

1962



Canterbury
Girls' High School

Vol. 4

Jan Rose
"Knowledge is Power" 40

THE MAGAZINE OF
CANTERBURY
GIRLS' HIGH
SCHOOL

Editors:

F. E. Maddocks

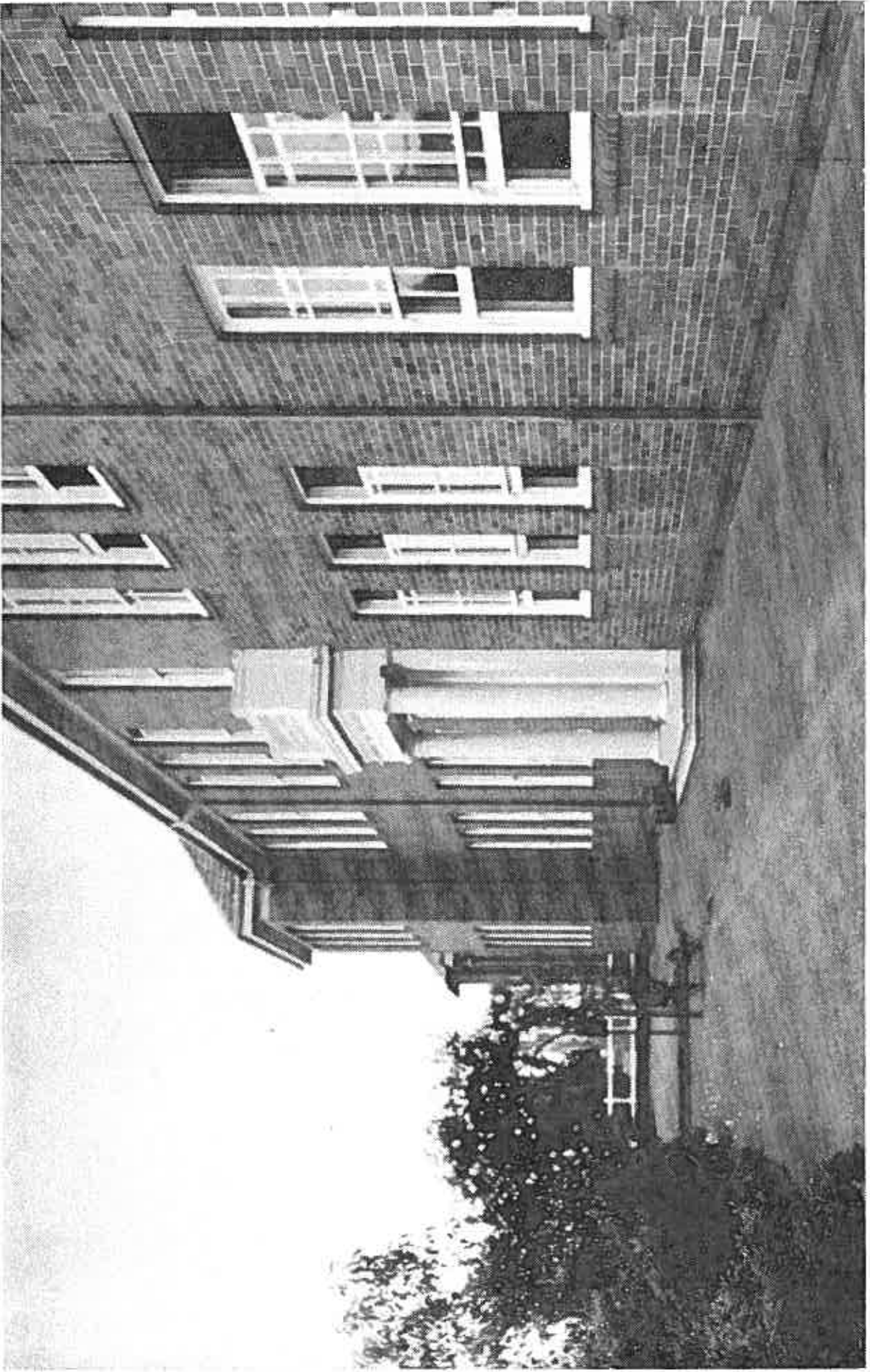
J. Fitton

A. Williams

Pupil Assistants

No. 4

NOVEMBER, 1962



Foreword

MISS BUCKINGHAM'S MESSAGE

It is with great pleasure that I welcome this fourth magazine of the present series. For the great majority, it records another year of progress. The pages that follow show success in school work, in music, in drama, in sport, and in every aspect of school life, all of which are so essential in your preparation for your future.

School is not an isolated portion of life: living cannot be divided into compartments, and each stage of our experience grows in an orderly fashion from a preceding one. Each school year is a foundation for the next one, and, in a very similar way, your whole school life is a foundation of your life in the adult world.

You face an exciting and fascinating world where the development of your own abilities and powers is essential for you to earn your own living. Thus one of your present duties is to bend your energies to this end.

However, in this exciting world where machines are removing tedium and drudgery from dull tasks, you will enjoy more leisure. This means time for music, art and beauty in all its forms. Thus the school activities which are not considered as actual work, are preparing you for the future hours when you can participate in the arts.

Notwithstanding this freedom, we still are required to live, work and play with other human beings, so that, of even greater importance than the above, is the need "to get on with" people. Are you developing this important side of your character? Are you reliable, truthful, helpful, patient, courteous, kind, thoughtful and fair? These are some of the spiritual qualities which are part of the civilised character and without which no life can be truly happy and successful.

Congratulations to all girls who, by hard work and persistence, have been successful in various spheres, and I should like to thank all members of the staff whose interest and untiring efforts have made these successes possible.

THE STAFF

Headmistress: Miss N. W. BUCKINGHAM, B.Sc., Dip. Ed.

Deputy-Headmistress: Miss L. ARMSTRONG

Department of English — History:

Mrs. F. E. MADDOCKS (Mistress)	Mrs. B. REDWIN
Miss N. WEHBY, B.A., Dip. Ed.	Miss H. DONOVAN
Miss M. KENNA, B.A.	Mrs. L. HETHERINGTON, B.A.
Miss P. CROSSINGHAM	Miss B. CHAPMAN, B.A.
Mrs. A. WILLIAMS, Librarian	Miss N. L. WALSH

Department of Languages:

Miss M. B. ROSE, B.A. Dip. Ed. (Mistress)	Mrs. M. N. REINHARZ, B.A., Dip. Ed.
Mrs. M. B. MOORE, B.A. Dip. Ed. (Careers Adviser)	Miss J. T. MOORE, B.A., Dip. Ed.

Department of Mathematics:

Mrs. J. CLARKE, B.A., Dip. Ed. (Mistress)	Miss B. PRATT
Mrs. V. CAMPBELL	Mrs. C. DOWDING
Miss H. BREAKWELL	Miss J. E. GREENWOOD, B.A.

Department of Geography and Commercial Subjects:

Miss M. L. ROBBINS, B.A. (Mistress)	Mrs. N. G. WILLIAMS
Miss B. SEE, B.A.	Mrs. B. PHILLIPS

General: Mrs. J. RALPH, D.P.E.

Department of Home Science:

Miss W. STEWART (Mistress)	Mrs. M. R. TOPP
Miss M. FROST	Mrs. J. TRAVANNER
Mrs. M. PINKERTON	

Department of Science:

Miss M. S. HADLINGTON, (Mistress)	Miss G. COCKS
	Mrs. E. PETTORINO
	Mrs. D. CURDIE, B.Sc., (Gen. Sc.)

Department of Needlework:

Mrs. DEE (Mistress)	Miss B. M. GURNEY
Mrs. M. DAVIS	

Department of Music:

Miss E. JONES, D.S.C.M. (Teacher and Performer)	Miss M. MIKES, D.S.C.M., L.Mus.A.
	Miss D. McGARVIE, D.S.C.M. A.Mus.A.

Department of Art:

Mr. E. AAVIK, LL.B. (Tartu)	Mrs. D. PEISLEY
Mrs. C. ALLEN	

Department of Physical Education:

Miss J. P. FITTON, D.P.E.	Miss J. J. EDWARDS, D.P.E.
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Secretarial:

Mrs. E. D. GRAHAM	Mrs. G. E. LUCKETT
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The Captain's Message



Barbara McLauchlan

As my school days are drawing to an end, I look back with pride on what has been so happily achieved at Canterbury in the past five years. I realise, too, that soon we Fifth Years will be launched into the adult world to fend for ourselves without the guidance and advice of our teachers.

Like clay in the hands of the sculptor, we are being moulded into shape and equipped to live full lives both now and in the future. But while our physical and mental powers are being trained and cared for, more important still, our personalities are forming and crystallising.

By participation in school activities, by our attitudes towards them, and by the way we carry out our duties, our characters are being shaped. Such subjects as drama, music, art, debating and sport encourage us to use our special talents and to develop co-operation and powers of leadership. However, we must not disregard the value of the moral and spiritual training we receive from I.S.C.F., Red Cross and Social Services. These foster a spirit of service in us towards those less fortunate than ourselves. If we put all we have into our school life, then we are sure to reap the full benefit of this basic training in later life.



Lyn James, Vice-Captain

Let us then be loyal to our school training so that we may go forward with confidence to meet whatever problems the future may hold for us.

Barbara McLauchlan.



CLASS MAGAZINES, 1962

5A—Susan Crawford	.....	"Chronicles, 1962"
5B—Rhonda Thorn	.....	"Vas-y"
4A—Janet Lee	.....	"Fourth Dimension"
4B—Lyn McLean	.....	"Erewhon"
4C—Helen Simmons	.....	"The New Breed"
3A—S. Brechin	.....	"Shower of Thoughts"
3AC—A. White	.....	"Clear Sailing"
3AF—J. Lavender	.....	"Offbeat Deadbeats"
3AL—C. Chamberlain	.....	"The Hat Trick"
3BC—B. Capps	.....	"Take 5 With 3BC"
3BH—L. Smith	.....	"Drumming Up a Storm"
2A—M. Treharne	.....	"Room at the Top"
2AN—L. Coleman	.....	"The Commentator"
2AF—K. McGillicuddy	.....	"What's Cooking for 2AF"
2AL—P. McKillop	.....	"News and Views"
2BC—E. Hoskings	.....	"The Aquanuts"
2BH—G. Teggin	.....	"Here and There With 2BH"
A1—B. Foote	.....	"Moomba"
A2—B. McArthur	.....	"News and Views"
A3—M. Watson	.....	"The Papyrus"
A4—E. Jones	.....	"A4 Annual"
A5—J. Rose	.....	"Titbits"
A6—R. Ribbon	.....	"A6 Revue"
2C/1C—R. Young	.....	"Follow the Sun With 2C/1C"

GIRLS WHO GAINED A PASS IN THE LEAVING CERTIFICATE EXAMINATION, 1961

Key to Subjects:

1. English.
3. French.
13. Modern History.
14. Geography.
15. Economics.
18. General Mathematics.
22. Chemistry.
23. Biology.
32. Needlecraft and Garment Construction.
33. Home Economics.
34. Art.

CRADDOCK, Carolyn: 1B 13B 14B 15B 23B 32B

FAWCETT, Katherine Maree: 14B 23B 32B 33B

MacCARTHY, Elizabeth Reagh: 1A 3B 18B 22B

McLACHLAN, Ailsa Kirsty: 1B 13B 14B 23A 32A 34B

MEILIUNAS, Akva Henrika: 13B 14B 15B 32B

MELCHERS, Guusta Klazina: 1B 13B 14A 15A 23A

NICHOLLS, Beverley Frances: 1B 13B 14B 15B 23B

POWNALL, Ngaere: 1B 13B 14B 23B 32B 33B

SMITH, Sandra Joy: 1B 13B 14B 18B 23B 34B

STROM, Janice: 13B 14B 23B 32B 33B

Teachers' College Scholarships, 1961

MELCHERS, G. K. (Lucy)

POWNALL, N.

SMITH, S.

Girls who gained a pass in the Intermediate Certificate, 1961

Abbott, W.
Adamowski, S.
Alderson, J. L.
Andrews, J.
Armstrong, G. S.
Asworth, D. L.
Astley, D. E.
Arnett, L. A.

Baines, S.
Baker, J.
Ball, J. P.
Barnes, J. E.
Board, G.
Brown, K. J.
Barrow, D. M.
Bruce, H.
Bunnage, J. A.
Byrnes, M. A. T.

Carey, D.
Carr, M. A.
Carter, S. V.
Chappell, M. L.
Chamberlain, V. P.
Churchill, K.
Clancy, M. M.
Comans, D.
Collins, L. M.
Conroy, J. I.

Davis, E.
Day, T. L.
Deacon, Y. L.
Dicker, J.
Dodson, L.
Dunk, C. L.
Dwyer, D. M.

Emmett, C.

Fernleigh, J. M.
Fong, M.

Gamble, C. M.
Gasson, B. J.
Gilchrist, A.
Glover, L. A.
Goulding, R.
Green, P.
Gregory, D. L.
Gutkowski, R. E.

Hampson, P. G.
Hancock, D.
Hill, B. J.
Holmes, M. J.
Horne, F. P.
Howlett, E. K.
Hutchinson, J.

Irwin, E. D.
Isles, S. R.
Jocumsen, R. G.
John, J. T.
Jones, R.
Jones, V.
Joseph, D. O.

Kay, M.
Kenny, C. G.
Kilner, H.
Kirk, J. S.
Knight, P.
Kobielski, B.
Kostava, A.
Kulmar, R. V. M.

Langley, A. J.
Leary, C. L.
Lee, J.
Leech, C. A.
Leong, E.
Liao, D.
Lloyd, D. E.
Lung, J. A.

McLaughlan, J.
McLean, M. E.
McLean, R.

Mallam, S. K.
Miles, K. B.
Molloy, M.
Moulton, J. R.
Moy, J. E.

O'Brien, C. M.
Ogston, N.
Oliveira, S.

Paine, S. G.
Pawlicki, M. T.
Prendergast, A. M.
Petch, S. F.
Peters, M. E.
Pratt, E. J.

Quimby, L. J.

Rabone, S.
Ramus, W.
Rankine, R. C.
Reeves, P.
Rehessar, H.
Roberts, B. M.
Rogers, L.
Rose, J. K.
Ryan, P.
Ryan, P. E.

Said, Nedine
Said, Nedjla
Samueljan, L.
Saviane, J. N.
Scully, M. A.
Selvage, H. L.
Sharp, K.
Sharp, P. F.
Smith, N. G.
Spinks, J. M.
Stathakis, A. E.
Stevens, L. D.
Stockman, S.
Studd, P. J.
Sugwurst, J. K.
Sutherland, F.

Taylor, R.
Thew, M.
Thomsen, N. L.
Tipping, C. E.
Toms, C. M.

Washington, A.
Watson, D. G.
Webber, P. G.
Wells, J.

White, R. A.
Wild, A.
Wilson, C.
Wilson, M. J.
Wishart, F. A.
Wood, A. I.
Wood, C. E.

Young, P. J.

Anderson, D. R.
Anderson, R. L.

Baker, C.
Baker, H. E.
Ball, C. A.
Brooker, R. L.
Bunt, M. A.
Byrnes, D. G.

Chapman, L. J.
Churchill, J. M.
Clayden, L. J.
Clegg, M. E.
Cocks, C.
Colenutt, S. J.
Collins, J. W.
Coulson, J.
Cox, P.

Davies, L.
Driscoll, P. A.
Duggan, S. L.
Elliott, J. A.

Farquhar, J. C.
Francis, L. D.
Frith, H. M.

Galvin, R. K.
Gampenov, M. M.
Gibb, G. M.
Gillham, P. C.
Green, S. P.
Groves, P. H.

Hanks, S. G.
Harrison, K. D.
Hart, C. V.
Hazell, L. A.
Hewins, C. D.
Hinks, R. J.
Hook, L. L.
Hughes, P. M.
Irwin, M. R.
Jackson, W. J.
Joustra, D. F.

Kembrey, L.
Kerr, L. M.

Lindsay, M. J.
Logan, L. J.
Lyons, M. J.

McKimm, V. F.
Manners, C. A.
Martyn, E. A.
May, R. P.
Merrell, C. S.
Mitchell, A. E.
Munns, J. M.

Nelson, P. J.
Nielson, A.

O'Neil, L. E.

Parker, K.
Payne, E. M.
Pilmore, S.
Pittis, M. J.

Quinn, M.
Quinton, N. J.

Read, J. H.
Richardson, C. W.
Rose, B. A.

Savos, C.
Schriever, I. I.
Schubert, M. A.
Sweinsberg, J. L.
Shaw, C. S.
Shepherd, C. A.
Sherriff, C.
Simmons, P.
Simpson, J. C.
Smith, L. K.
Splatt, J. C.
Squires, L.
Steadman, M. C.
Strachan, C. D.
Symons, D. K.

Thorne, A.
Tibbetts, D. L.

Walters, J. M.
West, S. R.
Williams, L. M.
Williamson, S. M.
Wyman, B. E.

SPEECH DAY AWARDS, 1961

FIRST YEAR PRIZES AND CERTIFICATES

1. First place in class B2 Heather Smith
2. First place in class B1 Leonie Jackson
3. Greatest improvement in 1st Year Kathi Summers, A4
4. Equal First place in 1st Year Physics/Chemistry Jean Collett, A4
5. First place in 1st Year General Mathematics Lindy Coleman, A4
6. First place in 1st Year Geography and Art (First place in class A4) .. Patricia Wallace.
7. First place in Class A3 Lahing Chiu
8. Equal First place in Physics/Chemistry Stephanie Donnelly, A1
9. General Proficiency in 1st Year Margaret Treharne, A1
- First place in History
- First place in Home Economics
- Equal First place in Physics/Chemistry
10. Equal First place in English, 1st Year (First place in class A1) Janice Haynes.
11. Equal First place in English, 1st Year Lorraine Kirwan, A2
12. First place in 1st Year French Margaret Wilson, A2
13. First place in 1st Year Needlework (General Proficiency in 1st Year) Roslyn Blair, A2
14. General Proficiency in 1st Year Dawn Kerlake, A2
15. General Proficiency in 1st Year Heather Lawrence, A2
16. Alliance Francaise Prize for French Gaye Chilby, A2
- First place in 1st Year Mathematics I
- Third place in 1st Year.
17. Second place in 1st Year Peggy McKillop, A2
18. First place in 1st Year Mathematics II Rhonda Skelton, A2
- First place in 1st Year Latin.
- First place in 1st Year Writing.
- First place in Class A2.
- First place in 1st Year.

SECOND YEAR PRIZES AND CERTIFICATES

19. First place in 2C Marea O'Leary
20. First place in 2nd Year Alternate Mathematics (First place in Class 2BH) . . . Doreen Levick
21. First place in Class 2BC Karen Reid
22. Greatest Improvement in 2nd Year Mary Canellakis, 2BC
23. First place in 2nd Year Needlework Carolyn Bathie, 2A
- Equal First place in 2nd Year Business Principles.
- Equal First place in 2nd Year Shorthand.
24. First place in 2nd Year Home Economics Kaye Walker, 2A
25. First place in 2nd Year Biology Marina Visini
- First place in 2nd Year Art.
- First place in 2nd Year Typing.
- Equal First place in 2nd Year Business Principles and Shorthand.
- First place in Class 2A.
26. First place in 2nd Year General Mathematics Carol McLauchlin, 2AC
27. Equal First place in 2nd Year Business Principles Diane Elder, 2AC
28. First place in 2AC Class Gail McCue
29. First place in 2nd Year Geography/History Isobel Seeley
- First place in 2AF Class.
30. Herrod and Scott prize for best magazine contribution (Junior Section) Anne Wood, 2A1.
31. Alliance Francaise prize for French Genevieve Kostava, 2A1.
32. General Proficiency prize in 2nd Year Zelda Lloyd, 2A1.
- Special Prize for German (donated by German Consulate)

33. First place in 2nd Year German Valmai Wykes, 2AL
 Special Prize donated by German Consulate
34. General Proficiency Prize, 2nd Year Lorraine Surplice, 2AL
35. General Proficiency Prize, 2nd Year Yvonne Wild, 2AL
36. Third place in 2nd Year Kerry Bonner, 2AL
37. First place in 2nd Year Mathematics II Susan Rose, 2AL
 First place in 2nd Year Physics/Chemistry.
 Second place in 2nd Year.
38. Equal First place in 2nd Year History Patricia Whatley, 2AL
 First place in 2nd Year Mathematics I.
 First place in 2nd Year French.
 Alliance Francaise Prize for French.
 First place in 2nd Year English.
 First place in 2nd Year Writing.
 First place in 2nd Year Latin.
 First place in Class 2AL.
 First place in Second Year.

