

Ibrox dreaming... a Leichhardt boy

Looking back... going forward



Terry Ryan

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The primary purpose of the publication is to conserve
the educational, social and historical resources of Ibrox
Park Boys High School and record the importance of
the place name Ibrox Park.

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About the Author

Terry Ryan



Terry Ryan
Student 1960-64
Ibroy Park BHS

I have felt a battler for most of my life. Dreams came from chances and opportunities from learning. Education was about change and a way to manage the present and open future doors.

As a child growing up in Leichhardt I wanted to be a wood-worker. I frequently walked past a cabinet factory returning empty bottles to the corner shop in Herbert Street. The smell of wood shavings, sawdust and glue was irresistible. The sight of woodworkers wearing aprons busily working at their benches making intricate furniture was more than appealing; it gave a glimpse of what might be and a comforting feeling about an uncertain future.

Dreams pursue education - becoming a woodworker was overtaken by teacher, surveyor, manager, carer and author; it was a one-step-at-time journey with fortuitous outcomes.

Or is it the other way round - education change dreams?

Education was an important key; it fulfilled dreams, created opportunities and provided choices. Inspiration came from extraordinary Teachers and Mentors who influenced my attitude through their example and inspiration.

These extraordinary people were touchstones for enlightenment, reason and curiosity. Their inspiration and together with local sporting heroes; Keith Barnesⁱ, Laurie Fagenⁱⁱ and Ibroy Park's early sport champions: Bobbie Grantⁱⁱⁱ, Dennis Tutty^{iv}, Russell Phegan^v, Clarrie Fuller^{vi}, Dennis Yaager^{vii} and school mates^{viii} unknowingly became mentors.

Mentors like Nelson Mandela inspire belief. His life has shown that the education of peasants can make them become doctors, a son of a coal miner can become head of the mine and a farm worker can become a president of a nation.

As the oldest son of an itinerant worker father and a single mother of four children, I found ways to cope with the typical day-to-day dramas most families experienced living in a struggling working-class suburb of inner Sydney in the 1950's. Most children withdrew or tried to disregard reality by hiding feelings and putting on brave faces - partly out of fear of being shamed if their dysfunctional family life was ever exposed. Their circumstances created emotional blockages that in turn affected learning capability. Like many of these children, I struggled to understand concepts and hardly remembered facts. Struggling to learn was accompanied with feelings of inadequacy and low-esteem. In hindsight, perhaps it was this struggle that strengthens a determination to move forward.

Ibroy dreaming... a Leichhardt boy is an untold story; it treads lightly back into a fading time where Ibroy Park meant different things to different people; its significance comes from a notion of a place in Leichhardt where early Scottish immigrants dreamt of a grander place in Glasgow – Ibroy Park. It was also that same place in the 1960-70's where Ibroy Park Boys High School students also dreamt of a grander place.

Foreword

Michael “Memo” Curcuruto



“Memo” Curcuruto
Student (1961-65)
Teacher (1970)
Ibrox Park BHS

What can I remember about Ibrox Park? Some good, some bad and some excellent feelings. The fact that I am able to write on such a large component of my life must imply that it also had a profound effect. Below are a few of the experiences which I will now share with you.

I arrived at Ibrox from the Northern Beaches in 1961. I had been to primary school in Narrabeen and had a year at Narrabeen High. The difference was stark and initially difficult. Gone was the ability to walk down to Warriewood Beach and have a swim before or after school and sometimes all weekend. We had moved to Stanmore from a farm. Yes, Warriewood had farms in the 1960's and it was as though you were living in the country with the Sea as a bonus. There were no longer day long chores to do on weekends, so a change in course was required. My parents were Italian migrants who had moved to Stanmore to be closer to where my sister was going to live after she married.

The first noticeable change in environment was the composition of the school population. Aussies were probably closer to a minority with Italians the other large ethnic group. It did present difficulties at roll call, even to the most adept linguistic teacher and nicknames were quite common. My Christian names were difficult to pronounce for the teachers, so I helped them out by becoming known as Memo. (Acropolis Now had a Mimmo character which is a diminutive for Domenic.)

Without farm chores I had to somehow make use of the additional time and sport became the new religion. At Narrabeen I had learnt to play Basketball quite well and was fortunate enough to have had a teacher who coached the State Team under 18's. My status shot upwards immediately with a mention at school assembly whenever I scored a few points. The extra time had other benefits as well. My schoolwork improved and before too long I even started enjoying it, especially when one gets a little success. It probably coincided with maturation at around the age of 14 and it felt good to be able to understand things like algebra, grammar and even punctuation.

Enough on my self-indulgence. Life was going along fine. I was enjoying the place and the teachers were even prepared to accept my notes written by yours truly and counter signed by my parents who could not write or read English. Learning to write “*gastric symptoms*” assisted my vocabulary expansion as well. I think I only abused it a couple of times to go to the beach. Because it was a mission to arrive at Bondi or Coogee, my other interests began to take precedence.

It was not uncommon to have neighbours who were attending different schools such as Fort Street and Enmore. Most of them were going on to do the Leaving Certificate and rather than entertain the prospect of becoming an Electrician or Plumber or work in a Fruit Shop, which would have pleased my parents. I decided to go on at school. After all, school was enjoyable enough and when I look back - you had no mortgage, you didn't have to work - what was there to complain about?

The observations in the school playground were a revelation. Some of the Australian boys were clinging to their right of ownership “*come hell or high water*”. Bullying was prevalent and there were some monumental fights. Two protagonists were especially amusing. The word would get around the grapevine that it was on at McKenzie Park after school between ET (an Italian) and BC. This stuff was gladiatorial and provided scenes similar to the Circus Maximus in Ancient Rome. The duels were often a draw with both participants going home claiming the high moral ground that they had won and defended the cause of their tribe. This ill feeling was not evident in the sporting field where the two tribes combined for the glory of the school and their own self esteem. It would have

been nice to have had a time machine to transport these guys forty years into the future to see their reaction to the changes in Norton Street where ordering a “*Latte*” meant you had now learnt how to order coffee in the Italian Language with the right accent.

The other venue was the school toilets where fights would break out or be used as a meeting place after school to resolve problems. On one occasion I had to resort to this to educate a classmate who was hitting me in the back with a Tee Square during Technical Drawing classes. He was very confident of the outcome during the day implying that I was as good as doomed. I understood the bravado immediately when we met at the venue as three of his mates were hanging around to even out the odds on his behalf. Unfortunately for my class mate I locked the doors and proceeded to belt the living daylights out of him until he had sworn on “*his mother’s grave*” that he would no longer annoy me. His mates got bored after an hour of waiting and then we both left. The surprising thing was that I was treated very cordially afterwards as a “*best mate*” with not even an attempt at one reprisal.

The senior years were good times when one aspires to entertain a career. Friendships became entrenched and mutual respect became the norm, especially through sport. I was fortunate enough through Basketball to meet other players from Randwick High, Cleveland Street, Fort Street and other places. We even formed a combined team to play against seniors in a night “A” grade competition. With this experience the team was good enough to win the State under 16 championships.

The other half of the equation at school was our teachers. Our headmaster was a committed educationist and perhaps maligned by the student body. Our teachers were tradesmen like, mainly two year trained and well intentioned. In some cases, the emphasis on sport was over and above what a student can dedicate time wise and achieve a balance with their education. Some students were the exception to the norm. However, our year of sixty students managed a mere five in number that achieved matriculation.

In 1970, I returned to Ibrox for a two week teacher training stint and saw the school from another perspective. Many of the teachers had left and gone on to other schools. As fate would have it three years later one of the teachers transferred to the school where I was teaching and became the subject master.

Perhaps the most rewarding part of school life is the lifelong friendships that were made. Being a member of the initial school opening intake has allowed us to meet on a yearly reunion to reflect and even appreciate some of the events in our school life. It was as if in being part of its opening it was imperative to maintain its existence. It was our school and we were intending to keep it. Sadly the demographics of the area have changed and it is now a Junior High School. Maybe this has improved the bullying aspect, who knows? In particular, a tribute should go to Ian Chapman and John Ireland for having organized these reunions on our behalf.

Michael (Memo) Curcuruto - I have changed my name again, just to keep you guessing.

Acknowledgement

My thanks to the people who generously contributed to this work through their inspiration and guidance. In particular, Memo Curcuruto, a lifelong friend who through his example has influenced this work in many ways - some of which, is mentioned in his Foreword.

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Special thanks to Sandra Julian who patiently listened to formative ideas, drafts of narratives and together with Carmel Gangemi provided suggestions and editorial changes.

Finally, thanks to my children Elyse, Christopher, Emilia and grandchildren Ebony, Ayla and Banjo who remind me of what really matters.

Going Forward

It is proposed that the heritage of Leichhardt's previous Secondary Schools be incorporated with Sydney Secondary College (SSC) heritage by developing resources, collating historical records, invigorating remembrances with place and building names. It involves creating a value for the past, drawing from its strength and establishing a proud legacy from the 1890's until the present time. Otherwise, their historical and social significance as well as valuable "*lessons learnt*" will be lost.

As such, Sydney Secondary College would become one of Sydney's oldest Secondary Schools with an incomparable history. After 120 years, it is an opportune time to record educational, social and historical values of Leichhardt's Secondary Schools: Leichhardt Trades School, Leichhardt Domestic Science Girls School, Leichhardt Girls High School, Leichhardt Technical School, Ibrox Park Boys High School and Leichhardt High - all forerunners of Sydney Secondary College.

The lessons learnt at Ibrox Park Boys High School in the 1960's provide an opportunity for present day schools to benefit from that time. The lessons learnt show the importance of really understanding students' needs in relation to educational outcomes particularly, in geographic areas where students are faced with challenging social, family and personal circumstances.

Learning occurs when students are free from conflict (personal, family and school struggles). If students are struggling with confidence, self-esteem, emotional and physical challenges there is little likelihood of effective learning.

Students must be able to relate to the world – family, fellow students, teachers, industry... The relationship is established through mentoring in relation to successes, failures, respect, and integrity through shared dreams.

Students must learn the value of trying and learning determination through personal valorization.¹ They need to experience the feelings of others in order to develop self-esteem, confidence and compassion.

Learning must involve interaction with fellow students and teachers based on imagination, understanding, creativity, engagement, inspiration and knowledge.

The social and historical values of the place name Ibrox Park must be conserved; it is important that the N.S.W. Government together with N.S.W. Department of Education and Training, Sydney Secondary College, N.S.W Geographical Names Board, Leichhardt Municipal Council and Local Historical Associations take steps to preserve its significance.

¹ Give or ascribe value in terms of leadership, relationship and creativity

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Ibrox Park Boys High School - the beginning

*Life like sport becomes complicated
with the presence of an opposition*

Ibrox² Park Boys High School opened its doors in 1960 to students from Leichhardt and surrounding working-class Sydney suburbs: Annandale, Balmain, Birchgrove, Glebe, Haberfield, Lilyfield, Orangegrove, Petersham Rozelle and Stanmore. Nearly all the students came from working-class backgrounds largely influenced by social circumstances and tempered by ethnic-tribal-class-religious mind-sets as well as *"what side of the street people lived"*. In short, prejudices sparked by differences and shifting attitudes; it was a tough environment that complicated life's challenges and created personal and family struggles.

Ibrox Park was to be the beginning of a new education era; it was to provide new opportunities and change a social fabric; it was driven by an almost missionary zeal to convert *"the uneducated"* and transform the *"down-trodden"*. Anything and everything was possible – the key for these changes was education.



Mr. E. Smith
Principal
Ibrox Park BHS

The principal, Mr. E. Smith, made a huge initial impression with his attitude and plans for his students. At the first assembly students were asked to stand as Mr. Smith made a stage left entrance in a flowing black academic gown flanked by subject masters who sat with an air of authority controlling students by lingering stares and facial expressions. Students slowly stopped sniggering and shuffling when he stood behind a lectern gripping each side and piercingly glared at every student through his black horn-rimmed glasses; it was a *"make or break"* moment. The pause was palpable. Expectations were being raised. There was no doubt as to who was in control. The students were not sure what was going on but knew school life wasn't what they had expected.

What would a principal say at the first assembly of a new school who had an almost impossible mission to broaden his students' minds through education; it was not just about winning over hearts and minds but also changing entrenched attitudes towards education. It was a formidable test that most other principals would have avoided for fear of failure.

Yet there was this diminutive man with an audacious plan determined to set new standards and *"raise the bar"* at a school in an area where education competed with everyday needs.

As a way of getting started, he focused on the school uniform and student behavior. Gesticulating with a frown accentuated by his thick black glasses Mr. Smith insisted with a shrill voice *"Students must wear the school tie... jackets must be worn to and from school... students will be sent home... teachers will inspect classes"*.

He continued, *"Bad behavior will not be tolerated... going to and from school you set an example... you represent the school when you wear your uniform... standards will be maintained"*.

² The name Ibrox is believed to come from the Gaelic for *"badger's set"*. A collective name for a group of badgers is a *"cete"*. Accordingly badger dens are called *"setts"*.



"What's all this" older students thought slouching in the back rows of the hall while first year students sat open-eyed in somber silence wondered *"This is different"*. The students in the back rows slouched further, defiantly preening their hair into *"dovetails"* and tugging at their *"James Dean"* hanging forelocks, quietly snarling under their breath.

"Yeah... we'll see, Panda."

The scene was set. A rebellious few in one corner, the wondrous many in another and a determined principal accompanied by teachers in another; it was to become a three-ring event loaded with drama, entertainment and marvel.

