearance of some boys.

³⁰ Canada, presumably because of its closeness to the United States, is the exception to this generalisation.

³¹ See Memory section, Rodger Kohn.

Having done his best thus to cement staff-parent relations, Mr Barton cannot have been too surprised when the uniform debate was raised to a new level within the school the following year.

Dettman's committee had also considered school uniform. They constructed the issue as one of student rights which they tackled with accustomed thoroughness. The idea of a 'right' was explored, and then the tricky question of whether or not teachers could impose a uniform directive was answered mainly in the negative—they could not, at least they could not if the student was neatly dressed and did not pose any danger to himself or anyone else by the length of his hair or the state of his or her clothing and shoes. The school uniform could have lapsed as a non-issue at Hollywood had this sensible advice

been followed. The pros and cons of compulsory school uniform are too obvious to mention here although they are endlessly discussed still within school circles. However, it is important to realise that the Education department policy on school uniform has always been non-coercive, although the recent Act has altered the wording somewhat.³² In 1972, the Dettman committee on School Discipline stated:

The question of student entitlements with respect to dress and physical appearance, therefore, would appear to be quite clear cut. In the absence of any duty with respect to dress or appearance required within the Education regulations, students have the liberty to dress as they wish and to regulate their appearance as they wish, provided that they conform to acceptable standards of health and cleanliness. Where, however, in the opinion of a teacher their dress or appearance is such that it interferes in any way with the

orderly operation of the school or the effective implementation of teaching/learning processes, then under Regulation 27(4) he may require of that student a modification of dress or appearance such that they do not constitute an interference. He could not, however, require a student to change his dress or appearance merely because they were not in accord with his particular tastes with regard to these matters.³³

Why then did it become such an issue in the 1970s? Uniform appears to have been one of the hidden battles of a war for gender equality that was fought at Hollywood, as at other schools, during this decade. The arguments over it also reflected the personalities of the main proponents for school uniform, especially the female deputy head, Merrilees Lukin, and those of the students who opposed it. Boys apparently were treated more leniently when they defaulted. Their deputy

³² Education Amendment Act 1996, sections 21 and 22 are more equivocal about responsibility for imposing uniform rules.

³³ Discipline in Secondary Schools, p. 84.

principal did not always appear to take the issue as seriously as Miss Lukin—that too became part of the problem. Perhaps it was this element that Principal Barton was seeking to redress when he made his ill-advised mention of the difference between the appearance of Hollywood boys and girls. Some girls were unconvinced that their pleated navy blue skirt, a style which didn't do much for the confidence of anyone who was less than tall and willowy, to be worn with a white shirt, did amount to being a 'credit to themselves and their families'. They were annoyed too at the different attitudes and punishments dealt to boys and girls over the wearing of school uniform. These girls, who were expressing such feminist views began to construe the uniform question not only as one of appearance and presentation, but of social control exerted by an institution over its

inmates. Rebellion mounted. As one young woman has recalled, 'I started the school in full uniform, including a properly tied school tie, feeling pretty pleased with myself, and by the end of first year I had thrown the whole uniform away. From then on I didn't own a school uniform.' She began to wear the androgynous blue overalls that were such a feature of radical feminist clothing in the 1970s.³⁴

The energy that was devoted to ensuring that all the girls wore the same clothes was enormous. Dissidents were scolded, lined up by Miss Lukin, given notes for their parents, refused permission to attend school outings, all because of a little pleated skirt. Those girls who did wear uniform often transgressed in minor ways that were also subversive: wearing the skirt too short, sporting coloured blouses, refusing to tie their hair back and so

on. This concentration on uniform continued until 1977 despite efforts by staff and parents to calm the matter down. In 1973 some of the Home Science girls designed and sewed slacks that they modelled as a proposed new uniform. They were found acceptable by the School Council, which had recently come into being, but were jettisoned, apparently because of Miss Lukin's opposition. The Student Council then drew up a series of school rules for the School Council to consider which contained a paragraph on dress suggesting that if reasonable standards of 'modesty and cleanliness' were met, students might dress as they wish. This was too advanced a position for the school administration, although it was almost a paraphrase of the Dettman Committee's conclusion on the subject.

Gender roles underpinned the administration's firmness about dress codes. Girls were expected to conform with an ideal of neatness that was accepted without question by the private schools in the area. But by this decade mothers as well as daughters were fully conscious of the inequalities within the school system. The uniformly masculinist language used in teaching sciences and mathematics (and in many of the formal Inquiries into education read for this history), and the absence of equal opportunities for boys and girls in sport, in their optional choices and in their first year general subjects, were not difficult to detect. Girls had to learn housework, although the subject was dignified by its name—Home Science—boys did woodwork and metalwork. The uniform symbolised more than was directly understood at the time.

Student activism, which continued throughout the decade, instigated some changes and resulted in some regrettable costs. In 1974, largely owing to student and parent pressure, some form of gender equality was creeping into subject choice. Manual Arts, Home Economics, Art, Technical Drawing and Physical Education, all compulsory first year subjects, could now be selected by boys and girls. However, Mr Barton died in office from a heart attack in 1973, presumably affected by the stressful events of the previous months. Deputy Principal, Miss Lukin, who knew her students and their parents, gradually bowed to social change and accepted a relaxation of the dress code. Political education was also initiated in the school at this time when political parties were invited to give public lectures. In 1977 Hollywood became one of the first government schools to

teach a new Politics course.

The students themselves were in no doubt about the annoyances and pitfalls of their own educational experiences. Four of them set about resuscitating the Australian Union of Secondary Students in the hope that school could be made into a 'more enjoyable and humane experience'. The issues they chose to highlight included corporal punishment, still allowable in Western Australian schools until 1984, student discounts at places of entertainment and on public transport (now widely available), compulsory religious education, sexual discrimination, assessment and student choice in course structures. These were all very serious issues and had been tackled by the Dettman Committee considering school discipline, but without much success as far as this group of activists was concerned.

The emergence of student politicians in Hollywood at this time indicates that the school was far from removed or cocooned from social and political upheaval in the wider community. In general, schools follow rather than lead society, but the idealism of these students led them impatiently to reject measured social change. As one of them recorded defiantly in her final days as a Hollywood student, throwing a sop to her hard-working teachers at the end of her piece:

The ecstasy that I feel on leaving school is an emotion not easily described. I have been released from twelve years of imprisonment and degradation. It will be a nice change to have some power to criticize without fear of rebuke. Education from here on will be largely of my own choice and indoctrination will hopefully no longer figure in my life. Creativity, having

been squashed [by] the need to conform and behave, will, I imagine, be allowed to flower once again.

However, many teachers at Hollywood are making attempts to bring some sort of enjoyment into the education system...³⁵

The upheaval of the 1970s has not been repeated on the school campus, but the uniform question refuses to die. In 1977 the school prospectus proclaimed the uniform as optional. Some parents, who wished their offspring to continue to wear uniform, were grateful; others agreed with their children that it did restrict the individual's freedom and was a form of social control and students continued to nudge the issue. In the 1980s boys again were castigated by the principal for being untidy, and a new school policy was produced; another was written in 1992 that acknowledged the

students' support for a liberal dress policy. This document, written twenty years after the first upheaval on the question, reveals the tortured debate still aroused by the issue.³⁶ At least one parent got directly involved in school politics as a result of the resurgent uniform question in the 1990s. Reading a proposal that it was to become mandatory she attended a Parents and Citizens meeting called to discuss the matter where they killed the uniform off yet again. Parents declared, among other things, that if they wanted to send their children to a school where the wearing of uniform was compulsory, then they had plenty of choice in the western suburbs. Hollywood was the only resort for those parents and students who disliked the idea of uniform.³⁷ As the school prepares to move to its new premises this question may well re-emerge. A new dress code has been established for

³⁵ *Linkage*, Vol. 2, No. 6, Nov. 1977, Janet Parker's parting gesture.

³⁶ The 1992 Committee, composed of staff and students, considered that 'any significant policy shift to greater uniformity in student dress can only be successful with considerable support from the school community. This level of community support does not exist at present and therefore the Committee does not support such a policy shift.'

³⁷ Jan Stuart's memories, see Memory section.

Shenton College that will see all Year 8 students wearing uniform.

An unexpected result of student action during the 1970s was the establishment of a new school body, the School Council. Parents who were involved debating the uniform question also argued that schools generally required more autonomy in order to deal satisfactorily with such an issue. They expressed a desire to be more involved in the running of the school, so in 1973 the Parents and Citizens executive appointed a small sub-committee to look into the establishment of a School Council. It was to have equal numbers of staff, students and parents as members. Hollywood thus became the first senior high school in Perth to accept the view that the school community could co-operate along such lines. Almost the first issue that Council had to confront

was a contemporary need expressed by the students for sex education. They had been impressed by a series of lectures already offered by Sister McGrath, invited from Kewdale Senior High School, on becoming parents. They wanted real information given by experts on such matters. This resolution was readily accepted by the school administration and led in the 1980s to a detailed teaching program about AIDS. The School Council from its earliest meetings, not content with student members, accepted motions from the Student Council (later renamed Student Senate) that were regularly forwarded to it. Naturally from time to time these included student opinions about school uniform, which were consistently in favour of a more relaxed approach, but they also raised such matters as a deficient heating system in the classrooms, lack of space for eating

lunch in wet weather and poor water pressure in the washrooms. Although students on the School Council sometimes felt awkward or unable to express themselves fully, nevertheless they now had a forum where the more confident and articulate among their number had a chance to relay their own and their peers' concerns.³⁸

The furore caused by the uniform question was local and special to Hollywood, but the 1970s also witnessed much greater changes in education, which largely resulted from better funding. Commonwealth money flowed more freely during this decade as a result of the Whitlam government impetus in commissioning the Karmel report (1973) and the subsequent establishment of the Schools Commission (1973). With extra Commonwealth support, Hollywood acquired another new science block, a

³⁸ Information in the above paragraph is taken from the Minutes of the School Council, 1973-74. See also Memory section.

new library and was the site of the first access policy in the country for school students in wheelchairs.

The Schools Commission and educational initiatives

During the 1970s, the Schools Commission was responsible for an unprecedented injection of funds into education across Australia. Innovation was rewarded, and during 1974 more than thirty teachers in Western Australia received grants to support their initiatives. However, the costliest new idea funded at Hollywood Senior High School was the provision of facilities for disabled students.