THIRD YEAR PRIZE LIST

39. First place in 3BH Leslie Kembrey
40. First place in 3BC Maxine Lindsay
41. Greatest Improvement in 3rd Year Marilyn Clegg, 3B
 First place in 3rd Year Alternate Mathematics
42. Equal First place in 3rd Year Biology Carolyn Strachan, 3B
 Equal First place in 3rd Year Art.
43. Equal First place in 3B Class Carolyn Strachan
44. Equal First place in 3B Class Janice Coulson
45. First place in 3rd Year General Mathematics Jacqueline Ball, 3AC
46. First place in 3rd Year Needlework Noni Smith, 3AC
47. Equal First place in 3rd Year Art Wendy Abbott, 3AC
48. Equal First place in 3rd Year Business Principles Jennifer Moy, 3AC
 First place in 3rd Year Typing.
 Special Underwood Prize for Typing.
49. Attendance Prize Dianne Watson, 3AC
50. First place in Class 3AC Susan Paine
51. First place in 3rd Year Home Economics Terry Day, 3A
52. Equal First place in 3rd Year Business Principles Heather Bruce, 3A
53. Equal First place in 3rd Year Business Principles Renata Gutkowski, 3A
54. First place in 3rd Year Shorthand Jannette Conroy, 3A
 General Proficiency in 3rd Year.
 Attendance Prize.
55. First place in 3rd Year Music Sandra Petch, 3A
56. Attendance Prize Janet Alderson, 3A
57. Equal First place in 3rd Year Biology Kay Miles, 3A
58. First place in 3rd Year Mathematics II Margaret Wilson
 First place in 3A Class.
59. General Proficiency in 3rd Year Carol Gamble, 3AF
 First place in 3rd Year English.
 Edith Summerley Prize for 3rd Year English.
60. First place in 3rd Year History Barbara Kobielski, 3AF
61. Greatest Improvement in 3rd Year Jeannette Moulton, 3AF
62. First place in 3AF Marjorie Chappell
63. General Proficiency in 3rd Year Sandra Baines, 3AL
 First place in 3rd Year Geography.
 Attendance Prize.
64. First place in 3rd Year Latin Judith Walls, 3AL
65. General Proficiency in 3rd Year Marie Kay, 3AL
66. General Proficiency in 3rd Year Helga Rehessar, 3AL
67. Attendance Prize Margaret Thew
68. Attendance Prize Wendy Ramus, 3AL

69. Alliance Francaise Prize for French Robyn McLean, 3AL
 70. Alliance Francaise Prize for French Annie Kostava, 3AL
 71. Third place in 3rd Year Ann Wild, 3AL
 72. Equal First place in 3rd Year Mathematics I Janet Lee, 3AL
 Second Place in 3rd Year.
 73. General Proficiency in 3rd Year Christine Emmett. 3AL
 First place in 3rd Year French.
 74. Equal First place in 3rd Year Mathematics I Elizabeth Davis, 3AL
 First place in 3rd Year Physics/Chemistry
 First place in 3AL.
 First place in 3rd Year.

FOURTH YEAR PRIZES AND CERTIFICATES

75. First place 4th Year Home Economics Tanya Lavrinovich, 4B
 76. First place in 4th Year Needlework Lesley Cook, 4B
 77. First place in 4B Class Dianne McIntosh, 4B
 78. Greatest Improvement in 4th Year Suzanne Daley, 4B
 79. First place in 4th Year Music Charmian Beckett, 4A
 80. First place 4th Year Art Felicity Beckett, 4A
 81. General Proficiency 4th Year Susan Crawford, 4A
 First place 4th Year Economics.
 82. First place 4th Year Mathematics II Angela Stoevmer, 4A
 83. First place 4th Year General Mathematics Diana Towers, 4A
 84. General Proficiency for 4th Year Zandra Roderick, 4A
 First place 4th Year Mathematics II.
 85. Herrod and Scott Award for best Contribution to School Magazine (Senior
 Section) Elizabeth Simpson, 4A
 86. First place 4th Year Mathematics I Lucy Lake, 4A
 Equal First place 4th Year Physics/Chemistry.
 Second place in 4th Year.
 87. Equal First place in 4th year Physics/Chemistry Vivienne Bell, 4A
 88. General Proficiency in 4th Year Miriam Ellis, 4A
 89. First place 4th Year English Barbara Whitfield, 4A
 First place 4th Year History.
 First place 4th Year Geography.
 Third place in 4th Year.
 90. First place 4th Year Biology Gwenneth Burrows, 4A
 First place 4th Year French.
 Alliance Francaise Prize for French.
 First place 4th Year Latin.
 First place in 4th Year.

FIFTH YEAR PRIZE LIST

91. First place 5th Year English Elizabeth MacCarthy
 First place 5th Year General Mathematics.
 92. First place 5th Year History Sandra Smith
 First place 5th Year Geography.
 First place 5th Year Art.
 Equal First place 5th Year Biology.
 93. Special Attendance Prize Carolyn Craddock
 94. First place 5th Year Home Economics Ngaere Pownall
 95. First place 5th Year Economics Lucy Melchers
 96. Equal First place 5th Year Biology Ailsa McLachlan
 First place 5th Year Needlework.
 First place 5th Year.
 Dux of School and Gold Medalist.
 97. Best pass in L.C. 1960 Marilyn O'Brien
 89. School Vice-Captain, 1961 Ngaere Pownall
 99. School Captain, 1961 Carolyn Craddock
 (Vice-Captain and Captain's Prizes presented by)
 Parents and Citizens' Association.

SPEECH DAY AWARDS, 1961

SPORTS PRIZES

The following are prizes awarded to winners of Sports Events and outstanding Team play.

SPOONS

Kay McKenzie	Athletics and	Basketball
Kim Sharp		Basketball
Robyn Jocumson		Basketball
Stephanie Donnelly		Athletics
Lynette Logan		Athletics
Jayanne Joyce		Squash
Judith Crowley		Squash
Sandra Smith		Softball
Diane Hancock		Softball
June O'Connor		Softball
Janice Strom		Swimming
Susan Casson		Swimming
Barbara Kobielski		Hockey

CUPS

Mary Hunt ..	Open Swimming Championship and	Junior Swimming Championship
Margaret Mandin	Senior Athletics Championship	
Caroline Bathie ..	Open Athletics Championship &	Junior Athletics Championship

CUPS FOR HOUSE COMPETITION

Uniform Point Score Trophy		Canberra
Ball Games Cup		Brisbane
Inter-house Athletics Trophy	}	Darwin
Junior Athletics Point Score Cup		
Inter-house Basketball Shield		

SPEECH DAY AWARDS, 1961

SPORTS PRIZES

CUPS FOR HOUSE COMPETITION

Inter-house Swimming Trophy	}	Adelaide
Junior Swimming Point Score Cup		
Sub-junior Athletics Cup		
Inter-house Softball Cup		
Social-Services Point Score Prize		

HOUSE CAPTAINS AND VICE HOUSE CAPTAINS PRIZES

(Donated by The Parents and Citizens' Association)

Lyn James and Suzanne Daley	Adelaide
Barbara McLaughlan and Charmain Beckett	Brisbane
Margaret Mandin and Toni Tanner	Canberra
Elizabeth Whitfield and Margaret Cominsoli	Darwin

I.S.C.F. REPORT FOR 1962

This year the Inter-School Christian Fellowship has had a rather eventful calendar. Firstly, let me tell you exactly what I.S.C.F. is and what it stands for.

The I.S.C.F. functions in several other countries and its mother organization, Scripture Union, has a Bible reading membership of 1,282,000. In New South Wales, the total of I.S.C.F. groups is almost 80% of the secondary schools in the state. The motto is: "To know Christ and to make Him known."

Our Tuesday meetings at lunchtime have previously been held in the hall. In future there are to be two groups; (1) Senior group (4th-5th years), meeting in Room 3, and (2) Junior group, meeting in the hall. Both groups will join for special meetings. The aim in dividing the groups is to spend more time in discussion in the Senior school. These two groups would not have been possible had it not been for the interested staff members whom we are so fortunate to have this year.

The year opened well and with a social afternoon for first years when Mr. Lucket of the Presbyterian Church, Campsie, gave us a very interesting talk.

Other guest speakers during the year have been Rev. Robinson, St. Paul's, Canterbury, and Miss Heideman, the travelling secretary for I.S.C.F. in N.S.W.

At a recent meeting we had a Question Box. The following week the teachers answered the questions and many spiritual problems were solved.

For our Scripture Union Week meeting our Scripture Union secretary, Barbara Whitfield, gave us a short talk on S.U. and we had Bible Study, using our cards.

A feature of our second term meetings has been discussion groups. At these meetings we have Bible readings and talks in small groups, where we can ask questions.

At the beginning of the term a houseparty was held at "The Grange" and everyone enjoyed herself.

Please keep Tuesday, lunchtime free on your school calendar and you can be sure that you will be made welcome if you care to join us.

Sandra Petch, 4B. (Assistant-leader).

FOURTH YEAR MANNEQUIN PARADE

On July 7th, in the School Assembly Hall, a very interesting Mannequin Parade was held. Many parents and friends attended.

The garments worn were made in the needlework lessons and modelled by 1st, 2nd, and 4th Year girls.

1st Year girls wore dainty aprons.

2nd Year displayed tennis frocks, sun frocks, jiffy dresses and brunch coats.

3rd Year donned shortie pyjamas, nightdresses and brunch coats which they had made.

4th year looked very elegant in their winter suits and also showed various examples of warm dressing gowns.

At this function the Needlework Department was presented with a folding ironing board by the Frazer Company, and the Parents and Citizens' Association gave us a Semi-Automatic Singer Sewing Machine.

F. Dee.

REPORT FROM PARENTS AND CITIZENS' ASSOCIATION, 1962

I embrace this opportunity of thanking all active members for their faithful services and attendance at meetings during the year. At the same time, I would refer all readers to the advertisement which this magazine affords our association which I hope will serve to remind parents and friends of our meetings. A strong and active Parents and Citizens' Association can only be formed and sustained by the interest and aid of **all** parents.

Do come along and grant us the benefit of your opinion at meetings and support us with weight of your membership when matters vital to your children's welfare are at stake. The school is going through a period of evolution to a full High School when accommodation and equipment are urgently in need of extension and renewal. It is at once your duty and your privilege to be active in procuring what is adequate and desirable for your children.

I have to report that throughout the current year, a number of activities have been arranged by the association to raise funds for school equipment or to further the interests of the school in other ways.

As well as the monthly meetings there have been:—

Three Cake Stalls at monthly intervals; A Mother and Daughter Night; Luncheon served by our Auxiliary at the Fourth Year Mannequin Parade; A Guessing Competition (for a fruit cake); The Annual School Dance; A Cookery Demonstration at the Sydney County Council Showrooms at Campsie; Sending of delegates to the Annual Conference of the Federation of Parents and Citizens' Association.

In addition, we will arrange an "End of the Year Dance" for outgoing students when examinations are over.

Proceeds from the various efforts of the association have made it possible for us to purchase and present to the school the following equipment!

A piano for a second Music Room;

A new Singer "Economatic" sewing machine;

A new record player from Audio-Engineers for the Modern Languages Department; and Curtains for the Home Economics' Department dining room.

Keith Bastian, President.

THE SCIENCE DEPARTMENT ORGANISATION

This year marks the commencement of the implementation of the Wyndham Report. This will bring many changes in the Science Syllabus, and in the organisation of science subjects in schools.

At present, all 2nd and 3rd Year girls study either combined Physics and Chemistry, or Biology. Girls in 4th and 5th year may do either Biology or Combined Physics and Chemistry, or both.

This year, first form science has undergone many changes. It is studied as a series of topics, e.g., air, water, heat, light, etc. These are studied from several aspects—chemical, physical, biological—at an elementary level.

In future, in 2nd, 3rd and 4th year, students will study Core Science, or Advanced Core Science. Both these courses will include chemical, physical, biological and geological studies, thus providing every student with a balanced Science course, enabling her to learn something of each aspect of Science.

Girls have visited several places during the past twelve months to amplify sections of their course. Some of these excursions have included a visit by 5th year to Balmoral to study ecology, visits to the Zoo, and to the museum. These visits are considered a vital part of the Science course.

M. S. Hadlington.

JUNIOR RED CROSS

Although the Junior Red Cross was only introduced this year it has been met with great enthusiasm. We were sent 77 yards of material to be made into Children's Clothes, and 12 have been completed.

Our first cake stall netted £15, which was sent to the Winter Clothing Appeal and Afrakit Appeal—a first aid kit for small African Children. Another £5, was gained by a cake donated by Mrs. Grahame.

The response has been good, and we have 100 members. Several 4th year girls have the privilege of attending the Annual meeting of the Red Cross, with representatives from most of the large schools, and a progress report from our school was read by Janet Alderson. Several films were shown, illustrating the work of the Junior Red Cross and the Foundation.

At the Junior Red Cross Exhibition last month, work from all schools was displayed, clothes for boys and girls alike.

We are hoping that more Junior girls will join and come to our monthly meeting, and if more girls would volunteer to sew these clothes, we would greatly appreciate their help. Carol Wilson, 4C, is our President.

L. Dodson, 4A.

ALLIANCE FRANCAISE

GRADE II: Chilby, G; Cordeaux, S; Creasy, M; Joseph, S; Lawrence, H; Oakes, F; Weir, L.—GRADE III: Chamberlain, C; Collins, K; Ismay, C; Lloyd, Z; Rose, S; Surplice, L; Whatley, P; Wood, A.—GRADE IV: Burling, J; Emmett, C; Kay, M; Kilner, H; Kissoglou, A; Lee, J; McLean, R; Young, P.—GRADE V: Ashcroft, L; Bell, V; Burrows, G; Crawford, S; Feher, K; Jaros, M; Lake, L; Stoermer, A; Symons, G; Towers, D; Willis, J; Young, J.

Prize winners will be announced at the Prize Giving Ceremony.

LANGUAGE DEPARTMENT

The Language Department has been changed since 1961 owing to the transfer of Mrs. Rileigh to Balgowlah Boys' High School. She has been replaced by Miss Moore, who came from Marrickville Junior High and, in addition, we have Miss Walsh, whose work is divided between the Language, English and Science Departments.

There are classes in French and Latin in all years from 2nd to 5th and German classes in 2nd and 3rd year; also we have one girl doing German for the Leaving Certificate. All first year classes A1 to A6 under the new Wyndahm Report Scheme are doing a Pre-Language course and the formal study of at least one language will begin only after the final Yearly examination.

The 4th and 5th Year girls have had the opportunity of attending weekly after-school classes in Oral French provided by Mme. Bouteiller of the Alliance Francaise. There was an enrolment of 59 girls and 34 girls sat for the Alliance Francaise examinations in July.

The French and German library has been fairly well patronised during the year and it is hoped that it may be expanded in the near future. This year, magazines (with a record of the text) are available for classes in Oral French, and magazines in German and Latin are used for interest and background study. The record player donated to the Language Department by the Parents and Citizens' Association has made it possible to vary work in class, and it is hoped to acquire other records in due course.

Some classes have given attractive assembly programmes based on their language work and on Play Day at the end of 2nd term, various language classes will be presenting plays, scenes or songs in French, Latin and German.

M. B. ROSE.



SCHOOL ASSEMBLIES

Every Monday, hail rain or shine, the Assembly Hall is visited by every girl in the School. Four Assemblies take place, beginning at 9 a.m. with the First Year Assembly and ending with the Seniors at 1.30 p.m. The same pattern is followed in all assemblies—each begins with The Lord's Prayer which is followed by the School Pledge and School Song, and then there are announcements and reminders of rules and regulations, sometimes praise and acclamation for those who have excelled in examinations, in sport, in class debating, sometimes rebuke for any whose behaviour has warranted it. Assemblies conclude with the National Pledge and the Anthem accompanied by the Recorder Band at First Year sessions. Preceding the Pledge, there is another item, and to many this is the highlight of the Assembly. It is the Assembly Programme, which is the work of a different class each week.

The Assembly Programme may take almost any form, though it has certain characteristics that are common to all such programmes. Firstly each has a common function, which is to provide an opportunity for displaying class talent, and for developing good speech, deportment and confidence in front of a large body of people. It also places an emphasis on personal neatness and on artistic effort. No girl would dream of taking part in her class programme without having first pressed her tunic, cleaned her shoes and attended to her grooming in general. No class would dream of excluding from its share of the programme the arrangement of a bowl or vase of flowers, with some appropriate remarks from the "flower girls". Each class aims to make a really good showing, whether the presentation is dramatic or musical or poetic; the script (often the original contribution of one or more of its members) is written out or printed by the class expert in lettering, while its cover is the creation of the most talented artist in the class. This script (Assembly Programme) is presented to the school, and is stored in the school library to become part of the school records.

A very pleasing feature this year has been the number of parents and friends who have accepted the school's invitation to be present at the assembly. These visitors are later shown round the school, so that Open Day occurs not only during Education Week, but every Monday.

From time to time a guest speaker addresses the assembly. Thus during Book Week an organiser of the Royal Blind Society, Mr. Evans captured the interest of his audiences with his demonstration of the Talking Book Machine, his account of its origin and development, and his explanation of its value to

blind people. During Aborigines' Welfare Week, Pastor D. Nicholls, a full blooded aborigine of Victoria literally won all hearts, with his warm and dignified appeal for friendship and understanding.

The value of the training that the School Assembly provides can perhaps, be realised from the following comment. It is taken from the local paper's report of the Canterbury Council's most recent Naturalisation Ceremony. This was held in our Assembly Hall, before an audience of Canterbury Citizens and girls of the School.

"One of the best audiences in the district was at Canterbury Girls' High School when the Mayor held another of his Naturalisation Ceremonies.

No giggling, no fiddling and no fooling—the audience would shame any gathering of adults for its attentiveness".

A.W.

3AF ASSEMBLY PROGRAMME, 1st JULY, 1962

For our Assembly Programme today, we would like to present to you a satire on assembly programmes. A satire is a literary work in which ridicule, sarcasm, and irony are used to expose mistakes on the subject on which it is written.

Some speakers in Assembly Programmes speak so slowly, and exaggerate their speeches so much, that they sound ridiculous, especially for the front section of the audience. For example—

*Spanking is something that must go,
say some psychologists, although
Character building is a feat
sometimes accomplished through the seat.*

(spoken very slowly).

On the contrary, there are girls who speak so quickly that not one word can be understood. For example—

*Let others share your toys, my son,
Do not insist on all the fun.
For if you do it's certain that
You'll grow to be an adult brat.*

(spoken very quickly).

Assembly Programmes are supposed to encourage girls to speak correctly and use better language, but this does not seem to have any effect on the average girl's way of expressing herself out of school. Some girls have a very limited vocabulary of adjectives, consisting of one or two namely, "Fabulous", or the slang expression, "It was a drag".

Speaking in a sing-song voice is another common mistake. For example—

*It is the duty of the student
Without exception to be prudent
If smarter than his teacher, tact
Demands that he conceal the fact.*

Sometimes the mistake of placing a girl with a soft voice near a girl with a loud voice is made. The audience have to strain their ears to hear the soft-voiced speaker, and then, are nearly deafened by the voice which seems to be booming through a microphone.

The way in which some speakers come up and down the steps is very noisy. It is not hard to draw the comparison of the speakers to a herd of elephants.

The appearance of girls on the stage is very noticeable. Some girls have their hands behind them, some have their hands in front, and some have their hands at their sides. At times, they even move their feet, and girls leaning on one leg are quite a common sight.

Laughing at their girl-friends in the audience is another crime committed by the speakers. This makes the girls appear as if they are only on the stage to laugh and smile at people.

The method of reading a speech parrot-fashion is usually unsuccessful. The speaker, if she cannot remember it, cannot substitute anything and stops in the middle of a sentence. As the speakers, who use this method appear to their listeners, not to put any expression into their speech, the audience usually is not listening and cannot tell whether they finish their speech or not.

The expressions on speakers' faces are often rather lifeless. They are not vivacious and show no sign of the owner possessing a personality.

Many methods are used to try desperately to remember a speech. One type of girl stares at the ceiling trying to find inspiration there, while another type stares at the floor hunting for the same game there.

In Assembly Programmes all girls should wear uniform garments. Sometimes, several speakers wear blazers, while others wear short sleeved blouses. This makes people wonder what season it is.

Positions of girls on the stage are very important. For example, a tall girl should not be placed near a small girl, and a well built girl should not be placed near a thin girl.

We hope, that you have enjoyed our programme, and that it will help you when you are planning yours in future. Thanks, Miss Wehby!

Diane Murray, 3AF.

DEBATERS



ACTIVITIES OF THE SENIOR DEBATING CLUB, 1962

The debating season for 1962 has been very satisfying in spite of only one win for Canterbury in the Inter-school Competition. In our zone, we competed with Burwood, Fort Street and Strathfield, were the hostess school for the last two and enjoyed entertaining our visitors.

The debate against Burwood, the first of the series, took place in the middle of the 4th year examinations. Consequently, the debating team, Erica Goodsir, Carol Gamble, and Anne Wood, (Lyn McLean was adviser) went to Burwood with our sympathies. Canterbury was defeated by only 3 points, the topic being, "That the standard of entertainment in Australia is declining". After an interesting discussion at afternoon tea, we felt assured that in spite of the defeat we were still in the running.

Three weeks later, with sobered outlook, Canterbury faced Fort Street in a debate on what was to prove the most difficult of the season: "That Australians do not deserve democracy". Broad research had to be done in advance on Australian Government, and, as the competitors were unable to rest on a decision, the first topic in the list had to be accepted. The visitors lost the toss and Canterbury became the Government side. I consider the adjudicator was the most critical and interesting of those who judged our team. He marked quite differently from the others, and typically, penalised speakers who indulged in highly emotional speeches. Fort Street won the debate by a margin of 10 points due mainly to the superior introductory speech of the leader of the Opposition.

Most followers were pessimistic when Canterbury met Strathfield to debate the topic: "That to read a book is better than to see the film version". With our first speaker, Erica Goodsir, in hospital, Sue McKenna, 3rd year, stepped in and debated well. The teams proved to be very evenly matched, but when a win resulted for Canterbury, I was not surprised.

I must mention also the first competitive debate for this season with the Canterbury Boys' Fourth Year Inter-school team.

As it was a practice debate for both teams, we adhered strictly to protocol. Mrs. Conyngham, a visiting student teacher, kindly agreed to adjudicate for us and proved to be an experienced and helpful critic. The topic was, "That Advertising does more harm than good" and when the adjudicator's notes and marks were finally assessed, no one was more surprised than she to find each side had secured exactly 211 marks: Our team gained confidence and some ideas about technique from this debate, as well as the enjoyment of entertaining the visitors.

Thanks must go to Mrs. Hetherington who trained the debating team; to Mrs. Maddocks for her interested support; to Misses Kerna and Stewart (and the Cookery Staff) for assistance in entertaining; to Lois O'Neill for acting as Chairman and to Carol Tipping, timekeeper. We have appreciated too the help and interest of all who followed the debates and the sisterly support of Fifth Years, debaters and others, who acted as hostesses, at afternoon teas.

N. Thomsen, 4B.

"THE IMPORTANCE OF BEING EARNEST"

(Oscar Wilde)

Rita Jackson, 5A, is to be congratulated upon her successful production of the above play at Strathfield Synagogue Hall on Saturday, 8th September.