At each assembly a string of students were ejected for talking, making noises or anything else that didn't comply with expectations or set a good example for others. They would saunter off to silent cheers and secret admiration by other students to the Deputy Principal's Office *"to be dealt with"*. The degree of punishment was determined by who sent the boys out - if the Principal sent the boys out there was no doubt they were in for *"six of the best"* while an ejection by a junior teacher would attract 1-2-4 strokes of the cane. The Deputy, Mr. Piper, had so many boys outside his office; the line would extend down the corridor, around the corner to the outside area where some cantankerous students would seize the opportunity to disappear for awhile, have a smoke, and when they were *"good and ready"*, amble back to class to be hailed as wounded heroes. The assembly had become a weekly drama laced with light and dark scenes, stage exits, eulogies, tragedy and curtain calls; it became the main event with free admission.

The defiant few invited punishment by their *"Hey...it's my life"* attitude and insolent behavior. Why? Because rebellion was part of a 1950's-1960's *"wild one"* culture where rebellious behavior included hanging out at one of the three local milk bars opposite the Marlborough *"Flicks"*³ in Norton Street; to wear black leather jackets with upturned collars emblazoned with eagles, skulls and lightening; to wear black jeans, tight fitting t-shirts, needle pointed shoes, white socks and grease laden hair; to listen to juke boxes with its *"rock-n-roll"* music, to slam pinball machines; to play snooker with panache; to flatten the throttle of a motorcycle in a roar of smoke, to fight rivals and to defy any form of authority.

"Ay... what are ya looking at?"

"You... talken to me?"

"I'm gunna have you."

"Whaddaya got"

Defiance was part of a tribal mind-set defined by image and where a person lived. Image was everything; suburb rivalry was rife and education was regarded as a *"waste of time... I could be working"*. For many students, education represented authority and a way to build reputations and perhaps unknowingly, release pent-up emotions. Authority was regarded as the cause of most problems and a way to *"get even"*; it provided *"troubled students"* with a scapegoat and a justification for their behavior; it was a way to blame and unload their *"baggage of life"* – an accumulation of often hidden emotions: anger, shame, embarrassment, guilt, resentment...

"If it wasn't for them, I'd be right."

"They can't tell me what to do."

The student-teacher-education relationships highlighted differences within Sydney's working-middle-upper classes. The difference was keenly felt by students who doubted their self-worth and ability to learn. Their family and personal struggles involved emotional challenges that created learning blockages - the harder they strained to learn simply increased feelings of inadequacy and decreased self-esteem.

³ Movie theatre

*"I don't get it... I don't know."
"Fitzpatrick you're non-academic."
"What's that mean?"*

Some *"intractable students"* were relegated to lower classes doing *"outside jobs"* - gardening, cleaning the school yard and washing out garbage bins. They were really waiting to turn 14 years and 10 months, the legal age to leave school.

Many students felt the barbs and pangs of devaluation in all its forms: relegation, rejection, stigmatization, segregation and discrimination. The difference between the *"haves and have-nots"* highlighted feelings of lesser worth. How could they compete with the *"well-to-do"* and *"brainy people"* when they felt so inferior? Some found ways to make up for lesser feelings by excelling in sport and others worked hard. Other students developed truculent attitudes and defiant behaviors. All these ways were basically disguised coping strategies not only for school but also finding a purpose in life. Finding their way forward toughened personal values *"I am just as good as them"*, strengthened resolve *"Who do they think they are?"* and created a determination to succeed *"I'll show them"*.

*"Frankie Fitzpatrick you will never be any good."
"That's what you think!"*

To handle corporal punishment provided an opportunity for some students to show their toughness and a way to be true to their tribe; their peer status increased with each *"cut of the cane"*; it strengthened their tough image and attitude to *"never give in"* to any form of authority. Underlying this image lurked a basic need to belong to a group fuelled by group pressure - *"Leichhardt Boys"* was more than a catch cry; it was a purpose for being that rubbed off onto many students; it explained their attitude particularly towards competitive sports with the *"well-off"* and what was thought as *"better than us"* selective schools.^{ix} Their determination to show they were just as good as anybody else was a way to compensate for visceral needs: to feel valued, to belong and to be heard. It was not just about school; it was more to do with adverse social and economic influences on family circumstances and perhaps for some, undiagnosed disability. Their personal needs extended beyond education. Unless personal and family struggles were addressed the education dream was always going to remain a dream.

"Leichhardt Boys" exerted pressure on others through their desire to belong or to be acknowledged. This *"gang pressure"* ranged from subtleness to malignant threats; it was a powerful influence that shaped attitudes and allegiances. To be on the outer meant a person may be targeted to show what happens if you *"messed with the boys"*. It was a risk most students avoided.

The Principal and Teachers unknowingly were baited as a sure way for the defiant few to build a rebellious image by rejecting authority. The battle between these students, Principal and Teachers ebbed and flowed in the early years. One thing for sure, Mr. Piper, Deputy Principal had daily work-outs – wielding his cane at a never ending line of boys who needed to *"shape up"*.

"Students must toe the line or else..."

Discipline was the educational cornerstone and together with unrelenting determination Mr. Smith was going to change these boys into something else. What would that be nobody knew; it was a new beginning underscored with a promise of opportunity. Maybe that opportunity was really about understanding the importance of the school's motto: courage, service, faith and truth in relation to life's journey.

Another place, another time

*Different places, changing, transforming,
fashioning, creating labels of time.*

*Different times, memorable, humbling
inspiring, creating labels of places...*

It has been claimed that the name of Leichhardt's Ibrox Park came from the home of the Rangers' Football Club located on the south side of the River Clyde in the Ibrox district of Glasgow, Scotland. It has been thought Scottish descendents played football on this site and named it after Glasgow's Ibrox Park during the 1880's. This place name was subsequently adopted as the name for a secondary school, Ibrox Park Boys High School, which opened in 1960.



Leichhardt Municipality Map, 1880's (Extract)

Source: NSW State Archives

From the 1880's until 1950's Leichhardt was a working-class suburb where workers at the end of the day would gather for a pint or two at one of the many pubs in Norton Street. When there was time, it was likely a team of Scots played football on a cleared field south of the newly built Leichhardt Tramway Depot at the top of William Street that ran along-side Treadgold Park adjacent to Balmain Cemetery as shown by Leichhardt's 1880's Municipality Map.

The field had a westerly view of modest wooden cottages and an easterly outlook of distant Sydney. The cottages were built on narrow blocks close to employment. Shunting trains could be occasionally heard from the Charles Street Goods Siding and distant sounds of Shipwrights working in Iron Cove Bay could be heard on a northerly wind.

Brick making was a major industry reaching its peak in 1882 with 14 brickyards. Other industries included: pottery, boot factory, soap works, meat-preserving and furniture factories, confectioners, timber and broom factories, iron and brass foundries, wool, flour millers, coal merchants and three breweries. Coal-fired power stations added to the pollution of the area.^x

With the expansion of Sydney's suburbs and relocation of industries employment opportunities in Leichhardt dwindled in the 1950's. Families would gather in the streets; boys played marbles in the gutters and kicked footballs across the street; girls played "knuckles" and dressed porcelain dolls. Street cricket was an all day game. Garbage bins served as wickets; a hand-made bat and a worn out tennis ball was all that was needed. Cars were expected to slow down and drive around the makeshift cricket pitch. The road after all belonged to the people who lived in the street.

Mothers hung over front gates or swept the front path or chatted with passer-bys. Some were waiting for the ice-man to arrive with his horse drawn cart. In the early evening children were bathed in a tin washing basin that doubled as a washing basket to carry wet washing from a copper boiler. The washing was hung from a line propped up by a wooden clothes prop. Most Fathers came home tired and dirty after a strenuous day's work. They worked mainly in factories, wharves, mines, yards and service industries in the area.

*"Sydney felt and looked like a British colony."
"Watch-out cobber."*

During 1880's–1950's Leichhardt comprised mainly English, Irish, Welsh and Scottish descendents and immigrants – *"Anglo Saxon Protestants"*, and a growing number of migrant settlers: Italian, Greek, Chinese and other migrant groups attracted by employment opportunities. They lived, worked and socialized in the close confines of a struggling working-class suburb of Sydney. Their homelands and traditions were often in their thoughts and day-to-day living. There was a clannish mindset that set groups apart and created a cultural setting derived from a mix of colonial and cultural values; it was a mish-mash of social and economic rivalry that reflected class structures, attitudes and personal feelings such as self-esteem, confidence and *"place in society"*.

*"Frankie, keep away from next door."
"They should know their place."*

Knowing your place permeated attitudes, determined employment and level of education. To aspire to the hierarchical middle/upper classes of Sydney was beyond their dreams – acceptance of their place in life was an inherited value - feelings of self-worth were no doubt part of their acceptance, which was continually reinforced by institutional values, limited education and work opportunities.

*"You think you're better than us?"
"If I had my druthers, I'd leave."*

Everyday street clothes were often ragged, threadbare and hand-me-downs. Sunday best clothes really meant clothes that lived in a cupboard that hardly saw the *"light of day"*. Street clothes were not dictated by fashion; it was more to do with how much wear they had left in them; colour coordination was not an issue - brown, green, pink, blue and grey combined with odds and ends, big or small. If a shirt was not torn and had most of its buttons *"it will do"*.

Clothes were practical and conforming; knotted turban-like headscarves, bobby pins, curlers of all shapes and sizes kept hair in-tact; aprons were standard attire adding a sort of grace to domestic chores together with long dresses and stockings. Multi-purpose straw brooms were not only for sweeping *"out the front"* to see what was going on in the street, but also to keep children in check with an occasional whack and a leaning prop for endless street conversations.

*"Don't let them get your goat Frankie."
"Stay on your side of the street."
"I just wanna get my ball."*

Street fashion did not distinguish between everyday clothes and every-other occasion clothes. The same clothes were worn until beyond repair. Children's street clothes were school clothes and every other occasion clothes - a rag-tag collection of hand-me-downs accompanied with a stern parental message...

"Be grateful for what you've got".

Special occasion clothes were not worn for fear of wearing them out. Special, really meant an exceptional time - such as a wedding, birthday or funeral, which were show-piece times to rise above street clothes and wear something *"special"*. These occasions justified having something new that could also be tucked away for that next special occasion - feeling good knowing *"good clothes"* remained good.

*"What are you doing wearing your good clothes?"
"Get your street clothes on..."*

Appearances were important and being overly concerned with what other people may think. No matter how thinly veiled, appearances were everything - even though most families did not have *"two-bob to rub together"* they would do their utmost to keep up false pretences.

"That's our business Frankie... not theirs."

Schools reflected social values; discipline and order. Caning was a daily ritual for even trivial matters; not standing up straight; talking; homework not done; spelling mistakes; talking; not listening and not lining up properly were treated as serious matters deserving up to *"six cuts of the cane"*. The cane was a master of fear sitting on a mantelpiece above a coke fire place; it ruled the class and often had a name that reflected its personality; it was a member of class.

*"If nobody owns up... the class gets it."
"Keep quiet... Mr. Kane is watching!"*

However, Mr. Kane's frequent use diminished its fearfulness and became an accepted part of school life. For many, getting the cane was part of their education; it was a way to revere their toughness and for others to show their reddened hands as badges of courage.

"Frankie got six...Wow!"

Reading, writing, arithmetic; treeless playgrounds; tuck-shop, cream and finger buns, fizzy drinks, and lollies in all shapes and forms were part of school life. School uniforms were more a hope than a reality - a splattering of tunics, long socks and shirts were amongst *"street clothes"*. Some students came barefoot. Their appearance in school photos told many stories - struggles with unspoken family hardships.

*"Can anyone give Frankie a sandwich for lunch?"
"Frankie where are your shoes?"
"I dun no."*

How could education make in-roads when life's struggle impeded students' capacity to learn? It would seem that *"the secret"* of effective learning by unlocking and effectively addressing personal and family struggles was largely unknown at that time. Students involved with challenging circumstances were often labelled as *"un-teachable"* and *"non-academic"* and suited for *"manual work"*. The plight of these students involved limited educational and work opportunities. They were bound for manual work and largely unprepared for life's journey.

"Work was a job... it wasn't a career."

Discipline was seen as a key to education; it was steadfastly administered and dispensed with by being *"kept in"*, writing lines, picking-up rubbish, standing against a wall or being caned. However, learning was often overshadowed by students' family circumstances and welfare needs - survival was everything; education was *"not for us"*.

"When there's no food on the table... there's no time to learn."

"Get a job" became the basis of education; boys learnt trade skills; girls *"domestic science"*; all left school at fourteen with the hope of finding work barely able to read, write or do arithmetic.

"Some found ways to learn... others did their best."

The years of struggles left their marks and some were scarred for life. Their moment of glory was often left behind in the school yard or sporting field. Some students were taught humility in the face of despair and others found determination to better handle their personal struggles and be able to move forward.

It was a time when a house and block of land in Leichhardt went for £6,000 and a loaf of bread - a schilling. Fathers worked for low wages, mothers were expected to run a home and look after children. What was on the kitchen table was often the evening meal. Sunday lunch was the big meal of the week. A baked dinner was extra-special and for some families served at Christmas time - if they were lucky.



Leichhardt Town Hall

Source : Internet

With low wages, mothers and children felt they had to find ways to contribute to the family income.

Mothers found cleaning and domestic jobs; children sold papers and collected bottles. To earn five schillings selling papers at Leichhardt Town Hall from early morning until school time was a boon. Getting up at 5 o'clock to collect papers from the News Agency and then push a heavy barrow up Norton Street to the Town Hall to sell papers hoping for penny tips took its toll. The *"paper boys"* were tired for the rest of the day, often falling asleep during class and getting into trouble with teachers for not *"paying attention"*.

For these *"street urchins"* it did not matter – contributing to their family's survival was far more important.

"Five bob is five bob."