Yaringa School for physically handicapped children in Mosman Park was searching for a government school to accept their students who were eager to have more opportunities than

those available through the distance education programme they were following. A committee was formed to identify a school to take the children into the classroom. Hollywood, being close to a large teaching hospital, and not far from Mosman Park, seemed ideal, but there were certain physical barriers to children in wheelchairs in the school design. Miss Lukin, was seconded to the committee and together the two institutions applied for Commonwealth funding. Owing in part to the size of Perth and the wondrous fact that people know each other here and talk to each other, Miss Lukin recalled a connection with Betty Beazley, wife of Kim E. Beazley, Minister for Education. After a phone call to explain the project and remind the Minister that a letter had been sent, there was soon a positive response from the Commonwealth Department of Education.³⁹

Funding provided not only concrete ramps to all the levels of the school, but also a medical centre, to be permanently staffed by a registered nurse, and a special bus to transport the children. Other schools have since incorporated provision for wheelchairs in their design, but in the 1970s it was an expensive option to alter a school as old as Hollywood. Politicians of all persuasions took a keen interest in the spending of around \$100,000 on the scheme, and in 1977 both the State Minister for Education, Graham MacKinnon, and the former Commonwealth Minister, Kim E. Beazley, visited the school to inspect the investment. MacKinnon, who arrived in a black chauffeur-driven limousine, was accompanied by his parliamentary secretary, a former Hollywood student. Mr Beazley visited without much fanfare, but also with a Hollywood connection. His two

³⁹ Recollection of M.C. Salter, formerly Merrilees Lukin, interview with MB, 16 March 2000.

children had attended the school during the 1960s. His daughter Merrilyn was an Exhibition winner in 1968, and his son Kim, a Rhodes Scholar in 1973, became parliamentary leader of the Australian Labor Party and leader of the Opposition from 1997 to the time of writing.

Miss Lukin and others recall with enormous satisfaction the moment when the first wheelchair students swished along the passageways. These children were to add to the school experience, despite the difficulties that some teachers had in understanding their needs or in comprehending the speed at which they might complete their lessons. None was specially trained to teach this cohort although the nurse did give an introductory talk warning Physical Education and Manual Arts teachers to be particularly aware of the physical vulnerability of

some of these students, but their presence suggested that more valuable lessons of idealism and tolerance were being learned. They mostly came from Mosman Park, although a few enrolled from home, their disabilities ranging from spina biffida to cerebral palsy and beyond. Some shone as school personalities, like Joe, a boy without legs, who used to swing from his chair over the edge of the upper verandah, causing witnesses to flinch with fear lest he misjudge his strength and fall. The other students absorbed these peers into their classes and pushed them along the verandahs when needed. Integration of physically handicapped children into the school day was pursued during the 1970s and 1980s, as can be seen from class photographs, although by 2000 the number of disabled children at Hollywood has dropped considerably. In 1990, a talented 'wheelie', Tighe

Mullane, was given a video camera and encouraged to express his idea of the school. The resulting work won an FTI award for a short film and was shown again during the 1991 Northbridge Festival. However, Hollywood's best known wheelchair student is probably Louise Sauvage, paralympian, winner of gold medals and the Boston marathon.

The Schools Commission also took an interest in the gifted and talented children debate, providing funds where necessary to support individual students and programs. For another big educational issue of this decade, one that a new Director General of Education, Dr David Mossenson, was to pursue, and which was to have wide ramifications for the future of Hollywood, was the best means of identifying and educating the gifted and talented child. This question also stimulated public discussion as it raised

the bogey of 'elitism', something that the government school by its very nature could not endorse. Under Mossenson's leadership a policy was formulated which involved Hollywood and sealed its reputation for being an academic school.

Gifted Students, into the 1980s

Hollywood students have long performed creditably in the final year exams, and their success accounts in large part for that indefinable sense the school has of itself. Parents, as well as teachers and the Education Department have played a part in supporting this reputation. They, being frequently inclined to judge a school on its public exam achievements and believing that success breeds success, have endeavoured to enrol their intellectually able children at Hollywood, even when this

determination has meant moving house to do so.

The school's academic success story began in the 1960s under Principal, John Paul. In 1968 four Hollywood students excelled in the final year exams, coming in the top ten students of the state—a record that the school found hard to surpass.⁴⁰ Western Australian schools did not then select their students for their intellectual gifts. That practice had been ruled out in 1958 when Perth Modern went comprehensive (although it continued to award scholarships to gifted students). Recognition that some children are endowed with particular interests and abilities has always provoked debate among educationists about how best to teach them. During the 1960s, with the encouragement of the department, special tutorials were offered to outstanding students, often

after school. At Hollywood, as already mentioned, a special maths program was devised with the help of UWA, other enrichment programs, including an early initiation into computer studies, followed.⁴¹

When Dr Mossenson was appointed Director of Secondary Education in 1967 his first concern had been to provide relevant courses for those students staying at school beyond year 10, who had no intention of going to university. Mossenson was a great traveller. He visited a series of countries in the late 1960s, finding that Sweden, Japan, Canada, the United States and even the United Kingdom, were a long way ahead of Western Australia in this field of education. The Achievement Certificate, with its three levels of teaching and the development of work experience opportunities, espoused by the Dettman Report in

⁴⁰ Comparisons are difficult to establish as the subject areas have expanded since 1968 and examinations and assessments differ also. In 1988 four students won General Exhibitions. See Success Stories.

⁴¹ In 1969 the first meeting of a fourth year computing group which included students from 18 high schools was held at Hollywood. It was run by teachers and members of the UWA computing centre. In 1977 the P & C purchased a computer for the school and a computer club began.

1969, emanated partly from his advice. He also recognised that gifted and talented children had been somewhat disadvantaged by the comprehensive school system that 'Blue' Robertson had introduced in the later fifties. In 1976 Mossenson was appointed Director General of Education and as such chaired the Schools' Commission sub-committee on Gifted and Talented children. In June 1978 a departmental policy was distributed for discussion, 'Gifted and Talented Children in Western Australian Schools'. In 1979 he attended an international conference on the Talented Child held in Jerusalem. In 1980 a project group in the Education department devised programs for the young talented children they saw in primary schools; they then followed this through to eight senior high schools where special courses were created.

In 1981 a policy paper, 'The education of gifted and talented students', was published in the April edition of the Education Circular – the departmental paper sent to every government school. All schools were encouraged to develop a policy for dealing with these special children, many of whom went through their school life receiving no acknowledgement of their gifts because of a widespread belief that they would succeed despite being ignored. Places such as Hollywood, which already had a tradition of academic excellence, accepted the challenge to concentrate on extending these students. Although a few schools, such as Perth Modern and Applecross, already specialised in particular subject areas (music and art), Hollywood was designated to teach talented children across the curriculum.

Provision for the intellectually able

child (Academic Talent Program) has proved rewarding for the selected students in all sorts of ways, not only as judged by exam results, and popular with their parents. It can also be argued that locating a small group of talented children within the school had an important side-effect of encouraging and emphasising excellence in all learning areas. As a consequence many students, even those outside these classes, have been affected by the thrust for achievement. The program is designed for students in years 8, 9 and 10. It is competitive to join and the competition continues thereafter in a muted form within the classroom, and more obviously in the many state or Australia-wide contests which the ATP classes embrace.

While the story of the academically gifted may seem one of improvement and success, it was achieved with

difficulty and rested on debatable issues. It also had varying personal impacts upon the children who were selected. The issues not only concerned equity in education but included the fear that in providing special options for the talented, the children might suffer a form of ostracism from the rest of the school body. During the 1970s educationists and researchers were also unsure of how the talented and gifted child could be identified and what the best course was for such a child. Should schools try to extend the gifted child in the normal classroom and so keep him or her with their peers, as was the case in many private schools, or should the child be offered educational experiences that others might not share, in a wholly different environment. In the event the department made the decision to pursue both options.

Hollywood Senior High School instituted an academic extension program at the beginning of 1981, accepting children who were identified by their primary schools and who passed ability and aptitude tests. They were pupils who exhibited intellectual gifts of a high order, across both the humanities and the sciences, but they had to apply to join what was first called the Gifted and Intellectually Talented Students (or GITS).⁴² The justification for accommodating these students lay in an analysis of the 'rapid social, economic and technological change' that the department foresaw would 'have profound and far-reaching implications for the Australian society. There is already a demand for a high level of performance in the sciences, in the application of mathematics to social and economic contexts, in language, in international and industrial relations—in deed in all areas of human

intellectual activity. Programmes that provide intellectual stimulus and challenge must become a major priority.'⁴³

Mossenson's own recollection of the development of departmental policy reflects his personal commitment to education:

all children, all students, are important in their own right, and each one is entitled to have his potentialities developed to the fullest extent that the system is capable of, and to have all of his weaknesses remedied as far as possible, and further, having accepted that the range of interest and range of abilities varies enormously, and while you do your best to care for each one, I accept totally equality of educational opportunity; that everybody should be given every opportunity to advance as far as he or she is capable. But I reject totally any concept of the equality of outcomes which I think some schools of

⁴² Acronyms prove the bane of educational writing—GITS changed into AEPS and finally into ATPs

⁴³ *Education Circular*, April 1981, p.117

thought in sociology and in educational sociology have been advancing in recent decades, that it's only differences of opportunity or lack of opportunity...I think there are innate differences of colossal importance, and while all are important I think every teacher and every human being has to accept the great range of human capacities.

That being the case, when considering the gifted and talented, He said:

I think it's the same underpinning, philosophical underpinning, of doing the best you can for each one. Now if this one has the potentiality to become a nuclear physicist or something, or brain surgeon or what have you, it's the school's responsibility to do everything, even if it means plucking him out of the ordinary school and putting him in a special situation⁴⁴

At Hollywood 'special situations' were provided in two streams—mathematics

and science and the humanities. Gwen Brockman, a much respected and loved teacher, shared responsibility for these children, directing the humanities subjects. She utilised 'Man: a Course of Study', or MACOS, a teaching program devised in the United States. It was a very well resourced package of learning materials as it included a teacher's guide, film clips, work sheets and suggestions for further learning. Each group of first year ATP children were taught about the Inuits, an idea which may have seemed a little esoteric at the time, but which stood the students in good stead when, in later years, they came to inquire into other cultures. Exploring the social and political worlds of a people so far removed from Western Australian experience had the effect of raising questions about societies closer to home. MACOS excited some discussion in educational circles as it

asked questions about the nature of humanity and adopted the inquiry approach to learning. The course had been introduced at Perth Modern in 1974 but was not generally taught in secondary school across Australia. Questions about its presence in government schools were asked in state parliament from time to time.⁴⁵ Its significance was later demonstrated by Hollywood in the 1990s when Brockman's department devised an Aboriginal studies program.

The 1970s thus transformed into a decade of change and innovation, radicalism and a freeing of some of the controls that had been exercised by the department over the school, and by the staff over the students. Hollywood also saw during these years a flowering of talent among its students when the school hall more than proved its worth. Not only meetings, film groups and

⁴⁴ Dr. Mossenson's comments are taken from the transcript of his oral history - Battye Library, Ohtr 2613, pp.58 and 59. He also spoke with me about forming and delivering this policy into schools.

⁴⁵ 21 May 1987 a question was asked in the Legislative Council by Norman Moore about schools teaching MACOS. Hollywood was the only government school still to be doing so.

gymnastics were located here but drama, rhythmic gymnastics and dance all came together when the school produced Salad Days in 1970. Musicals were to follow as one fruit of an extensive music curriculum that included wind and string instruments, as well as the long-standing choral instruction.⁴⁶ Such out-of-school activities were conducted by enthusiastic teachers and are recalled with enormous pleasure by those students who were lucky enough to take part. For some it was the only time they really enjoyed their education. For others, like the young Greta Scacchi and Pippa Grandison, the school provided an opportunity to test growing confidence and abilities on stage.