It was presented by the Strathfield War Memorial Youth Club.

BOOK WEEK

Book Week was held from 9th to 15th July. This year's slogan was "Time to Read". Two books, "The Racketty Street Gang" by L. H. Evers, and "Rafferty Rides a Winner" by J. Woodberry were jointly awarded the title of "Children's Book of the Year" by the Children's Book Council of Australia. Copies of these books were on display during Book Week in the Library.

There were several competitions including Slogan and Dewey posters, peg dolls dressed as book characters, book plates and bookmarks. Books of unusual interest were brought to school by a large number of girls. The oldest book, entered by Margaret Treharne, was printed in 1711—fifty-nine years before Captain Cook discovered Australia! Sizes of books ranged from a matchbox-size dictionary to a Family Bible (published in 1766) that no weakling could lift. Thank you, Roslyn Watson, for "staggering" to school with such a precious burden. A book printed in Braille, and one containing pressed flowers from Jerusalem—a souvenir of World War II—also aroused much interest, as did the books published in foreign lands, including France, Greece, Germany, Holland, Norway, Switzerland, Poland, Russia, China and Japan.

The winning entries in the Slogan and Dewey poster competitions came from M. Visini and W. Abbot. J. Lavender's book plate gained first place as did the bookmarks of S. Davidson, M. Bray, F. Wiseman, M. Shattiger and N. Andreason.

An outstanding entry in the peg doll competition was that of D. Smith who entered a scene from "Sleeping Beauty". The other winners in this section were P. Duval, L. Kirwan, A. Tipping and C. Jacobsen. The winners of each competition gained extra points for their houses. Total results gave Adelaide first place, with Darwin second and Canberra third.

We are grateful to Mrs. Topp, Mrs. Dowding and Miss Pitman who judged, respectively, dolls, bookplates and book marks.

G. Wilson, 2A and S. Callaghan, 2AL.

NATIONAL ABORIGINES' WEEK

On Monday, 16th July, Mr. Nicolls, an aboriginal clergyman, gave an address to each of our assemblies.

The subject of his talks was equality between the white man and the aborigine. He stressed that the aborigines are already assuming a place in the white community.

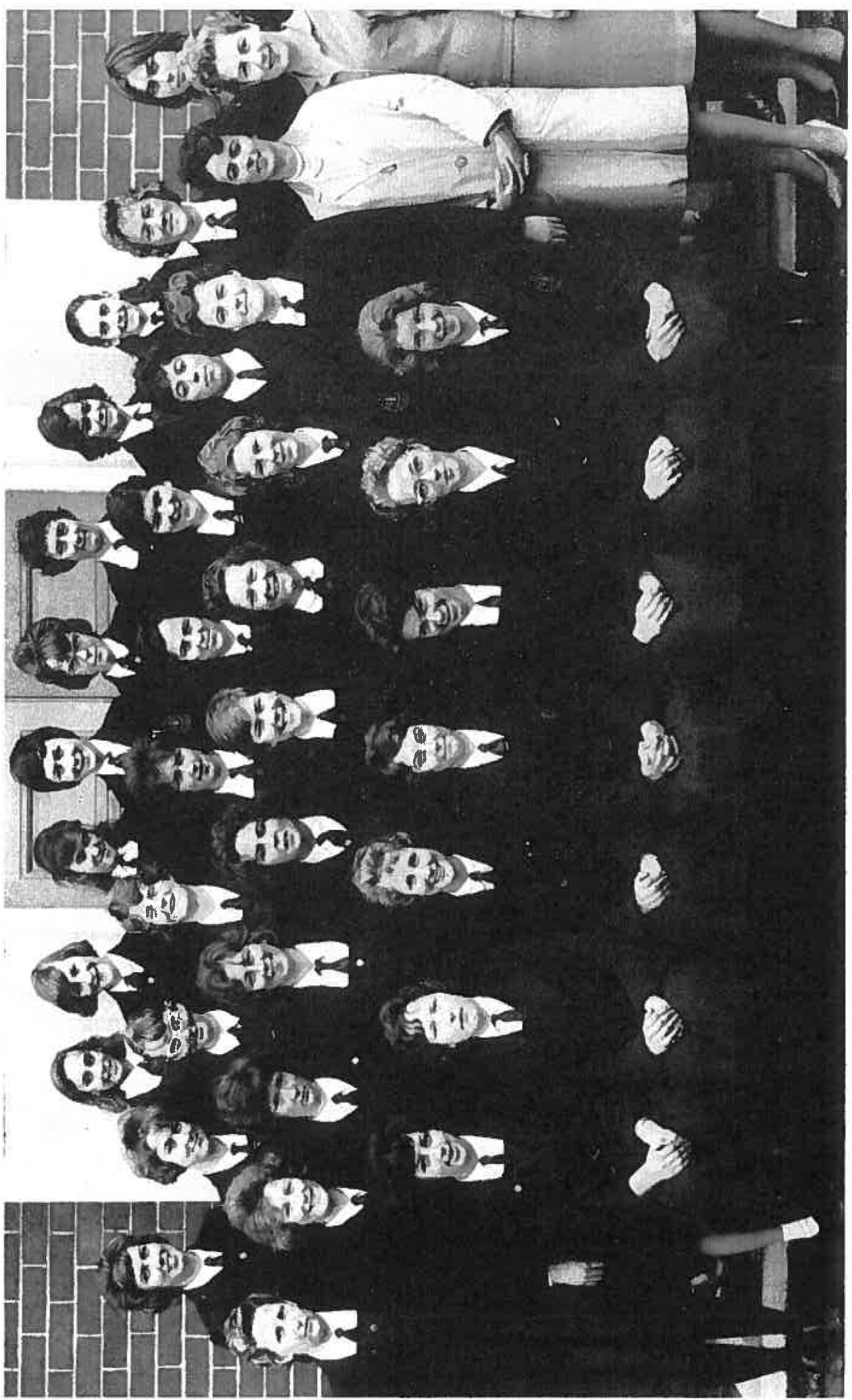
An example of this, quoted by Mr. Nicolls, was the acceptance of the speaker's own daughter as a representative for Australia in the next Olympic Games.

Mr. Nicolls pleaded for our friendship for his people and emphasized how unreasonable were the prejudices of our forefathers. To break down and banish these, Mr. Nicolls urged that we must "extend the hand of friendship", that is, fully and unconditionally accept the aborigines as fellow Australians, to bring about equality of citizenship and obtain the franchise for all people living in Australia, black or white.

S. Crawford, 5A and K. Wannell, 3BC.

NATIONAL HEALTH WEEK ESSAY COMPETITION

Suzanne Brechin, 3A, is to be congratulated upon being successful in Group 3 of the above competition. A cheque and certificate will be awarded to her during National Health Week (14th to 20th October).



JUNIOR AND SENIOR DRAMA CLUBS WITH MRS. REDWIN AND MISS DONOVAN

PROJECT 2000

The aims of Project 2000 are to give every blind person in New South Wales a tape Talking Book Machine, to build a studio in which to record the tapes, and to provide a library full of tapes for the blind people to use.

The Talking Book Machine is a wonderful development which enables blind people to enjoy the latest readings, without having to ask other people to read to them. It is a playback machine with a speaker unit which reproduces tape recordings of novels, short stories and articles on matters of interest. The tapes are fixed inside a metal case called a cassette, which can be fixed on the machine by the blind person, because magnets guide the cassette to the right place.

The total cost of one of these machines, including Cassette and a recorded tape is £75.

In our school, the aim at first was to raise enough money for one Talking Book. By doing this we would have the opportunity to select the recipient and have a plaque attached to the machine, bearing the name of the school. At the end of two weeks, the sum of £91 had been collected, so it was decided that we should keep collecting. The end of the collection was scheduled for Book Week but since by that time we had £119 and sympathy was so strong, the collection was continued. Many girls contributed, by direct giving or by money collected from ingenious ideas such as "Operation Doorknock," a Backyard Bazaar, a Record Party, a Film Party, Toffee and Cake Sales, Guessing Competition, a White Elephant stall and a Concert.

Thanks to the wonderful efforts of Mrs. Williams, who spurred us on to much greater attempts, Canterbury School raised £155. Exceptionally good efforts were made by some classes, led by 2AL, which collected the grand sum of £52.

Two talking books will be presented, with the compliments of Canterbury Girls' High School, to Mr. Shaw, father of Elise Shaw, 3AF, and Miss Callaghan, a friend of Lois O'Neil, 4C.

M. Wilson, 2AL.

FLORAL ARRANGEMENT

I became interested in floral arrangement about two years ago and I used to watch Mrs. Ralph arranging the flowers for the school vestibule. This year I have done the flowers for the vestibule. I prefer the contemporary type of arrangement with the light, asymmetrical line. I find pleasure in getting an artistic effect from a few flowers.

Janette Conroy, 4B.



LET'S BE FRIENDS

What does this word "friend" mean to you? Is it a heading under which you class everyone with whom you are on speaking terms? Does the word friend represent someone with whom you like to talk? Is friend the word you apply to those with whom you share all your fun, or has it another meaning?

A true friend is one who loves beyond all envy or jealousy. One who is always willing to help, especially in time of trouble, sickness, need and grief—willing to share burdens and cheer the sorrowful. It is at these times when true friendships show, not only in times of fun and pleasure. A true friend is one who is always willing to help. **Are you a true friend?**

Dianne McIntosh, 5B.

THE LIBRARY YEAR

This year, Mrs. Williams has concentrated on buying books for the Language, Science and History sections of the Library. Also various periodicals have been purchased for the girls' enjoyment.

Just before school closed for the Christmas holidays, all books were removed from the Library in response to Departmental advice that new shelves would be installed during the vacation. There was also a possibility that the new year would see the Library in a new location, namely, in the two Needlework rooms that were to be vacated in favour of quarters in the "Infants' Building". However, on our return to School, we found—no new Library and no new furniture, so all books were returned to their former positions.

A new set of filing cabinet drawers was installed this term, giving great incentive to the girls who help with the catalogue cards.

Book Week was very successful, and from each class there were many entries in the competitions. The Book Week slogan was "Time to Read". Fay Wiseman was responsible for the handsome covers on the four programmes lettered by L. Rogers, C. Haigh, J. Breen and R. Holloway for the Book Week assemblies.

A fine set of Dickens' works, in perfect condition, though published about 1880, was donated to the Library by Elizabeth Richardson of 3AF. Thanks are also due to Miss Fitton for her gift of a set of encyclopaedias.

The Library staff has been of considerable assistance to Mrs. Williams throughout the year. The leading members are D. Levick, M. Cook and B. Jeffrey, of Third Year; S. Callaghan, G. Wilson, L. Atkins and D. Saunderson of Second Year; S. Martin and N. Frapelle of First Year.

Mrs. Williams has been very helpful to the girls in collecting information for school work and in advising them on leisure reading at home.

Corin Campbell, 2AL.

Librarian's Note:—Corin's modesty has prevented her including her own name in the list of leading library assistants! I take this opportunity of thanking her, and the girls she has mentioned, for their many services to the Library.

A. Williams.

DRAMA, 1962

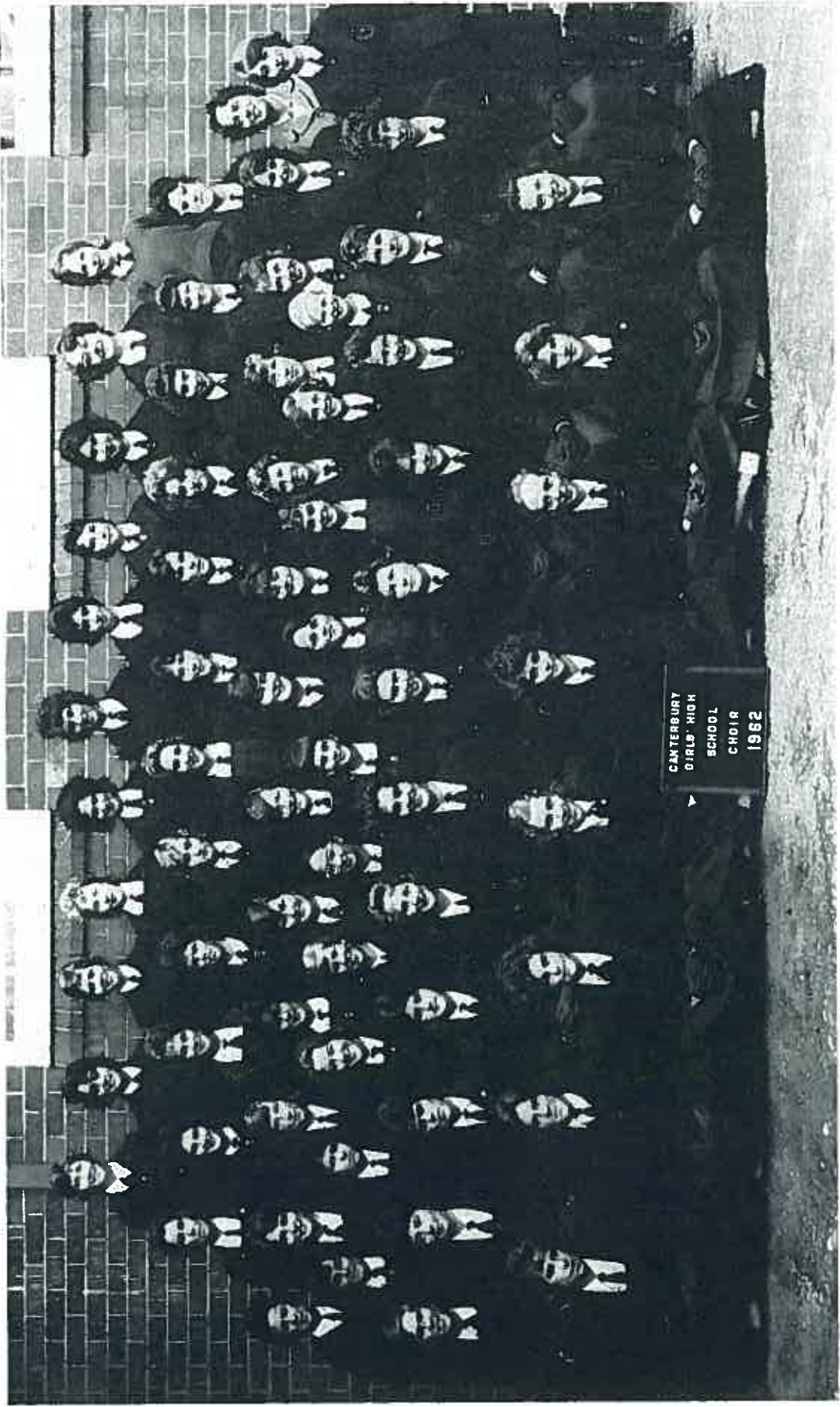
The school has been very active in this field. At the end of first term, two sessions of First Year plays were held in the Assembly Hall for the junior girls. Each of the six First Year classes was responsible for a play in the programme lasting about two hours. The honours went to A1 class for "Moore's Almanac," produced by Miss Donovan. Songs in Other Languages were sung by pupils from the Language Classes, and prepared by Miss Rose and her staff.

At the end of second term, the Language Department again co-operated with the English Staff in the production of a programme of plays in English, French, Latin, and German. Second and Fourth Years each produced short plays or scenes. Second Year from "The Merchant of Venice," 4B "The French Lesson" ("Henry V"), 4C "The Witches" and "The Sleep Walking Scene" ("Macbeth"), The Senior Drama Club, "The Rehearsal" (based on "Macbeth"), 4A "The Grand Cham's Diamond," The Junior Drama Club "Toad of Toad Hall" and a sketch in dialect, "The Spell."

Plays in foreign languages were "The Fishmongers" (Latin) and "Snow White" (German), by 2AL.

We were particularly indebted to Miss Rose, Mrs. Reinharz and Miss Crossingham to Misses Donovan and Townsend (Senior and Junior Drama Clubs) for colour and variety in the second programme which was seen by most of the girls in the school except First Year.

F.M.



SCHOOL CHOIR

CHOIR REPORT

During the past twelve months, as well as daily practices in the Music Room, our choir has sung in our Assembly Hall; in Hyde Park at the Anzac Memorial Service; at the Trinity Grammar School for the "Society of Arts"; at the A.B.C., A.T.N. Epping; at the Sydney Town Hall, during the Combined High Schools Choral Concert and at the City of Sydney Eisteddfod.

In 1961, the Choral Concert, in late November, was given in our own Hall for parents and friends, who expressed their interested appreciation by filling every available seat. Our concert consisted largely of choral items which included Mozart, Borodin and our major work, "Ceremony of Carols" by Benjamin Britten. These proved to be extremely popular with the audience, considering that they belong to the modern period.

Later, in December, the choir was professionally engaged to perform for the "Society of Arts," Trinity Grammar School, Summer Hill. Here we rendered a programme similar to that of our own Choral Concert. Our visit was much appreciated by the Society and we thank them.

The first few weeks of first term, 1962, was a very busy period for Miss Jones, who auditioned many new members for the choir. These recent members are proving to be most helpful, as our present Fifth Years now have less time to be active members of the senior choir. Perhaps at this point, I could join with my fellow members of the choir and thank the Fifth Years for their devoted service throughout the past years.

The recordings which the choir taped last year for the A.B.C. have been broadcast over "Young Australia" and were most pleasing.

Earlier this year we combined with the Canterbury Boys' High School Choir for the fourth time, to lead the choral items of the Children's Commemoration Service at the Anzac Memorial, Hyde Park. This service was also broadcast over the A.B.C.

The Naturalization Ceremony for the Canterbury Municipality was held in our school assembly hall in July, 1962. "God Bless the Master of this House", arranged by Vaughan Williams, was one of the songs which we performed at this ceremony.

At the A.T.N. Channel 7 Studios, Epping, we were among many choirs to take part in the telecast "Song of Youth," which was televised on Education Sunday. An entire Saturday was spent at the studios, rehearsing and recording this programme which proved very successful.

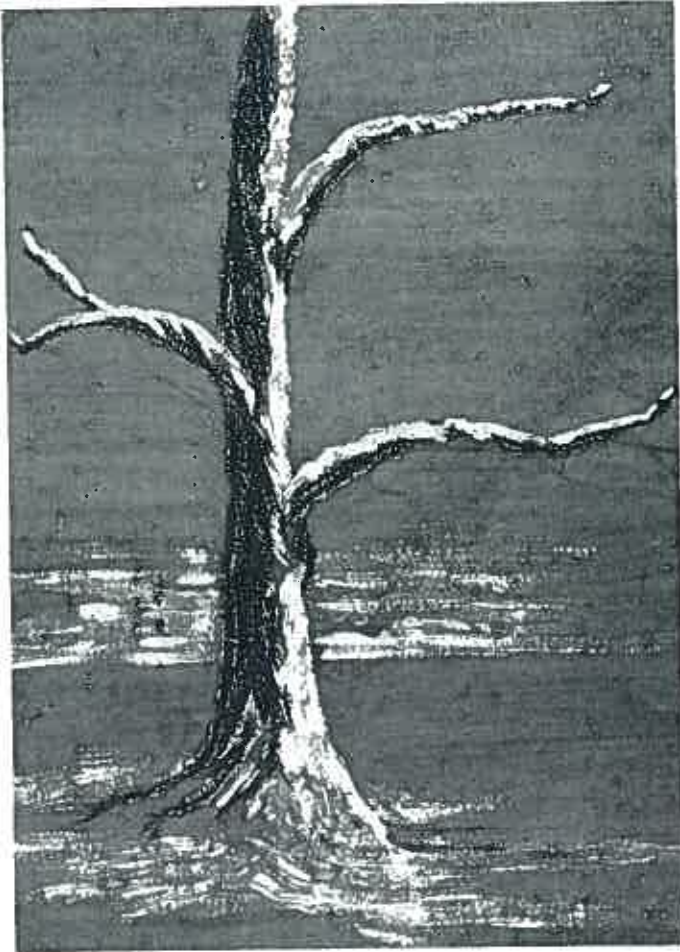
As usual, a select group of girls from our school were chosen to take part in the Combined High Schools' Choral Concert, held at the Sydney Town Hall in August. Some of the works at this concert included the chorale from "The St. Matthew Passion," Bach; "Folk Songs of the Four Seasons," arranged by Vaughan Williams. and excerpts from "The Bartered Bride," Smetana.

For the second time in succession, the choir will be entering several sections of the City of Sydney Eisteddfod.

As can be seen, we have been taking part in many choral activities throughout 1962. This work, I trust, will be combined in the School's Choral Concert in third term, at which we hope to have a full attendance.

Thus you see much has been achieved by the Canterbury Girls' High School Choir this year. A choir must have voices and an enthusiastic spirit, but as it cannot possibly function without a leader; on behalf of the Choir, I would like to express our sincere thanks to our Choir Mistress, Miss Jones.

R. Taylor, 4B.



A TREE IN WINTER
G. SPELDEWINDE, 5B.

"THE TREE"

*Frosty from the dew at early
bright,
Stands the gum tree so high and
white.
The bare branches looking stark
and so forlorn
With all its majesty of the morn.*

"ON INFATUATION"

*How foully hast thou treated me,
O, clamant, cruel emotion!
But now I have defeated thee,
And quieted thy commotion.
When first thou didst appear, I let
Thee take thy toll at will,
Believing thou didst emanate
From love's most happy still.
But when I saw how false wert thou
I barred thee from my heart,
No more to crease my happy brow
No more to even start,
That searing, painful flame of
passion
Called Infatuation.*

Ronda Thorn, 5B.

THE CROCODILE

*The log on the bank began to move.
Empty and looking for food.
Swiftly it slid into the murky depths.
Cold and hard his eyes were,
Lashing and deadly his tail,
Razor sharp teeth set in steel strength jaws
Which drain all the fight from his prey.
Hardly a ripple betrays his presence,
But—he is there!
Cunning and fast,
Hardly a day has past,
Without his ferocious ways being revealed.
After a meal, he is full and content,
Happy to doze in the sun,
But, if disturb him you must,
(and I doubt if you'd dare)
My only advice is
BEWARE!*

Cheryl Shepherd, 3AL.