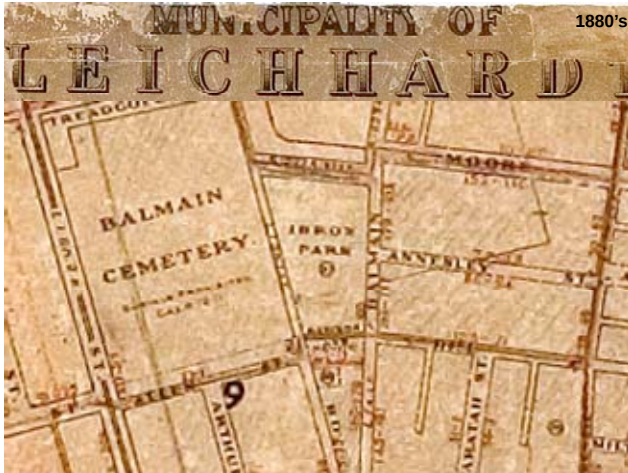
Old Ibrox Park – Glasgow

Source: Internet

In between time of earning a living the *"Scots"* dreamt of their homeland when playing football on a field that looked over western parts of the Leichhardt valley and distant views of a growing city to the east.

The surrounds had a similar feel to Glasgow and with satirical *"Glaswegian"* humour the Scots compared this modest ground to Glasgow's Ibrox Park football ground; it was not a noble gesture; it had more to do with wry Scottish wit, *"mateship"* and wanting to feel at home by remembering a revered place.

"There's a game on Sunday at Ibrox"
"Which Ibrox?"



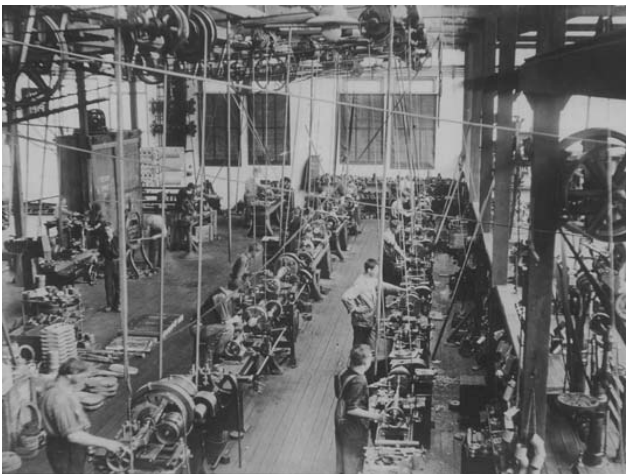
Ibrox Park
Municipality of Leichhardt Map, 1880's (Extracts)

Source: NSW State Archives

Naming Leichhardt's field "*Ibrox Park*" added to the fun of the game; it was a satirical name that came from comparing this modest place to Glasgow's grand Ibrox Park.

Ibrox Park became a colloquial name that found its way into common usage and eventually included with land records such as parish/municipal maps and estate plans that delineated Crown and Freehold lands. These lands were subsequently subdivided into lots or portions for the eventual construction of mostly workers' cottages and some terraces.

Early maps and survey plans included local names and topographical features. The portion known as Ibrox Park was likely Crown Land reserved for special purposes.



John Heine & Son Pty Ltd, 1917
Allen and Francis Streets Leichhardt

Source: Max Solling, Peter Reynolds^{xiii}

Imagine a group of Scots gathering at Leichhardt's "*Ibrox Park*" reminiscing, guffawing and teasing each other; they would have been a rag-tag group with a worn out leather football, work boots, long pants, stripped down to their "*under-shirts*". There were no grandstands or Rangers' sporting stripe, just memories of Glasgow with its ship-workers, smoke-stacks and factories; it raised similar comparisons with Leichhardt's factories.^{xi, xii}

The Scots came from a working class background. They did not have careers, they had jobs and were anxious to leave them at the end of the day - to have a beer at the local hotel or kick a football around on an empty dusty field.

The Scots like many others were doing it tough in Leichhardt. They escaped reality by dreaming of home and their beloved Rangers - for these Scots, Ibrox Park was the essence of Glasgow. Ibrox was more than a football ground; it was a place where Scottish pride was exemplified and a rallying place that enlivened Scottish spirit. From the time Glasgow's Ibrox Park first opened its gates in 1887 for a game between Rangers and Preston North End it was not just about a place where football was played; it epitomized what it was to be Scottish. It was likely when the Rangers first moved to the Ibrox area in 1887 or when the "*New Ibrox Park*" was opened on 30 December 1899 that sparked the naming of Leichhardt's Ibrox Park.

To dream of Glasgow's Ibrox Park from a dusty field in Leichhardt was a way for these Scots to remember their homeland and perhaps rekindle Scottish spirit.

"Angus... Ibrox... Goal!"



Ibrox Park, Rangers Football Club
Glasgow, 2010

Source: Internet

Leichhardt's Ibrox Park was a place for dreams. At an earlier time, Scottish immigrants played football on this open field. There were times when they dreamt of Glasgow's grand Ibrox Park, the home of their beloved Rangers Football Club, which to this day is *"more than a club"*. At a later time, students attended a school located on this same field and for many, they also dreamt of a grander place where life was not so much a struggle.

Leichhardt's Ibrox Park was a place where dreams from past times were shared by different generations struggling with similar social, economic and cultural issues. It was a place borne of personal, family and *"working class"* challenges. To dream of a grander place was a coping strategy, a *"light on the hill"* and a way of *"getting through the day"* for all past and present generations.

Dreaming of a grander place for many students may have started with learning how to manage their basic needs; visceral desires that were hardly recognized by *"experts"* purporting to know *"what was best for Sydney's working classes"*. These students needed educational opportunities not through archaic sociological understanding administered by discipline alone; they needed to connect with themselves, each other and their surrounding world.

"To be a part and belong".

In hindsight, it is far easier to recognize basic educational needs now than it was in 1960 when Ibrox Park Boys High School first opened its gates. That time was influenced by the legacy of Leichhardt Technical School^{xiv}, which basically provided *"reading, writing, arithmetic and manual skills"* with limited academic opportunity. The academically inclined or *"gifted students"* were presumably sorted out with bursary examinations and assessments at the adjoining Leichhardt Primary School in Marion Street or other Primary Schools and headed off to Fort Street Boys High School at Lewisham. The not-so-academic students were provided a *"technical education"* at the Leichhardt Technical School - a euphemism for manual skills and basic education.

Ibrox Park Boys High School provided a middle-of-the-road educational approach involving a technical and academic curriculum. The influence of Leichhardt Technical School was evident with the strong presence of *"manual art"* subjects at Ibrox: woodwork, metalwork, descriptive geometry and drawing. It seemed the *"A"* classes were provided academic opportunities and the *"lower classes"* prepared for manual occupations. For some students, this distinction highlighted their socio-economic circumstances that in turn created varying feelings of discrimination.

The 1964 Leaving Certificate classes (fifth year) consisted of 25 students^{xv} who started at Ibrox Park from first year in 1960. Compared to all first year enrollments, estimated to be 150 students (5 classes of about 30 students per class), only 17% of the original first year students sat for the Leaving Certificate. Most students left school before or just after the Intermediate Certificate in third year. The departure of so many students was largely due to the need for income, desire to leave school, attend another school, social pressures and a *"not for me"* attitude towards education.

Getting a job was more than just earning money; it was a statement of independence, freedom from school, managing the cost of living and satisfying those elusive visceral needs; to be taken seriously; finding a *“place in society”*; something to believe in; a connection to others; to feel valued and manage life's challenges.^{xvi}

Did getting a job bridge the gap between what may have been and what happened or did it really make a difference or would it be one of those eternal regrets? It was one of many dilemmas facing students and probably for some, one of life's regrets.

*“If only I stayed at school”
“I am so glad I left”.*

For most students, Ibrox Park is a far-away memory and like an Arthurian chalice evokes reflection from fading memories; it has become an enigma. The name of that long-time-ago dusty football park and a school that borrowed its name is hardly known. Was it really there?

“You went to Ibrox Park... where's that?”

Nobody really knows what Ibrox Park was about; it meant different things to different people at different times... for some, it was a place that fulfilled dreams of a distant past and for others, the beginning of a journey towards a grander life.

Hearts and Minds

Frankie looked up, aware that something had been shared between himself and his teacher Mr. O'Sullivan⁴; it was a moment in time when anything was possible.

All his tender life he had been forced to scramble for just about everything. Whether it was clothes, shoes or hand-me-down text books, he had tried to make do. Pretend he was getting by, knowing that it didn't take much to blow away all his pretence. It was a fragile make-believe world inherited from his "battling" family. It was a coping strategy that avoided the truth and a way to believe that one day all would be right, instead of his habitual hatred for the world.

"Frankie I know you have what it takes... I want you to captain the team."

Mr. O'Sullivan had startled him out of his world. Frankie had been moved inwardly but showed little response.

"You're kidding."

"No, Frankie I want you to show everyone what you're made of... I know you can do it."

Frankie felt honoured by Mr. O'Sullivan's trust. He also felt a deep knowing that somebody really valued him for what he was without his usual tough bravado. He knew Mr. O'Sullivan had seen a glimpse of the real person and not the rebellious lout that bullied classmates and back-answered teachers. The honour also presented him with a new struggle; it turned his stomach with anxiety brought on by his hidden insecurity and low self esteem. He had to prove to himself that he could be a leader and capable of handling the responsibility; it was a dilemma. He sought the chance and yet reluctant to take the step. He was caught between opportunity and hesitance – frozen by indecisiveness and fear of failure.

Frankie felt torn as he looked at Mr. O'Sullivan. He wanted his approval; it would have been like the ultimate accolade and the nudge in confidence he needed to take the challenge. Mr. O'Sullivan moved towards Frankie and placed both hands on Frankie's shoulders and gave him a gentle shake as he said.

"Frankie, there have been times when I doubted you... you have been a real pain... but this is a time when you can do something for yourself and your mates... they need you"

Frankie's world collapsed. He had never known that feeling before; to be valued; to belong; to be wanted. His eyes watered as he said,

"OK... and thanks... Mr. O'Sullivan."

⁴ Nom de plume – pseudonym.

To broaden student's minds through education was at best a key for change; it was never going to win hearts and minds alone; it needed an essence that creates a determination to face challenges knowing that choices can be made; it needs the sort of courage required to handle personal struggles and build resolute attitudes from an objective understanding.

"For things to change, first I must change".

As tough as any struggle may be, some students found they could choose how they responded to life's challenges. The ultimate resolution of personal struggles is knowing there is a freedom to choose how a person responds to any circumstance; it may be an extremely difficult and arduous choice to make, particularly when emotional feelings are mixed and running high; it may be a bewildering time when there is little or no ability to cope with overwhelming circumstances and turbulent times. However, there comes a time, when every person is able to choose their response to any challenge and with determination, make changes.^{xvii}

Perhaps the Principal, Mr. Smith, at that first assembly in 1960 unknowingly provided the mettle for his students to *"take on the world"* with courage, service, faith and truth – seeds planted in the hearts and minds of students that may have created new beginnings. For some students their disposition to the world was based on an *"I'll show them"* attitude driven by a determination to succeed. This partly explains the school's extraordinary sporting achievements.^{xviii} However, it is also true that personal empowerment comes from a deeper source within each person; it is not prescriptive; it is more to do with what *"makes a person tick"*.⁵ It is more than likely that the fundamental drivers for these exceptional students came from basic needs: to feel valued through leadership, relationship and creativity.

What a commanding way to be heard; to hold a world record, to represent your country or to succeed *"against the odds"*. For many of these students, the basis of success came down to learning how to strengthen their attitudes and take on challenges; it may have been sub-conscious or a gradual awakening. It is never clear when life changing moments occur; it usually involves a series of events - subtle and not so subtle.

The essence of change can be simply described as a person learning how to better manage personal and circumstantial struggles. Often it is the desire to make changes that produces the *"magical chemistry"* for change to happen; it is often driven by a determination to succeed; to make a difference; to do what needs to be done; *"to make your mark"*. Does this adequately explain the secret of success? No, each student has different abilities, experiences and values. However, what is likely to be shared include desires for personal value, a strong sense of belonging and a voice that is heard.

For other students, it was more of an acceptance of what came into their lives and gratitude of being able to move forward. Acceptance for them was a heart-felt life changing moment; it provided the flux for change; it created a transforming time where they were able to move forward, one step at a time. Some students simply *"got on with the job"* knowing they gave their best and that was *"good enough"*. However, many students looked to the outside world to fulfil their visceral needs

Teachers in bunches filled most students with apprehension and a desire to be elsewhere. As the class passed by, one of the teachers, Mr. Higgins⁶ said "It was time he had a lesson he would not forget... leave him to me."

⁵ RYAN, Terrence and RYAN Christopher. "What about me... A Guide for caring". David Lovell Publishing, East Kew, Victoria, Australia, 2009.

⁶ Nom de plume – pseudonym.

That day Mr. Higgins was on a mission with his Geography Class.

*"Buchanan, go and get the map" he thundered as he strode through the door".
"The rest of you get your books out."*

Buchanan meekly came back into class carrying Mr. Higgins' beloved Transverse Mercator map of the world.

*"Good Buchanan... hang it up... point to Germany."
"What do we know about Germany?" he asked as Buchanan's finger was wavering across countries as he tried to find Germany.
"Germany is moving sir" boomed a voice from the back of the class.*

*Mr. Higgins' mood shifted into another gear with a thunderous look he snarled.
"Buchanan, sit down!" as if Buchanan had caused a problem.*

"Now who is the smarty pants?" he asked as he started to turn red and the veins of his forehead starting to stand out.

There was not a murmur. "Right... the whole class will get it unless smarty pants owns up."

Apart from Mr. Higgins getting redder and his forehead veins thickening, there was no response. There was a growing tension in the air as he glared at each student; it was unsettling; it was like a pulsating wave passing over each row of students and bouncing off the back wall as a back wash creating a compelling abyss of reason – an inevitable chasm. Someone had to respond or otherwise like lemmings, we were all going to fall into the abyss together.

"Mr. Higgins... Sir... I only meant... Buchanan's finger was moving... I didn't mean Germany was moving" said Frankie.

Frankie had a habit of tilting his head forward, raising his eyes and smirking. His looks contrasted with his words; it was like he was saying sorry but at the same time looked like he didn't care less.