1980s

During the 1980s, a decade of some prosperity in the west, the ideological trends of the 1970s were substantially reinforced by the work of the Beazley committee who produced a major report on education in Western Australia in 1984.⁴⁷ Kim E. Beazley, now freed from parliamentary work, chaired this committee which included among its 26 members, Merrilees Lukin, recently retired female deputy head of Hollywood. They were to consider fourteen terms of reference, and receive more than 2000 submissions from members of the public, in order finally to make 272 recommendations. The Inquiry was called by the new Labor government in response to a general public perception that ‘standards were slipping below acceptable levels and that many students are poorly educated and even unemployable.’⁴⁸ While the committee

did not necessarily accept this view, recording that more students were completing five years at secondary school (although still only 40% of school starters) and that early school leavers might be unsuited for the available jobs—a kind way of stating the market for labouring work was shrinking—they affirmed that all standards should be raised. Noting the changes in employers’ demands they recommended that computer technology should go into every school. The committee grappled most strongly with the difficulty that is a particular concern of government-funded education—the requirement to provide something meaningful for every level of ability. Their understanding of the problems this presents in the classroom, where inevitably some students learn more quickly or more slowly than the others, combined with their general

⁴⁶ Music became a TAE subject in 1978.

⁴⁷ Education in Western Australia: Report of the Committee of Inquiry appointed by the Minister for Education in Western Australia, under the chairmanship of Mr. K. E. Beazley, AO, Perth, March 1984.

⁴⁸ *Ibid.*, p.29.

commitment to a strong public education sector, brought them to advocate a broad approach to education and one that was well planted in the community. They argued that if schools understood their community they could respond to their needs more effectively. As each school is different and each potentially lives in a community slightly different to the one next door, this insight helped to promote school-based decision-making—a much debated concept at that time. As part of the schools' changing responsibilities and duties, the committee recommended scrapping the Achievement Certificate and doing away with the core and options curriculum. They outlined the idea of the Unit curriculum—something that was already being tried in other states.

At the same time as the Beazley committee was producing its vast number of recommendations, a second committee, headed by Professor Barry McGaw, was tackling the difficulties of assessing students in their last two years of school. Their recommendations proposed that each year in the senior school should be assessed separately rather than together, thus enabling some students to leave at the end of Year 11 and others to continue, but not necessarily only with the aim of achieving university entry.

In March 1985 Hollywood's principal, John Monks, reported to the Annual General Meeting of the P & C his thoughts about the Beazley and McGaw reports as they related to the school. Both reports:

refer to curriculum, firstly, with special emphasis on literacy, numeracy and

pastoral care. This school offers a wider selection of courses and curriculum than any other school in the region and academic results indicate that goals have been effectively maintained. Literacy and numeracy have been given high priority, with special programs in mathematics and increased emphasis placed on literacy across the curriculum....

Monks seemed satisfied with the school's progress on several fronts, and was perhaps cautious when responding to new ideas, but times were set to change once more. Small movements within the school saw some alteration of educational emphasis, mostly aimed at improving the facilities in creative subjects enjoyed by students. A new Performing Arts Centre was opened in 1985 to be followed by a new Media Centre.⁴⁹ The art rooms were refurbished and extended also.

49 Journalists Ron Banks, Malcolm Queckett and Peter Holland were Hollywood boys. Teacher, Murray Mason also wrote reviews for the West Australian.

Gifted teaching – Art

Creativity in schools is often the preserve of those departments teaching the arts. As should be clear in this history the Art Department was not the only creative spot at Hollywood, but for many years students who took this subject, especially those who carried their interest through to the final year of school, won accolades and recognition not only from peers and parents but also from professional artists and bureaucrats. From 1993 Western Australia's Art Gallery has curated an exhibition of final year art works called 'Perspectives'. Hollywood Senior High, although not a specialist art school, proved remarkably successful in obtaining recognition each year. For example, in 1997 the work of four students was selected for display. The limit imposed on each school was five pieces, and few produced that number. Hollywood also regularly took out the

Swanbourne District Art Prize. Prizes are perhaps a somewhat specialised method of signifying a school's success even when regularly awarded, because they inevitably highlight the work of the few at the expense of the many. Another promising question might be whether the art department produced practising artists who continue to work in the field?

Indeed, some students have continued to develop their interest and skills at tertiary level becoming artists themselves. Names like Greg James, sculptor, Helene Twaddle, a textile artist, or Gina Moore, who in 1994 earned some of her living as artist-in-residence at schools like Hollywood teaching students chalkboard art, and cartoonist Jos Valdman, who worked for the West Australian newspaper in the 1990s, are known within the art world and beyond. How did such a

small art department produce such graduates? Was there a particular teaching method or an ideology which spurred students to develop their skills? Hollywood was fortunate to have employed artists and teachers, Rosemary Wallace and Julie Medhurst, who took advantage of whatever extra funding was being offered. They knew they wanted to offer new and challenging experiences to their creative students. In 1982 the WA Arts Council advertised a scheme which would place a practising artist in a school for a period of weeks to be an 'artist-in-residence'. Funding for the artist and materials was provided and that year the school applied for a potter. Jean Robbins spent five weeks at the school teaching small groups of children from years 9 to 12 how to throw clay on a wheel. She also introduced them to the arcane mysteries of glazing. Extra wheels had

to be hired and students were selected on the basis of their ability to practice pottery skills for an extra two hours a week. Art teaching in schools often has to demand more time from students because it is so labour intensive, but at the end of the five week period there was the satisfaction of an exhibition within the school where the potter displayed her own work as well as the students'.

The artist-in-residence scheme long since has fallen victim to cuts in the Arts Department funding, but other institutions have stepped in to provide different opportunities. In 1990 a gallery in Claremont introduced students to the concepts behind organising an exhibition and running a gallery. This extra curricular work was paid for by something called the Post Compulsory Schooling Program Funds. In 1991 the Ministry of

Education provided Festival and Special Project Grants. One was applied for and a sculptor, William E. Rees, was appointed to be artist-in-residence to three schools, Hollywood Preschool, Hollywood Primary and Hollywood Senior High School. He devoted time to teaching his art across all these levels and ended by making a bronze armadillo which he then generously donated to the high school. These grants took time and energy to find and to apply for, and all were competitive, but the Art department seems to have become adept in managing to discover the right program and the right artist. Each year throughout the 1990s a new art project stimulated discoveries and passion among the practitioners. Perhaps the most obvious artwork in the school, a large wall mural on the outside of the hall, was designed and painted by students over the Christmas holidays at

the end of the 1992 school year. This impressive project was actively promoted by president of the P & C, who thought that students might like to express their idea of what school meant to them artistically. Materials were paid for by the Parents and Citizens Association; the work, which was considerable, was overseen by the art teachers.

Music is another sphere of creativity where, as has been mentioned, Hollywood has been well served by its teachers. It too demands extra time from its students. Frequently the school has been lucky enough to employ dedicated, skilled teachers who have inspired generations of students in classical guitar, wind or string instruments. Such a one was Bruce Herriman, whose reputation reached out to local schools and parents, awakening them to the idea of special

music at Hollywood. Perth Modern, located nearby, and Churchlands, which is not far away, are designated music schools but Hollywood, with its cluster of gifted students, has managed also to produce fine musicians, including opera singers Vivienne Hamilton and Ian Westrip. Yet, as with many creative subjects, music teaching at Hollywood has operated on more than one level. A teenage obsession with popular music is expressed in the popular annual Rock Eisteddfod and in garage bands, some of whom have performed at the Hollywoodstock end of year celebrations. This form of music brings Hollywood students together in the way sporting teams once did.

Sport Again

But in sport too, during the 1980s, the direction moved from emphasising competition, although team games

were still played, towards more co-operative activities. They included more outdoor education: camps, climbing, sailing, cycling and canoeing. Hollywood produced some excellent canoeists because of this focus, yet the main thrust of the school's physical education teaching was not to train champions, rather to pass on certain physical skills while raising the individual's self esteem. Students today are consulted over the sports they wish to play at the beginning of each semester, for sports come and go in schools, influenced by fashion and by televised competitions as much as they once were by seasons. Football has never really been lost from Hollywood, but while basketball was king it lost a little ground. There is at the time of writing a swing back to AFL and towards soccer away from basketball. Hollywood has always been a swimming school, which is hardly

surprising given its location and the many opportunities the children have to swim. It is a sport that holds the interest of students across the school, across age and gender, although that statement must be qualified. It seems that girls become notoriously self-obsessed about their bodies after year 9 and sometimes refuse to get in the pool if their class is shared with boys, for sport has always been a learning area where gender plays a significant role. Girls are thought to prefer aerobics and dance more than contact sports like football, although from time to time, especially during the 1980s, girls have asked to play those sports too. During the swimming season training is held early in the morning in the school pool three times a week. Enthusiastic swimmers are rewarded with breakfast cooked by the teachers. A high point in the school sporting record, recalled with a certain glee by

coach Peter Webster, was its win in 1991 in the state swimming championships, breaking seventeen years of Churchland's hold on the event.

Today, the on-site facilities for outdoor sports at Hollywood are showing their age. The oval has always been problematic. Not only has the surface been damaged from time to time by scavengers, whose memory of its former use as a Council dump means that they dig at week-ends or at night searching for antique bottles, but it is infested with a weed that seems impossible to control. Moreover, it is small. The cricket pitch and nets provided in the 1960s have been sorely neglected and are no longer in use. Tennis and netball courts, built at the same time on the other side of the school where the pool also was to be located, continue to be well patronised.

But Hollywood, despite its rather poor facilities, is within a five minute walk or drive to a wide variety of excellent sites. The school utilises Perry Lakes stadium and Beattie Park pool, Rosalie Park grass tennis courts and the Swan River surf cat facilities to mention only a few. In kinder times the school bus fleet ferried students to and from these places but access to them is now more restricted since the buses have been reduced in number from four to one. Travel, however limited, costs money which is now factored in to fees for courses and becomes part of the hidden tax which the parents pay today for their children's sporting education.

Physical and Health Education remains compulsory for year 8 students when not only is team membership encouraged, but also students are taught the benefits of a healthy lifestyle, one which includes sporting

activity and proper nutrition. As part of the unit curriculum it is an elective thereafter. In upper school sport becomes more recreational and a larger choice of activities is offered. Since all activities which take the student away from the school must be paid for, some have been dropped. This reduction in choice might have proved a serious handicap to the future of physical education had it not been for the imagination of the teachers who have provided a welcome variety of options for the older students from pool to martial arts, and circus skills to ten pin bowling.

The perception of impending change during this decade was not limited to creative subjects or to sport.

Administrative change was reinforced by the Better Schools report, prepared by the department in 1987. This policy document encompassed various

proposals which, once implemented, had the effect of somewhat increasing the school's autonomy, curtailing the power of head office to oversee classroom teaching, and potentially restraining the tendency towards ad hoc decision making by individual principals. School-based decision making groups like Hollywood's School Council, were endorsed. In 1988 Hollywood parents moved quickly to re-write their Council's constitution, but it was not until January 1992 when regulations were gazetted under the Act that their opinions began to carry more weight. Better Schools demonstrated that a whole new framework for government schools was being considered by government. Yet caution was not thrown to the wind; the new proposals were realised slowly and cautiously.