AUTUMN

*The wind came whistling through the trees,
Lifting up their golden leaves,
Twirling and swirling the leaves about.
Until they come to our small house.*

Stefanie Andreason, 2BH.

"THE SEA"

Verse: (1) *I sit and listen to the seagulls calling,
And see the far-off sea-spray falling.
Lie at ease among the billows,
Blue waves make the softest pillows.*

Chorus: *And as I sit and look at the sea,
I know it is as free as free.*

Verse: (2) *I sit and listen to the sea-wind croon.
As I look at the big yellow moon.
I see the blue waves rolling by,
Reflecting in them the starry sky.*

Chorus: *And as I sit and look at the sea,
I know it is as free as free.*

Verse: (3) *As I listen to this far off song,
I know I could lie here all night long,
But now it is time for me to go,
But I'll be back again, this I know.*

Chorus: *And as I sit and look at the sea,
I know it is as free as free.*

Diana Lee, A2.

THE SILK WORM

*A small, white worm from an even tinier white egg is hatched.
At first he is an inconspicuous black speck, but soon develops into a fat creature,
With a writhing little body and nought but a mulberry leaf on which to feed.
His minute legs enable him just to move towards his goal
Then, as if by a miracle, a pale, thin strand of silk appears.
A golden splendour of skilfully woven fairy yarn,
Until, no creature of white is visible
But only a soft cocoon.
And then, weeks after, a white moth appears,
At first it feebly struggles to spread its damp wings,
And, after slow perseverance,
It flies far away, its wings, still wet, shining in the sunlight.
A miracle of nature, is this, for a tiny worm
To become so changed in its appearance,
A small, fluttering body in an unknown world.*

P. Whatley, 3AL.

NAMES

*Lynette my mother called me;
I've often wondered why,
When I think of all the lovely names
I could just sit down and cry,
I could have been Mary, so demure
Or Joan really strong and brave,
Or Lily, Oh so sweet and pure
Or Marilyn about whom boys all rave.
Elizabeth is nice I think. It has a regal ring.
Anne is cute, but not for me.
Joy suggests gaiety and someone who should sing
Alas, that's not for me I have my days of gloom.
There's Abigail and Jennifer, Marie and Susan too.
Pauline, Polly, Penny and Pat,
Louella, Levona and Lindy-Lou
Of all these names which one is me?
Any of you girls who think as I,
Take my advice and never try
Your name to change. The reason why?
It's just too difficult to choose.*

Lynette O'Halloran, A2.

THE PANTHER

*The vast African Jungle stretches before the eye.
Where lies the domain of a fearless, feline, devil.
Padding silently, alone he stalks,
Unmolested,
But heeded.
His rich, sleek, glossy body proclaims to the unwary
Death!
Defiled and wicked!
Far-off an antelope whinnies shrilly.
The hunt is on.
The monster's fiendish eyes blaze with the desire to kill.
Ferocious, flashing jaws and wicked fangs tear the flesh.
The hunted utters a last, mournful, death-scream.
The trail is blood-stained,
As the satisfied panther pads the trail alone.
Unmolested,
But heeded,
To the bank beside the stream.*

Beverley Davidson, 2A.

HATS

*Hats! To some they're funny, to others they're not,
My mother wears one that looks like a mop.
For some they're just nothing, nothing but rot,
But still they're essential to cover your top.
There are large hats and small hats,
And round hats and tall hats;
There are felt hats and straw hats,
And lace hats and more hats.
Some are just silly, but others are frilly.
But to be a la mode,
You must stick to the code,
And wear a ridiculous hat.*

Marcia Brown, 3AC.

INTRUDER

*There was an inky, frightening blackness,
in the attic.
Yet I knew "IT" slithered
Evilly,
Uncannily about.
I was
Trapped!
I felt its slimy body writhe
Slinkily,
Triumphantly over my leg.
My body shuddered in revulsion against
this
Ugly-headed,*

*Elusive "bush-dweller".
I screamed—
Loudly!
Hysterically!
My voice echoed—
Mockingly!
Tauntingly!
Against the cold, stone walls.
The "whispering", moaning gums
Were my only comfort.
Surreptitiously,
Silent as a ghost,
"IT" was gone.*

Beverley Davidson, 2A.

THE FRIGHT OF SALLY SMITH

*A nervous, frightened Sally walked up the dimlit hall.
The idea of going to the dentist, she did not like at all.
To the ageing dentist's wife, a sickly smile she gave
And her heart was beating fast as she tried hard to be brave.
Around the corner of the door, the dentist's head appeared,
"Come on, your turn," he kindly said, but to Sally, he just sneered.
As she walked into the surgery, her head was in a whirl,
And she shuddered as he said to her, "Sit down, now, that's the girl."
As Mr. Yank, the dentist, turned from the little sink,
His eyes nearly popped out of his head, he coughed and gave a blink.
"You silly, silly, girl," he said, "I did not call for you!"
"The person I expected was your little sister Sue!"
That silly little Sally was full of disbelief,
But she very soon stopped shaking, and gave a sigh of relief.
And then very, very, quickly, almost at lightning speed,
She was out of the chair and home again, for that was a fright indeed.*

Louella Berry, A2.

"FEAR"

I was extremely dizzy and could not remember where I was. The dizziness seemed to clear and I found myself walking along a pitch-black street with the blackness of night closing . . . closing . . . closing.

I was alone in the dark street, and a feeling of fear seemed to possess me. Why should I be afraid? Perhaps it was unnatural for all the light to be extinguished! My footsteps seemed to reverberate extremely loudly as I walked towards home.

Home?

From where had I come? Where was I going? I could not remember. I thought I must have amnesia. I felt I must escape from someone, something, exactly? I did not know. I thought I should tell someone but the street was deserted.

Then, quietly at first, but growing louder, I heard other footsteps—light, pattering footsteps, coming closer, coming towards me, coming to get me!

I ran. Where, I did not know. The huge shadow was gaining. It was coming still closer. It was right behind me. I felt something clutch me.

"Give me the money, comrade!" A stern voice spoke roughly. Feeling what I thought to be a gun in my back, I tried to scream, but was, as it were, struck dumb.

At last I gasped, "Who am I? What am I doing here? Who are you? Where . . .". The questions that had been troubling me for so long had at last been spoken.

"Comrade," he persisted menacingly, "give me the money."

Suddenly, lightning flashed. From where, I knew not; but, in the instant, I struck out at him and ran, stumbling, running on again, through the blackness, running faster . . . I was in a complete frenzy. Thinking I had outwitted my pursuer, I slowed down, panting hard, when, like at the throwing of some gigantic switch, all the lights in the street flashed on.

Faintly I could see a shape entering a car, saw the car scream around the corner as I ran, saw it accelerate, saw it coming towards me, straight for me.

Trying to run, I seemed to trip, to fall, fall down through the earth and—awoke, with a splitting headache.

Suzanne Brechin, 3A.

FITZROY GARDENS, MELBOURNE

Captain Cook's Cottage is in Fitzroy Gardens, Melbourne. The cottage was built at Great Ayton, Yorkshire, England, by the parents of Captain James Cook. It was removed brick by brick and transported to its present site, where it was re-erected as a centenary gift to the people of Victoria by Russel Grimwade in 1934.

Also in the Fitzroy Gardens there is a model of a Tudor Village. It was presented to the city of Melbourne by the citizens of Lambeth, England, in appreciation of gifts of food despatched from Victoria to England during a food shortage following World War II.

Close to the Model Village stands the Fairies' Tree. Its trunk has been exquisitely carved with fairy motifs by Miss Ola Cohn.

Fitzroy Gardens has beautiful lawns surrounding its many attractions and the Conservatory where many beautiful flowers are grown. These make Fitzroy Gardens one of Melbourne's most visited attractions.

Lynne Blacklock, 3AC.

1962 RECORDER BANDS



THE ROYAL EASTER SHOW

People shouting, laughing, singing, pushing or silently licking ice-creams, or biting hungrily into hot dog sandwiches! This is The Show which attracts millions every year. It would not be Easter without a show-bag or without visiting the showground, so let me tell you of my visit to the Royal Easter Show.

It was Friday, 19th April, when we arrived at our destination—The Show. As usual people were crowded around the main entrance and we had to push and pull our way through. Once in the show I sighed with relief, took my shoes off and placed a pair of comfortable sandals on my feet.

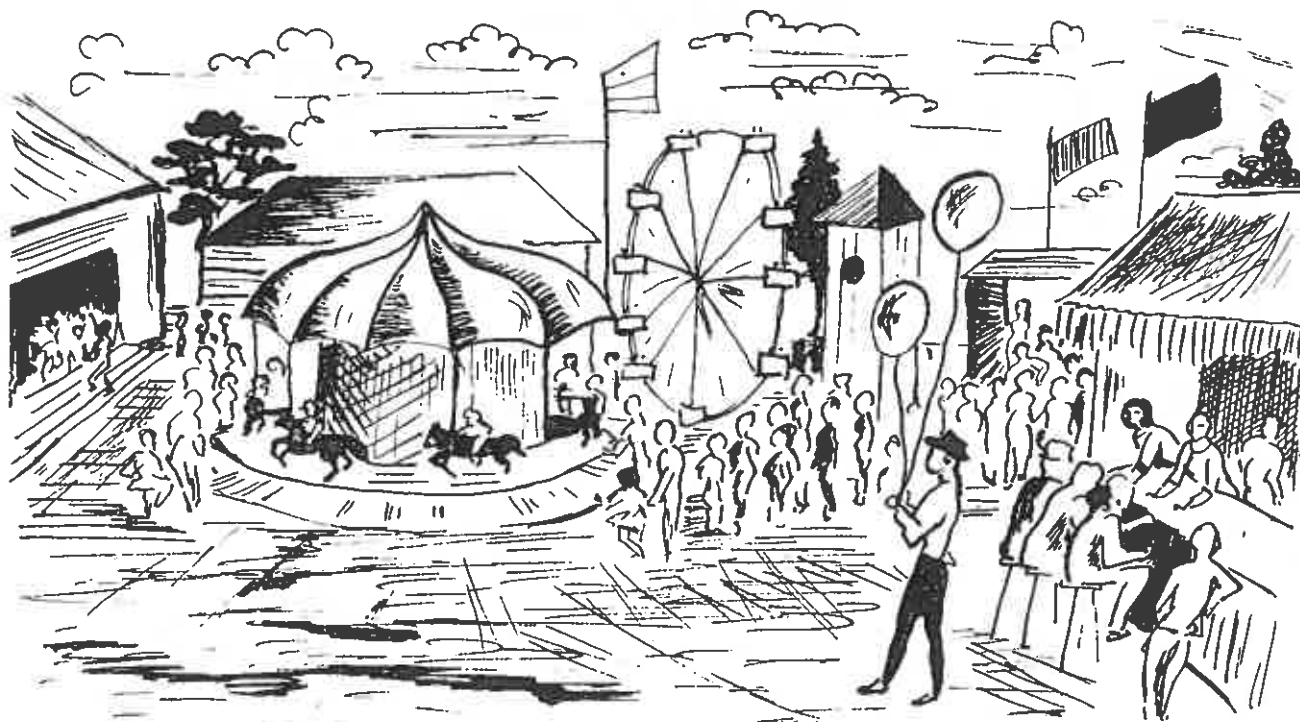
It was decided that we should see the cattle first since we were near them. The huge beasts were having their morning snack and every cow monotonously chewed its cud. Seeing people crowded in one spot, we approached to see what the attraction was, and with delight we saw a little new born calf. He was lying in the straw, was brown and white, had the pinkest nose and the most delicate brown eyes. I patted him gently and felt that his coat was quite smooth and soft though not as I had expected it to be. Moving away from the cattle, we went to see the dogs. There were many types, each better than the other, all cleaned and washed and their coats shining as if polished. The one that impressed me the most was a black sheep dog whose head was leaning against the fence and whose paw was touching his ears. He had a pathetic expression and appeared to be wiping his tears with his white paw.

The next pavilion we visited was the Arts and Crafts. The paintings interested me the most, and I must have spent hours admiring them and trying to decide which I would have preferred to have in my possession. I would still have been there gazing at the vivid splashes of colour, the light and dark tones, if my girl-friend had not pulled me away. We next went to the magnet of all children—the lollies and sweet pavilion. There my feet became swollen and sore as dozens of clumsy feet trod on them; there my stomach ached as I ate cake after cake, pie after pie and drank drink after drink. My friend and I were disappointed at one thing—there were no free samples.

Washing machines, television sets, cars, radiograms and all types of machines were shown. We saw the model of the new Melbourne express train and wished we had saved our money for the journey instead of buying sweets. The agricultural display was magnificent as it always is. My favourite was the Northern District though it was not so in the judges' eyes. After obtaining booklets here, papers there, we sat down for a few seconds. Then up we were again buying tickets for the Ghost Train. It was rather juvenile to go there, but we enjoyed the skeleton touching us, the face coming out of the darkness. It was then half past twelve, and although I ate twice as much as usual, I was hungry. We went to the Members' stand to lunch and to watch the ring events. My girl-friend and I excitedly talked about the previous year when we too were in that ring, and together with thirteen hundred girls, were performing a dance.

The first event was the hurdling and was won by a young rider. Next came the trotting, then an experienced rider who performed many tricks on his horse and who made the crowd hold their breaths, sigh with relief and enthusiastically clap and cheer loudly.

Music filled the air, drums beat out a rhythm as fifty policemen on their horses came galloping around the ring. They assembled in two straight lines then as the band began to play they twisted themselves around to form a moving figure of eight, then a circle and then back to the original position. As the band played a waltz, the horses took slow steps sideways and really seemed to be



M.V.

waltzing. The music livened and the horses trotted and danced a square dance. It was wonderful to see them, and every spectator watched with their mouths open in amazement at the cleverly trained animals.

Finally the grand assembly came and filled the whole ground with three million pounds worth of livestock. It was spectacular to see dozens of circles going round and round.

After seeing this we decided it was time to go home and we left the show-ground eating fairy-floss, and laughing and limping.

Marina Visini, 3A.

MINNAMURRA FALLS

My favourite scene was a cascade of water falling from a rock, jutting out of a steep decline and letting the water gently roll over it.

We walked through glorious plant life to see this water-fall, and the trees seemed to stretch up and up, battling to reach the sky. The small plants grew profusely here and the air was very cool and refreshing. Delicate flowers and mosses grew over rocks and gave the bush a splash of colour.

The waterfall tumbled over the rocks falling to the ground below. It flowed evenly with foam and spray splashing out as the water fell down. The water flowed into a small stream which ran quickly through the undergrowth giving life to the plants.

In a secluded spot, I noticed a tiny plant struggling to get some life-giving water. This was a quiet, peaceful scene yet with a continual battle for survival going on. Although so peaceful, we could feel the urge to survive as if the bush was trying to look beautiful and also battling to preserve its beauty.

Margaret Rankin, 3A.

GYMKHANA

It was about 9.30 a.m. when we had all met down at the track and we were now on our way to the Glen at Bardwell Park. We all had our own horses except for Jeff who had borrowed Collin's horse, Stormy, just for the day.

We were just crossing the bridge leading up to the bush track when Barry's horse suddenly reared up and neighed excitedly. Barry fell off, but was not injured. He was just going to punish his horse when he noticed the trouble, for dead ahead of him, curled up and hissing, was a large yellow and black snake.

Barry warned Pego not to move his horse forward and ran over to pick up a rock. He aimed then hurled it at the snake. As the snake did not move after being struck, we left it and forwarded on.

We were now on our way to the Burr Paddock at the other end of the Glen to have our own little gymkhana. We reached there in a short time and settled down to a picnic lunch before commencing riding. When we had all filled ourselves up with sandwiches and fruit and other foods we began our races. First Barry, Pego, Greg and Sedge had a race which Greg won by about two yards, then Barry's horse Suzie showed some tricks. She counted to three with her hoof and then reared up, landed on her front hooves then bowed.

The girls then had a race which Marion won. She had her horse, Jetta, with her. It was a runner. Then the boys had a jumping event, and a trick ride race. Jeff and Collin tried in those. Then at 4 p.m. we decided the day was nearly over and we started home again, feeling very happy and the winners very pleased with themselves.

Faye Wiseman, 2BH.

EDUCATION ROUND THE WORLD

In most countries there are two main types of schools, Primary and Secondary, but in America there is usually only one with eight grades.

Most subjects taught are basically the same, but under different names and taught in different ways, adapted to the needs of the country concerned. An example of this is History and Geography, now often called Social Studies.

By another system the children are divided into groups, and work at their own rate. They are given an assignment and when they finish, they go to the teachers to have it checked. They also have a choice in certain subjects.

The children of France and Russia work the hardest, and in French Grammar Schools they work for about five hours, and are then expected to do five or six hours homework. Before they play school games, they must bring a note saying that their parents accept all responsibility for accidents.

An interesting feature of Russian Education is that there are large numbers of girls and women training for jobs in engineering, agriculture and technology. Therefore many of the foremost scientists are women. Most of the education in the Union of Soviet Socialist Republics is linked with industry and farming. The state runs colleges for entertainments, such as ballet dancing and circus acrobatics.

In the outlying parts of Canada, New Zealand and Australia, the children have lessons over the radio transmitted from a central Wireless Station and ask questions over their own transmitters. Correspondence Courses are run by post. Also there is a method by which the children have a room in a railway or a bus which travels and the children go to school about one week in six.

In village schools in the remote parts of Africa, children, parents, and even grandparents come to learn.

Janice Allan, 3A.

MAY SCHOOL HOLIDAYS

MY FIRST STAY IN THE COUNTRY

Although the alarm had been set for 6 o'clock, it was 10 past 7 when we awoke with the dreadful realisation that the taxi was ordered to call at 7 o'clock to take us to Central Railway Station to catch the Riverina Express to Yass. However, we managed to get to the train in time and at last, there I was, waving goodbye to my mother, with a long five hours or more of travel ahead of me.

Arriving at Yass, I was greeted by my host and hostess with whom I would be staying for ten days. I was a little nervous at first but I soon settled in as everyone was kind and friendly.

In the wonderful days ahead, for the first time in my life, I saw and fed pigs, milked and fed the cows and every morning, with my host, went to see if the sheep and lambs were all right. If there were new born lambs, or even twins, which was quite common, they had to be taken with their mothers into a separate paddock. Sometimes in the afternoon we all helped to erect a new fence as the old one was being pulled down to enable a wider and straighter road to be built.

One day my friends drove me into Canberra where we saw Parliament House, the Academy of Science, the War Memorial and many other famous buildings.

On my last night there, we had a bonfire with fireworks and celebrated Empire night early. It was lovely not to have to worry about having a fire in a small area with lots of houses around. It was a wonderful ending to a delightful holiday.

Having spent all my life in the city and only ten days in the clean fresh air and wide open spaces of the country, from the time I arrived back at Central Railway Station I have felt cramped and restless, and just living for the time when I can visit my friends at Yass again.

Barbara McArthur, A2.

THE BUSH

One day, while walking through the bushland just outside a small town, I saw a rabbit, and, curious to find out where its burrow was, I followed it. As I had very little to do that day, I followed it for some time by hiding behind trees so that it would not see me, and trying desperately to keep it in sight. I soon grew tired of this, and wandered slowly on, not knowing where I was until I reached a stream. I knew the stream as I had been fishing in it with my father, but I had not known it to be so peaceful.

The stream turned a bend at that particular spot where I was standing, and trickled over a number of stepping stones that were covered with moss from the dampness. The water sparkled and glistened as it rippled over pebbles, carrying pieces of debris as it went on its way. The trees were as green as grass after a storm and their trunks were gnarled with age. These trees had been growing there for hundreds of years and yet nobody had seen them as they really were. The ground was covered with tufts of grass and leaves which had blown off the trees and settled on the soft brown earth.

In the distance the mountains reached for the sky, disappearing into the clouds. They looked very beautiful and majestic as they watched over the surrounding countryside as though they were put there to guard the people and the land.

This place is so peaceful and secluded that I will always go there when I feel as if I want to think things over, because I know that its quietude will help me and give me new strength.

Barbara McWilliams, 3A.

YOUTH

Youth is constantly subjected to criticism from other members of the community. Youth receives much adverse publicity because of a minority who lack ambition and rebel against society. Reports of youth are exaggerated by newspapers which, for purposes of sensationalism, distort facts. Thus the public, through no fault of its own, gains a false view of youth.

We are certainly not faultless but neither were those before us and neither will be those who come after us. Our fore-fathers have left us the scars of two great wars, scars that we must heal for those who will grow up in the future.

Youth today has access to more money than ever before. This in my opinion is an unfortunate thing. The tendency is to grow up with a false sense of values. A feeling that wealth is all important and that the aim of life is to obtain as much money as you can.

We are accused of laziness, but so were the children in past centuries. This should be regarded as a natural phase in the growth to maturity. The mind of the adolescent is filled with worries about her future occupation, her beliefs and the responsibilities that she has never faced before. These all take toll on her thinking. It is not our fault that labour saving devices have been created to increase our leisure.

Why pump water when you can just turn on a tap for it?

Karin Dunn, 3AC.

AN ENGLISH MIGRANT SEES AUSTRALIA

Last year, while travelling by train on the North Coast, we met an English nurse, who had migrated to Australia only five weeks before.

She told us she was very impressed with what she had seen of Australia so far and remarked on some of the differences she had noticed. The chief of these was the great expanse of open country compared with England. She was amazed at the long distances we travel for a week-end or just for a day's drive, whereas, in England, thirty miles is considered a long journey. She said she had relations living sixty miles away, whom she had never visited because it was too far to go.