"Right... Frankie... Tell the class what you know about Germany".

As the tension lessened, the lemmings listened for an answer they sensed was coming. Some students buried their faces into their hands, others turned and faced Frankie.

"Hitler round'd up the Jews... registered 'em in case they made trouble... jailed 'em in concentration camps... that's what I know about Germany."

"It was not the answer I was looking for" said Mr. Higgins, not sure whether Frankie was having a go at him. However, he had the chance to teach him a lesson he would not forget.

"Wouldn't you say that Hitler persecuted the Jews... persecution comes from people who are prejudiced...PRE-JU-DICED." He exaggerated each letter as if he needed to make a particular point directed at Frankie as if he didn't know the word.

"Depends on how ya look at it... Hitler was like many people I know... they make their mind to go after somebody because they're different... does that make em better than Hitler?" said Frankie with a broadening smirk that said gotcha.

Mr. Higgins turned purple with rage; his forehead veins just about bursting.

"Get out... don't come back... people like you don't deserve an education" he screamed pointing to the door scowling at Frankie.

Frankie had become a bully from the time he first stepped into High School and was regarded a 'lout'. However, there was something in Frankie that made him a rough diamond – a hero and an anti-hero looking for a cause.

Frankie's words resonated with most students. He had said what most students felt at sometime - they knew what it was like to be treated with disdain and to feel 'not as good as others.' They knew what it was like to be relegated as a lesser person and stigmatized as 'non-academic, useless and a waste of time.'

As Frankie left the room never to return to school, a part of every student left with him. Some remembered the times when he had no lunch or shoes to wear; it felt like he still needed help but this time, there wasn't any.

"What was the point of staying at school - it's time to leave... get a job" thought some students.

While other students resolved.

"I'll show them."

"I'm as good as anybody... just wait and see."

An eerie feeling filled the class. Most students were lost in thoughts gazing out the window to the outside world.

A Leichhardt Boy

1960

The classes contained a mixture of students from different backgrounds: the rough, the aspiring and the timid. The rough controlled the class. The aspiring kept their thoughts to themselves. The timid kept out of the way of the rough. Many lessons were spent maintaining discipline and sorting out teacher-student relationships. The "*stronger*" the teacher, the less likelihood the Class would get out of control.

On occasions, the Deputy Headmaster, Mr. Piper would appear, order troublemakers to his office and dispense the cane. The troublemakers would return to class holding their hands as badges of defiance. No amount of caning was ever going to change their behavior; it actually encouraged these students to misbehave so that they can show their toughness.

Dusters and chalk were thrown at students in desperation to control the Class. On one occasion, the duster was hurled back at the teacher and at another time, a chair. Students were sent to the Deputy Headmaster or to stand outside the classroom. Some would take the opportunity for a smoke or go home. There was never a dull moment; it was bedlam, chaotic and entertaining.



Class 1C, 1960
Ibrox Park Boys High
Class Teacher Mr. Maxwell James Weichman (1928-2007)

Source: Terry Ryan



Class 1A, 1960
Ibrox Park Boys High
Class Teacher Mr. D. Moran

Source: Ian Chapman



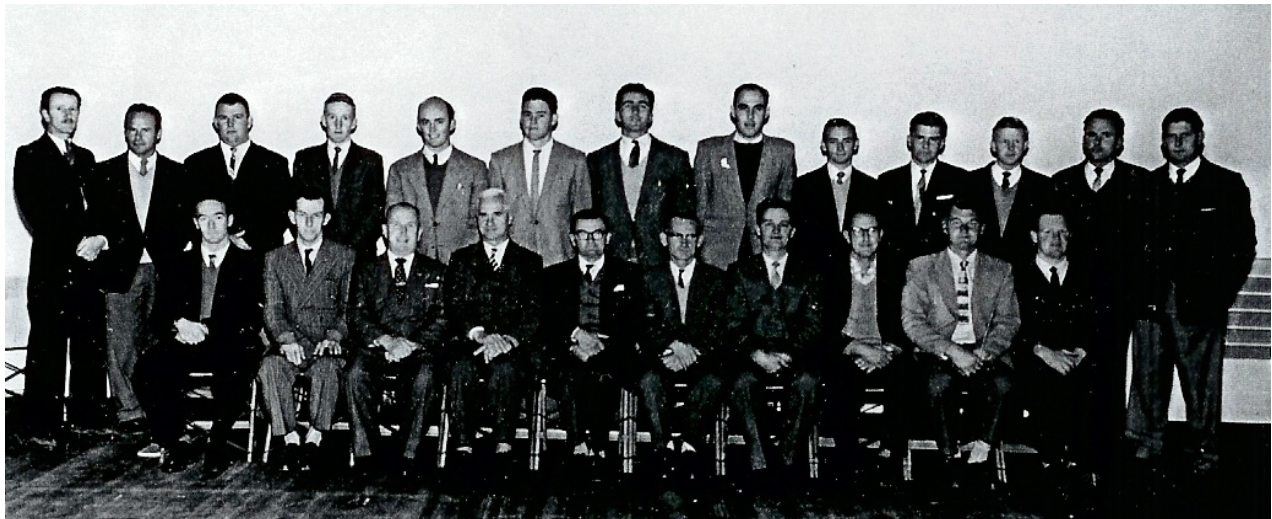
Class Unknown, 1960
Ibrox Park Boys High
Class Teacher Mr. Fletcher

Source: Brian McMorrine



Class 2C, 1960
Ibrox Park Boys High
Class Teacher Mr. Plae

Source: Brian McMorris



Teachers, 1960
Ibrox Park Boys High

Mr. E Smith, Principal (Front Row, 5th R) Mr. P. Piper Deputy Principal (Front Row, 4th R)

Source: Brian McMorris

IBROX PARK BOYS' HIGH SCHOOL

ZONE L, 1960
7 ST. RUGBY LEAGUE PREMIERS (Undefeated)



Back Row: R. FRIEND, J. SCHMITZER, K. BOWREY, W. ROBERTS.

Middle Row: MR. S. O'BRIEN (Coach), R. BENDER, T. BATANARAS, J. GUERIN, P. CRAPAROTTA, MR. M. J. WEICHMAN (Sportsmaster).

Front Row: R. CALLANAN, G. HOARE (V. Capt.), R. GRANT (Capt.), A. LUKE, V. DI BELLA.

Absent: J. FRAZER, V. MILLETT.

Seven Stone Rugby League Team, 1960
Ibrox Park Boys High
Zone Premiers

Source: Richard Friend

1961

Class sizes for first, second and third years were usually large with about 30-40 students for each class. A Class teacher was assigned to each class where they daily marked the roll and provided guidance. The school day was broken up into eight periods with a morning and lunch break. School started at 9.10 A.M. and finished at 3.15 P.M.

Second year subjects included: English, History, Mathematics I, Mathematics II, Combined Physics and Chemistry, Woodwork, Metalwork and descriptive Geometry and Drawing. These subjects were the basic subjects required by for the Intermediate Certificate held at the end of third year. Other activities included Scripture, Music, Physical Education (P.E.), Sport and School Assembly.



Class 2A, 1961
Ibrox Park Boys High
Class Teacher Mr. S. O'Brien

Source: Ian Chapman

Class 2B brought different challenges. There were some “*heavies*” in the Class - they ruled the roost and were on the lookout for anyone they could bully. Most of the Class were aspiring students, keen to learn and appreciated the teachers. Nearly all the students were good at sports: cricket, rugby league, soccer, swimming and softball. Ironically, some of the “*heavies*” played softball and used their intimidation to great effect in winning the Softball under 14’s district competition.



Class 2B included Robert (Bob) McFarlane who topped just about every subject for every year. He was exceptionally good at Mathematics, Science and “*Manual Arts*” subjects. Bob was a Mentor - he worked hard, understood concepts, remembered facts and produced inspiring work.

Bob was Dux of every year 1960-64. He received the Principal's Prize for Dux of School in 1964 and was a remarkable student who set a standard for students and teachers.



Class 2C, 1961
Ibrox Park Boys High
Class Teacher Mr. D. Moran

Source: Memo Curcuruto

A Great Nursery⁷

"Though little more than a year old, Ibrox Park High, Leichhardt, has already established itself as a top Rugby League school and will prove a great nursery for Balmain.

In its first season Ibrox Park entered teams in all five grades of the North-Western C.H.S. zone competitions.

It finished with the amazing record of wins in the first, third and fifth grade premierships.

This year Ibrox seems sure of at least winning the minor premierships in first, third and fifth grade, while the seconds and fourths will make the semi-finals.

Home ground for the school is Leichhardt Oval and Balmain Club has assisted in every way.

The staff too, is most enthusiastic. Three members have played district football and two others Maher Cup in Group 9.

Ibrox this season is looking forward to the Balmain District schoolboys Knock-out competition and with teams in every division should have considerable success."

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Eight wins

The first-grade side to date has played eight matches, for as many wins, scored 251 points, for (69 tries, 37 goals) to 25 against (three tries, eight goals).

The captain, **BRIAN ROWE**, an able leader and tactician, played for N.S.W. 6st team as a younger lad. Centre **WAYNE FRYER**, who gained selection this year for N.S.W. 9st team, is leading points-scorer with 33 points.

DENNIS TUTTY, the main utility player, has scored 15 tries. He has represented Sydney in 7st 7lb and 9st teams and also played in this season's C.H.S. 10st side.

Half-back **KEVIN BOWREY** gives good scrum service and solid defence. He made C.H.S. 6st 7lb early in his career, and this year Sydney 9st Seconds.

Second-row forward **VINCE DIBELLA** represented in the Sydney 9st Firsts.

Chinese winger **TOM LIU** is the most fearless player of the side. He is short, but stocky, played for the C.H.S. open team against Newcastle last year.

The team has a capable hooker and goal-kicker in **JOHN BILLS**, a safe, reliable on-the-spot forward.

In general, the whole team is a credit to its school and the Rugby League code.

Hard, clean, open football is their forte, and they have the ability to go on to grade status in the near future.

The coach, **Mr. D. SCOTT**, is young and enthusiastic, while his friendly attitude in coaching has set the players a fine example.

Ibrox is also fortunate in having many lighter and younger players of great potential "coming up from the ranks." The third-grade side is undefeated with 216 points to 11 to its credit.

Captein **ROBERT GRANT** played for the N.S.W. 6.0 side in 1959. The lock, **MAX BAKER**, made the C.H.S. 7.0 team this year, while centre **RON LEVI** is also having a great season.

The midjet fifth grade side play grand football, and is strong in all departments.



CROWN STREET PRIMARY 6.12 team (above): BACK ROW: Ian Evans, Clayton White, Robert Buck. SECOND ROW: Colin Maxwell, Graham Dwyer, Tony Antonio. THIRD ROW: Ron Woods, Angelo Mathews, Eric Gock. Denny Bryant. FRONT ROW: Robert Cook, Dess Russell (capt.), Jim Barry.

(Below) IBROX PARK HIGH first grade side: BACK ROW: Tom Liu, Vince Dibella, John Hindle. SECOND ROW: Wayne Fryer, Bob Jones, Norman Egles, Dennis Tutty. THIRD ROW: Warwick Kingston, Brian Rowe (capt.), Theo Batanaras. FRONT ROW: John Bills, Brian McMorine, Kevin Bowrey.

Printed and published by Associated Newspapers Ltd., at Broadway, Sydney.

The Sun League Special, Sat., Jul

The Sun League Special, Saturday, July 22, 1961

Source: Brian McMorine

⁷ Rugby League In the Schools - Conducted by Dave Brown and Laurie Power. A Great Nursery. The Sun League Special, Saturday, July 22, 1961

Eight Wins

"The first-grade side to date has played eight matches, for as many wins, scored 281 points for (69 tries, 37 goals) to 25 against (three tries, eight goals).

The Captain, BRIAN ROWE, an able leader and tactician, played for N.S.W. 6st. Team as a younger lad. Centre WAYNE FRYER who gained selection for N.S.W. 9st. Team is leading point scorer with 72 points.

DENNIS TUTTY, the main utility player, has scored 15 tries. He has represented Sydney in 7st. 7lb. and 9st. teams and also played in this season's C.H.S. 10st. side.

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The midget fifth grade side plays grand football, and is strong in all departments".



First Grade Rugby League Team, 1961
Ibrox Park Boys High
Zone Premiers

Fourth Row: Tom Liu, Vince Dibella, John Hindle.
Third Row: Wayne Fryer, Bob Jones, Norman Eagles, Dennis Tutty.
Second Row: Warwick Kingston, Brian Rowe (Capt), Theo Batanaras.
First Row: John Bills, Brian McMorrine, Kevin Bowrey.

Source: Brian McMorrine

1962



Class 3A, 1962
Ibrox Park Boys High

Source: Ian Chapman



Class 3B, 1962
Ibrox Park Boys High

Source: Terry Ryan

Memo Curcuruto was an Italian immigrant finding his way in a predominately Anglo-Saxon protestant school filled with prejudice and racial intolerance.^{xix} The class bullies with their four-letter word vocabulary belittled and baited Memo. When there were no teachers about, the bullies were in their element; jeering, gesturing, swearing. Their chortling was used to dominate the class through fear and example. Picking on a person because of their difference or vulnerability partly explained why certain people were bullied. However, it was more likely to do with the bullies' insecurity trying to hide their lack of self-respect or perhaps satisfying visceral needs through power and control. People who have been put down tend to do the same to others.⁸

"Hey, look at me."

Memo was unfairly treated – he was the target for demeaning names; it made many students cringe when the class “*heavies*” picked on him. However, there came a time when Memo had enough of this bullying; it was like something snapped and against the odds he took on his tormentor with all his strength of will and determination; it was a heroic time. Memo took a stand and beat his tormentor in a fight behind the school hall. He gained respect and admiration for his courage particularly from students who were also bullied. From that day, the bullies picked on easier targets and left him alone.