Whereas once it was believed that a good system creates good schools, it is now recognised that good schools make a good system. Accordingly the efficiency and effectiveness of the system can be improved only if schools have sufficient control over the quality of education they provide.⁵⁰

However, the apparent goodwill towards schools encapsulated in the above statement was diluted in 1989 by a damaging industrial dispute caused by the increase of duties such autonomy entailed and the erosion of real wages. The ministry did not back up its words with extra funding nor with any acknowledgement of heavier responsibilities that it laid upon its workforce.

Teachers and teaching

School teachers perform an essential task in our society. Not only do they pass concepts of our culture from one generation to the next, but they provide a safe and nurturing environment where learning of all kinds may take place. Hollywood has been fortunate in having a history of exceptional teachers—people who will always be remembered by their students for their expertise, their interest, their humanity. They have been people who have liked their job and enjoyed communicating with their students. While all of us who have attended school think we know what teachers do, perhaps we only ever saw them as adults who somehow related to each of us as an individual. Our perceptions or memories probably do not take into account that in a large high school one teacher may meet and greet, teach and talk to more than one

50 Ministry of Education, *Better Schools in Western Australia: a programme for improvement*, Perth [1987], p. 1.

hundred individuals each day. Teaching is a highly social undertaking. To be a good teacher requires stamina as well as love of the job; strategies in the classroom as well as knowledge of a subject area. Within the classroom teachers are notoriously difficult to study, although they have always been accustomed to the process of assessment, enduring it from peers and colleagues as well as from their students. The professional environment in which they have worked and the stresses and successes which Hollywood's teachers have experienced in the classroom have probably not altered a great deal during the last four decades, although the curriculum has undergone considerable upheaval since 1958 when the school opened and their industrial world has been gravely challenged.

During the 1970s and 1980s, some

teachers and educationists recognised that students and parents had begun to develop different expectations about their involvement in the school. They were influenced by social and political movements taking place across the country. Hollywood's administration and teaching staff expressed their philosophy in a Staff Handbook produced by the school in 1979—not such an unusual document it might be supposed. However, Hollywood's advice to its teachers was imbued with a liberal humanist ethic, perfectly adjusted to its times.

For example, in listing the aims of behavioural goals to be reached by students it details the 'habits and attitudes associated with responsible citizenship' as

a) A set of personal values which include honesty, compassion for the less fortunate, a

respect for the individuality and rights of others and a habit of fair dealing.

b) A readiness to join with others without thought of personal gain, either as leader or participant, in activities designed to improve community living either within the family or in a wider group.

c) An acceptance of the need to operate within institutions and customs observed by the majority even while thinking and acting as an individual and bringing rational criticism to bear upon them.⁵¹

Elsewhere in the Handbook is advice to new teachers: advice about classroom discipline and professional hierarchy within the school, how to deal with unruly students, when to report to parents, when to ask for help. Funding and the ramifications of the school budget, the assistance that might be forthcoming from the P & C and general administrative matters were

51 Hollywood Senior High School, *Staff Handbook*, 1979, no author.

outlined. As Hollywood was still the venue for practice teaching, dates when student teachers could be expected in classrooms were listed also. Such practical information belies the notion that new teachers, and old, could be left without assistance when facing difficult teaching situations. In producing such a list of helpful hints, the school was merely acknowledging the obvious. Staff support is invaluable, not only for the students.

In the first years of the school, as has been detailed, the teachers had laboured under considerable difficulties, as the buildings and grounds were completed. The subjects they offered included mathematics, science, languages (French, German and Japanese), English, art, history and geography, domestic science, manual arts and sport. Discipline wielded in the classroom included the cane and

periods of detention. In the year 2000, as the teachers gather themselves to move to new premises, the school has arranged the content of its subjects into eight learning areas: the Arts, Languages other than English (LOTE), Health and Physical Education, Society and Environment, English, Science, Mathematics, Technology and Enterprise. Discipline in its most serious form is dealt with by the Deputy Principal and may involve the student passing time on his or her own in a 'time-out' room. The names of the learning areas seem familiar but the content of the various curricula differs markedly from four decades ago. The microchip revolution, the requirements of the examination system and the broadening aim of teaching comprehension and analytical skills, now result in 'outcomes' rather than grades. Understanding is pursued instead of limiting teaching to a

restricted amount of knowledge that once was required in each subject. As teachers grapple with this major change in educational focus, one of their aims is to explain the differences between the new and the old to parents and students, for their organisation of teaching also is different. No longer constrained by the stern requirement for term tests and class-room performances which once were observed and marked by an inspector or, later, a superintendent, the teacher now operates under a system of advice from the head of department in his or her learning area. Goals are set, challenges are issued, parents are taken into account, since 'performance indicators' include not only coverage of the curriculum and academic success rates, but also management of the classroom and pastoral care issues.⁵² As part of this move, the school issues two handbooks, one for Years 9 and 10, the

other for years 11 and 12, where the content and course requirements are spelled out for students and parents. These are years when choices must be made.

While change may be difficult to accept, especially in a familiar setting like a school, it is not all bad news. Students are accorded greater respect as individuals than in the past and in return are expected to act with greater responsibility. As most children now remain at school until they are young adults, physically bigger and stronger than many teachers, and exposed to a wider range of educational experiences, including such excursions as holiday trips to other countries and even the possibility of living and learning in another country for an extended length of time, recent changes reflect a broadening outlook within our prosperous western society.

Hollywood, perhaps because of its proximity to the University of Western Australia, has always accepted students from other countries in its classrooms. Many children of visiting academics have been educated here for short periods. Other visitors have been Rotary exchange students or students from a 'sister' school in Japan.⁵³ All have had to make adjustments to their new school, providing another challenge to the classroom teacher, as they themselves added new dimensions to their peers' understanding of the world. However, despite the liberalising of the education experience, an equalising of stature inside the classroom between the teacher and the students is an aim that is far too radical to be contemplated, even in this most liberal of government schools.

Teaching is one the world's more stressful occupations, a fact recognised

by the State School Teachers' Union when they commissioned research into the workplace. A discussion paper was produced which illustrated that teacher stress and teacher burn-out was widespread in the modern world, stress commonly peaking in the first five years in the classrooms and again, after twenty.⁵⁴ Why then do adults decide to join the profession? These days few will admit they always wanted to be a teacher, although Hollywood's deputy Principal (now head of Shenton College Upper School), Rob Schock, decided that he would be a teacher when he was fifteen, and fewer still advertise that there was any ideological commitment in their choice of profession. Some will say they just dropped into the profession by chance, others took a different career path before approaching a classroom. But ask any teacher and the chances are that you will receive one of two

53 Hollywood has long been known for stimulating and successful language teaching, see Success Stories.

54 Education Committee of State School Teachers' Union of Western Australia (inc.) Position Paper no. 4, May 1982, 'Teaching and Stress'.

replies: teacher scholarships, which were sufficiently generous to allow all, but especially country students, to attend university, or a family interest in teaching proved influential. State funded scholarships increased hugely in number after the Second World War to alleviate the shortage of teachers, but in Western Australia the factor of distance, the knowledge that a country posting, perhaps in a remote area, was regarded as essential experience before tenure could be granted, inhibited many from applying. Family members who could relate insider knowledge of how the department and school teachers' union have combined to minimise transfer difficulties and accommodation problems, allayed that fear to some extent. Country experience after all, might not be as stressful as work in a big city school. Various factors uncovered by the Union researchers to be crucial in the

mitigation or exacerbation of stress, included place of employment and support systems within and outside the school, as well as the administrative style and personality of the principal and support staff.

Hollywood has mostly been fortunate in the personalities of its principals and long-serving deputies who could reliably utter emollient words and prevent treacherous situations emerging among the various sections of the school community. In the 1960s the school was lucky to have John Paul as its Principal. He is remembered as one of those gifted headmasters who make a difference wherever they go. He knew the children and could communicate with them and their parents, as well as knowing and leading his staff. He was a 'brilliant educationist' and was followed, after an interval, by another affable and

inspirational Principal, Max Piggott. These two men were capably supported by their Principal Mistress, Miss Lukin, who held that her responsibility was not merely to placate parents or make cups of tea, but to help the school run smoothly and retain its place in the community. There were always two deputy principals because of the size of the school, but the male deputy tended to move on, usually promoted to a headship. This fate, because of the lack of opportunity for women, did not befall either Miss Lukin (1965-1982) or her successor, Jane Green (1983-1997). Yet both emerged as powerful forces within the school structure and the school would have been considerably poorer without them. They, too, knew all the students and parents, sat on the School Council and explained school policy. Merrilees Lukin continued to teach at least one

55 John Paul was well respected by Dr David Mossenson who thought he was better equipped to be Director of Secondary Education than himself, see BL OHtr2613. M.C. Salter (formerly Merrilees Lukin) praised both men when interviewed. She had worked with John Paul at another school before coming to Hollywood.

class each term, usually year 11 Biology. She thought it important not to lose touch with the special circumstances of the classroom, but by the time her successor took over, the pace of administrative change was such that there was no spare time for face to face teaching.⁵⁶ These two women's communication and organisational skills, especially during the 1980s and 1990s, helped the school 'run like clockwork' as one teacher has recalled. That encomium does not mean that all decisions taken at the top were acceptable to the classroom workforce. In particular the formation and implementation of the school timetable was and remains a fertile area for discussion and discord. Students argue about uniform, teachers rally around the timetable and duty rosters as issues.

No school runs well without competent clerical assistance. One of

the least recognised spheres of the school organisation is the front office. Here parents meet administrative staff who answer the constantly ringing phone, maintain the attendance registers, deal with sick children, find time to deliver lunches that have been left at home, ring parents when necessary. They also provide the necessary skills to keep the records of the institution and when computers were first installed laboured extra hours to understand the new programs. Their number has increased from one, Miss Little, who served as secretary to the first headmasters, to four fully employed women. This burgeoning of the office work reflects the increased administrative responsibilities that have fallen on the school since the 1960s, especially during the 1980s. The office was the first place that parents could contact when teachers went on strike.

For occasionally the State School Teachers' Union adds to debate within schools since not all contention is tied to the classroom and school administration. During the 1980s, largely as a result of the altering political environment and the shrinking of funds for education, teachers also took industrial action. In July 1981, forty-five members of staff walked out of the school as the result of a disagreement over the quality of education available in schools. The halcyon days of the seventies were beginning to lose their glow. Commonwealth funding for schools was slowly contracting and the union demands for pay increases to reflect work for value were not to be met by the department whose brief from the State government was to reduce its expenditure. David Mossenson, still the Director, attempted to rationalise his expenditure in the least painful way as

soon as he could. He argued that in doing so he was hoping to spread the pain more equitably and with less impact than would have been the case if he had left himself only six months to make all his savings in the departmental budget, but in fact his actions were declared responsible for triggering a damaging dispute.⁵⁷

Parents divided over the issue. Some thought the government's action was reprehensible and wrote to the Principal supporting the striking teachers. Others were less forgiving and thought that an elected government should be able to impose budgetary constraints if necessary. The P & C issued a press statement supporting their teachers' actions and advertising the fact that they had formed an Action Committee 'to consult with teachers, students and parents and to

take whatever action is felt advisable in the campaign to maintain the quality of education'.⁵⁸ Despite such exceptional support, the teachers ultimately lost the dispute.⁵⁹ Some would argue they have been losing ever since.