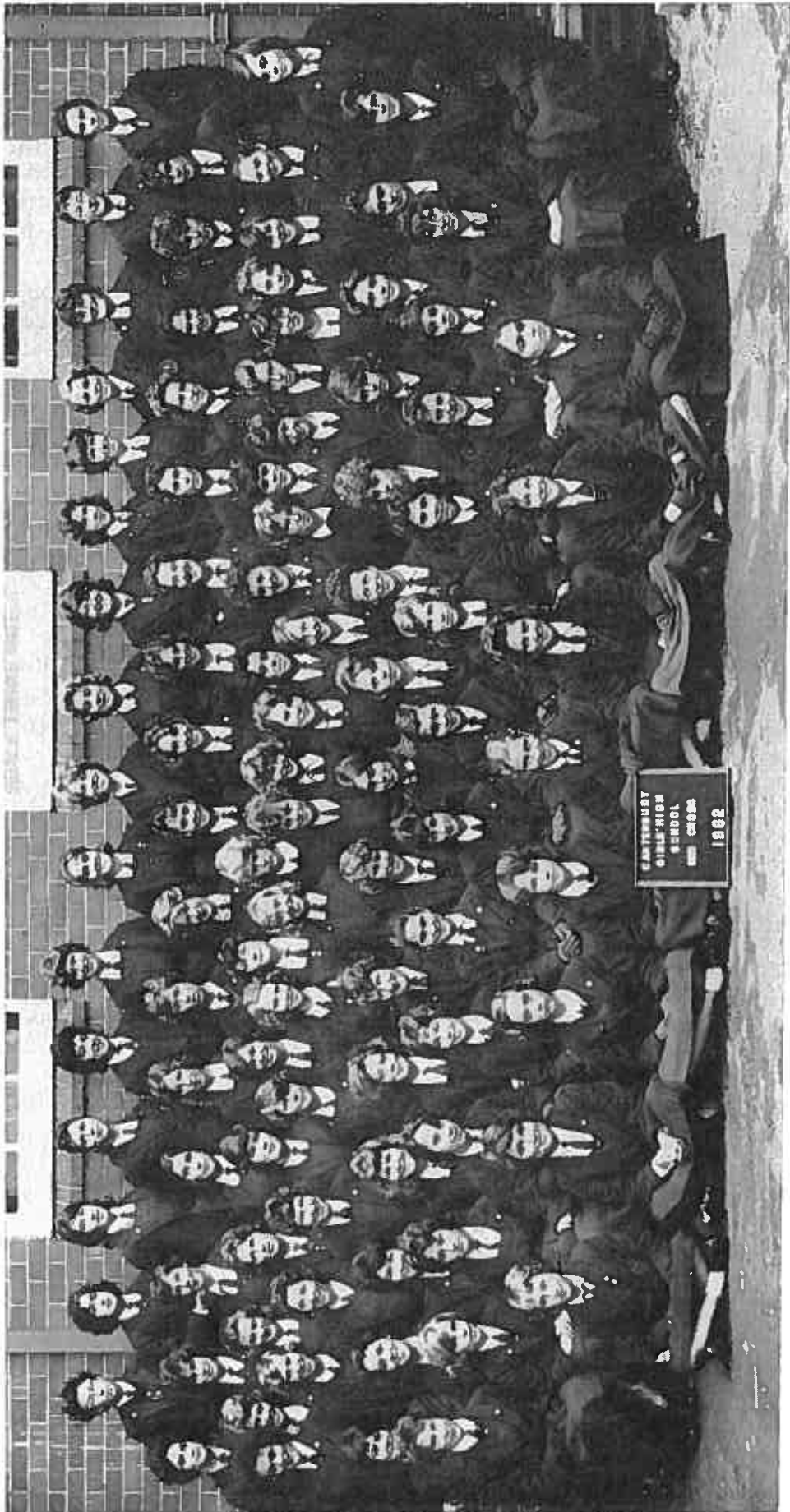
She found it very refreshing to look at all the individual, neatly painted bungalows with their gardens and lawns, for from where she came, there were rows and rows of terraced homes, each one exactly the same as the one next door and nothing to break the monotony. The family car seemed to be the accepted thing here, while in England they are fewer.

What most fascinated her, were the rotary clothes lines, as she had never seen one before.

When she arrived at her destination we were sorry that she had to go as she had made our journey much more enjoyable.

Margaret James, 3AC.

RED CROSS GROUP



MY BACKYARD

Sitting here on the back-door step, I am looking at the lengthening shadows falling across my backyard. My backyard really means a lot to me. During my early childhood, memories of things that occurred here are more vivid than any others.

Not especially large or tidy, my backyard has changed over the years. Of course the old lean-to cubby house has long gone as well as the old orange tree where an imaginary friend of mine called "Rival" once lived. A little sad grave where our pet puppy "Kippy" now sleeps, has a little corner in the hearts of my sister and me.

Our backyard, although not an eyesore, is not exactly the type seen in the weekly magazines. The bright yellow chrysanthemum bushes scattered throughout the garden, were given to my sister by a friend. Likewise most of the shrubs in the yard were acquired and each has some special memory of a friend. At the moment the lawn is looking rather bushy and uneven. The green carpet is broken only by the yellow snake-like hose stealthily creeping across it and a small strip of green blades that herald the annual advent of the snowdrops, which have resisted any attempts at annihilation.

Part of our backyard and family is our old cocker spaniel, Peggy. I remember that Peggy as a tiny puppy, was taught to answer her name by being put at the end of the yard, then Vicki and I would call her and down the backyard she would race, her huge ears flapping wildly. Oh! what fun she was! One evening at sunset I recall, Mum called me for dinner. Eagerly I raced around the old mandarin tree, under which Peggy was eating her tea. How it bled:—that bite!

Writing this has helped me to recall many memories happy, sad and even painful. For this I am grateful; but also for re-discovering the fact that my backyard, which I have long neglected, really means a lot to me.

Judy Wells, 4A.

EXCURSION TO THE SNOWY RIVER

On the last day of the second term, a party of thirty girls from Fourth and Fifth Year, and two teachers, Miss Robbins and Miss Kenna, departed on a tour of the Snowy River Scheme. The aim of the excursion was to examine the project, thus gaining a knowledge of the geography of the area as well as a more general knowledge of the various dams, power stations and tunnels which will carry the water to irrigation areas and also generate electricity.

On the first day of the tour, we drove to Cooma, making stops at Mittagong, Goulburn (where we lunched) and Canberra, from where we went for a brief excursion. That night we stayed at a motel in Cooma, and, after a quick look at the township, retired for the night.

The next morning, having seen some films at the Snowy Mountains Authority, we met our guide, Barbara Aspinall, who proceeded to take us on a tour of the engineering laboratories. We then moved on to the actual scheme, lunching at the town of New Adaminaby which has quite recently been shifted from its old location to a new one, away from the Adaminaby Dam now covering the old site. Then, before proceeding to Cabramurra, the highest town in Australia, where we were to stay for the night, we inspected Tumut 2 underground power station. On the way, we stayed at Kiandra for a lot of fun at sledding.

The next day, Saturday, we inspected Tumut Pond dam and Providence Portal where the water rushes out from a great underground tunnel. Next we boarded a launch on Lake Eucumbene for a trip, interrupted while we fed some emus on an island sanctuary. That afternoon, after viewing Lake Eucumbene and Eucumbene dam, we travelled to Island Bend for the night, stopping for more sledding, which was terminated by a light snowfall.

Sunday marked the end of the tour, the end of snow-balling and sledding. We travelled to the Island Ben Dam site, and from there to the Guthega Power Station the Mungyang where the world, already white, was blotted out by falling snow. After that we returned to Cooma, had lunch and wished Barbara a sad farewell, and it was farewell too to our conducted excursion.

We however still had a fun-filled visit to Canberra to look forward to, and that night having gone up to Red Hill and having been brought back to the other side of Canberra, (inadvertently by, Lyn McLean!) we slept at "Avalon House." Monday was highlighted by trips to Parliament House and the War Memorial and by seeing Queen Sirikit. For a glimpse of the Thai queen, Stan Wager, our very friendly coach captain, interrupted the tour which he had planned for us.

That afternoon we unwillingly returned to Sydney, a singing bus load of very happy girls. The trip was a tremendous success, everybody having the time of her life and it is the secret ambition of us all to go again next year.

Janet Lee, 4A.



View taken on Snowy River Tour

SCHOOL SCIENCE AWARDS, 1962

As in previous years, several girls from Canterbury, entered the School Science Award competition this year. This is held annually, as an incentive to Science students to undertake some piece of research work in their own time, as a means of encouraging initiative and individual effort. Any topic may be studied, and experiments, observations and extra reading must be carried out by the student, without outside help.

This year, Pam Allen, of 5th year, studied the effect of the growth of carrot cells, of transplanting them from the carrot, to a sterile nutrient medium. Pam took over a year to complete her work but was rewarded by receiving an award. Our congratulations to Pam for her fine effort. On Friday 10th August, at the University of N.S.W. Pam demonstrated her work to visitors, and also received her award.

Peggy Mackillop and Roslyn Blair of 2AL, chose "Soil Deficiencies" as their topic. They observed the different rates of growth of millet in soils with all minerals present, and in soils with various minerals omitted. For their work, they received a certificate of merit—Congratulations girls!

Judith Strachan, of class 2AL, studied growth and cultivation of cymbidium orchids, and won a certificate of merit—also a fine effort!

Lorraine Kirwan, of 2AL studied structure habits of insects. Although not all win awards, the work done will have greatly helped them, and all the girls deserve praise for their hard work and initiative in this competition.

M.S.H.

"THE THREAT OF FAMINE"

There on the slopes of a hill sat a young girl about thirteen years old. Her face showed signs of fatigue and hunger, caused by the long journey, which she had just completed. She sat there, waiting, but she was not alone. With her, were countless others, who had the same purpose in their minds—escape from China!

Each night, refugees, just like those who were waiting with this little girl, cross the border into Hong Kong from Communist China. They enter, only to be sent back again into China. These people are fed, before they are returned. Comparatively few are suffering from starvation. Is the threat of hunger in the future, prompting these Chinese to flee into Hong Kong?

Hong Kong, an already overcrowded city, cannot take any more refugees. With the exception of Formosa, no other country seems to want them. Formosa has agreed to take 1,000 men, who have been trained as soldiers! But how many refugees are soldiers?

China is a land having the responsibility of feeding millions of people, so famine is not unknown here. In years to come, starvation will occur much more frequently, as the Chinese population increases. Are the peoples of other countries going to permit the population of China to starve?

Ann Wild, 4A.

INTER-SCHOOL DEBATING

Canterbury B.H.S. v. Canterbury G.H.S.

The return debate with the Boys' High School marked the end of a very interesting season. The topic was "That television has harmed the Australian society."

The honours went to the boys. We congratulate them on their win and look forward to the stimulus of future debates.

Anne Wood, 4B.

EXAMINATIONS

Subdued girls filed into the allotted rooms. Papers were given out and looks of terror spread across girls' faces as they read through them and searched their memories for the answer. The bell sounded and work began in earnest. Only the sound of pens scratching and the rustling of paper could be heard in the tense atmosphere. Girls chewed their pens as they thought this would help them to think.

Five minutes to go! Everyone stiffened and wrote as fast as they could, half scribbling in the hurry to be finished in time. Others used what time they had left to check over their papers and change answers that they thought wrong.

Audible sighs came from everyone as the last of the papers were tied and handed in. Girls trooped out and orally compared answers with their friends.

Ai-Wen Wang, A2.

CITY OF SYDNEY EISTEDDFOD JUNIOR FOLK SONG CONTEST

Two choral groups from 3rd Year entered in this section. It was highly competitive with some 17 schools taking part.

Both choirs sang exceedingly well. Group 1 gained 2nd place with 92 marks.

The Adjudicator, in his report, commented on the "beautiful quality of singing, the excellent diction and the accomplished performance of this choir." Congratulations, girls!

E. Jones.

OPEN DAY, 1962

Open Day began with many girls eagerly helping teachers to add the final and most important touches to the decorative rooms which were being used for the displays. Flowers were being arranged and scraps collected. A feature of the display was the artistic arrangement of the many lovely flowers brought for the day.

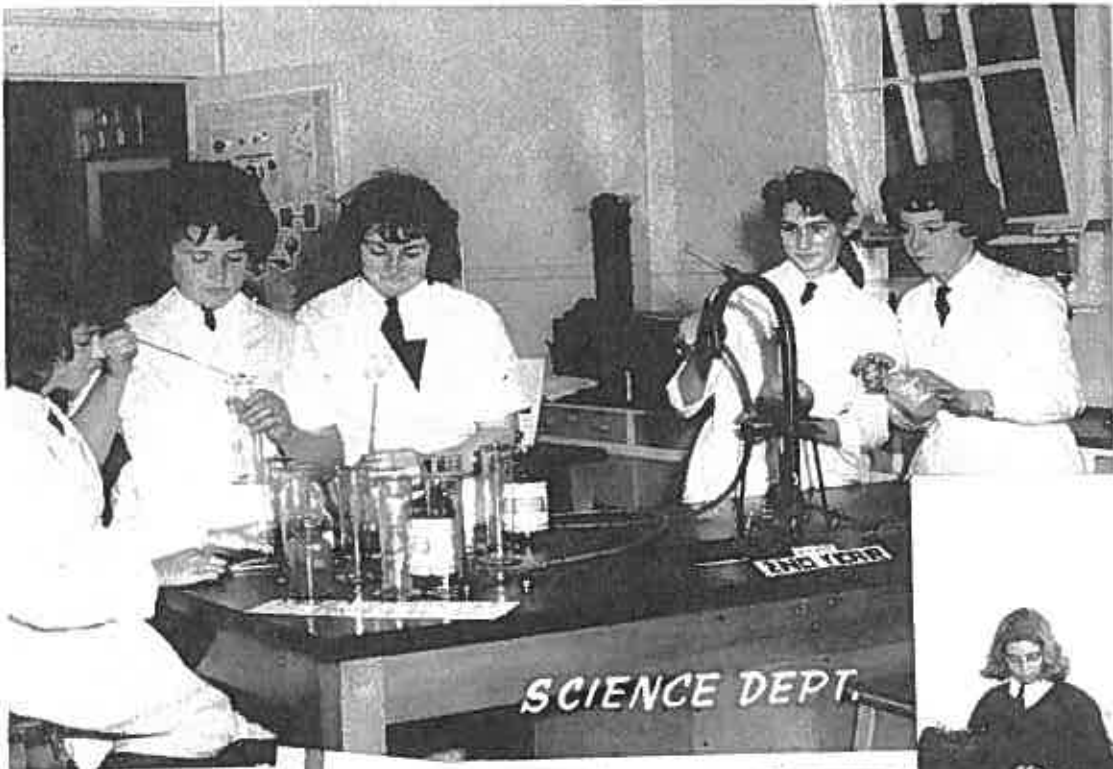
Finally the school girls were permitted to begin the tour of the exhibitions, after previously being informed of the order of rooms to follow. Fortunately, the day was splendid and everything proceeded according to plan.

After the official opening by Mr. H. C. Mallam, M.L.A., displays of dancing and physical training were presented to the parents and girls gathered in the quadrangle. Miss Inwood represented the Education Department.

Visitors were then able to partake of tea and scones in the Home Economics Department and observe the displays and demonstrations there, or visit the rest of the exhibits.

On the ground floor, ten other rooms were devoted to English, History, Social Studies, Mathematics, Languages and Music. Remaining subjects were represented in the rooms of the first floor and in the Art Rooms. Activities were: broadcasting from the tape recorder; the showing of education films; choir and recorder rehearsals and demonstrations in screen printing and pottery making, needlework and rhythmic typing. There was a record attendance of parents and friends.

V. Wykes, 3AL.



*Educational
Workshop*



*Open
Display*

tion
week



COOKING DEPT.



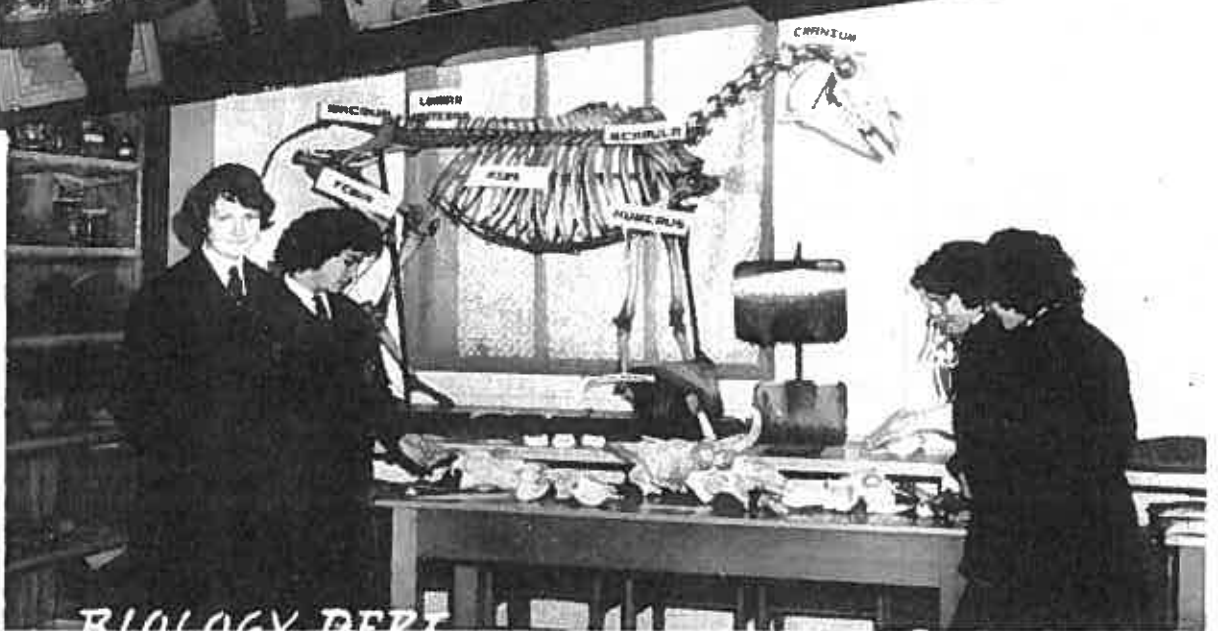
COMMERCIAL DEPT.



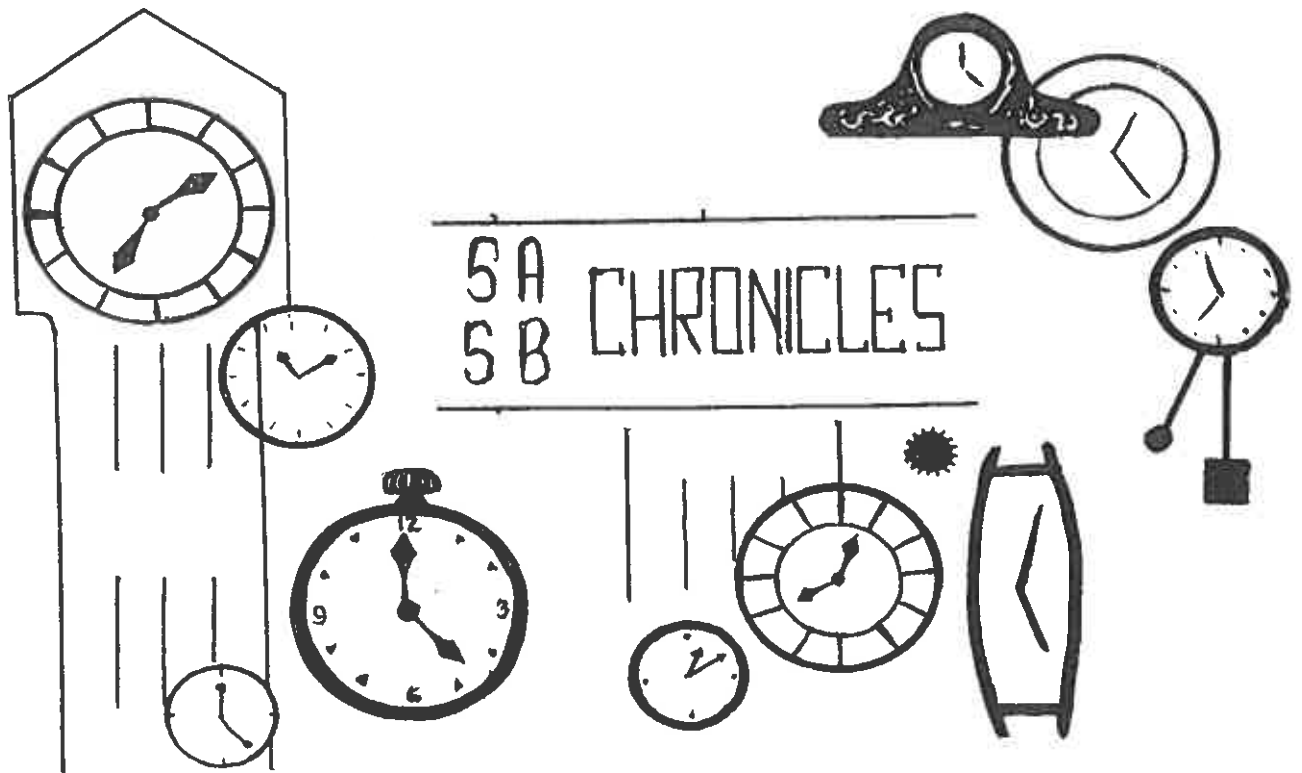
MODERN LANGUAGES DEPT.



Day
plays



BIOLOGY DEPT.



EDITORIAL NOTE

The policy of our magazine has been to foster and record the individual efforts of the girls in all aspects of their school and community life. Where space permits, girls have been encouraged to speak for themselves. In this age of automation revolution, electronic "brains" are replacing human brain power to perform in seconds what it would take man years to do. Yet electronic brains must be fed with man-made instructions in the first place. They are not capable of original thinking. Let us cherish and cultivate the power to form and express our own opinions and to have the courage of our convictions.

I quote an extract from the editorial of Janet Lee in the magazine of 4A, "Fourth Dimension":

"It is such matter as is contained here which voices the thoughts of to-day's youth, poised on the threshold of space and faced with the problems of a world torn by many perplexities. In this aggregation of class magazines, many opinions of the citizens of tomorrow have been expressed, to be read by the rest of our community."