Eight Stone, Three Pounds Rugby League Team, 1962
Ibrox Park Boys High School
Zone Premiers

Source: Terry Ryan

⁸ Institutionalised bullying is often disguised as ritual or tradition - justified by previous experiences.



Cricket Team, 1962
Ibrox Park Boys High School

(Back Row L to R) John Schmitzer, Robert Lupton, John Kenney, Harry Coles, Dennis Harmer, John Ireland
(front Row L to R) Richard Quirk, Lindsay Dorman, John Pearson, Arthur Jubb, JACK CONNELLY (Coach),
Ian Bolan, John Gearan, Allan Miller

Source: John Kenney

"I remember Ian Bolan as a champion fast bowler in our cricket team. I found this photo the other day given to me by our cricket coach, Jack Connelly in 1962. Ian and Johnny Schmitzer will remember him as Jack lived for cricket. John Ireland will definitely remember him as Jack, as I recall, had a soft spot for JI.

This was a good cricket team and we played on Leichhardt Oval when the Oval had a turf wicket. I remember we played cricket and league there against the teachers and the whole school attended these games. Jack Connelly as I said lived for cricket and taught us the finer points of the game:

Run the first one hard.

Chase the ball all the way to the boundary.

Call every ball.

There are only three calls when you are batting. Yes, No and wait.

After you have bowled your delivery walk quickly back to your bowling mark ready to bowl the next ball.

I remembered these points when I played cricket in post school days. I still bring these things up in conversations about cricket."

John Kenney, 2011

1963



Fourth Year, 1963
Ibrox Park Boys High
Year Teacher Mr. D. Scott (Third Row R)

Source: Terry Ryan

Sport was played mainly against selective schools: Randwick Boys High, Sydney Boys High, Cleveland Street Boys High, Fort Street Boys High and Enmore Boys High. It was a challenge to play against resource rich schools with entrenched traditions and superior attitudes. However, Ibrox Park's athletic, basketball, cricket, rugby union, swimming and tennis teams dug deep and upset the expected results against these schools. It was a determination to show they were as good as others and perhaps better with their "*do or die*" attitude.

"What they lacked in technique they made up with attitude."

Basketball was played against mainly selective schools: Randwick Boys High, Sydney Boys High, Cleveland Street High, Fort Street High and Enmore High. The first game against Randwick was an introduction to how to really play the game. After forty minutes of chasing the ball around the court the game thankfully ended. The final score was one hundred and something to about six. The "*Ibroxians*" were well beaten and to add insult, the results of the game were read out at the school assembly the next day to the jeers of the assembly.

Sydney Boys High had an indoor gym. The "*Ibroxians*" felt a little overcome by the surroundings and out of their depth in more ways than one: change rooms, showers, seating, wooden floor, suspended

back boards, gardens and honour roles. Compared to Ibrox's modest facilities: open air, bitumen court and a tiny change room; it was not a contest with either the facilities or the result of the game.

"Basketball was played on open bitumen courts in the wind, sun and rain."

The basketball season was one big learning experience. Apart from learning the game: *"pick and roll, fake to the right go left, high and low post, screen, pass and cut"* it was also about building confidence and self-esteem.

The Cadet Unit played an important role in the community; it provided a sense of pride and a way of showing that Ibrox Park was making a difference for the area. Marching down Norton Street from the Town Hall to Leichhardt Memorial Park on ANZAC Day to the sound of bugles and the beat of drums was a special moment. The bass drum banged out a pounding beat that echoed from the adjacent shops and houses; the tenor drums rasped out a skittering rhythm and the bugles' shrill notes completed a cacophony of sound. Intermittent applause from groups of people lining each side of the street added to the moment.

The Cadet band had a limited repertoire; it did not matter, provided everyone kept in step and there were not too many discordant notes from wayward buglers. Marching in step; not tripping over tram lines; keeping the slouch hat's chin strap in place, looking straight ahead and not smiling to the onlookers was the *"order of the day"*.

The march ended at the Leichhardt Memorial Park. The Cadets provided a backdrop for official speeches and presentations at the memorial. The occasion was marked with an official salute where the Cadets *"presented arms"* while a lone bugler sounded the last post and the honour guard *"reversed arms"*; it was a solemn occasion and a credit to the school.



Leichhardt Memorial Park (circa 1970)

Source: Terry Ryan

1964

The final year involved preparation for the Leaving Certificate; it was a difficult and challenging year for most. Some students blossomed; others weltered under the pressure. The preparation cast a shadow and became a distraction from school sport and the Cadet Unit.

The Leaving Certificate examinations were held in the school hall and the results “advertised” in the Sydney Morning Herald for all to see. Finding results printed in a newspaper may have been convenient for the NSW Board of Studies but it did not consider students’ privacy. For those who had good passes it was not a problem. However, for those with not so good passes and those who failed it was a bit insensitive.

Prefects



Prefects, 1964
Ibrox Park Boys High School

Mr. E Smith, Principal “Panda” (Front Row, 4th R), Mr. W Robertson, Prefect Master “Tamba” (Front Row, 6th R) Richard Friend, Captain (Front Row, C), Neil Smith Vice Captain (Front Row, 3rd R), John Ireland Senior Prefect (Front Row, 7th R)

Source: Memo Curcuruto

A Prefect⁹ was expected to set an example, mentor students and carry out responsibilities that included being assigned to a class at school assemblies and reading out the weekly sport’s report. Prefects were selected mainly from fifth year students and some from fourth year; it was an honour to be chosen and feel part of a privileged few. To wear a prefect’s badge brought recognition, respect and responsibility.

⁹ Prefect – A senior pupil authorized to enforce discipline in a school. Oxford English Dictionary, Eleventh Edition, 2004

Reading out the sport's report was terrifying for most prefects. Getting up in front of your peers and Teachers created all sorts of reactions: stammering, trembling knees, profuse sweating, lost sleep, quivering voices and shaking limbs... apart from the terror, it was good baptism for public speaking.

"Except for the time when I read out the sport's report at an outside playground assembly. My knees shook so much the microphone stand continually banged against the rail of the steel podium; it was like a machine gun: bang, bang, bang. The Principal, Mr. Smith looked everywhere for the offender. To my embarrassment he stopped looking... he discovered the offender; my out-of-control shaking knees. He quietly held the microphone stand as I finished reading my "staccato" report. As I stepped down from the podium, I declared to myself that was my first and last public address."



Class 5B, 1964
Ibrox Park Boys High

Source: Ian Chapman

Looking back... going forward

Reflecting on school life at Ibrox Park raises broader thoughts about the personal struggles known by students who had taken a similar journey. Looking back thoughts became clearer - bounded by reflections and gradual understanding. Thoughts slowly knitted together to make a fabric of those past times; it helped explain a school life; a loose fitting fabric, a bit straggly like my school uniform. However, it did reflect a better understanding of the educational struggles and learning processes; it was a journey of unraveling images - strands of thoughts appearing and dissolving through a questioning prism.

Working through thoughts eases the mind; thoughts constrained by wishful illusions and inability to adequately understand past feelings: fear, shame, embarrassment, despair... perhaps that's the way it needs to be. Otherwise, the reality of the past would be overwhelming and irrepressible. Past times are better understood through child-adolescent perspectives rather than mature adult questioning.^{xx}

What was clear in a moment became clouded with reason and nascent complication. Thoughts prefaced with "if only" and ended with "if I had known". Each thought traced and contemplated – bringing together something of an answer; it made sense with hindsight.

Legacy

Discipline was the educational cornerstone at Ibrox Park Boys High School; it came primarily from a need for order, control and authority and perhaps a legacy from past times – Leichhardt Trades School¹⁰ and Leichhardt Technical School, forerunners of Ibrox Park Boys High School.

Discipline and obedience was the first step with learning; it was first and foremost in the minds of most teachers. Corporal punishment was a universal solution for most problems. Understanding students' needs were hardly acknowledged and largely buried by a curriculum and educational philosophies of that time. It was more to do with students fitting into an established system rather than the system accommodating students' needs. Balancing systemic processes and individual student needs was left to enterprising teachers who taught outside the system. Mentoring and guiding troubled students and conforming to a curriculum would have created challenging dilemmas for most Teachers.

Students involved with personal and family struggles often became "*victims of the system*" and were given little chance to move forward. There was no capacity to deal with dysfunctional family circumstances. Unmanaged emotional needs eroded learning capability, which in turn led to "*learning dead-ends*". It was a "*lose-lose*" situation - as discipline increased, students' educational capacity decreased. The emotional challenges for these students were stumbling blocks often cloaked by rebellious behavior; limited learning capability; cultural, social and economic barriers.^{xxi}

Without addressing the "*big picture*" of students' needs it created an inequality where certain students succeeded based on cultural experiences, social networks and economic resources, rather than merit.

¹⁰ Leichhardt Trades School built 1914; corner Marion Street and Balmain Road.

Discipline alone could not address students' needs; it simply accelerated the "*exiting of non-academic and undesirable students*". Discipline by itself was never going to change these students into something else - they had far greater life needs than education.

Schooling was regarded by many students as an obstacle to getting a job; it was seen as providing little value in terms of employment, independence, family circumstances and social mores.¹¹ For some students, educational success meant "*turning their back*" on their family and isolation from their neighbourhood group/community. Street culture often reflected attitudes that shaped personal expectations. To belong to a group/community was more important than to take the risk of being regarded as being "*too good for us*." To be seen as different was akin to betrayal and social exclusion. To find work in a factory, trade or gain employment with "*steady work*" was another way of belonging to a group/community within the expected social parameters.

Social and environmental pressures were complicated. Each student had a different set of circumstances requiring an individual educational approach. A generic curriculum designed for struggling working class areas such as Leichhardt in the 1960's was never going to adequately cover individual student needs. Individual needs were hardly recognized and not really understood especially during the early years (1960-64).^{xxii} Understanding their social and economic circumstances was beyond the capability of the school. Addressing students' needs largely relied on individual Teachers, curriculums, amalgamations and structural changes.^{xxiii} Changes seem to have been justified from "*past failures*" and the need to start afresh without really understanding the "*lessons learnt*" and the past legacies of Leichhardt's Secondary Schools.

The legacy of Ibrox Park Boys High School would benefit present day schools struggling with similar circumstances - particularly, schools with comparable social-cultural-economic challenges. Hopefully, the legacy provides insight into students' needs and highlights the importance of addressing critical student needs as part of an educational strategy. Their needs, circumstances and associated resources must be addressed as a whole rather than relying primarily on discipline. Otherwise, the likelihood of ineffective educational outcomes will continue in areas where students struggle with challenging social, family and personal circumstances.^{xxiv}

The present "*one size fits all*" educational approach creates an "*educational lottery*" where capable students have limited chances to succeed in relation to their situations. Underlying social, family and personal are major determinants for educational success, and as such, the basis for learning should not be limited by a generic state-wide curriculum.

Ibrox Park's legacy has shown that all students are capable of making different responses to educational opportunities. However, their choice is influenced by circumstances and individual learning capability. Clearly, learning capability is developed through changed behavior or impeded by fixed behavior linked to circumstances. Fixed behavior is largely due to instinctive reactions shaped by socio-environmental factors.^{xxv} It would seem that a key to changing fixed behavior is through a greater understanding of student's needs through mentoring rather than just relying on a control-authority-discipline model.

In simple terms, Ibrox Park's legacy provides an insight into students' needs struggling with socio-economic circumstances – particularly personal and family struggles. The inclusion of their needs with educational strategies increases the likelihood of successful student centered outcomes as well as effective learning results:

Learning must be an active process based on voluntary participation of students who can successfully interact with fellow students and teachers (imagination, understanding linked with creativity, engagement, inspiration and knowledge).

¹¹ Customs and expectations created by social class, order and opportunity.

Students learn from seeking achievement (reward) and inherent search for knowing (desire/stimulation, mentoring).

Learning occurs when students are free from conflict (personal, family and school struggles). If students are struggling with confidence, self-esteem, emotional and physical challenges there is little likelihood of effective learning. There are two basic ways to learn; the elimination of poor choices (benefitting from past experience) and rewarding good choices (reinforcement, responsibility and positive outcomes).

Students must be able to relate to the world – family, fellow students, teachers, industry... The relationship is established through liberal experiences, successes, failures, respect and integrity through dreams, hopes and aspirations.

Students must know the value of trying and learning how to be determined through personal valorization¹² that ultimately enhances learning ability.

Students need to experience the feelings of others in order to develop their feelings (self-esteem, confidence and compassion).

Unfortunately Ibrox Park Boys High School has gone the way of its predecessors Leichhardt's Trade, Technical and Domestic Science Schools and its successor Leichhardt High; schools that no longer exist. While selective and established schools have kept their names and built traditions, Leichhardt Secondary Schools have been re-structured, re-organised and re-badged to create new beginnings that suit current socio-educational-political reforms.

These changes brought new starts with fresh educational strategies without thoughtful regard to the value of Leichhardt's past Secondary Schools. With each beginning, the heritage and lessons learnt from Leichhardt's earlier Secondary Schools have been passed over with new ideals; as if the past needed to be buried for a new beginning.

Leichhardt's Ibrox Park was the site for a number of secondary schools: Ibrox Park Boys High School (1960-76), Leichhardt High (1976-05) and part of Sydney Secondary College (2005-present). The site of Ibrox Park and its associated school name Ibrox Park Boys High has become a faded memory – there are little historical resources, no edifices or inscriptions to its existence. In contrast, the name Ibrox continues to flourish as part of Glasgow's heritage: Ibrox Public School^{xxvi}, Ibrox Community Complex^{xxvii} and Ibrox Stadium the home of the Rangers Football Club.^{xxviii}



Ibrox Public School (est. 1906)
Govan Parish School Board, Glasgow

Source: Kerrie and Brian Stanwell, 2011



Ibrox Community Complex, Glasgow

Source: Kerrie and Brian Stanwell, 2011

¹² Give or ascribe value in terms of leadership, relationship and creativity

Looking back, it seems that students' needs were overlooked by "educational experts" who did not really understand the socio-economic-cultural circumstances and the associated personal and family struggles. Ibrox Park's legacy has shown that educational strategies require a sustainable approach that builds value outcomes through leadership, creativity and relationship with past, present and future students based on an understanding of student needs.