Hollywood has been known for many years as a 'union' school. Even today, after the many changes made to the industrial scene, changes that include individual workplace agreements, about 80% of the staff remain within the Union. This high rate of membership has been maintained with the loss of some innocence and optimism, in particular after two damaging industrial disputes that thoroughly demoralised some individuals. In 1989 state school teachers walked out of their schools on 31 July. They struck for one day only in support of better pay and

conditions. The new directions demanded of them by the Better Schools report were involving longer hours both in the classroom and in committees, consulting with their school communities, but no extra funds apparently had been committed. In taking such action they were responding to a union which had become progressively restless and more radical over the previous decade. The government acted nervously eventually taking the union to task and endeavouring to deregister it. This dispute ended in favour of the union the following year, but a damaging precedent had been set. Union bashing was not approved by most Hollywood teachers. They also reacted against the changes instituted in 1995 by the Industrial Relations Minister which they saw as consistently anti-union and anti-public sector.⁶⁰

57 See BL OHtr 2613, David Mossenson.

58 Press statement issued 30 July 1981.

59 See the Presidential Address to the union by John Negus, published in *The W.A. Teachers' Journal*, October 1981 for a clarion call to members.

60 See *The W.A. Teachers' Journal* 1989 and 1990 for reports on the industrial action, and *Western Teacher*, 1995, for opinions about these industrial reforms. Some Hollywood teachers were closely involved in union activities during these years.

At Hollywood union directives were and are usually observed. The teaching award still contains provision for time to allow classroom teachers to work outside the classroom. Known as Duties other than Teaching or DOTT, this protective 'spare' time, awarded in proportion to periods spent in face to face teaching, has become something that is jealously counted and preserved. It is paid time that is usually spent in meetings, lesson design and student assessment but DOTT has grown into a political issue for some teachers just because so much of their energy is also spent in voluntary tasks. Some teachers still arrive at school two hours early and stay late but not all manage to maintain this level of commitment. Although such differences may always have occurred, there is a change in attitude in some teachers that has arisen largely because of the new industrial climate, and it marks a real

difference between teaching fifteen years ago and teaching today. Those who are involved in supervising swimming or other sporting activities, or who are helping students prepare themselves for the Rock Eisteddfod, know that these responsibilities rarely receive sufficient recompense and these days not all teachers will commit themselves to unpaid work. Hollywood no longer produces school-based musicals and extravaganzas precisely because they involve so much unpaid labour. Yet teachers do continue to provide extra curricular activities, like camps and debating, seeing it as part of their job to extend their classes socially and intellectually.

School-teaching clearly has changed over the 40 year life of the school. As some will admit, 'teaching is a lovely job', adding far too frequently, 'but...' when a litany of troubles ensue. The

difficulties usually relate to lack of resources rather than anything to do with facing students. Funding remains an issue for government schools. Nevertheless, substantial gains have been recorded industrially, including the acceptance of merit, rather than seniority when promotions are considered. The past two Principals have been women, June Prouse (relieving Principal) and Pauline Coghlan, who will head the new school, a startling change for some teachers. Devolution, while it adds responsibilities, also allows many more decisions to be taken by heads of department, and individual teachers. As in most occupations where an enormous amount of time is spent dealing with individuals face to face, despite the possibility of burn-out, passionate commitment to the job is a necessary requirement. Hollywood teachers have achieved exceptional

results, both social and academic, which are the envy of other schools.

Teaching Citizenship; approaching the 1990s

An interest in politics has never died among Hollywood teachers and students and was confirmed when a politics teacher was appointed in 1977. But from the very first years of the school, students had been encouraged to visit parliament house to meet their local members and to observe the Legislative Assembly in action. Hollywood was also highly impressed by the United Nations attempt to teach students about international relations and regularly sent students to the Dag Hammarskjold conference, as state representatives.⁶¹ However, the 1970s broadened student understanding of political issues and this knowledge was further deepened during the 1980s

by the school's increasing focus on 'active citizenship'.

In 1988 a group of Hollywood year 12 students formulated a submission for the Senate Standing Committee on Employment Education and Training and when this committee visited Perth they appeared before it to explain their views, being only the second school in Australia to accept the opportunity. The students argued that politics should be taught more widely as school students rarely comprehended how the state or political parties worked. But they also made the point that the kind of teaching was important. It was no longer acceptable to be required to learn from a textbook—most of those in the subject were regrettably unexciting; the inquiry method stimulated a higher level of interest. 'Active citizenship' demanded active membership of

appropriate decision making forums. These students argued that schools had a way to go before student opinion and the teaching of students to form their own opinions would obtain legitimacy even though Hollywood still had a representative Student Council and student members sat on the School Council. In their own way these students were endorsing changes proposed by the Better Schools report for more autonomy, although it is unlikely that they had read the document.

In general, schools tend to be wary of politically active groups among their constituents. Hollywood has attempted to be more generous. The politics teacher, Chris Hill, who accompanied this group to the Commonwealth Offices in Perth where they aired their views, was later awarded the first WA Parliamentary Education Teaching

⁶¹ In 1996 two Hollywood students represented Australia at the World United Nations Youth Conference in The Hague. They were Emily Davies and Darryn Ansted.

Fellowship. He then spent one month in Canberra where he assisted in developing two curriculum packages about parliamentary procedure for schools. Teaching about matters such as parliamentary procedure was perceived as laudable, and other efforts made at Hollywood to bring the political world into focus for its students have also been endorsed. During the 1990s Hill squired a group of students across the country to Canberra. They travelled by bus, and dropped in on parliamentarians in Melbourne, Sydney as well as the federal capital. A full timetable ensured that everyone reached home exhausted, but presumably with a greater command of the country's political system. This trip was not the only one made to Canberra, for since the 1970s the school has consistently encouraged students to become knowledgeable about the political world. They have

later practised their skills in various places including University Guilds and student unions. Hollywood numbers among its alumnae politicians, Colin Barnett, MLA, Doug Shave, MLA, Kim Beazley MHR, Christopher Evans, Sen. and David Parker, a former deputy Premier.

Domestic Issues

The politics of the private world have also altered greatly since with 1960s. Teachers in the traditional areas of Home Economics and Manual Arts (Design and Technology) have sought to move with the times. Home Economics has always enjoyed a certain popularity at Hollywood, perhaps because of its high teacher commitment, perhaps because in the original school plan, it was located on one corner of the quadrangle and thus dominated a section of the school

building. As that building plan suggested, this subject, designed to teach young girls how to become good wives and mothers, was given high priority. The curriculum then was based on an assumption that girls would marry and stay at home raising their family. Society began to challenge this version of a female future in the 1970s as we have seen (earlier in some families), and by the 1980s the emphasis on equal opportunity raised in new reports on education and at many meetings within the school, meant that if the subject was to survive at Hollywood, the courses needed radical refocusing. The Home Economics department found a new niche in school life when cookery and sewing became available for both boys and girls.

Home Economics today is part of the learning area, Technology & Enterprise,

(which also administers Physical Education and Health, Business Computing and Commerce, Computer Related Studies, and Design & Technology).⁶² Together with Design and Technology it has been relocated to a far less prominent place in the school buildings and now occupies the old Animal Health site where once Manual Arts held undisputed sway. Recently upgraded and equipped with new stoves, the Home Economics centre has emerged a swan from an ugly duckling stage. Like Design and Technology this subject is now compulsory for all year 8 students, and if teaching is successful that year then students clamour to remain. 'Food is big at Hollywood', said teacher Yvette Vittorio. Certainly what is offered is far from the home management expectations of earlier years. The curriculum now develops useful skills over the five years from patisserie

cooking to catering. There is an element of work experience incorporated to the year 11 course when students cooperate in a group called 'Delectables' to cater for certain social occasions. They practise on their parents of course, but also exhibit their skills at the time of the annual Wildflower Festival in King's Park by cooking for the notables. Gender is far less of an issue with cooking than it is with sewing, the other traditional branch of Home Economics. More boys than girls often enrol in the food courses, indicating that a radical attitudinal change has taken place in the way this subject is perceived.

Design and Technology, which now includes photography and jewelry, also attempts to avoid resonating with past ideologies of gender and male capabilities. But boys still outnumber girls in woodwork, metalwork and

technical drawing classes. These subjects are expensive for any school to maintain, and under the user pays regime parents now foot the bill for the ingredients cooked by their children or the wood and metal fabricated into objects for their appreciation, although teachers scrounge second hand timber wherever they can. Design and Technology also demands a high level of maintenance of tools and equipment, but supposedly teaches the satisfaction of useful hand skills. Manual Arts teachers historically held a special place in the school. They were frequently called upon for small maintenance jobs and encouraged their students to see the value of the work of the work they did as useful, even essential to society. It is difficult to maintain this argument today. Neither subject earns points for the TEE, but both contribute towards the Certificate of Secondary Education that is granted

⁶² Information about this learning area has been largely gained from the teachers who took time to explain their understanding of the history of their subjects.

to all successful school graduates.

Photography, now taught by a former Manual Arts teacher and head of department, Andrew West, is also potentially expensive in material costs, but is rather more technologically advanced than woodwork. The school has recently acquired some digital cameras and together with art, with which there is some affinity, photography adds to the appreciation of design especially as students are taught to formulate their own compositions from the outset.

Many students choose to spend more time in the business and commercial streams of this learning area than with the hands-on subjects, enjoyable as they might be. Computers have altered the student understanding of the workplace. The business classroom is fully equipped with modern PCs.

Computing languages are taught and web pages designed by students. The first computers were installed in the school as the result of parent generosity in the 1970s. Since that time they have become an essential practical and learning tool and Computing has become a TEE subject. There are few places in the school without the new technology. The school library has been transformed, although books still stand on its shelves. But computer terminals and CD Roms reflect the changing accessibility of information. Students can e-mail their homework to their teachers, teachers can draw up lesson plans and utilise the World Wide Web with ease. Computers emphasise the rate of change that is overtaking schools today, and Home Economics and Design and Technology must be understood in their reflected light. They provide something completely different. Both once were defined by

an understanding of how society works, girls requiring household skills and boys needing to know how to fix things, but still they offer an escape route for those Hollywood students who are not attracted by the pressure-cooker atmosphere of the competitive final year exams. In the past, many students in this learning area left before the end of year 12, some taking apprenticeships, others finding work in offices or shops. Their prospects were enhanced by relationships the school built up with potential employers. This can still be the case for some lucky students, but most now continue their education at TAFE colleges.

1990s

The Better Schools document influenced the 1990s profoundly, although it, in turn, was to be overtaken by a new administrative

policy of the Local Area Educational Plan or LAEP, which brought the devolution process to a new level. Hollywood parents, especially members of the School Council and some teachers, were prepared to take a school-based decision-making group seriously but change takes time to accept and implement and the school administration neither immediately substituted the unit curriculum for core subjects and options, nor drew up a school plan as Better Schools required. Parents expressed themselves hampered and frustrated especially by the 1989 industrial dispute which left teachers disinclined to attend meetings after school hours. The Principal was also dismayed by the extent of consultation required to formulate such a plan, having virtually ignored an earlier draft constitution drawn up by the president of the School Council and an informed teacher.⁶³ Pastoral

care, however, was the issue over which most time was spent. It became the first priority when the school plan was finally announced in 1992.