This year about 150 girls have attended the 4th and 5th Year classes in the senior school. As they now form such a large proportion of the school population, I am featuring some representative work from them in this special literary section which I hope will interest our readers.

F.M.

SPORT AND SPORTING SPIRIT

“When playing sport, the important thing is not to win, but to take part”. This is a true saying and worthy of acknowledgement in each and every sport whether involving a team, a group or an individual.

From the moment a child is capable of thinking, of being shown, of being taught, of being punished, parents and society endeavour to see that it adapts itself to a normal life following the set rules of living. There is always the desire for a human being to develop his character and to fit in correctly and easily. This is the part in which the participation in sport not the ambition to win, is all important.

To compete in sport, one must learn to obey the rules just as later, this is applicable to any person wishing to be successful in society. This adjustment can only be attained by previous training. Similarly one needs the background of working with others, and for the benefit of the whole, rather than the individual. This is where the team work, in sport, is precious training.

Good sportsmanship is always accentuated throughout the total participation in sport. So too is it accentuated in the participation in life's hard battle for happiness, success and gain.

The Bible speaks of the race to be run and the prize to be gained. It is not the prize that counts but the manner in which we run the race. Our manner in participation will reflect on our manner in running our lives.

If we participate in sport, as an individual, as a member of a group or a team, then we receive this basic training for our future life. Winning is not important, for we gain nothing by it but by taking part we achieve a great deal.

B. McLauchlan, 5A.

THE EUROPEAN COMMON MARKET

The European Common Market, was an organisation formed in March 1952, in Rome, and consisted of an alliance between six countries, France, Belgium, Luxemburg, Italy, Germany and the Netherlands. Its ultimate aim was to form both a structural, and functional unit, concerned with both economic and social affairs. Among its objectives, it hoped to establish a common trade policy between all member nations, and an external tariff which would bind the six nations closely together. It also intended to impose identical customs and tariff duties on each member nation, to prevent non-members from underselling similar products to those already produced within the organisation. The final desired structure, with the complete abolition of all internal trade barriers, was not expected to be achieved immediately, but gradually over a period of twelve to fifteen years. This organisation is formed on a similar principle to the Zollverein, in nineteenth century in Germany, the main difference being that the Zollverein was an organisation of states, whereas the Common Market is an organisation of nations.

When the Common Market was first formed, Great Britain decided not to join, out of consideration for her Commonwealth. Instead she formed the European Free Trade Organisation, with six other nations. The latter organisation differed from the former in only one aspect, there was no external tariff. However this organisation was a failure. Great Britain, was again forced to rely solely on her Commonwealth for trade concessions. Gradually her attitude toward the Common Market changed owing to trade difficulties, and, for some time now, she has been summing up the advantages and disadvantages of joining, and has at last applied for membership.

If Great Britain joins the Common Market, the effects on the Commonwealth will be immense. The main problem is Commonwealth trade preferences, and Britain must either gradually abolish these completely or else extend them to all members of the Common Market if she joins.

The members of the Common Market do not want these trade preferences to continue and Britain does not want to abolish them. Australia is only one member of the Commonwealth, but even the impact of this decision on her alone will be great. At the moment Australia exports wheat, meat, dairy produce, and dried fruits. If Britain joins the Common Market, Australia will have tariff duties on her export products. There are two alternatives open to Australia; either she can trade directly with the European Common Market, or she can seek new markets in Asia.

Great Britain's final decision will affect a large number of nations all over the world. They will probably be forced to find new markets, and in the world today there is increasing unrest over such matters as this. Could this split the Commonwealth? This is quite possible because the Commonwealth is a voluntary union based not only on trade concessions but tradition.

Michelle Martin, 5A.

THE COMMON MARKET

Today the "Common Market" question is widely discussed by all nations especially Australia and her sister countries in the Commonwealth. Much is said by Australian politicians concerning the harm it will cause economic stability but little, if anything, said of the good which will result if England does join.

Australia with her old markets severed, will have to look elsewhere, and there are new and richer markets in the world waiting to be exploited. Trade with Asia and China, though it will present some difficulties, will ultimately aid Australia, not only economically, but politically, for Asia is but a "stepping stone" away from our shores.

Not only the Commonwealth, but the whole world should be considered in a discussion of the Common Market. The six countries which comprise the Common Market now are building around their borders high tariff rates which shut out all other countries. Thus the "Big Six", as they are called, are potentially a third major power in the world. It is this potentiality which is concerning the other world powers such as America and Russia. With England in this market the "potentiality" would definitely be pro-Western. If however, England does not join there will be a third world power having no real bond with either of the other two powers.

So it seems that if England joins the Common Market, Australia will benefit not only by a boosted economy but also a more peaceful world in which to live. Surely the inconveniences which will be suffered are overruled by these major factors!

Pam Allen, 5A.

THE BANNING OF NUCLEAR WEAPONS

Hiroshima is a name which conjures up a mixture of horror and guilt in the minds of most people. Horror at things that happened seventeen years ago, (at the first nuclear explosion) and horror at things that threaten, guilt because Britain first split the atom, while America invented and used the Atomic bomb.

Despite these general feelings there are those who do not advocate the banning of nuclear weapons. Unfortunately many are our own statesmen in whose hands we are rather precariously placed, politically speaking.

It seems then, the world is divided into two armed camps by the "ban the bomb" issue—and not by the "iron curtain". Both factions are motivated by fear; the statesman fears unpreparedness in war or loss of national prestige; the "little men", who fear these things also, fear more, however, for the personal safety of their families and homes.

The small business man wants to live; the shop assistant wants to live; the lawyer, the teacher, the labourer, the young and the old all want to live. The statesman also wants to live, yet he has to protect his country and he no doubt believes he is doing his best according to his ability; but, while countries haggle over the degrees and provisos of "disarmament", mothers all over the world wonder whether their unborn children will be normal or not.

Surely there is one answer to this problem: if each country stopped being suspicious of the others the "cold war" would end. Perhaps "two birds could be killed with one stone": cease all nuclear armament and turn all the man-power and brain-power into solving the world's hunger and housing problems.

Miriam Ellis, 5A.

THE BANNING OF NUCLEAR WEAPONS

Man, during the last half century has experienced a tremendous growth in his technical skills and powers. No longer is man subject to the elements. He has the ability to escape from, or protect himself from nature. Man holds the key to a great source of energy within the atom, "the building block of nature". It is up to him whether he will bring benefit or destruction to himself.

The first demonstration of this power was unleashed at the end of the war, when America dropped two bombs on Japan. The effects were disastrous bringing death, destruction and suffering unequalled in man's experience. The bombs acted as a starting pistol to a race in the **nuclear** weapons, a race which if allowed to progress unchecked would yield as its prize result, suffering and destruction, not only to the participants, but to the whole of mankind. If the struggle and bitterness, the effort impended in this race were to be channelled into paths of love and trust then peaceful co-existence, not war, would be the outcome; benefits not destruction, the rewards.

The goal of peaceful co-existence can be attained only through successive stages; the first of these being the banning of **nuclear** weapons. The threat of nuclear warfare is near, and it cannot be combated by the addition of armaments to an accumulated stock pile but only by genuine efforts to attain a peaceful and satisfactory ban. Only when the two great camps of East and West come to this realisation will their efforts for such an achievement be made with any sincerity. The conference table should be the means by which the end can be reached, not an end in itself.

Man, or at least a powerful minority representing nations controls the destiny of the whole world. Theirs is the choice between fear, with the ominous threat of war or peaceful co-existence.

V. Bell, 5A.

THE SIXTH YEAR

(as recommended by the Wyndham Report).

This is a scheme (introduced this year) that has been received in the community with mixed feelings.

Many feel that this extra year is a good thing. While it provides the student with a wider choice in curriculum, to accommodate her many and varied interests, the Sixth Year course does in fact raise the leaving age. It would still be possible to leave school at fifteen, with what would be known as a "School Certificate". This examination would replace the present Intermediate Certificate but would be set at the end of the Fourth Year.

Therefore, generally pupils would remain until fourth year, in order to obtain a better position on leaving school. The sixth year would then correspond to the present fifth year, by concentrating on subjects which would be an introduction to those taken at the University. However, the whole scheme is aimed at narrowing the bridge between sixth class and first year and fifth year and the University. I think, the present First Form is unnecessary. An extra year that would be of far more benefit would be one that would bridge the gap between third year and fourth year.

On leaving third year (when pupils are taught by "spoonfeeding") they are stranded in fourth year when expected to do everything for themselves. Most students have had no preliminary training in methods of study or how to go about summarizing particular matter, but are left to fend for themselves.

I am of the opinion that better results would be achieved if this extra year were introduced later as students would then be more satisfactorily equipped in both general knowledge and study procedure and higher results would be attained.

S. Daly, 5B.

FIFTH YEARS' VISIT TO MOSMAN DEBATING SOCIETY

On 28th July, a group of fifteen Fifth Year girls, accompanied by Mrs. Maddocks and Miss M. Kenna, attended a debate on "Julius Ceasar" at Mosman Town Hall. The Premier was Dr. Heseldine, of the University of N.S.W., who supported the argument "that Brutus was the noblest Roman of them all."

The Opposition had a difficult task and were not very ably supported by their second and junior speaker who treated the audience to a most profound discussion of the "cosmic order". Tending to irrelevancy, he tried to give the audience a detailed background to Elizabethan thought. Later, we were somewhat startled to hear that this speaker who presented such a learned discourse on the above subject, contrived to appear unaware of the gender of Queen Elizabeth!

The audience was large, with a preponderance of senior high school boys, thinly disguised in unconventional dress. The noisy and hilarious behaviour (prior to the debate) ceased during Dr. Heseldine's opening speech and finally died away upon a second warning from the Chairman, when the Leader of the Opposition was speaking. As the speakers in a previous debate on "Silas Marner" had been hampered by repeated interjections, we were pleased to see this firm stand taken. We enjoyed the thought provoking debate which was followed by question and discussion time when some of the speakers were shrewdly put to it to defend their arguments. Our party came away greatly stimulated and full of "bright ideas" for "talking points" in class.

(Reported by V. B.)

NUCLEAR PHYSICS SUMMER SCIENCE SCHOOL, 1962

“ARISTOTLE” — “ARCHIMEDES” — “NEWTON” — “EINSTEIN”

Proudly the Physics School at Sydney University bears the names of these great men of Science, carved in the stonework of its facade, looking down upon all who enter the building.

On the morning of 8th January, 1962, I gazed at these immortal names, partly in awe, but also with a feeling of pride that I had been awarded a scholarship to attend the first Nuclear Physics Summer Science School for high school students which was to take place within this very building. Beside me stood my billet, Pam Sower from Broken Hill, also excited by the prospect before her.

Filled with breathless expectation, we entered the building and received our timetables showing the details of our activities for each day of the course. The school lasted for eleven days including a Saturday morning. Each day, with few exceptions, the timetable was similar. First there were films on different aspects of physics such as the earth's magnetic field and the Aurora Borealis. Then followed morning tea, provided by caterers, after which we assembled in a lecture hall where the principal lecture of the day took place. These lectures were televised each day and there was great competition to see who would manage to sit in the part of the room which the cameras filmed most frequently. During the first week these morning lectures were given by Wernher von Braun, one of the world's leading nuclear scientists who spoke about rockets and other space vehicles, showing numerous coloured slides of America's rockets, to make his talks even more interesting.

On the Saturday morning, Professor R. N. Bracewell from Stanford University, California, gave the televised lecture, discussing the reasons for the belief that life may exist in other parts of the galaxy as well as on earth.

During the second week the lectures were given by Herman Bondi, Professor of Applied Mathematics, King's College, University of London. Professor Bondi's subject was Newton's laws of motion and relativity, probably one of the most difficult topics in Physics, but he described it with such simplicity that we understood easily.

After lunch each day we were given another lecture, but these were not televised. These dealt with the general physics and were given alternatively by Professor Harry Messel and Professor S. T. Butler, both of whom are lecturers at the School of Physics, University of Sydney.

On the first Friday we were taken on an inspection tour of the Atomic Energy Commission's research establishment at Lucas Heights where we were instructed on the mechanism of the huge atomic reactors there. This was very interesting but highly complicated. On the second last day we were each given a cheque for £20 which was part of the scholarship. What a thrill! Never before had I possessed so much money and I had firmly decided to frame the cheque! But I was finally prevailed upon to bank it.

The following day brought the culmination of the school in a reception at the Sydney Town Hall. After we energetically displayed our appreciation of the afternoon tea provided, the Lord Mayor, Ald. Jensen presented personally to each of the 150 students at the Science School, a silver medal engraved on one side, and with the Sydney University badge on the other side. Truly this was a memorable occasion.

Thus each day was passed. Perhaps it may sound boring to read but actually to us every moment was a thrilling experience. We were treated like University students and consequently felt like them. Everything was different from school life—the atmosphere and the manner in which lectures were conducted, and the freedom to go anywhere between lectures. Indeed, this Summer School is a cherished experience and I shall feel forever grateful for having been selected to take part in this initial venture. I am sure that the knowledge gained there will be beneficial to me in all aspects of future life because we learnt, not only facts about nuclear physics, but also how to integrate ourselves quickly and by mixing with other people of both similar and diverse interests, to broaden our views and gain new ideas in all fields.

Gwenneth Burrows, 5A.

A LOGICAL DEDUCTION

Although the two philosophical statements, “You can’t judge a book by its cover” and “Clothes maketh the man” appear to contradict one another, they do not, in fact they are parallel to one another.

The statement, “You can’t judge a book by its cover” refers to the fact that the outward appearances are deceptive, they do not reveal the inner qualities of the individual. “Clothes maketh the man” seems to contradict this statement as it implies that the outward appearance alone is the method one should use to gain an estimation of another’s worth. It merely means that if a person is well dressed he has reached the ultimate in good taste: his clothes or outward show have enhanced his personality and his character, and these have acted as a foil only to these latter qualities.

The statements apply not only to dress in our sense of the word but to situations faced by us in our everyday life.

These perceptive statements point out clearly that we should not only take things at their surface value but should probe beneath the surface decoration to find the true qualities of the articles, emotions or situations; it is not only the surface beauty but also the intrinsic beauty that provides the real means of estimation of worth.

The fact of being unable “to judge a book by its cover” is aptly illustrated by many characters in literature. Sydney Carton in Dicken’s “A Tale of Two Cities” appeared to be an utterly worthless character but when he was needed he showed the qualities of a hero. The “character” adopted by Carton was accepted by his associates because they did not probe beneath the surface.

Silas Marner is another who was deceived by outward show. His friend to whom he had been loyal and whom he loved betrayed him. He was deceived by a surface show of love and loyalty, because he did not look deeper than the visible actions into the soul and character beneath. Thus it can be seen we cannot “judge a book by its cover”, we must read it first.

The two statements are thus shown to be parallel. They should be applied equally to the situation and one should not outweigh the other. If this is allowed to occur, a false impression will be the result.

Jayanne Joyce, 5A.

MAN'S FUTURE IN SPACE

In the space of a few short years men have created moons of their own and having made these moons, have delegated certain men to live in them for a brief time.

What lies beyond these achievements? What is man's future in space?

Battles rage between nations for scientific supremacy. Russian and American scientists vie with each other to produce larger and more durable rockets and satellites. A century or two ago there was a race to see which nation would claim Africa, America and Australia as its territory. Now there is a race to reach and claim the moon.

Old explorers of past ages rolled and creaked in their wooden vessels to some new found land where they were greeted by strange sights and hostile natives. Modern explorers, despite all their knowledge, will with great trepidation step on to the moon for the first time. Will they ever return to tell the world what strange wonders they encounter?

There seems no doubt however in the minds of science-conscious twentieth century peoples that science will conquer space and when it does new names will join Gagarin and Glenn, and all the astronauts of the future will be added to the list of great navigators of this earth, like Magellan and Columbus.

Perhaps our children will take their vacations on Mars or go to the moon for the weekend!

Miriam Ellis, 5A.

RACIAL DISCRIMINATION

Racial discrimination has been practised for many thousands of years. Its cruelties and injustices are usually based on economic or religious reasons or on both.

Since the time of the Romans and throughout the course of history, countries which have practised racial discrimination have never prospered. A way of life cannot be based on wholesale lies and atrocities and history shows that empires have fallen because of it.

A classic example of racial discrimination during modern times is the terrible treatment meted out to the Jews of Germany and other European countries during the Hitler regime. But the reason for this discrimination was not that the Jews had done anything wrong. No! It was simply because the fanatical leaders of the country needed a political and economic scapegoat on which to base their senseless arguments of war. Thus it resulted in unbelievable tortures, gas-chamber annihilations and the wholesale murder of six million innocent people—their only crime being that they were Jewish. This was surely racial discrimination at its peak!

However, the religions of modern times, be they Jewish, Christian, Moslem or any other, condemn discrimination through their teachings:

"Thou shalt not bear false witness against thy neighbour". Surely this commandment means that men of all races and religions should live together in harmony and not use one another for excuses for war or anything else. Again in the New Testament:

"Do unto others as you would have them do unto you". Racial discrimination cannot fit into this teaching as no one would want to suffer because he is a member of a certain race or religion.

Therefore, in a world such as ours—a world which has attained high technical and scientific skill—a world where men call themselves "civilised"—racial discrimination can have no place and it and its evils should be stamped out forever.

Rita Jackson, 5A.

"JULIUS CAESAR" IN CONTEXT NEW

English teacher speaking to Fifth Year at the conclusion of a typically exasperating period:

"Hence! home you idle creatures, get you home!"

Teacher addressing Fourth Year:

"You blocks, you stones, you worse than senseless things!"

Timely but unheeded warning to Fifth Year:

"Beware the ideas of March (November)".

First Year's first impression of their Headmistress:

"Why, man she doth bestride the narrow world Like a Colossus."

Observer's opinion of 1962 Fifth Year:

"Thou hast lost the breeds of noble bloods."

Same observer's opinion of present Fourth Year (after their departure):

"The evil men do lives after them."

Advice to all the brave when thinking of attending the Fifth Year farewell.

"Enjoy the honey-heavy dew of slumber."

Pupil's opinion of teacher, on her bad day:

"They could not find a heart within the beast."

Fifth Year's ideas after a week of conscientious study:

"All the interval is

Like a phantasma or a hideous dream."

Schoolgirl's planning, to explain "absence":

"And she shall say you are not well to-day."

Thoughts of a Fourth Year pupil ascending east stairs:

"This was the most unkindest cut of all."

Of those prefects!

"He has brought many captives home to Rome."

Discussion of a retiring staff member:

"I fear a worse may come in her place."

Of those Fifth Years!

"For Brutus (anyone of Fifth Year) is an honourable man

And so are they all, all honourable men."

Opening line of Headmistress' Report, 1962:

"Friends, Romans, Countrymen, lend me your ears

I come to bury Caesar (1962) not to praise him (it)."

Philosophy of school life—Leave of stay?

"Why, he that cuts off twenty years of life

Cuts off so many of fearing death."

Ronda Thorn — Rhonda Symons — Greta Symons — Lynn James, 5B.

"ODE TO M-THEM-TICS"

*Have you ever stopped to wonder
Why the girls of Class 5A
Are putting on the ounces
Apparently each day?*

*Though till now a well kept secret,
We thought we might divulge
The reason for our plumpness
The reason for our bulge.*

*While doing trigonometry
We munch on custard tarts;
In algebra and geometry
Of sponge cakes we have parts.*

*Then later in the lesson
When things are getting slow,
Into our cases we all dive—
Our waistlines—here they go!*

Jennifer Young, 5A.

BERLIN

At the conclusion of World War II, Germany was divided into two sections. The East section, controlled by the Russians, and the Western section, under the united control of the United States, France and Britain. After this division, in the following years, many Germans escaped from East Germany into the Western section and freedom from Communist government. Their escape was relatively easy and not hampered by barriers. The people merely took a bus or train or walked from East to West.

However escape became more difficult after August 13th 1961, when, almost overnight the Communists in East Germany sealed off the border dividing East and West Berlin. At first webs of barbed wire prevented refugees escaping, but now a high solid wall of concrete stretches thirty miles across the city and seals off the great world capital down the middle. Armed guards on the Eastern side have orders to shoot to kill, any would be escapees.

This barrier was built by masons from Saxony, as the Communists distrusted the East Berliners. Communists bricked up all the windows and openings of houses near the wall. People who were living in the first and second storeys of the houses, were forced at gunpoint to move. The Russians sealed off streets and later extended the barrier through the city areas, across railway lines and through subways and cemeteries.

Still the people were not defeated. The thought of separation from friends and relatives led them to seek methods of escape, daring as they were—In the first months of barricading, refugees crossed rivers, crashed through walls in trucks and some even leapt from apartments on the East side into the free sector. Tunnels were burrowed from the basements of houses, under the wall to safety. They risked their lives for freedom.

Those to make successful escapes were homeless and many were unemployed. They had left everything behind—their possessions, their livelihood. To them it was a new beginning, a future ahead. But still there is unrest among those in the Eastern sector who are denied freedom of movement.

Joy John, 4A.

BOOK REVIEW

“On the Edge of the Primeval Forest” is an absorbing book, written by Albert Schweitzer. It tells of his experiences as a doctor in Equatorial Africa.

With his wife, a qualified nurse, he sacrificed a brilliant future in Europe to help the primitive people in the disease-infested jungle. Many hardships presented themselves:—swarms of insects and spiders, lack of a hospital, and the extreme heat. The hospital was at last built, making examination of patients and surgery much easier. The natives had great faith in the skill and medicine of Albert Schweitzer and some travelled hundreds of miles to be treated.

In this book, Albert Schweitzer shows a great understanding of the primitive people and a highly intelligent mind. I would recommend this book as being extremely interesting, and presenting a closer look at the Africans of the steamy jungles.

Christine Emmett, 4A.

CHALK WILL SOON GET IN MY EYES!