"Instead of a proud heritage there is another beginning."

"Value the past; live in the present; dream for the future."

All people are driven by desires and needs. Some may be influenced by personal struggles, while others are swayed by inspiration, example, acknowledgement and opportunity. Students may want many things, sometimes all at the same time, while others grasp chance opportunities; a word of encouragement; a pat on the shoulder; a "heart-felt" mentor connection.

Education has an opportunity to address students' needs by providing value beyond a curriculum; it must enable students to become increasingly capable of a clear perspective of respect for what others have thought and a capacity to discern between transient and permanent life skills. To draw from thinking, feeling and doing enables a perceptive maturity with strength of will; it goes beyond "knowledge for knowledge sake"; it provides a basis for life's challenges.

Many Ibrox Park students have found their ways into tertiary education, successful businesses, elite sports and productive lives. These students found something beyond knowledge; it was a determination to do their best, to succeed and perhaps knowing what really matters.

Where did this determination to succeed come from... this grit of life? ^{xxix}



The answer partly comes from students' visceral needs: to belong, feel valued and to be heard. Basic desires that may explain their strength of determination and how some students do what is necessary to move forward with courage, service, faith and truth – the same values of Ibrox Park Boys High School's motto set in place at its first school assembly in 1960.

Maybe at that school assembly, Mr. Smith, Principal of Ibrox Park Boys High School, was really talking about values required for life's journey rather than just the school's motto. The finer points of his address were probably lost amongst those who were not ready to hear at the time and for those with hindsight to discover. And maybe, for many students, these values together with their experience at Ibrox Park may help explain their extraordinary determination to succeed.

Ibrox Park is and was a field of dreams; it was more than just a place for Scottish Immigrants to play football in a dusty Leichhardt field and for school students to learn, play and grow; it is a place that has linked the past, present, future through a common dream for a grander life; it is a place that has significant historical values; it is a place that should not slip into obscurity.

*If this was the end
it looked suspiciously
like a beginning.*

*If this is the end,
It felt eerily
like dreaming.*

Ibrox Park Cadet Unit

1963



Ibrox Park Cadet Unit
Debutants' Ball, Balmain Town Hall, 1963

(L to R) Bruce Stannard, Desmond Green, Terry Ryan, Joseph Francis,
Peter Board, Douglas Isbester, Ian Chapman, Unknown, Unknown, Unknown

Source: Ian Chapman



Ibrox Park Cadet Unit
Singleton Army Camp, 1963

Terry Ryan

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963

(L to R) Douglas Isbester, Brian Chung,
Ian Chapman, Terry Ryan, Gary Oldfield

Source: Terry Ryan

"My time as a Sergeant in the Cadet Unit brought responsibility not sought. Feeling responsible for a platoon of about 20 young boys was at times overwhelming. My confidence was challenged and unnatural leadership was underlined with silent protest. Not wanting to be in the spotlight and responding to expectations was a dilemma; it was a tension between wanting to be noticed and fear of not measuring up. The tension produced neutral outcomes; frozen by inaction and camouflaged by hesitant efforts.

Imagine the Ibrox Cadet Unit on parade and an anxious school boy pretending to be in control; standing to the side of a platoon; saluting, remembering which way to "right-about-turn" and bellowing out with mustered authority:

*"Platoon... attention,
By the left...quick-march,
Left, left, left, right, left,
Platoon...halt".*

I thought a gruff voice would strengthen my authority and hide lack of confidence. I was relieved to get through such moments, knowing my camouflage was intact until perhaps the next parade."



Ibrox Park Cadet Unit
Singleton Army Camp, 1963

Contact camp - breakfast in the field

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963

Contact camp
Ponchos clipped together for a tent

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963

Contact camp

Source: Terry Ryan



Ibrox Park Cadet Unit
Contact Camp

(L to R) Gary Oldfield, Douglas Isbester, Terry Ryan
Singleton Army Camp, 1963

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963
Second Platoon, Contact Exercise

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963
Second Platoon, Contact Exercise

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963
Mess Parade

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963
Company On Parade

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963
Company On Parade

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963
Company Parade

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963
Second Platoon

(Front Row, L to R) Doulas Isbester, Brian Chung, Gary Oldfield

Source: Terry Ryan



Ibrox Park Cadet Unit
Singleton Army Camp, 1963
Second Platoon

Lee Wright (Back Row 6th R), Ian Chapman (Front Row 4th R), Robert Lockeridge (Back Row 11th R),
Brian Chung (Back Row 12th R), Gary Oldfield (Front Row 6th R), Des Green (Standing, Front Row 7th R)

Source: Terry Ryan

Ibrox Park Cadet Unit

Passing-Out Parade, Leichhardt Oval, 1964

The Passing-Out Parade at Leichhardt Oval involved departing cadets from the Cadet Unit; it was a way of acknowledging their contribution and formally marking the occasion. The Parade included a “*general salute*”, “*march past*” and “*march-off*” by the departing Cadets.



Ibrox Park Cadet Unit
Leichhardt Oval, 1964
Passing-Out Parade

Source: Terry Ryan



Ibrox Park Cadet Unit
Leichhardt Oval, 1964
Passing Out Parade

Source: Terry Ryan



Ibrox Park Cadet Unit
Leichhardt Oval, 1964
Passing Out Parade

Presentation 2nd Cadet Brigade Efficiency Prize
(L to R) Brigadier Hinley, CUO Terry Ryan, Mr. S MacKay

Source: Terry Ryan



Ibrox Park Cadet Unit
Leichhardt Oval, 1964
Passing-Out Platoon
(Front Line, L to R) CUO's Terry Ryan, Ian Chapman

Source: Terry Ryan



Ibrox Park Cadet Unit
Leichhardt Oval, 1964
Passing-Out Platoon

(L to R) CUO's Terry Ryan, Ian Chapman

Source: Terry Ryan



Ibrox Park Cadet Unit
Leichhardt Oval, 1964
Passing-Out Parade

(L to R), Richard Friend, Neil Smith, Ian Robertson, Ian Chapman,
Anton Tickzicki (kneeling), Graham Skillicorn, Terry Ryan, John Ireland
(Background) Theodore Baloglow (arms crossed), Mr. Colin Keeble, Teacher (far R)

Source: Terry Ryan

Farewell to Fifth Form Students, 1963 Teachers, Students

**IBROX PARK
BOYS' HIGH SCHOOL**



**FOURTH FORM FAREWELL
TO
FIFTH FORM STUDENTS**

Friday, 25th October, 1963

Wishing them every success in their future careers.

Dinner: 6 p.m.

STAFF

Mr. E. SMITH Principal
Mr. P. PIPER Deputy Principal

Miss R. Kurts, Messrs. D. Baird, A. Cameron, J. Connelly, G. Cooke,
S. Clark, B. D'Adam, D. Enock, B. Fowler, W. Hall, C. Keeble, P. Lee,
F. Ley, G. MacPhail, S. MacKay, G. McGill, A. Moore, D. Murcutt,
D. Moran, K. Moon, K. Nagle, J. O'Brien, J. O'Sullivan, A. Oliver,
W. Robertson, D. Scott, P. Stone, R. Tully, W. Wade, J. Walsh,
H. White.

FOURTH FORM BOYS, HOSTS

ANTONIO, Terrence	WATSON, Trevor
ALLEN, Kenneth	WEBSTER, Bryan
CHAN, Kai Sun	WORMLEATON, Jeffrey
COLES, Harry	WALLIGORSKI, Henry
CURCURUTO, Orazio	CHAPMAN, Francis
EAGLES, Norman	CHAPMAN, Ian
FERUGLIO, Renato	EISENBERG, George
FLINT, William	ELMER, Alan
FORDHAM, John	GANDER, Robert
FRIEND, Richard	GLOVER, Wayne
GAY, Christopher	GOLLAN, Robert
GENNARI, Walter	HORNE, Alan
HINKLEY, Robert	HUGHES, Ronald
HOWISON, Richard	KOULLOUROS, Andrew
INGLIS, Raymond	LEE, Lorraine
IRELAND, John	MAUDE, Neville
JOHNSON, Glenn	MESZAROS, Imre
KENNEY, John	MIRIC, Peter
LOW, Russell	McBURNIE, David
MACHIN, Ronald	NANNARIELLO, Joseph
MARTIN, Linden	NORTHAM, Maxwell
MILLER, Allan	OLIVARI, Joseph
MOORE, Richard	SCHMITZER, Cecil John
McFARLANE, Robert	SKILLICORN, Graham
McLAUCHLAN, Michael	SWADLING, Kevin
OSBORNE, Kenneth	THOMPSON, David
ROBERTSON, Ian	WRIGHT, Lee
RYAN, Terrence	PHEGAN, Russell
SKENE, Raymond	TICKZICKI, Anton
SMITH, Neil	VERTZONIS, Basil

FIFTH FORM BOYS, GUESTS

ANTHONY, David	JOHNSON, James
BALOGLOW, Theodore	KAKAKIOS, John
BOARD, Peter	KING, Allan
BOWMAN, Guy	LAMBERGER, Michael
BRADLEY, John	MAHER, Terence
BRISBANE, Donald	MUIR, David
CHEADLE, John	MUNN, Brian
DIBELLA, Vincent	OLSEN, Wilhelm
ECCLES, Gregory	PAPPIOANNU, Emilius
ENGEL, Orest	PHILLIPS, Michael
ENGLARO, John	SIANO, Max
HAMMOND, Reginald	STANNARD, Bruce
HINDLE, John	THOMPSON, Terrence
HINKLEY, Edward	YAAGER, Dennis
JAQUES, Stephen	

Source: Terry Ryan

Farewell to Fifth Form Students, 1964 Teachers

Autographs

Miss Pheasant
Mrs. Ron.
Mr. Tibbitts
Mr. Smith
Miss Friend (cont.)
Neil Butler
- L.V.C.
D.J. Scott
D.E. Enock
Mr. Robertson (Tambora)
Joe Walsh
B. Dall
Kenneth Moon
A. Cooke
R. Nagle
Mr. Smith
S. MacKay
G. MacPhail
Mrs. Tully
B. Dall

BOYS' HIGH SCHOOL



FOURTH FORM FAREWELL

TO

FIFTH FORM STUDENTS

FRIDAY, 30th OCTOBER, 1964

Wishing them every success in their future careers

Dinner: 6 p.m.

STAFF

Mr. E. SMITH Principal

Mr. P. PIPER Deputy Principal

Miss R. Kurts, Messrs. D. Baird, A. Cameron, A. Chamberlain, S. Clark, J. Connelly, G. Cooke, B. Cooper, B. D'Adam, D. Ebeling, D. Enock, P. Fields, W. Hall, C. Keeble, P. Lee, S. MacKay, G. MacPhail, K. Moon, A. Moore, D. Murcutt, K. Nagle, J. O'Brien, A. Oliver, J. O'Sullivan, E. Parsons, R. Philpott, W. Robertson, A. Rose, D. Scott, R. Tully, J. Walst

Source: Terry Ryan

Farewell to Fifth Form Students, 1964

Procedure, Students

TOASTS		FOURTH FORM	
"THE QUEEN"		ADAMS, Warren	LITTO, Alan
Chairman: Doug Isbester		AKHIL, Prem	MARSHALL, Alan
★		ANTONIADES, Constantine	MOON, Stephen
"OUR FIFTH FORM GUESTS"		BOIDEN, Robert	MORGAN, Laurence
Proposed: Joe Francis		BRICKMAN, Vilny	MOUSSA, Chris
Brian Chung		CARAHALIOS, Eythameos	MURPHY, John
Response: Terry Antonio		CARAHALIOS, John	NEILSON, Ian
Alan Horne		CARUSO, Joseph	NYE, Ian
★		CHUNG, Brian	OLDROYD, Gary
"THE SCHOOL"		CLARKE, John	OLSSON, Rolf
Proposed: Richard Friend		COOPER, John	PENROSE, Thomas
Neil Smith		COPLAND, Gary	PETERS, Roger
Response: The Principal		COWAN, Raoul	QUARTULLO, Michael
★		DIGIGLIO, Joseph	RADVANYI, Antal
"THE STAFF"		DIQUAL, Corrado	RICHARDSON, Wayne
Proposed: John Ireland		EDWARDS, Douglas	SARIC, Mario
Ian Chapman		FERUGLIO, Renato	SEVERI, Aldo
Response: The Deputy Principal		FLYNN, Geoffrey	THOMPSON, David
★		FRANCIS, Joseph	TOMS, Peter
CUTTING THE CAKE Richard Friend		GILIBERTI, John	TSELEPI, Nicos
★		GILCHRIST, Elliot	VARGA, Fabian
PRESENTATION TO THE SCHOOL Kevin Swadling		GLASTRAS, Demetrius	VTURIN, Dimitri
★		HINKLEY, Robert	WALIGORSKI, Henry
"THE LADIES WHO ASSISTED"		HODGSON, Grahame	WALLACE, Douglas
Proposed: Alan Marshall		HUGHES, Joseph	WHEELER, Clarke
Response: Mrs. Nye		ISBESTER, Douglas	WHEELER, Gilbert
		JENEY, Andrew	WILLIAMS, John
		KERR, John	WEBSTER, Bryan
		KING, Warren	YUEN, Greg
		FIFTH FORM	
		ALLEN, Kenneth	SMITH, Neil
		ANTONIO, Terrence	WATSON, Trevor
		COLES, Harry	CHAPMAN, Francis
		CURCUTUTO, Orazio	CHAPMAN, Ian
		EAGLES, Norman	EISENBERG, George
		FORDHAM, John	GLOVER, Wayne
		FRIEND, Richard	HORNE, Alan
		GENNARI, Walter	HUGHES, Ronald
		HOWISON, Richard	KOULLOUROS, Andrew
		INGLIS, Raymond	MAUDE, Neville
		IRELAND, John	MIRIC, Peter
		KENNEY, John	MUIR, David
		LOW, Russell	McBURNIE, David
		MACHIN, Ronald	NORTHAM, Maxwell
		MARTIN, Linden	PHEGAN, Russell
		MILLER, Allan	SCHMITZER, John
		MONZO, Ettore	SIANO, Max
		McFARLANE, Robert	SKILLICORN, Graham
		McLAUGHLAN, Michael	SWADLING, Kevin
		OSBORNE, Kenneth	TIKVICKI, Anton
		PORTER, James	VERTZONIS, Bazil
		ROBERTSON, Ian	WRIGHT, Lee
		RYAN, Terrence	

Source: Terry Ryan

Fifth Annual Speech Night, 1964

Awards, Programme

4. GREATLY IMPROVED PUPILS:

Fourth Form —	2A — Brian Barrett
Grahame Hodgson	2D — Fred Ackley
3A — Kevin McGlinn	2E — Alex Paul
3B — Geoffrey Ashton	1A — Robert Addison
3C — John Head	1B — Stephen Voysey
3D — Victor Carozza	1C — Brian Holloway
3E — Harry Croucher	1E — Sydney McAvoy

5. H. E. SMITH MEMORIAL SCHOLARSHIPS:

Fifth Form: Grahame Hodgson
Fourth Form: To be decided in 1965

6. ARMY PRIZE FOR N.C.O. SHOWING OUTSTANDING LEADERSHIP: Sgt. Graham Skillicorn

SPORT AWARDS 1964

P. & C. Trophy for General Excellence: Blaxland House.
House Shield for Athletics and Swimming: Wentworth House.

Inter-House Sport Competition: Wentworth House.
Captain — John Schmitzer.