Although the idea of extending the responsibilities of the school towards enhancing the individual's social confidence has always been accepted in education circles as a positive notion to assist learning, the nineties emphasis required a new team of people working at the school. The term 'pastoral care' has a biblical ring to it, so perhaps it is not surprising to discover that the school accepted the arrival of a chaplain in August 1990. He was and is funded by the Hollywood Christian Resources Council, a representative committee of twelve local churches, that include Catholic, Anglican, Baptist, Churches of Christ and Uniting parishes, who consider the provision of this service as

one of their responsibilities within their communities.⁶⁴ His role in the school is to maintain a Christian presence. He is not permitted under the Education Act to proselytise or evangelise any student, nor does he have a teaching position, but he may counsel individual students who seek his help. The current chaplain is a Minister of Religion who assists with various school programs that are designed to promote student self confidence, self esteem and personal development.

He is not the only provider of pastoral care, nor is this emphasis new at Hollywood. Teachers who are year co-ordinators also accept the responsibility to nurture and watch children in their care, referring them to the school nurse, psychologist or chaplain if they think some need has arisen. As well, Student Services (the new name for

⁶³ Perhaps the similarity the Draft Constitution 1988 bore to ALP Rules was a sticking point, especially in view of the industrial dispute in 1989.

⁶⁴ The P & C also supports financially this position in the school.

'pastoral care') include a youth education officer whose job once was to arrange school excursions and camps, but now organises work-place learning (formerly work experience), and a policeman, currently a former student of Hollywood, whose role is to provide information to students about drugs, driving and other hazards of adolescent life.⁶⁵ A peer support program, under which year 11 students monitor the incoming Year 8s, greeting and camping with them in the first week of term, was established in 1989 and continues to build some of the social bonds within the school. Pastoral care, which seeks to identify children in want of assistance, seems formulated to stand as a safeguard against uninformed public opinion that decries the lack of moral or social teaching in the school environment. As schools get bigger, and perhaps more impersonal, it is likely that this group of people will

continue to be needed. As chaplain Shane Scott remarked,

I see a lot of grief in my job. Children who come from homes where parents have separated, children who fail to reach their goals, children who feel isolated, students who arrive from another school and have no friends. There is a good deal of grief felt by students in this school.

The school psychologist, who is present at the school four days a week, agrees that there is an underside to the Hollywood experience.⁶⁶ He counsels, assesses and advises students, talks to parents and is, at the time of writing, constructing a 'Boys in Education' program for Hollywood. Why should such an idea be necessary, especially in such an apparently successful school? Hollywood students have their difficulties as well as their triumphs, for all schools, but particularly government

schools, reflect stresses and strains within the wider society. Moreover, as all educationists know, students vary. Not everyone will appreciate the same educational environment. Perhaps there is an irony in providing a special learning experience for boys in the classroom. Many of the inequalities girls faced in Hollywood, which were identified in the 1970s and worked on by the staff, students and parents alike, have been resolved. Now it is the boys' turn. Could masculinity be at risk? The pastoral care team, however, rejects this interpretation. They know that social development is uneven and the students they encounter, boys and girls, do not always enjoy school. Their job is to be responsive to individuals. 'We are good at putting out bushfires', reported the psychologist.⁶⁷

Parents too, as we have seen, may differ in their appreciation of Hollywood and

65 Use of illicit drugs has taken its toll at Hollywood as in other high schools.

66 The Psychologist is employed by the Perth Education District Office and under the accepted formula should attend Hollywood three days a week, but the school itself pays for the fourth day.

67 In 1997 an actual fire at the school destroyed part of the Administration area. It was the only time such a destructive event has been recorded. Two students were charged.

the 1990s proved a testing decade for parent and school relations. Informed parents are always likely to conceptualise the school and the education offered by it a little differently from those who are actually engaged in teaching or administration. They are often ready to form a group pushing for improvements. That said, it is also true that parents who do not keep up with debates about the direction of education probably understand the school in terms of their own school experiences a generation ago and are more wary of change. Both groups are likely to express their views.

Industrial disputes during 1991 again hampered the production of the school plan. The principal, no doubt frustrated by the lack of progress, sought to circumvent parental involvement by suggesting that the School Council meet only once a term and that

student involvement, always vulnerable to manipulation, be reduced from five to two members. Parents were immediately outraged and stood up for their right to meet more frequently and also for student equality of representation. If anything, such inapposite motions from the principal provoked the parents to more action. Moreover, despite the focus of the first school plan, not all were convinced that a chaplain was necessary, since the school had functioned for thirty years without one, and understood that his presence was a result of the new school principal's positive response to suggestions from the district churches.⁶⁸ Pastoral care is hard to disagree with but literacy and numeracy attracted parental concern as well. New school plans focussed upon these skills and timetabled periods of silent reading were introduced to satisfy perceptions of falling standards. The School

Council meets once a month, and retains its value as a bridge between the various groups within the institution. It generally supports the directions the school administration wishes to go, and certainly espouses and advertises the idea that Hollywood is a place where tolerance of difference and excellence of achievement go hand in hand.⁶⁹

Tolerance of difference sounds so positively unthreatening but the ideal has taken a battering during the 1990s. It can so often suggest a lack of involvement, but evasion has not been Hollywood's way. One of the political debates of the decade has revolved around interpretation of the parts played by Aboriginal people in Australian history. So-called 'black armband history' has struggled with modern self-righteousness. How do we teach about the past when the pioneer

68 See Minutes of the Parents and Citizens Association, 1990-1994, for details. The parents were persuaded about the worth of the chaplaincy once they met the new appointee and heard his ideas.

69 At the time of writing student participation has been reduced to three.

myth on the one hand has so many stalwart supporters, while alternative interpretations of black history have often only reached people through the publication of government reports like *Black Deaths in Custody*, or later, *Bringing them Home?*⁷⁰

How did Hollywood deal with this challenge, with ‘tolerance’ or with achievement? The issue was tackled by teachers of the humanities stream in the ATP classes. They accepted the difficulty of studying Aboriginal history and piloted an original Aboriginal studies program in 1991, although in middle-class Hollywood at that time it was hard to find any student who others recognised as Aboriginal. Immediately they raised the idea of teaching about indigenous people it became obvious to the teachers that they could be caught in a classic dilemma, which they later described as

a form of ‘institutional hypocrisy’. They were trying to teach a strand of cultural studies about a group of people whose status in the popular press might be misleading but was inevitably widely known. To avoid glib aspects of teaching such matters in a social vacuum it was decided that new teaching materials were required. The process of acquiring them from an Aboriginal community in Roebourne, a small town in the Pilbara whose reputation has been sadly enshrined in many people’s memory by poet Jack Davis in his lyrical evocation ‘Remember John Pat’, has been etched in the participants’ memory. Staff and students agreed that it was most memorable excursion they had ever undertaken.

More than one class of students went to Roebourne, but it was the first small group who recorded their impressions

most vividly. They stayed in the small town and were introduced to Aboriginal sites and history by a group of elders. They shared their experiences with some of the local children, playing basketball late into the night, learning how to perform at corroborees and picking up the guitar together. The students took photographs and wrote essays and diaries and collected artefacts, all of which became part of the new teaching materials once back in Perth. The teachers were impressed with the cooperation and openness they encountered in Roebourne and decided that their work might constitute a model for other schools. They applied for an Education Innovation Award, which they won. When they accepted their prize they were accompanied by two Roebourne adults, Roger Solomon and Allery Sandy, who came south to share their

⁷⁰ There is not room to cover all the issues about the teaching of Aboriginal history in this school narrative. The purpose of bringing it up is to show how a current issue of great emotion and importance was incorporated into the school’s teaching and was not avoided.

satisfaction and help show-case the venture. These two also taught at Hollywood for a week. Roger sat in the quadrangle with the children he had met up north, teaching them Aboriginal words, and encouraging their interest in Aboriginal history. Allery who was a teaching assistant in Roebourne, did the same in classrooms. It was a satisfying outcome of MACOS teaching and an impressive achievement for the ATP classes. This first encounter with Aboriginal people has resulted in rich outcomes, leading to annual Aboriginal Studies camps organised in various places around the State for all Society and Environment students.

Such achievements were threatened when in 1994 Director General of Education, Greg Black, endeavoured to 'rationalise' funding for the Academic Talent Program. In an attempt to

spread the funding more thinly he argued that Hollywood should concentrate either on the humanities or on the mathematics and science stream. Almost all schools who had found a place for ATP students were to be affected in one way or another. Gwen Brockman led the outcry at Hollywood. She considered it impossible as well as unwise to force children at the age of 12 to make such an unrealistic choice especially since many children in the program are gifted in both areas. Little consultation with schools who offered these courses seems to have taken place, but it is clear from correspondence held in the Department of Education archives, that some parents and teachers saw the dispersal of the ATP programs as a device to bolster other schools, especially those that were not currently attracting good students.⁷¹ Whether or not this was part of the departmental

agenda, Hollywood was told that it now shared ATP with Swanbourne Senior High School and Swanbourne was to teach the humanities stream. Again, Hollywood parents and teachers were stirred to action, becoming the more annoyed when it was perceived that the principal, Jim Haynes, held between a rock and a hard place, was capitulating to this directive. However, the department showed concern at the hostility roused by the proposal and sent a team of experts to the school who found themselves agreeing to save the humanities. Swanbourne was allocated mathematics and science. In 1998 both streams were restored to Hollywood and in the new school, Shenton College, teaching of the gifted will continue.

Changes in the 1990s were introduced under an increasingly decentralised administration. In line with an urgent

71 Ministry of Education, Curriculum Courses, special courses in schools, 1999-24923 Vo 1.

desire to reduce government spending, the Ministry reduced its bureaucratic taskforce and shed its former pyramid of responsibilities for inspection and assistance. These have been assumed in the 'local areas' under the Local Area Education Plan. Hollywood parents disparaged LAEP when they first heard of it, it seemed too like a 'rationalisation' of resources to be supported. However the same parents, when they realised that the closure of Scarborough and Swanbourne High schools and the threat perceived by parents at City Beach High would release an increased number of children seeking their education at Hollywood, demanded a new school. The fabric of Hollywood was too tired and the classrooms too unplanned, for it had grown over the years with successive extensions made wherever there seemed room, to be able to cope with over-crowding.⁷² They wrote

compellingly to the Minister and attended public meetings with enthusiasm. They even discovered the land on which a new school could be built. Shenton College may share some of the disabilities of a smaller site with Hollywood, but it is planned to be a shining example of government investment in education.