For as long as I can remember, I have always wanted to be a school teacher. Now, as I await my appointment to begin teaching in four weeks' time, I can hardly believe that my ambition is almost realised. Unlike some girls of fifteen, I loved school. I turned sixteen the day my leaving Certificate finished. What was I to do now! I could go no further at school. I was successful in passing the Leaving Certificate but it was not until late March that I received a Teachers' College Scholarship, for the course beginning in the following September.

Until then I worked as a clerical assistant for the Education Department, until at last came glorious September. Feeling a little scared, off I set to Sydney Teachers' College. After a term here ninety of us were moved to the Alexander Mackie Teachers' College, at Paddington.

In First Year at college everyone takes the same general course. In Second Year some women students may specialise in Infants' training, (as I have done) while the remainder take a general Primary Course. Subjects at College for First and Second year include:—English (four topics) Australian and English literature, Reading and Writing of English, Speech and Drama; Education (four topics) History, Psychology, Social Foundation, Philosophy, Mathematics; Social Science (two topics) History and Geography, Health, Physical Education; Art; Craft and Music (both theory and practical).

Of these subjects music provided amusement when it came to examination time, particularly in second year. We were required individually to teach the section (i.e., a class of 23) a nursery rhyme by sol fah hand signs; to conduct a song, to play 3 pieces on the recorder; to sight read in sol fah and French time names and to sing 3 songs solo. Don't let this frighten you!

"Assignments!" is a dreaded word at college, particularly in second term when most of them are due. They are a type of project on units of work which can be used later for teaching. It is most important that these should be done well since marks from them go to the examination total.

Once a week students from the college attend Woolahra Public School to observe two lessons given by experienced teachers who make teaching look so easy! Three times a year we are "let loose" on poor unsuspecting school children. I enjoyed these experiences for it gave me a taste of teaching even if it was only a "nibble".

On the lighter side, other college activities include, athletics and swimming carnivals, dances (held once a term) graduation and graduation Ball at the University of N.S.W., a choral concert of high standard at the Conservatorium, swimming and drama camps, sporting competitions between the colleges and so on. Clubs form an important part of the college. Membership to any of these is entirely voluntary. They provide a valuable means for extending any special interest you may have. Some of the clubs are drama, music, dance, pottery, bushwalking, films or religion.

The most frequented area at college, other than the cafeteria is the library. This is particularly evident at examination time. As we are not issued with text books, we must use the library. The books are in abundance and are very up to date.

From a financial point of view college-life is a struggle. However we all manage to get by.

The Friday before Examination Final Week is a very gay day. Second Years "let their hair down" before the blues of examinations come over them. They come dressed to suit the theme of their section e.g., "beatniks" or "back to

school" and wander to lectures dressed in this manner. One Infants' section this year wore short gym tunics with hankies pinned to them and large bows in their hair. When the lecturer entered, she found her section seated on mats on the floor singing nursery rhymes just as any Infants' class would do. In contrast with this day is Graduation Day, one I shall never forget for its solemnity.

Yes, there are many sides to college life and I have enjoyed them all. Now as I stand at the end of my college days and the beginning of my teaching career, I do not regret the course my life has taken.

To all those girls who are contemplating doing their Leaving Certificate, I suggest you consider carefully the prospects of the career of teaching. The years of training are ones when you make many new friends and with them learn to share the work, problems and joys of college. This in itself is a worthwhile experience.

Elaine Moyses, Senior Prefect, 1959.

HINTS ON HOMEWORK

Homework is a fool's game, because only fools do it. But you're still a fool when you don't do it and you are put on the detention class for a week, so we're all fools!

The first thing to do is to procure a bottle of bright blue ink, (it will be more amusing if the ink is bright) and an "unscratchy" pen. If you have a scratchy pen, you are likely to irritate yourself.

Take the hardest subject first, preferably Maths. Back yourself at ten to one to finish your Maths, in the speed record of an hour.

Some teachers say not to make yourself too comfortable, but I would not take any notice of that, for in summer time you need an electric fan, a tall bottle of iced lemonade and an electric fly-swat. In winter, a fire, a rug, and a large deep chair are suitable.

After Maths., English should be taken, and my dears, allow me to tell you, do be careful of sequence of tenses. If you have a composition to write you need only read an exciting novel by Edgar Wallace and you will have plenty of ideas.

Never prepare your French reader, because you generally get prompts from behind or in front of you in class.

Never mind about History, because that's only learning about dead men.

Anyway, the best plan of plans is to get someone to do your homework, and hey presto! next day you have it all wrong and you have to go to detention for the rest of the term.

Simple, isn't it?

(As suggested by 4B Class).

CERTIFICATE OF THE QUEEN'S GUIDE

"As a Queen's Guide, you have prepared yourself for service to God and your fellowmen and have shown yourself a true member of the great Guide Sisterhood. This will help to make your journey through life a joyous adventure. I congratulate you and wish you Godspeed."

On 31st March, 1962, thirty two Queen's Guides were presented with a certificate containing the above words. Greta Cox and Janice Rose of 4C, were two of these girls. Next year three more of our 4th year students hope to qualify for this certificate.

SCHOOL PREFECTS

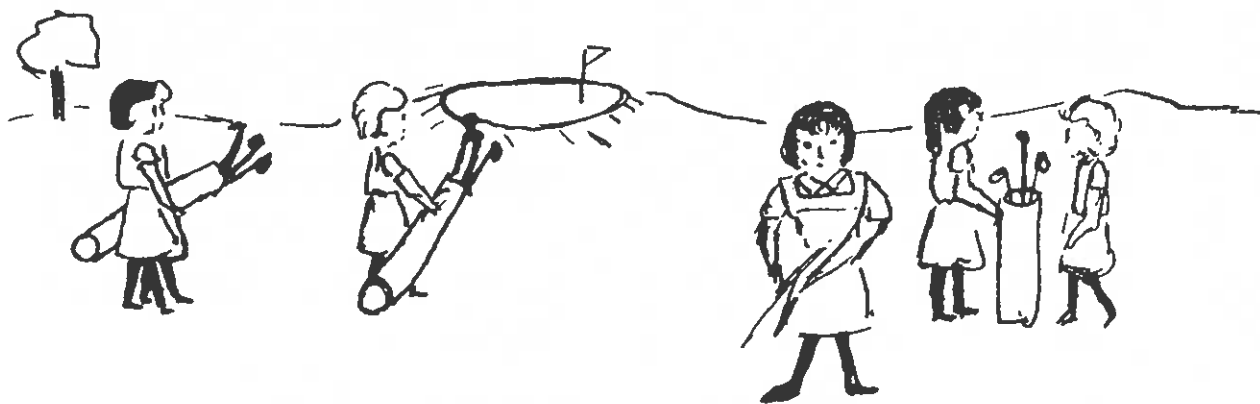


GOLF

*When I took golfing as a sport
With friends I went along
Thinking t'would be a cinch!
But my guess turned out all wrong
You'll never know how hard it is
(Or perhaps it is just me).
To swing a long and skinny stick
And hit a ball from off a tee.
You try to hit it many times
And get in such a dither
That when at last you tee it off
It goes plonk: into a river.
You think you're aiming for the hole.
The ball soars when you hit it;
And boomeranging off it goes,
Leaving but a great big divot.
And when the game is done, I guess
Sky high rates the score
While you've left the course in quite a mess
And your feet feel rather sore
You see the teachers turn quite pale
As they try to hide their fear
That you'll proudly announce to them
"I'll be taking golf all year."*

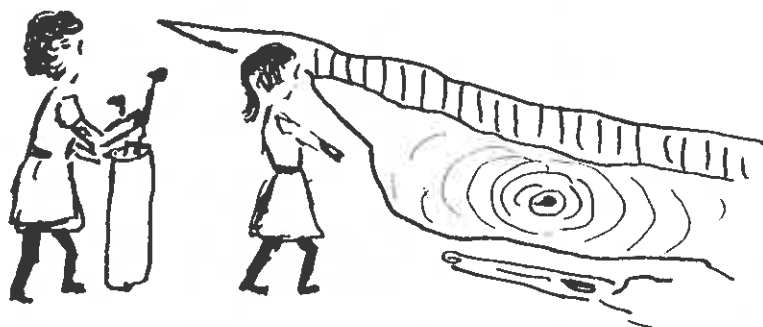
Colleen Kenny, 4A.

GOLF.



with friends we went
along

You do not know how
hard it is . . .



It goes "plonk" into the river . .

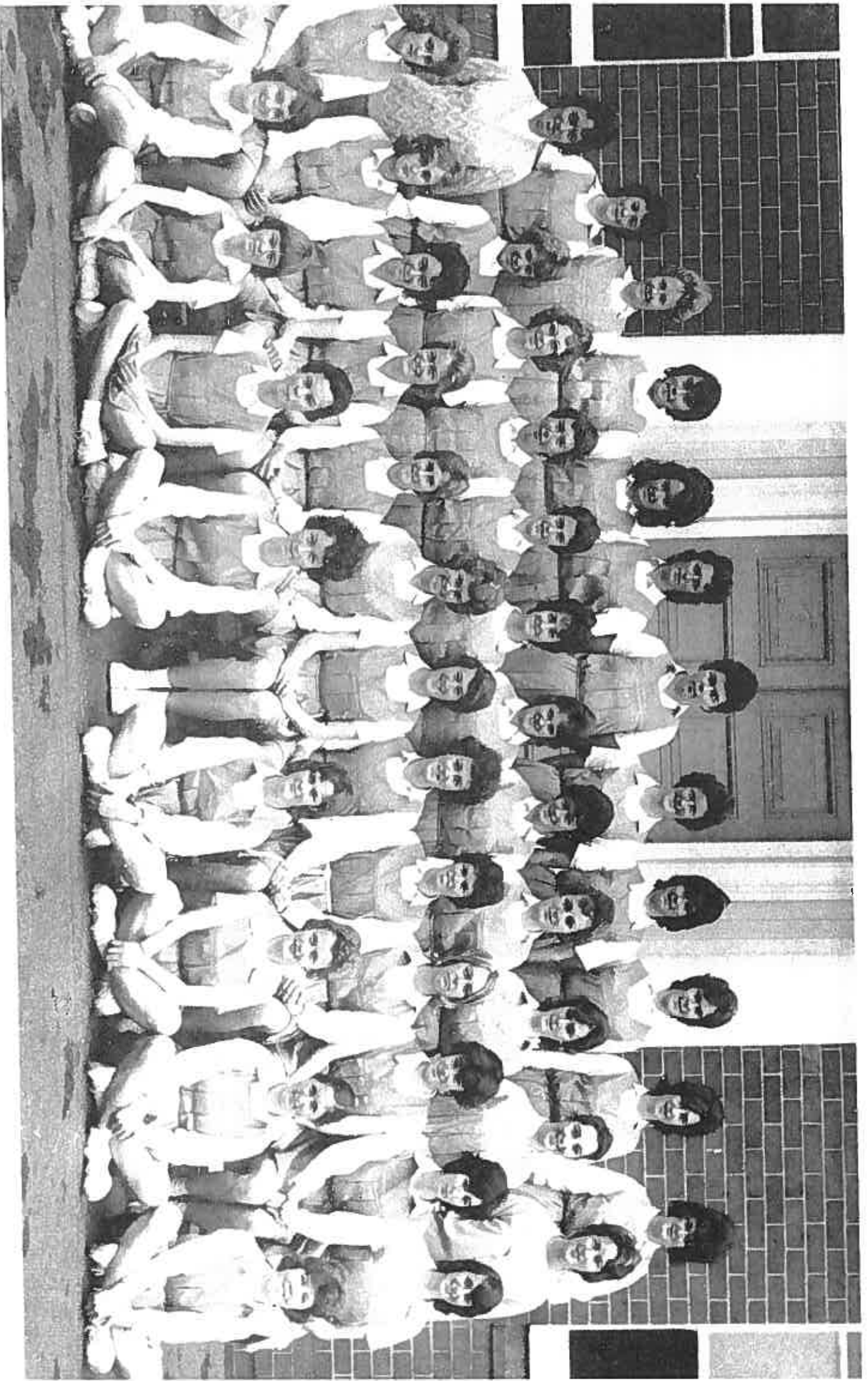


leaving a great big
divot

Sky high's the
score . .

L. Cooke, 5B and W. Abbot, 4C.

SCHOOL ATHLETICS TEAM



SPORTING NEWS

ANNUAL SWIMMING CARNIVAL

The swimming carnival was held early in March at Canterbury Olympic Pool. The day was mainly fine but rain fell prior to the relays which were the concluding events.

Mary Hunt and Sue Casson were successful in winning the Open Championship and Junior Championship respectively. Special commendation must also be given to Margaret Watson and Gail Anderson for their fine efforts.

Highlights of the day were diving won by Beverley Glenn, synchronised swimming, (performed by 16 girls) and of course the relays. In the latter event, enthusiastic support from the houses could be heard.

After all points were totalled, Adelaide House captained by Gretel Symonds, was victorious.

The successful competitors were then selected for the school team to compete at the Zone Carnival.

ZONE SWIMMING CARNIVAL

The Zone Swimming Carnival, in perfect weather, was held at Canterbury Pool with eight schools competing.

With competitors such as Pam Young, Mary Hunt, Sue Casson, Margaret Watson, Gail Anderson and the girls in the relay teams, we gained many places in the finals, enabling many competitors to enter the Combined Schools' Carnival.

The team tried very hard and were rewarded by being placed second in overall point score and first in the Junior and sub-junior point scores.

The success of the day was due mainly to the help of Miss Fitton and Miss Edwards, for their hard work in organising and training of the team.

Congratulations must be given to Bankstown for their fine performance in winning the Carnival.

SCHOOL ATHLETICS CARNIVAL, 1962

On 22nd June, our Annual Athletics Carnival was held in perfect weather at Campbell Oval.

In the Sub Junior Skipping, over 75 yards, the first record of the day was set by K. Odgers of Adelaide who recorded a time of 10.4 secs., breaking last year's 11.1. The age races were conducted over 100 yds., as against previous 75 yd. races, thus making each winner an automatic record-setter!

The Senior Championship was won by Canberra's house captain, Margaret Mandin. The time recorded was 12.5 secs., over 100 yds.—also a record.

Darwin's hard-working athlete, Carol Bathie, attained a record 11.9 secs., over 100 yds. in the Open Championship and then went to walk off with first place in the Junior Javelin, throwing the formidable weapon 76'7".

A highlight of the event was the Open Walk which apparently provided as much amusement for the competitors as it did for the spectators. At the starter's signal an apparent army of budding "walkers" set off, but after 2 minutes only a valiant few managed to finish the race, most people being disqualified for running. The event was finally won by J. Saddler of Darwin in 2 minutes 14 secs.

Another amusing event proved to be Prefects and House Representatives Races. Competitors were required to lay respective pieces of their school uniforms at specific points along the track and then at the starter's signal, run along the track, "dressing" themselves on the way—a most amusing event to watch. The field events were very successfully run with records being set by P. Donnelly of Canberra, who threw 308' 5" in the Sub-Junior Shot Put and who then went on to throw 69' 4" in the Discus and by S. Donnelly also of Canberra who attained 4' 9" in the Junior High Jump.

One of the most exciting events of the day proved to be the House Relays. The Spectators became very excited urging the runners on to do their best. The Sub-Junior Relay was won by Adelaide in 41.5; in the Junior Relay, Darwin was victorious recording 55.4 secs. and Brisbane carried off the Senior in 60.3 secs.

As always, the Captain Ball event between the Houses was very exciting. The best time of 68.8 secs., was recorded by one of Brisbane's teams placing that House second with Canberra first and Adelaide in third place.

Thus, once again, the Athletics Carnival finished on a high note, providing an enjoyable day for all concerned. The school would like to thank Miss Fitton, Miss Edwards and all the staff members who helped make this carnival possible.

In conclusion, congratulations to all the competitors, whether they reached a final place or not, and the spectators for their fine display of sportsmanship and school spirit.

FINAL PLACINGS

1st Darwin; 2nd Canberra; 3rd Brisbane; 4th Adelaide. Rita Jackson, 5A.

ICE SKATING

Some fifty girls go to Hurlstone Park Ice Palais every Friday afternoon for about two hours of thrills and spills on the slippery ice. Ice skating, although considered a winter sport, is continued all the year round at this modern indoor rink.

At the beginning of each season, girls who have never skated before join the "more experienced" (those who skated last term). Helped by Mr. Allan Ganter and Miss Judy Bosler, two of Australia's finest instructors, the newcomers, as they gain confidence, soon leave the rail and venture out alone.

Most of us leave, slightly wet, but looking forward to learning something new next week. Wendy Ramus, 4B.

WATER BALLET

The annual swimming carnival was enhanced by an enchanting display of 16 girls in colourful red costumes.

Trained by the Vice House Captains, they showed charm and beauty as they entertained us to the strains of "The Quiet Village".

One by one they dived into the pool scarcely rippling the water, and held our attention with intricate swimming patterns and graceful diving. This was followed by a duet by Stephanie Andreason and Robyn Forbes, who performed excellently. These girls were trained by Lynn James.

We sincerely hope that these displays will be a feature at all future carnivals for there is no doubt that they are thoroughly appreciated by all the spectators.

SHOW DANCING, 1962

The dancing at the "Royal Easter Show" this year was performed by nearly 3,000 High School Girls, from the metropolitan area.

From Canterbury were chosen approximately 70 girls who were diligently and patiently trained by Miss Fitton and Miss Edwards, under the instructions of Miss Harte.

The weather for the three show nights was excellent and a large, enthusiastic crowd gathered on each occasion to watch a most successful and colourful display.

During Education Week four schools were asked to repeat the dancing at Hyde Park. Unfortunately the weather was not favourable.

The girls were ready and waiting under the trees for the rain to stop; and although they commenced their dance when the opportunity arose, they were rudely interrupted by an exceptionally heavy downpour of rain.

The drenched and shivering girls were marched back to Legacy House where they quickly changed into their dry uniforms, after a very disappointing day. Sandra Parsons, A3.



SENIOR SOFTBALL TEAM

SATURDAY MORNING SOFTBALL

Softball is a main feature of sport at most schools around Sydney.

Canterbury is one of these schools. Each Saturday morning a team of enthusiastic Canterbury girls play for their school. Canterbury has two teams, one in Junior "A" grade and the other Junior "C".

Junior "C" grade team's nearest rival is Bankstown, which is captained by Helen Hart, who plays pitcher. Miss Fitton has trained the softball teams during the season. This is much appreciated by all girls.

The "A" team reached the semi-finals but they were defeated by Randwick Girls High.

The "C" team did very well to win their Grand final.

Cheyne Mitchell, 2A.

BASKETBALL

Every year our school basket ball team competes in Saturday morning competition. Our senior school team reached A grade in Saturday morning competition under the helpful supervision of Miss Edwards.

We have two unior teams, one under 15 years team, which reached B grade and one under 13 years.

This season had a taste of both success and defeat but school spirit showed throughout. This year Miss Edwards showed her thoughtfulness by marking out a court on the grass area enabling us to practise during the term. We wish to thank her for all her enthusiasm. Miss Edwards also for the 3 teams to take the umpire's examination.

I thank all the girls for avid support during the season and hope success will be greater next season.

Stephania Adamowsky, 4B.

THE ZONE ATHLETICS CARNIVAL

The zone carnival was held on the 7th August, at Campsie—Belmore Oval. The weather was all that could be desired, the sun shining all the time.

Canterbury girls had a successful day and we will have many competitors in the Combined High School's Carnival. Let us hope good fortune will favour us still.

The most outstanding girl in the carnival was Carol Bathie, who gained first place in the Junior Championship as well as the Open Championship of High Schools. Other girls who deserve special mention for their performances are Kay McKenzie, Stephanie and Penny Donnelly.

All the relay teams showed "clean heels" to the rest of the field gaining first places in the three sections. Well done girls! The captain ball team also deserves praise for their effort, being placed third in the zone.

With all these excellent results, Canterbury was the winning school in the Open Point Score, bringing back the shield for another twelve months. Trophies for the Sub-Junior Point Score and the Field Events were won by our school.

Congratulations to Beverly Hills and East Hills who were placed second and third respectively.

Lynda Rogers, 4A.