J. H. Deehan Trophy (Sportsman of the Year): Richard Friend — Fifth Form — 1st Grade Rugby, Zone Representative; 1st Grade Water Polo; 1st Grade Basketball; N.S.W. Junior Basketball Representative; Runner-up 16 years' Athletic Championships.

SPORTS BLUES:

Rugby: John Schmitzer (Fifth Form), Ian Chapman (Fifth Form), Warren King (Fourth Form).

Soccer: Harry Coles (Fifth Form), Stan Bennett (Third Form).

Tennis: Neville Freney (Third Form).

Cricket: Harry Coles (Fifth Form), Alan Marshall (Fourth Form).

Water Polo: Warren King (Fourth Form).

Basketball: Terry Ryan (Fifth Form).

Special School Blue: Alan Miller.

J. Martin Trophy for Soccer: Mario Sario (Fourth Form).

ATHLETIC CHAMPIONS:

- (13 years) Geoffrey Gray
- (14 years) George Soumelides
- (15 years) Joe Caristo
- (16 years) Warren Churchland
- (Senior) Brian Webster

SWIMMING CHAMPIONS:

- (13 years) Ray Dumbrell
- (14 years) Keith Perkins
- (15 years) Michael Harwood
- (16 years) John Schmitzer
- (Senior) Terry Antonio

Ibrox Park Boys' High School



FIFTH ANNUAL SPEECH NIGHT

Thursday, 15th October, 1964

at 8.00 p.m.

Programme . . .

1. National Anthem.
2. Opening remarks by the Chairman, Her Worship the Mayor, Ald. A. R. Cashman.
3. School Report for 1964, Mr. E. Smith, B.A., Principal.
4. Service and Academic Awards and Certificates.
5. The Occasional Address — Major General I. N. Dougherty, D.S.O., O.B.E., I.S.O., E.D.
6. Sports Report, Prizes and Awards.
7. Vote of Thanks — Mr. K. Clinch, President P. & C. Association.

Source: Alan Miller

Fifth Annual Speech Night, 1964

Prizes, Awards

PRIZES AND AWARDS

1. SERVICE AND CO-OPERATION AWARDS:

School Service Prize: Richard Friend, School Captain.
 Citizenship Prizes:
 Fourth Form — Joseph Francis
 Third Form — Lawrence Chalk
 Second Form — Guiseppie Ingrassia
 First Form — John Russell

SCHOOL AND CLASS CO-OPERATION AWARDS:

5B — Alan Horne
 4B — Warren King
 4C — Dimitri Vturin
 3B — John Reddy
 3C — Antony Pitronaci
 3D — Fred Cavallaro
 3E — Robert Goodwin
 2A — Mark Tozer
 2B — Ken Edwards
 2C — Keith Perkins
 2E — Chris Houghton
 1A — Pompeo Vallario
 1C — Chris Nutter
 1D — Peter Ferrier
 1E — Brian Allen

2. ACADEMIC PRIZES:

Principal's Prize for Dux of the School: Robert McFarlane, 5th Form.
 Rotary Prize for Dux of Fourth Form: John Murphy (4B).
 P. & C. Prizes for Duxes of:
 Third Form: Salvatore Miritello (3A).
 Second Form: Lasse Kosklin (2A).
 First Form: Pompeo Vallario (1A).

DUCES OF CLASSES:

3B — K. Carter-Ihnen
 3C — W. Churchland
 3D — W. E. Campbell
 3E — R. Goodwin
 2B — A. Bonanno
 2C — Sydney Page
 2D — G. Ingrassia
 2E — M. Papadopoulos
 1B — W. King
 1C — John Daly
 1D — F. Scappatura
 1E — R. Barrett

3. ACADEMIC MERIT CERTIFICATES:

Fifth Form:

Harry Coles — Mathematics II
 Orazio Curcuruto — Economics
 Walter Gennari — French
 Richard Howison — Ancient History and Geography
 Neville Maude — English and General Mathematics
 David McBurnie — Modern History
 Neil Smith — Science
 Anton Tikvicki — Descriptive Geometry

ACADEMIC MERIT CERTIFICATES:

Fourth Form:

Brian Chung — Mathematics I
 Douglas Edwards — Geography
 Elliot Gilchrist — General Mathematics
 John Gilberti — Science
 Allan Marshall — English
 Michael Quartullo — Mathematics II

Third Form:

Andrew Arnott — Advanced History and Credit Science
 Stewart Abbott — D.G.
 Lawrence Chalk — Credit Commerce
 Ronald Cullen — Credit M.W.
 Terrence Cummins — Ordinary W.W.
 John Gavage — Advanced French
 Leslie Good — Ordinary Mathematics
 Roger Irving — Credit Mathematics
 Brian Lloyd — Advanced Geography and Ord. Commerce
 Stephen Lumley — Art
 Michael Pittas — Credit Geography
 Peter Reynolds — Technical Drawing
 John Reddy — Ordinary Science

Second Form:

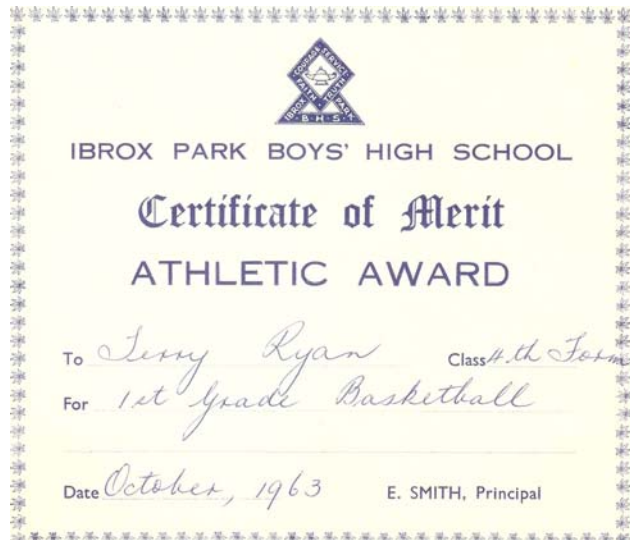
Charles Chandler — Technical Drawing
 Lyonel Carloff — Ordinary Mathematics
 Fred Ackley — Art
 Gary Flood — Advanced History and Ord. Commerce
 Robert Li Chiang — Advanced French, Advanced Mathematics
 Keith Lowe — Ordinary Science
 Alan Lye — Ordinary Geography
 Glenn Melross — Advanced English
 Keith Perkins — Ordinary History
 Geoffrey Plattford — Ordinary English
 Wallace Smart — Descriptive Geometry
 Larry Sterrey — Woodwork
 James Stevens — Metalwork

First Form:

Nicholas Despinidic — Mathematics
 Neville Goodwin — English
 Alan Jacobson — Social Studies
 Fred Jackson — Craft
 Frank Morgillo — Art

Source: Alan Miller

Certificates of Merit



Source: Terry Ryan

Reunions

NSW Cricketers Club, Sydney 1987



Reunion, NSW Cricketers Club 1987
1960-64 Ibrox Park BHS

Mr. E. Smith, Principal

Source: Richard Friend



Reunion, NSW Cricketers Club 1987
1960-64 Ibrox Park BHS

(L to R) Mr. Robert Philpott (Teacher), Mr. D. Enock (Teacher),
Anton Tickvicki (Past Student), Mr. E. Smith (Principal)

Source: Richard Friend



Reunion, NSW Cricketers Club 1987
Past Students 1960-64 Ibrox Park BHS

(Back Row, L to R) Theodore Baloglow, Terry Ryan, Max Siano
(Front Row, L to R) John Fordham, John Schmitzer, Frank Chapman

Source: Richard Friend

Royal Sydney Yacht Squadron, Kirribilly 1988



Reunion, Royal Sydney Yacht Squadron 1988
Past Students 1960-64 Ibrox Park BHS

(Back Row L to R) Ian Boland, John Pearson, Unknown, Russell Phegan, Lee Wright, Vince Dibella,
John Kenney, Robert Gander, Graham Skillicorn, Memo Curcuruto, Kevin Swalding, John Ireland
(Front Row L to R) Ian Robertson, Frank Chapman, Peter Miric, Wayne Glover,
George Eisenberg, Ian Chapman, Max Siano, Terry Ryan

Source: Max Siano



Reunion, Royal Sydney Yacht Squadron 1988
Past Students 1960-64 Ibrox Park BHS

(L to R) Kevin Swalding, Wayne Glover, John Ireland, John Pearson,
Ian Chapman, George Eisenberg, Peter Miric, Frank Chapman

Source: Max Siano

Australia and Heritage Hotel, The Rocks 1989



Reunion, Australia and Heritage Hotel 1989
Past Students 1960-64 Ibrox Park BHS

(Back Row, L to R) Peter Board, Graham Skillicorn, Walter Gennari, John Ireland,
Max Siano, Lee Wright, Robert Gander, Brian Webster, Terry Ryan
(Front Row, L to R) Theodore Baloglow, Ian Chapman, Wayne Glover, Frank Chapman,
John Fordham, Allan Miller, Richard Friend, Anton Tickvicki, Memo Curcuruto

Source: Max Siano

The Great Gatsby, Sydney Harbour 1990



Reunion, The Great Gatsby 1990
Past Students 1960-64 Ibrox Park BHS

(L to R) Kevin Swadling, Memo Curcuruto, Terry Ryan

Source: Terry Ryan



Reunion, The Great Gatsby 1990
Past Students 1960-64 Ibrox Park BHS

(L to R) Peter Miric, Lee Wright, Allan Miller, Tony Burns

Source: Terry Ryan



Reunion, The Great Gatsby 1990
Past Students 1960-64 Ibrox Park BHS

(L to R) Anton Tickvicki, John Pearson, John Fordham, John Ireland

Source: Terry Ryan

The Cricketers Club, Sydney 1995



Reunion, The Cricketers Club 1995
Past Students 1960-64 Ibrox Park BHS

(Back Row, L to R) Anton Tickvicki, Graham Skillicorn, Kevin Swadling,
Ian Chapman, Memo Curcuruto, John Fordham, Lee Wright, Allan Miller,
Graham Charles, Frank Chapman, Max Siano
(Front Row, L to R) Richard Friend, Walter Gennari, John Ireland, Robert Gander, Tony Burns

Source: Max Siano



Reunion, The Cricketers Club 1995
Past Students 1960-64 Ibrox Park BHS

(L to R) Lee Wright, Max Siano, Ian Chapman

Source: Max Siano



Reunion, The Cricketers Club 1995
Past Student 1960-64 Ibrox Park BHS

Allan Miller

Source: Max Siano

Australia and Heritage Hotel, The Rocks, Sydney 1997



Reunion, Australia and Heritage Hotel, The Rocks, Sydney 1997
Past Students 1960-64 Ibrox Park BHS

(Back Row, L to R) John Ireland, John Bradley, Max Siano
(Front Row, L to R) Wayne Glover, Memo Curcuruto,
Ian Chapman, Terry Ryan

Source: Max Siano



Reunion, Australia and Heritage Hotel, The Rocks, Sydney 1997
Past Students 1960-64 Ibrox Park BHS

(L to R) John Ireland, John Bradley

Source: Max Siano



Reunion, Australia and Heritage Hotel, The Rocks, Sydney 1997
Past Students 1960-64 Ibrox Park BHS

(L to R) Ian Chapman, Max Siano

Source: Max Siano

The Excelsior Hotel, Surry Hills, 2007



Reunion, The Excelsior Hotel, Surry Hills, 2007
Past Students 1960-64 Ibrox Park BHS

(L to R) John Ireland, Allan Miller, Max Siano, Ian Chapman

Source: Terry Ryan



Reunion, The Excelsior Hotel, Surry Hills, 2007
Past Students 1960-64 Ibrox Park BHS

(L to R) John Bradley, Max Siano, Terry Ryan, John Ireland

Source: Terry Ryan



Reunion, The Excelsior Hotel, Surry Hills, 2007
Past Students 1960-64 Ibrox Park BHS