It is with the new school that this history must end. The administrative changes came thick and fast during the 1990s. Many were devoted to rationalising resources, at the expense, said the critics, of the quality of education. However the world has changed since the nineteenth century when educators knew without doubt what qualities education should contain. Today's teachers grapple with new technology and different educational requirements. In Perth's western suburbs, where private schools have increased

their enrolment, refurbished and built new campuses, government schools are being closed. Planners foresee further decreases in the government school populations in these established suburbs, while forecasting increased numbers in the growing northern areas of the city. Owing in part to parents' efforts, as well as to government initiative, public education will remain in the western suburbs in a brand new school with all the equipment and material goods that Hollywood possessed. These will not by themselves ensure the continuation of the Hollywood tradition of excellence. The new school will be an amalgamation of two government schools and has a daunting task ahead, to build its own traditions. This history has shown some of the elements that proved essential in creating one school: idealism, goodwill, passionate teaching and strong communication skills among various groups of people.

⁷² Merrilees Lukin recalled one insensitive architect suggesting a new building be placed in the centre of the quadrangle.

Conclusion

The school, over its forty-two years nurtured a respectable quality of communication and support between its various communities and won an impressive store of achievement. Educational priorities, set both by the Department of Education and within the school, promoted creative teaching in the humanities and the sciences as well as in sport. Administrative expertise, demanded by policy changes throughout the school's history, generally enabled the school to run smoothly. The parents shared responsibility and credit for the school's accomplishments by their generous provision of equipment and material support and by giving their time to sit on committees or work in the canteen. Their children not only learned a wide variety of subjects but many have endeavoured to remain politically and socially engaged. They have freely

supported worthwhile causes, ranging from Save the Children Fund to local charities, and continue to worry about issues like AIDS and East Timor.⁷³

The decade of the 1960s set the foundations for Hollywood's reputation for academic excellence. The debates of the 1970s heralded a more sophisticated approach to teaching and learning in the school and an acceptance that schools may reflect social concerns. The 1980s saw a continuation of that process when some teachers encouraged the students to question and learn through active inquiry. The 1990s increased parent participation in school decision-making as together with teachers, students and administrators they prepared to focus upon new demands that our changing world has placed upon educators.

Schools can be compared to hothouses that nurture extraordinary plants. The children who have passed through Hollywood are its best assets and advocates. They hold particular memories of the school's history and of its idealism. That idealism may have altered from time to time but the important issues of the day and the means with which the school chose to deal with them has granted Hollywood its special history. Hollywood's graduates are to be found in many walks of life: teaching, performing, politicising, governing, repairing, healing, competing, creating, restoring and administering parts of our society. They meet in groups in London and New York as well as in Sydney, Melbourne and Perth and in various other places. The school has meant many things to them. Above all, Hollywood provided an environment where good and lasting friendships

⁷³ Their support for these causes may be financial or more involved. One student visited East Timor in the year 2000 together with Society and Environment's new digital camera which she carefully returned.

could be formed, a fact that former students readily show in their reunions. Parents, students, former parents and former students as well as teachers will generally be sorry to see the closing of this school. It has won for itself an important place in the history of public education in Western Australia, and it is to be hoped that its legacy will be remembered.

Goodbye Hollywood Senior High,
welcome, Shenton College!

Appendix 1

Hollywood Success Stories

Hollywood's reputation as an 'academic' school has rested, at least in part, upon the results obtained by its outstanding students in their final year exams. These exams have changed

markedly since the 1960s and are assessed differently too. Throughout the 1960s the state government ranked school leavers by their academic results in order to reward the top students with a sum of money, \$80.00 for a General Exhibition winner, \$40.00 for a subject prize, which was to help establish them as a university student—it was meant to assist with Guild fees or with books. As can be seen by the list below, 1968 was a particularly good year for the school. 1985 was the last year that students received money to mark their achievement; after that time awards were in the form of a medallion and certificate. My thanks to the Curriculum Council for providing the list of Hollywood's academic achievers.

Sporting and other successes have also been included in this listing, though no doubt there are many more that have gone unrecorded, or where the records have been lost—if you would like to

add to this listing, or make a correction—please contact the Hollywood History Project hollywoodhistory@hotmail.com

Awards Listed here:

THE M.C. LUKIN AWARD—for excellence in the creative arts. (1983-)

THE KEITH COOK AWARD—Presented to a Year 10 student who has displayed talent and enthusiasm in the sporting life of the school. (1988-)

THE ANDREW COLOMBERA TROPHY—Awarded to a Year 12 student tenacious in study, excelling in Sport. (1986-)

GWEN BROCKMAN—memorial humanities prize. (1998-)

1959

Michael Gladwyn Grove was Fairest and Best, won the Cyril Norton Prize (reported 6 October 1959 P & C)

1960

Hollywood had 2 state reps in cricket, 2 in football, 10 in basketball and 1 champion cyclist—all boys

1964

17 students won Commonwealth University Scholarships

19 won Commonwealth Secondary Scholarships

1965

Leaving Certificate: Carl Jeppe won the Chemistry Exhibition, one other Exhibition

was awarded

18 Distinctions in Chemistry

25 students won Commonwealth Scholarships

Headmaster recorded that top marks were awarded in English, Chemistry and Technical Drawing

1966

Leaving Certificate: Ronald Charles Jewell, 4th in list of 20 General Exhibitions

Elaine Minchin awarded 6 distinctions

32 Commonwealth Secondary scholarships

21 Commonwealth University Scholarships

Shell Prize won by Michelle Foster

Greg Buchanan awarded Naval College Matric Scholarship

1967

Leaving Certificate: Judith Scott, 11th in list of General Exhibitions

she also won the Chemistry Exhibition

26 Commonwealth Secondary Scholarships

2 Commonwealth Technical Scholarships

School won Cordingley Surfing Trophy and interschool baseball and softball

1968

Leaving Certificate: Paul James Rhodes, 1st in list of General Exhibitions, also won Chemistry Exhibition

Sidney Neil Whiting, 4th in list of General Exhibitions, also won French Exhibition; Merrilyn Christine Beazley, 7th in list of General Exhibitions

David Charles Griffiths 10th in list of General Exhibitions

Three Hollywood students were among the top five students in both Chemistry and French.

27 students received Commonwealth University Scholarships

25 students awarded Commonwealth

Secondary Scholarships

1 received an Advanced Ed scholarship

School won 1st prize in Alliance Francaise exam, also major prizes in Division 2a and first prize in Division 3

Eirlys Elliot selected as WA representative Ranger Scout for Sydney visit

In 1968 HSHS won the interschool baseball and softball competitions and B division swimming

1969

Leaving Certificate: Michael John Cole, 5th in list of General Exhibitions, also won Physics

Jane Isabel Stewart, 20th in list of General Exhibitions

Nancy Ellen Blakers topped Geography

25 students received Commonwealth

Secondary Scholarships

6 received Advanced Ed scholarships

Michael Done shared top award in Mathematics Talent Quest and Keith Orkney received an Honourable Mention

Kevin Minchin and P. Lange prizewinners in DAS (Science competition)

Janet Prestage won the State Junior Ballroom dancing championship and represented the state in the Australasian championships in Auckland in October.

1970

Leaving Certificate: General Exhibitions—Susan Kelsey came in top six and Justine Lonsdale Posner

Subject Exhibitions—Karsten Juengling, German; Neil Philip Gentilli, French

5 students John Barwood, Brian Davis, Hing Kock Lee, Jonathon Percy, and Colin Bayliss, selected for maths enrichment programme in 1971 and awarded BP scholarships for the course.

Cathy McCulloch selected as Rotary exchange student for USA

Teams won zone titles in Cricket B, Boys' Tennis A & B, Baseball, Softball A & B

1971

Leaving Certificate: General Exhibitions, Graeme Mervyn Dyer and Thibaut Leflaive

December 1971—25 Commonwealth Secondary School Scholarships won by HSHS students

John Barwood won UN scholarship to attend Sydney Conference

1972

Leaving Certificate: Subject Exhibitions, Ross Ernest Loney, Chemistry and Norman Andreas Juengling, German

General Exhibition, Anthea Haselhurst
32 students won Commonwealth University scholarships

14 students won prizes in French, Mathematics and Science

52 Commonwealth Secondary Scholarships won at HSHS

Girls Hockey Team won grand final of interschool competition

10 students selected in various interstate teams

1973

Mathematics Talent Quest won by Hollywood

Leaving Certificate: General Exhibitions, Gordon Smyth and Simon Dimmitt

1974

Leaving Certificate: top two students in the state, Ian McArthur and Peter James Haselhurst, who both also won General Exhibitions. Subject Exhibitions won by Ian McArthur in Mathematics; Peter James Hazelhurst in Physics.

1975

Hollywood Senior High School 'reinforced its strong academic reputation'. General Exhibitions, Lindy Jennifer Gulland, Judith Anne Nixon, Felicity Heather Wild

Subject Exhibitions, Helen Frearson, Geography; Alan Donald Tietzel, German, Felicity Heather Wild, German

Felicity Wild was awarded a German travel scholarship

School convincingly won State Senior High Schools D Division athletics meeting at Perry Lakes stadium also

won B division swimming carnival

1976

Mark Segal won a General Exhibition

1977

No exhibitions

Maths medal winner in Burroughs National Mathematics Competition

Michael Saunders rep in state rugby team going to NZ

2 girls in state hockey team

1978

No exhibitions

Christopher Chantler was one of WA's top three winners in National Mathematics competition

Karen Ho was National Rhythmic Gymnastic champion, competed in Canada

School won State Football championship

1979

Helen Bowyer topped the state General Exhibitions, Helen Joy Bowyer, Hilary Jane Kyme
 Subject Exhibitions, Helen Bowyer, French and English Literature
 Justin Smyth selected to represent Australia at the International Suzuki conference in Munich
 Helen Bowyer awarded Evelyn Shacklock prize by Alliance Francaise
 School won Lower School Girls Hockey competition
 WA under-16 State Lacrosse team captained by Sharon Charlton

1980

No exhibitions
 Jenny Owens (fast bowler) member of Senior Women's State Cricket Team (fast bowler); Leith Weston to compete in Australian Open Swimming titles

1981

General Exhibitions, Peter Dwight Robbins and Ingrid Kirsten Bucens
 Subject Exhibitions, David William Anderson, French; Sharon Lee Davies, German
 4 major prize winners in State Manual Arts awards

1982

General Exhibitions, Ann Mary Choong, Amanda Segal
 Subject Exhibitions, Eugen Mattes, German
 Language students performed very well in exams
 10 students winners in IBM Mathematics competition
 Hollywood gained more prizes in Australia-wide Mathematics competition

than any other government school
 Rhythmic Dance Group, Jennie and Lisa Bowden, Emily Dowling, Mandy McKercher, Sarah Mungham and Elizabeth Watt, won state award
 18 reps in state sporting teams
 won interschool golf for third time running
 Rechelle Hawkes awarded R & I Award for Fairest and Best Hockey player in State team at Darwin carnival