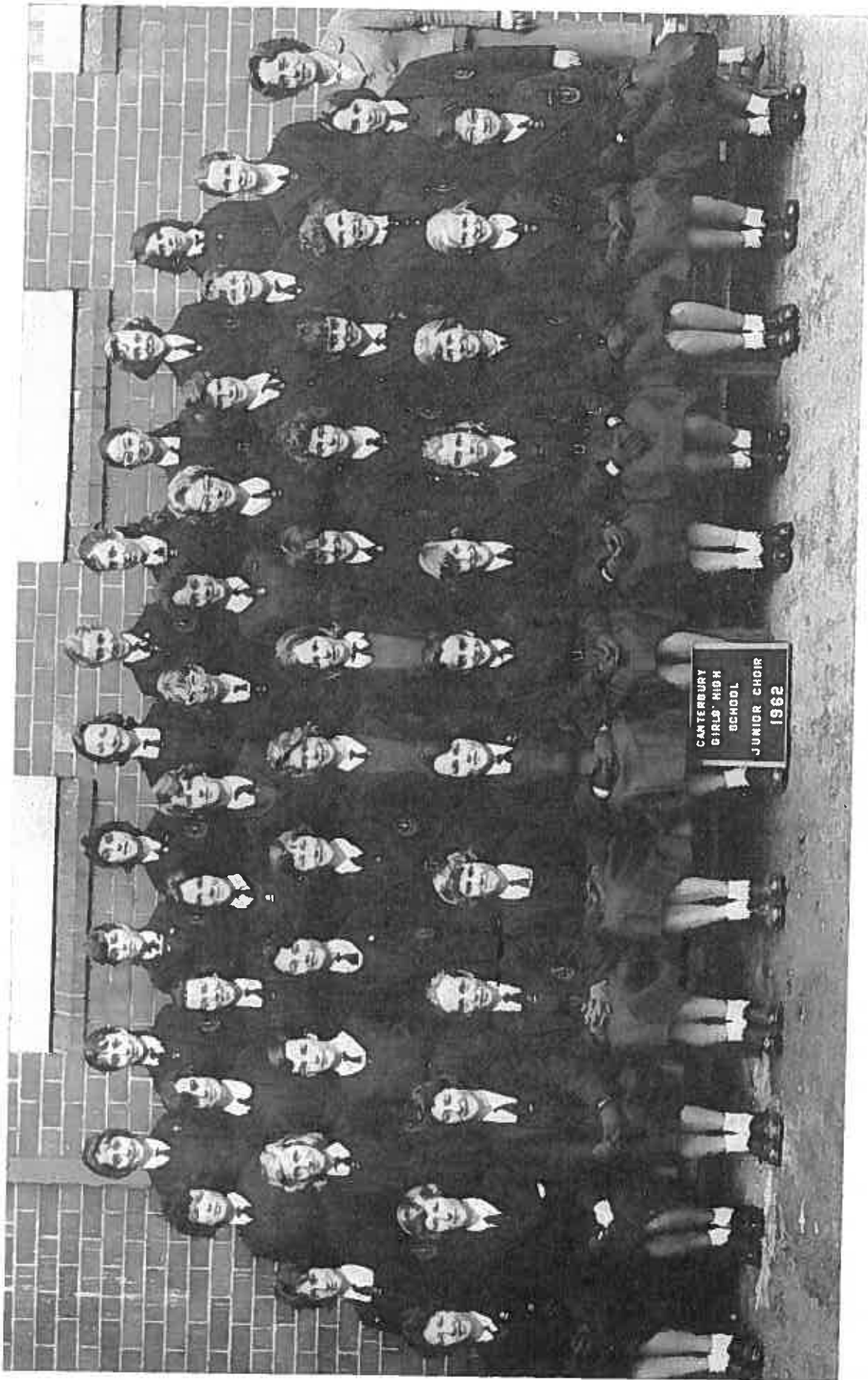
SQUASH

During the past two or three years squash has become one of the most popular sports taken by third, fourth and fifth years. As well as being played as a normal sport on Friday afternoons it is also played competitively on a Saturday morning. A team consists of four players each of whom plays three games (or one rubber) against a girl from the other team. This season the round was won by Wiley Park Girls High. The other schools who took part in the competition were Beverly Hills, and East Hills. Each game was played enthusiastically by all players.

Pam Young, 4A.

JUNIOR SOFTBALL TEAM





JUNIOR CHOIR

STOP PRESS

Congratulations to Elizabeth Davis of 4A Class. Elizabeth is one of the 49 N.S.W. High School girls who have been awarded a Scholarship by the Sydney University Nuclear Research Foundation, and who will therefore attend the Sixth Summer Science School, to be held next January.

SENIOR CHOIR

Further Eisteddfod results have now come to hand.

Canterbury Senior Choral Group won second place in the Sacred two-part Section. Only half a mark separated the choirs in first and second place, the marks being 89½ and 90.

The same group came third in the Motet Section. A half mark separating 1st, 2nd and 3rd places.

In the Senior Choral Championship for school girls, our school choir came 4th from 14 choirs.

B. Jones.

CHAMPIONS! Athletes and Swimmers



K. McKenzie, C. Bathie



S. Casson, M. Hunt

WARATAH FESTIVAL QUEENS

Congratulations to former Canterbury Girls' High School pupil, Jacqueline Swindells, who has been selected as 1962 Waratah Queen. She is no doubt happy to follow in the footsteps of Glenice Hill, 1959 Waratah Queen, and also an "old girl" of this school.

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School Roll

FIRST YEAR

- Abercrombie, A.
Anderson, A.
Anderson, C.
Anderson, G.
Anderson, M.
Andreason, N.
Andrews, S.
Anfin, L.
Archer, L.
Askew, A.
Ayshford, B.
- Bailey, S.
Baker, A.
Barton, D.
Bastian, D.
Baugh, P.
Beecroft, L.
Berry, C.
Berry, L.
Blair, S.
Bliss, P.
Blundell, S.
Blyth, L.
Boardman, K.
Bochkareff, V.
Boniface, N.
Bonnington, Joy
Bonnington, Joan
Breen, J.
Bretherton, M.
Brew, L.
Brice, D.
Byrne, S.
- Callanan, N.
Campbell, N.
Carr, L.
Carter, S.
Christian, S.
Clarke, J.
Cochrane, D.
Coleman, L.
Cook, M.
Cooper, K.
Copland, C.
Corkill, J.
Coulson, C.
- Cousins, V.
Cox, L.
Creed, D.
Cunningham, S.
Cutler, J.
- Davey, J.
Davidson, S.
Davies, C.
Davis, M.
Davis, W.
Derriman, F.
Di Bartolo, C.
Dixon, Y.
Dodds, F.
Donnelly, P.
Dorrell, L.
Dowd, H.
Dudkin, V.
Dumble, L.
Duval, P.
Dwarte, B.
- Eagle, L.
Edwards, J.
Eichorn, L.
Elsley, C.
Evans, C.
- Foote, B.
Fordham, W.
Forshaw, H.
Foulkes, M.
Frappell, N.
Fraser, C.
Freshwater, J.
- Gilmore, J.
Goodman, M.
Gott, J.
Gow, K.
Gow, M.
Graham, H.
Gray, P.
Green, N.
Griffiths, P.
Griffiths, V.
- Hallman, J.
- Hamilton, B.
Hammond, C.
Hamnett, D.
Hanna, C.
Hannaford, R.
Harbridge, N.
Harding, B.
Harding, C.
Harris, L.
Hawthorne, J.
Hayward, C.
Heilbrunn, S.
Hewitt, B.
Hitchcock, J.
Hodgson, M.
Horne, J.
Hoskins, L.
Howarth, H.
Hubbard, B.
Hulme, S.
Hunt, P.
Hutton, C.
- Inguanez, M.
Irwin, P.
- Jackson, E.
Jackson, E. E.
Jackson, S.
James, B.
Jarman, L.
Jarvis, M.
Jessep, B.
Joby, C.
Johnston, P.
Johnson, R.
Jones, E.
- Kalantzis, M.
Keane, S.
Kennedy, S.
Kenny, N.
Kerr, C.
- Lachmund, R.
Lanyon, J.
Lapham, S.
Lee, D.

Leeke, M.
Leonard, C.
Lindberg, J.
Lindgren, E.
Lindsay, D.
Lindsay, P.
Locantro, L.
Lovett, C.
Lucas, J.
Lynn, D.

McCabe, R.
McClean, S.
McConnell, B.
McDonald, D.
McDonald, N.
McEwan, J.
McGuinness, H.
McIntosh, J.
McKenzie, Lesley
MacKenzie, Lynette
McMillan, R.
McNeill, M.
Macbeth, C.
Manietta, B.
Mannix, B.
Marriott, V.
Marshall, J.
Martin, C.
Martin, S.
Merry, D.
Meyers, C.
Milne, N.
Milonas, G.
Moore, D.
Moran, S.
Moser, B.
Mottram, S.
Moustacas, M.
Munro, J.
Murphy, L.
Musgrave, R.

Nelson, D.
Nicoll, R.
Nilsson, A.
Norman, S.
Northcote, R.

O'Brien, J.
Odell, G.
O'Halloran, L.

O'Keefe, C.
Olsen, C.
Olsen, K.
Owens, J.

Parsons, S.
Patterson, J.
Payne, J.
Pearson, L.
Penfold, S.
Pitt, G.
Purton, F.
Pyke, C.

Reynolds, L.
Reynolds, S.
Ribbon, K.
Richard, J.
Richards, C.
Richards, C. R.
Ridsdale, L.
Rietdyk, A.
Rose, J.
Ross, C.
Rossiter, J.

Sadler, L.
Sanders, K.
Scott, D.
Sears, S.
Seeley, H.
Selig, R.
Shaw, S.
Sheldon, R.
Sima, V.
Simpson, S.
Skelton, R.
Smith, C.
Smith, D.
Smith, J.
Smith, R.
Sprague, M.
Stanford, M.
Stapleton, Anne
Stapleton, J.
Steer, G.
Steiner, L.
Stephenson, F.
Strachan, J.
Stryland, F.
Stuart, S.
Sturgess, M.

Surrey, S.
Swain, B.

Tait, L.
Tanner, C.
Thompson, C.
Thomson, D.
Timms, R.
Tomlinson, D.
Toms, R.
Tonkin, G.
Towers, C.
Tweedie, L.
Twist, K.

Usherwood, J.

Valpiana, C.
Vassilopoulo, M.
Vatner, O.
Veale, K.

Wade, J.
Wales, J.
Wall, L.
Wang, A.
Wark, D.
Watkins, G.
Watson, M.
Watson, S.
Weinert, L.
Wells, V.
Wernicke, P.
West, S.
Whall, D.
Wicks, H.
Williams, C.
Williams, Christine
Williams, S.
Williamson, D.
Wing, M.
Woodcock, J.
Worthington, J.
Wright, C.
Wyman, K.

Yelds, J.
Young, J.
Young, L.
Young, R.
Young, Y.

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SECOND YEAR

- Adlington, C.
Allen, E.
Allen, R.
Andreason, S.
Agopitidou, B.
Armstrong, J.
Arnott, J.
Ashley, L.
Atkins, L.
- Barker, P.
Barker, C.
Barker, N.
Barnett, G.
Barton, C.
Batterham, M.
Beattie, S.
Belonogoff, T.
Bestel, L.
Blair, R.
Blenheim, S.
Blissett, S.
Bootland, M.
Bremner, L.
Brisbane, C.
Broughton, J.
Brown, M.
Browne, S.
Bruce, C.
Burke, S.
Button, J.
- Callaghan, S.
Campbell, B.
Campbell, C.
Campbell, S.
Carter, S.
Cartwright, L.
Cavanough, D.
Chalmers, M.
Chapman, M.
Chilby, G.
Chin, J.
Chiu, L.
Christie, M.
Clarke, G.
Clarke, L.
Cocks, J.
Coleman, L.
Collett, J.
Collis, C.
Conroy, R.
Cooper, D.
- Cooper, K.
Cordeaux, S.
Cosgrove, N.
Costello, H.
Coxall, B.
Cramp, S.
Creasey, M.
Crerar, L.
Cullen, C.
Cush, R.
Cuthbertson, L.
- Dellaway, J.
Davidson, B.
Davies, C.
Davis, M.
Deller, L.
Denning, S.
Dick, P.
Dive, J.
Donaldsen, R.
Donnelly, S.
Dorsch, D.
Durie, C.
- Edmonds, C.
Elder, K.
Evans, D.
- Fairbairn, N.
Falconer, E.
Farmer, S.
Forbes, R.
Frost, M.
- Garrod, S.
Gersbach, M.
Greer, L.
Gunn, G.
Gutkowski, E.
Gutkowski, M.
Guyder, M.
- Hain, J.
Hall, J.
Hall, V.
Hanson, L.
Harney, A.
Harris, F.
Hart, P.
Harvey, C.
Harvison, D.
Hayde, J.
- Haynes, H.
Haynes, J.
Heesh, J.
Heffernan, C.
Hennock, H.
Hill, R.
Hollier, J.
Houghton, P.
Hudson, D.
Hurcomb, S.
Hyne, C.
- Jackson, K.
Jackson, L.
Jacobsen, C.
Johnston, G.
Jones, H.
Jones, H.
Jones, W.
Joseph, S.
- Kay, R.
Kelly, L.
Kelly, R.
Kerslake, D.
King, D.
King, V.
Kirwan, L.
Kunze, R.
Kontomina, P.
- Lancaster, V.
Landrey, V.
Lawrence, H.
Lindsay, J.
Lloyd, R.
Locantro, C.
Logan, R.
Lucre, S.
Lutton, Y.
Lyons, V.
- MacCarthy, A.
McDonald, L.
MacGillicuddy, K.
McGovern, J.
McKenzie, K.
MacKillop, P.
McKimm, P.
McLeod, L.
McNamara, B.
Martin, C.
Martin, L.
Mason, J.

Maxwell, P.
Meads, J.
Middleton, G.
Mitchell, C.
Mitchell, M.
Molloy, S.
Monks, H.
Morgan, H.
Morier, C.
Morrison, B.
Moss, J.
Murray, C.

Newson, S.
Nock, C.
Norman, R.

Oakes, F.
Odgers, K.
O'Keefe, R.

Palmer, J.
Papworth, J.
Park, C.
Pearson, S.
Peterkin, D.
Peterson, H.
Pikett, A.
Ping, A.
Pitkethly, I.
Plummer, K.
Pratt, N.

Quinn, R.

Randall, S.
Ratcliffe, A.
Richards, M.

Richards, V.
Roderick, B.
Ross, L.

Sayers, J.
Scharfer, A.
Scharfer, S.
Schattiger, M.
Schofield, C.
Shaw, C.
Shepherd, C.
Shields, R.
Skelton, R.
Skurnik, F.
Slattery, N.
Slaughter, J.
Small, C.
Smith, D.
Smith, H.
Snook, J.
Southion, C.
Sparks, M.
Spurling, L.
Stalder, C.
Stapleton, M.
Steele, R.
Sterrett, V.
Stewart, M.
Stone, H.
Strachan, J.
Sumners, K.
Surrige, J.
Swain, J.
Swanson, K.
Swayn, C.

Tagg, J.
Teggins, G.

Thomson, K.
Thorburn, J.
Thornton, B.
Tiliakos, R.
Tomlinson, C.
Treharne, M.
Tringas, A.
Troy, A.
Tucker, A.
Turnbull, C.
Turner, H.

Underwood, J.

Vassella, A.
Vella, R.

Walker, C.
Wallace, P.
Ward, G.
Warn, J.
Wearne, P.
Weekley, A.
Weir, B.
Weir, L.
Wells, J.
White, R.
Williams, D.
Willis, D.
Wilson, G.
Wilson, M.
Windmill, B.
Wiseman, F.
Woods, A.
Woolnough, L.
Wyman, W.
Wynne, S.

Zamek, L.

THIRD YEAR

Abercrombie, J.
Aldred, K.
Allen, J.
Allen, P.
Armstrong, H.
Auld, G.
Ayshford, R.

Bailey, D.
Bannister, J.
Barnes, F.
Bathie, C.
Baxter, N.

Beaman, Y.
Beard, M.
Belonogoff, H.
Bernard, H.
Berry, J.
Blacklock, L.
Blackmore, J.
Bondini, C.
Bonner, K.
Bonnington, C.
Bramham, M.
Braten, J.
Braund, B.

Bray, M.
Breachin, S.
Brodie, P.
Broughton, C.
Brown, D.
Brown, M.
Buchanan, S.
Bulahoff, S.
Bulbert, B.
Bull, H.
Butler, C.

Campbell, L.

Canellakis, M.
Capps, B.
Carter, S.
Cashman, L.
Casson, S.
Chamberlain, C.
Chisholm, T.
Cliff, S.
Colefax, M.
Collins, K.
Constantine, D.
Cook, M.
Cooper, J.
Couling, P.
Curvey, V.

Davison, J.
Dench, C.
Dix, S.
Drummond, L.
Dudman, M.
Dunn, K.
Dunne, M.
Dunster, L.

Eagle, J.
Elder, D.
Erwin, L.
Evans, J.

Fayers, M.
Ford, D.
Fortier, J.
Fosh, J.
Fowler, P.
Frost, S.

Gabb, D.
Galanty, D.
Gamble, M.
Garrod, R.
Giltinan, C.
Groves, J.

Haigh, C.
Haime, Y.
Hawkins, L.
Haybittle, D.
Hearn, C.
Henshaw, L.
Hippit, S.
Hobbs, R.
Hollins, M.
Holloway, R.
Hunt, M.

Hyslop, E.
Ireland, D.
Isma, C.
Jabbour, N.
James, M.
Jeffery, B.
Jenkins, M.
Jennings, L.
Joby, A.
Johnston, C.
Jolly, C.
Jones, M.
Joyner, S.

Kline, H.
Knudsen, B.
Lancaster, C.
Lattik, E.
Lavelle, M.
Lavender, J.
Lawler, N.
Levick, D.
Lindsay, D.
Lindsay, M.
Lloyd, Z.
Loder, J.
London, H.
Long, E.
Love, M.

MacCarthy, D.
McCoy, P.
McCue, G.
McDonald, K.
McKenna, S.
MacKenzie, K.
McLaughlin, C.
McWilliams, B.
Malins, M.
Martin, H.
Mason, R.
Meyer, C.
Michell, V.
Miller, D.
Minogue, P.
Mittlehauser, J.
Moor, S.
Mundy, S.
Murray, D.
Murray, I.

Nelson, C.

Nicol, L.
Nudzick, M.
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Comans, D.
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Cox, G.

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Dicker, J.
Dodson, L.

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Kenny, C.
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Said, N.
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Simpson, J.
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Tipping, C.

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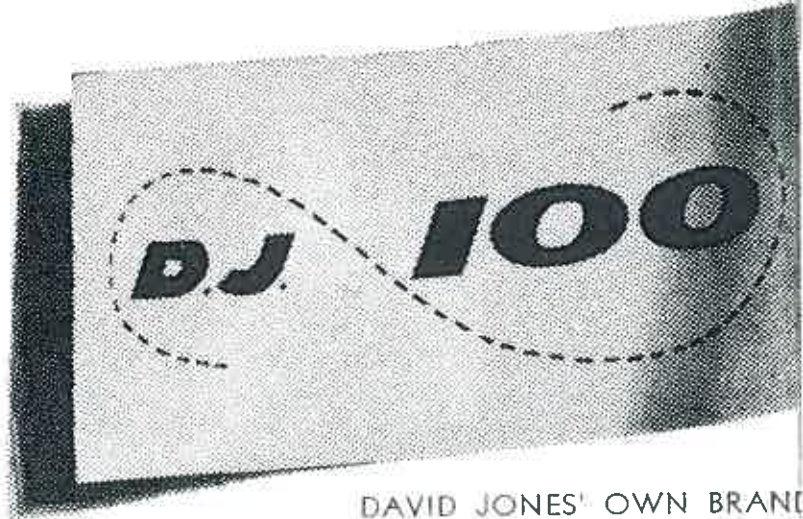
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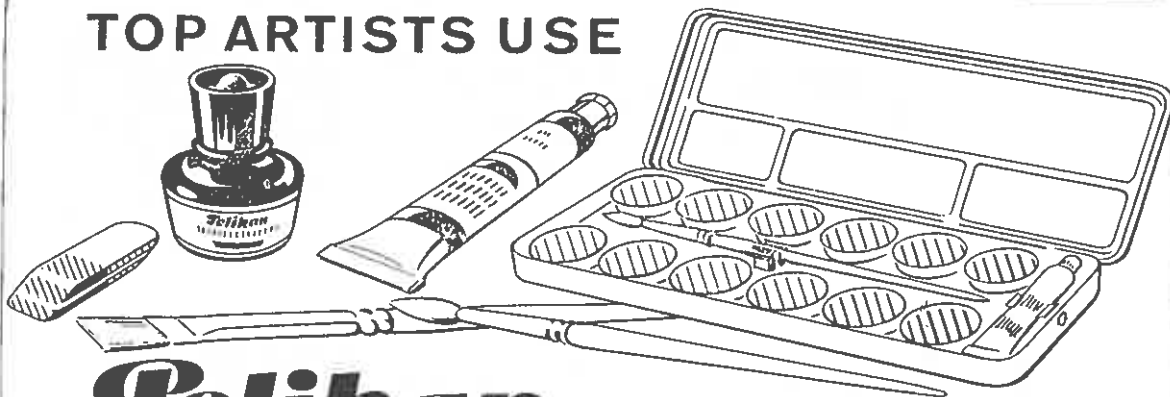
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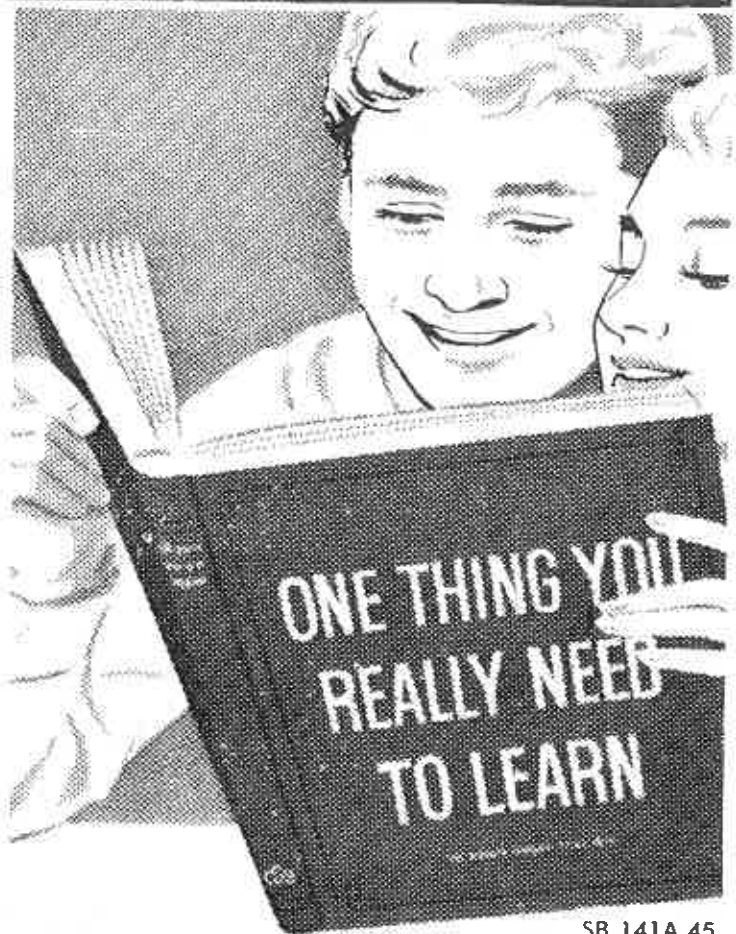
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