(L to R) Richard Friend, Walter Gennari, Memo Curcuruto, Terry Ryan

Source: Terry Ryan

The Excelsior Hotel, Surry Hills, 2009



Reunion, The Excelsior Hotel, Surry Hills, 2009
Past Students 1960-64 Ibrox Park BHS

(L to R) Allan Miller, Ian Chapman, Graham Charles, Terry Antonio

Source: Terry Ryan



Reunion, The Excelsior Hotel, Surry Hills, 2009
Past Students 1960-64 Ibrox Park BHS

(L to R) John Bradley, Max Siano, John Ireland

Source: Terry Ryan

Sydney Secondary College, Leichhardt, 2010



Reunion, Sydney Secondary College, Leichhardt, 2010
Past Student 1960-64 Ibrox Park BHS

Terry Ryan

Source: Terry Ryan



Reunion, Sydney Secondary College, Leichhardt, 2010
Past Students 1960-64 Ibrox Park BHS

(L to R) Memo Curcuruto, Richard Friend, Unknown

Source: Terry Ryan



Reunion, Sydney Secondary College, Leichhardt, 2010
Past Students 1960-64 Ibrox Park BHS

(L to R) John Ireland, Terry Ryan, Ian Chapman, Lee Wright
Memo Curcuruto, Allan Miller, Brian McMorine

Source: Terry Ryan

Ibrox dreaming – a Leichhardt boy

Sydney Secondary College, Leichhardt, 2010



Reunion, Sydney Secondary College, Leichhardt, 2010
School Yard, Classrooms, Hall
Previously Ibrox Park BHS 1960-64, Leichhardt High 1976-05

Source: Terry Ryan



Reunion, Sydney Secondary College, Leichhardt, 2010
School Yard, Classrooms
Previously Ibrox Park BHS 1960-64, Leichhardt High 1976-05

Source: Terry Ryan

End Notes

ⁱ Keith Barnes – “Golden boots”, Rugby League Legend. Keith played for the Balmain “Tigers” represented New South Wales (1959-63) and Australia (1957-66). He played for Australia on seventeen occasions and made 234 appearances for Balmain. Keith was inducted into the Australian Rugby League Hall of Fame (2007) and named in Australia’s 100 Greatest Players (1908-2007). He coached local children at Leichhardt Oval and mentored many people with his kind nature and humility.

ⁱⁱ Laurie Fagen – legendary half back, Rugby League. Laurie played for the Balmain “Tigers” and Penrith “Panthers” during 1958-70. Apart from being one of Balmain’s finest playmakers he mentored many young players – particularly local children at Leichhardt Oval. Laurie was inducted into the Tigers Hall of Fame (2008) and received Life Membership in 2009.

ⁱⁱⁱ Bob (Bobbie) Grant – exceptional rugby league player. A New South Wales interstate and Australian representative halfback; he played club football for Balmain “Tigers” and South Sydney “Rabbitohs” where he won three premierships in 1968, 1970 and 1971. Bob played 135 club games for South Sydney during 1966-75. He was Rugby League Week Player of the Year in 1971 and included in the South Sydney Dream Team in 2004.

^{iv} Dennis Tutty – extraordinary athlete, rugby league player and coach. Dennis was graded to the Balmain “Tigers” in 1964 at the age of seventeen and was the youngest player to play in a grand final between Balmain and St. George. He played mainly as lock. His only Test appearance was against New Zealand at the Sydney Cricket Ground in 1967. He was a champion rower and responsible for winning a landmark court case that removed trade restraints on rugby league players.

^v Russell Phegan – super swimmer. Russell swam in the final of the 1964 Olympic Men’s 1500 metres freestyle event aged 17. On his way to the final he came second in Heat 3 and fifth in the final with a time of 17mins 22.4secs.

^{vi} Clarrie Fuller – world class shot-putter. Clarrie astounded everyone at the 1961 Combined High Schools Zone Athletic Competition held at the E S Marks Field, Sydney. He broke the world shot put record for his age.

^{vii} Dennis Yaager - a leader in soccer/football. Dennis played with Everton (UK) during 1964-65. In later years he played with Hakoah and Coatia in the New South Wales State League. Dennis made his full international debut for Australia in November 1970 against Iran in Tehran. His second and final international appearance was against Mexico in Mexico City in December 1970.

^{viii} Ibrox Park Boys High School (Final Year) 1964 Leaving Certificate Students: Kenneth ALLAN, Terrence ANTONIO, Francis CHAPMAN, Ian CHAPMAN, Harry COLES, Memo CURCURUTO, Norman EAGLES, George EISENBERG, John FORDHAM, Richard FRIEND, Walter GENNARI, Wayne GLOVER, Alan HORNE, Richard HOWISON, Ronald HUGHES, Raymond INGLIS, John IRELAND, John KENNEY, Andrew KOULLOUROS, Russell LOW, Ronald MACHIN, Linden MARTIN, Neville MAUDE, Allan MILLER, Peter MIRIC, Ettore MONZO, David MCBURNIE, Robert MCFARLANE, Michael MCLAUGHLAN, David MUIR, Maxwell NORTHAM, Kenneth OSBORNE, Russell PHEGAN, James PORTER, Ian ROBERTSON, Terry RYAN, John SCHMITZER, Max SIANO, Graham SKILLICORN, Neil SMITH, Kevin SWADLING, Anton TICKVICKI, Bazil VERTZONIS, Trevor WATSON, and Lee WRIGHT.

^{ix} NSW Teachers Federation Submission to Legislative Council Inquiry into the Proposed Closure and Restructuring of Government Schools in Inner Sydney. May 2002. Barry Johnson General Secretary. Page 13, Clause 8.6 – Leichhardt.

"As noted in the submission from the Leichhardt High School P&C:

That amalgamation was prompted by educational considerations, including changing attitudes to girls' education and the need to provide a comprehensive range of subjects for both boys and girls, in a progressive and inclusive environment. Current P&C members who recall Ibrox Park Boys' High School can vividly remember its discipline problems, and particularly the hostile attitude of Ibrox Park boys to the selective schools around them."

^x Max Solling and Peter Reynolds. *"LEICHHARDT: On The Margins of the City - A social history of Leichhardt and the former municipalities of Annandale, Balmain and Glebe."* ISBN 1 86448 408 X.

"Child labour was a feature of the factory system... Children laboured long hours carrying clay in suburban brickyards for ten to fourteen shillings a week. Dr Arthur Renwick believed the employment of boys and girls close together for long hours made them sharp and precocious in things of which they should be ignorant, and physically deteriorates them in many ways ... the boys become men too soon and the girls women too soon."

^{xi} Max Solling and Peter Reynolds.

"Municipality of Leichhardt and Balmain had by far the most factory jobs, with some 179 factories employing 10,238 people. In 1944-45 there were 175 factories in Annandale and 4,235 workers, 158 industrial establishments in Leichhardt and 4,121 workers, and 156 factories in Glebe with 4,496 workers."

^{xii} Marjory Fainges. *"Cyclops Toys"*. Published, 1998.

"Cyclops Toys Pty Ltd was located on the corners of William and Francis Streets, Leichhardt produced children's toys; it commenced operation with four people and grew through the years of World War I, the fabulous 1920s, the bad years of the 1930s Depression, the challenging years of World War II and British ownership in 1968."

^{xiii} Max Solling and Peter Reynolds. *"LEICHHARDT: On The Margins of the City - A social history of Leichhardt and the former municipalities of Annandale, Balmain and Glebe."* ISBN 1 86448 408 X. (Photo courtesy of John Heine & Son Pty Ltd).

"In 1917, John Heine & Son Pty Ltd established a sheet metal-working and machine-tool manufacturing firm on the corner of Allen and Francis streets, Leichhardt. Many boys served apprenticeships here, acquiring skills in machine-tool technology. It was the pre-eminent machine-tool manufacturer in the southern hemisphere."

^{xiv} Leichhardt Technical School was originally known as Leichhardt Trade School and built in the 1890s.

^{xv} Ibrox Park Boys High School (First to Fifth Year) Students 1960-64: Kenneth ALLAN, Terrence ANTONIO, Francis CHAPMAN, Ian CHAPMAN, Harry COLES, John FORDHAM, Richard FRIEND, Walter GENNARI, Richard HOWISON, Raymond INGLIS, John IRELAND, John KENNEY, Linden MARTIN, Allan MILLER, Peter MIRIC, Robert MCFARLANE, Michael MCLAUGHLAN, Kenneth OSBORNE, Ian ROBERTSON, Terry RYAN, John SCHMITZER, Graham SKILLICORN and Kevin SWADLING, Neil SMITH and Trevor WATSON.

^{xvi} Hugh Mackay. 2010. *“What Makes Us Tick? The Ten Desires That Drive Us.”* Hachette, Australia. ISBN 9780733625077(pbk.)

^{xvii} Terry and Christopher Ryan. 2009. *“What about me... A guide for caring”*. David Lovell Publishing. East Kew, Australia. ISBN 9781863551229(pbk.)

“As tough as any personal struggle may be, every person has a choice in how they will respond to challenges. The ultimate resolution of a personal struggle may come down to knowing that everyone has the freedom to choose their response.”

^{xviii} The Sun League Special, July 22, 1961. Rugby League In The Schools - Conducted by Dave Brown and Laurie Power. A Great Nursery.

“Though little more than a year old, Ibrox Park high, Leichhardt, has already established itself as a top Rugby League school and will prove a great nursery for Balmain.

In general, the whole team is a credit to its school and the Rugby League code. Hard clean, open football is their forte, and they have the ability to go on to grade status in the near future.”

^{xix} Desmond O’Grady. 1995. *“Correggio Jones and the Runaways - The Italo-Australian Connection.”* Cardigan Street Publishers, Carlton, Australia. ISBN 1875633731.

“Anti-Italian suspicions revived in the 1950’s. Fear of those who might alter Australia’s lifestyle was pronounced as late as 1957.”

“There are far too many new Australians... who mix with people of their own nationality, and try to retain their own language and custom”. John O’Grady alias Nino Culotta. They’re a Weird Mob.

^{xx} Terry Ryan, Ebony and Ayla Ryan-Miners. 2010. *“Planets, Rings and Things.”* Terry Ryan Consulting Pty Ltd., Australia.

“Children remind us that education is an art based on imagination, creativity, confidence and strength of will. These inter-related elements are the educational foundation that ultimately provides purpose and direction in people’s lives.”

^{xxi} Carmin Mills and Trevor Gale. 2007. *“Researching Social Inequalities in Education: Towards a Bourdieuan Methodology.”* The University of Southern Queensland & Monash University, Australia. International Journal of Qualitative Studies in Education.

“For marginalized groups, the cultural capital of their families, the ways in which they see and experience the world, is not highly valued in schools or at least by the schooling system in general. For many of these students, access to dominant forms of cultural capital is frequently limited to time at schools. Exposure to the educative effects of the cultural capital of dominant groups is necessary for success at school (Bourdieu, 1997).”

“Paradoxically, those who are most in need of time in school must be able to accumulate the dominant cultural capital as they are less likely to acquire it from their homes, communities and economic circumstances. The reality is that time in school is a luxury and/or an irrelevant for many poor, ethnic minority students.”

"Bourdieu uses "cultural capital" to describe the unequal distribution which helps to conserve social hierarchy under the cloak of individual talent and academic meritocracy; it involves expected behaviours, expected language competencies, the explicit and implicit values, knowledge, attitudes to and relationship with academic culture required for success in school."

^{xxii} NSW Teachers Federation Submission to Legislative Council Inquiry into the Proposed Closure and Restructuring of Government Schools in Inner Sydney. May 2002. Barry Johnson General Secretary. Page 13, Clause 8.6 – Leichhardt.

^{xxiii} Ibrox Park Boys High School was amalgamated with Leichhardt Girl's Junior High School to form Leichhardt High School in 1976 and restructured in 2005 to form Sydney Secondary College (SSC) that includes Glebe, Rozelle and Leichhardt campuses.

^{xxiv} Rosemarie Lentini and Chelsea White, Daily Telegraph, 4 March 2011, page 7 - Racism boils over in school attacks.

"It had been simmering for months, say students, and this is the moment school racism reached boiling point... A department spokesman said the school education director would meet with Mrs. Elasmor 'soon' and that students who engaged in racist or other anti-social behavior were 'disciplined'."

^{xxv} Ray C. Wunderlich, M.D. 1970. *"Kids, Brains and Learning"* Johnny Reads Incorporated. Florida, U.S.A. Standard Book Number 910812-03-9.

^{xxvi} Govan Parish School Board, Ibrox Public School, established 1906. The Govan Road Campus revives civic solidity and presence of the traditional School buildings of the early 20th century; it also meets current and future educational needs of the community.

^{xxvii} Ibrox Community Complex provides grant-aids and supports community facilities across Glasgow city and is responsible for the letting of schools, public halls and the Mitchell Theatre. The complex is committed to the development of a network of facilities which will be a long-term asset to the whole community.

^{xxviii} The entrance gates between the Main and Broomloan Stands of the Ibrox Stadium, the home of the Ranger's Football Club Ltd.



Ibrox Stadium, Rangers Football Club
Ibrox Park, Glasgow

Source: Kerrie and Brian Stanwell, 2011

^{xxix} Grit Of Life. Jaksie, UK. Poet and Healer. Undated.

*"Pain and ecstasy
provide the traction in life.
Contentment being a slippery thing,
moving smoothly through the years,
Allowing time to rush around us.
It is the pain that grinds the grit of life,
and forms a pearl."*

“Ibrox dreaming... a Leichhardt boy” is an untold story that treads lightly back into fading times when Ibrox meant different things to different people. The name Ibrox is an almost forgotten place in Leichhardt where once early Scottish immigrants dreamt of a grander place in Glasgow – Ibrox Park. It was the same place in the 1960-70’s when Ibrox Park Boys High School students also dreamt of a grander place.