1983

General Exhibitions, Gregory Ian Watson
 3 winners in IBM Mathematics competition
 State Football champions
 School won Senior Dance competition for second time
 Hollywood represented in Lacrosse, Soccer, Hockey and Rugby Union

inter-school State teams

THE M.C. LUKIN AWARD—Lisa Bowden

1984

General Exhibitions, Jonica Elizabeth Newby, Jonathon Schultz, Emma Styles

Robin Cornish and Iain Marshall in Australian Lacrosse Team

THE M.C. LUKIN AWARD—Lisa Bowden

1985

No exhibitions

THE M.C. LUKIN AWARD—Fiona de Garis

1986

No exhibitions

THE M.C. LUKIN AWARD—Libby Hammer

THE ANDREW COLOMBERA

TROPHY—David Hutchinson

1987

General Exhibitions, Rowan Milton Davies

Special Exhibitions, Rowan Milton Davies, Mathematics II

Certificates of Distinction—8

Certificates of Excellence—17

Language students starred in Alliance Francaise and D.A.S. exams

THE M.C. LUKIN AWARD—Juliana Mammoli

THE ANDREW COLOMBERA TROPHY—Diana Prescott/Julie Luxton

1988

TEE results showed HSHS as best performing government school in the State

General Exhibitions: Amanda Bower,

Rae-Chi Huang, Siew Yin A Then, Dale Wilson

Subject Exhibitions, Amanda Bower, English; Oliver Lob, French; Dale Wilson, Mathematics I

Hollywood reached Mock Trial Grand Final vs Christchurch

7 outstanding German students

2 Mathematics competition winners

Robbie Wood winner of Queens Trust Award for Young Australians

Andrew Jordan won a sailing regatta in Italy

8 students selected for inter-state school sporting teams

3 represented Australia in World Disabled Games in Montana USA

THE M.C. LUKIN AWARD—Lisa Nilsson

THE KEITH COOK AWARD—Sara Stace

THE ANDREW COLOMBERA
TROPHY—Darren Lewis

1989

General Exhibitions—Ainslie Sze Yuen,
Salvatore Cosimo Panetta, Andrew Ang

Subject Exhibition—Adam John
Drew—Geography

‘Excellence in Science’ Award shared
by Ainslie Yuen of HSHS and Vaughan
Wittorff from Harvey Agric SHS

THE M.C. LUKIN AWARD—
Mathew Klopper

THE KEITH COOK AWARD—
Rachel Meany

THE ANDREW COLOMBERA
TROPHY—Gemma Kyle

1990

Year 12 Yearbook Principal referred to
‘outstanding collection of scholastic
honours’ earned by Hollywood

students in the recent TEE noting ‘The
school is particularly fortunate in the
quality of its student body, the energy
of the parent organisations, and the
commitment of its staff, so it is
expected that there will be
achievements and I would be
concerned if it were not so.’

Rae-Lin Huang won the Beazley
medal (top student in the state)

General Exhibitions Rae-lin Huang,
David Collins, Carolyn Graham-Taylor

Subject Exhibitions, Rae-Lin Huang,
Chemistry, Mathematics III, Physics

THE M.C. LUKIN AWARD—David
Collins

THE KEITH COOK AWARD—
Samuel de Vries

THE ANDREW COLOMBERA
TROPHY—Sarah Haynes

1991

General Exhibitions—Aravinth Sam,
Min Dirk Chan

P & C received big Lotteries Grant of
\$27,160.00

School won National Trust Heritage
Week Competition and the
Earthworm Environmental Award

THE M.C. LUKIN AWARD—Patrick
Hew

THE KEITH COOK AWARD—Sam
Delany

THE ANDREW COLOMBERA
TROPHY—Miles Jupp

1992

General Exhibitions, Raefe Peter
Brown, David Borman Koong, Jit-Sun
Jason Tan

Subject Exhibitions, David Borman
Koong, Physics; Murray Colin Blythe,

Computing; Victoria Annette Taplin,
Art; 17 certificates of distinction

18 certificates of excellence

School won Education Innovation
Award for Aboriginal Studies

THE M.C. LUKIN AWARD—Peter
Hardman

THE KEITH COOK AWARD—
Fiona Marshall

THE ANDREW COLOMBERA
TROPHY—Samuel de Vries

1993

Meilyn Hew won the prestigious Roy
Grace English scholarship

General exhibitions, Szu-Lynn Chan,
Rosanna Carmen Panetta

Subject exhibitions, Szu-Lynn Chan,
French; Marion Kathleen Johnson,
German

10 certificates of distinction

15 certificates of excellence

THE M.C. LUKIN AWARD—
Victoria Taplin

THE KEITH COOK AWARD—
Jodie Rankin

THE ANDREW COLOMBERA
TROPHY—Joseph Turner

1994

Five students in top 100, Hollywood
was leading government school

General Exhibitions, Braden Kwang
Chien Beng, Jin Man Wong

2 certificates of distinction in English
and Chemistry

14 certificates of excellence

THE M.C. LUKIN AWARD—Gavin
Vance

THE KEITH COOK AWARD—
Leonie Stratton

THE ANDREW COLOMBERA

TROPHY—Fiona Marshall

1995

General Exhibitions, Shalini Achuthan,
Thomas Fitzgerald Lynch

Subject Exhibitions, Philip Pascoe,
English and Computing

Ben Pateman and Hugh Balgarnie
represented WA at the Australian
School Surfing Association National
titles held in NSW. Both reached the
finals and one was selected for the
Australian team.

THE M.C. LUKIN AWARD—
Rebecca Jones

THE KEITH COOK AWARD—Jon
McArdell

THE ANDREW COLOMBERA
TROPHY—Garth McNeil

1996

General Exhibition: Ann-Lynn Kuok

Rock Eisteddfod, Year 10 came 5th in WA final for the National Rock

Eisteddfod and second for State Rock Eisteddfod

THE M.C. LUKIN AWARD—Hayley Miller

THE KEITH COOK AWARD—Tim Auty

THE ANDREW COLOMBERA TROPHY—Timothy Karajas

1997

Subject Exhibition: Judit Szito, Human Biology

School won WA Debating Final convincingly from Christ Church Grammar School

Nina Stevens, Year 11, participated in WAIS diving programme and in the diving display at the official launch of

the 8th World Swimming Championships

4 students won Australia Mathematics competition prizes

4 students selected for inter-state sporting teams

2 students to participate in WA Institute of Sport Rowing Talent identification program

John Sutherland to compete in yachting events in Germany

THE M.C. LUKIN AWARD—G. Lee

THE KEITH COOK AWARD—Edwina Coghlan

THE ANDREW COLOMBERA TROPHY—Felicity Hester

1998

General Exhibitions, Dhivakaren Sivakumaran

No Subject exhibitions

4 Certificates of Distinction

10 Certificates of Excellence

Astria Wilson won Alliance Francaise prize of trip to New Caledonia

THE M.C. LUKIN AWARD—Tony Robinson

THE KEITH COOK AWARD—Sally Reilly

THE ANDREW COLOMBERA TROPHY—Matt Tomlins

GWEN BROCKMAN—Lee Von Kim

1999

General Exhibitions: Ranga Damith Muhandiramge

Subject Exhibitions: Rebecca Marie Newman, Art and Design; Takashi Fujita, Japanese (Second Language); Meredith Blythe Hickman, Law

12 Certificates of Distinction

14 Certificates of Excellence

Hollywood is the first government school in 20 years to win the Juiniior Debating Final. Team: Mat Chuk, Reyna Harrison, Jeanits Wong, Sara Woods

THE M.C. LUKIN AWARD—Ben Davies

THE KEITH COOK AWARD—Teagan Lundy-Stern

THE ANDREW COLOMBERA TROPHY—Alice White

GWEN BROCKMAN—Robert Wood

2000

Hollywood wins the West Australian Junior Division of the Australian

Schools Web Challenge—Dean Herbert, Chris Barry, Declan Keogh

DUX—Michelle Arnold

THE M.C. LUKIN AWARD—Michael Le Page

THE ANDREW COLOMBERA TROPHY—Simon Campbell

GWEN BROCKMAN—Michael Griffiths

YOUTH MINISTER'S AWARD—Sarah Sibson

P&C CITIZENSHIP AWARD—David Landauer

Appendix II

Principals and Deputies

1957-1960

Alan Loneragan— Principal

Mr Wolzak—Deputy Head

Ilma Bousfield—Principal Mistress

1958—364 students on site and 349 at Claremont Central

1961

James Best— Principal

Ilma Bousfield—Principal Mistress

1962 & 1963

John Macauley BA Dip Ed—Principal

Joseph Abrahams— Deputy Principal

Ilma Bousfield—Principal Mistress

1964

John Paul—Principal

J. Abrahams—Deputy Principal

Miss K. Devlin—Principal Mistress

1965

J. Paul—Principal

P.G. Gregson—Deputy Principal

Miss Merrilees Clifton Lukin—Principal Mistress

1966

J. Paul—Principal
 R. Taylor—D/Principal
 M. Lukin—Principal Mistress

1967

J. Paul—Principal
 R. Taylor— Deputy Principal
 Miss M. Lukin — Principal Mistress

1968

J. Paul—Principal
 E. Strauss—Deputy Principal
 M. Lukin—Principal Mistress
 school complement—902

1969—as 1968

896 students

1970

J. Paul—Principal
 L. Nixon -Deputy Principal
 M. Lukin Principal Mistress
 870 enrolled

1971

J. Barton—Principal
 B. Wiston-Acting Deputy Principal
 M. Lukin—Principal Mistress
 864 enrolled

1972 as 1971

871 enrolled

1973

J. Barton— Principal he died that year
 B. Wills—Deputy Principal
 M. C. Lukin—Principal Mistress
 814 enrolled

1974-1979

M. Piggott—Principal
 M. C. Lukin
 1976 901 enrolled

1977

Miss MC Lukin— Acting Principal
 R. Cairns— Deputy P/Male
 934 enrolled

1980-1982

J. F. Monks—Principal
 K. R. Cook—D/Principal Male
 M. C. Lukin—D/Principal/ Female
 1982 enrolment 926

1983-1987

J. F. Monks—Principal
 K.R. Cook—D/Principal Male
 Jane Margaret Rose Green—
 D/Principal Female

1988

Jane Green—A/Principal

Mike Ottaway—A/Deputy Principal—
male

Miss Judith Shaw A/Deputy
Principal—female

1989

Jim Haynes—Principal

Jane Green—D/Principal

David Scott—D/Principal

975 students enrolled

1990

Jim Haynes—Principal

Judith Shaw—D/Principal

David Scott—D/Principal

1991

Jim Haynes—Principal

Jane Green—D/Principal

Rob Schock—D/Principal

Mrs Janet Hunt—D/Principal—time
table

1992 Sem. 1

Jim Haynes—Principal

Jane Green—D/Principal

Rob Schock—D/Principal

Mike Ottaway—Relieving D/Principal

1992 Sem. 2

Jim Haynes—Principal

Jane Green—Relieving Principal

Rob Schock—D/Principal

Judith Shaw—Relieving D/Principal

Greg Lowry—Prog Co-ordinator

1993-1996

Jim Haynes—Principal

Jane Green—D/Principal

Rob Schock—D/Principal

1997

J. Green—R/Principal

Rob Schock—D/Principal

1998-99

Pauline Coghlan—Principal

Rob Schock—D/Principal

Gary Green—D/Principal

2000

June Prouse, Relieving Principal

Gary Green and Mike Evans, Relieving
Deputy Principals

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