

1963



Canterbury
Girls' High School

Vol. 5



"Knowledge is Power"

**THE MAGAZINE OF
CANTERBURY
GIRLS' HIGH
SCHOOL**

Editors:

F. E. Maddocks

A. Williams

Assisted by:

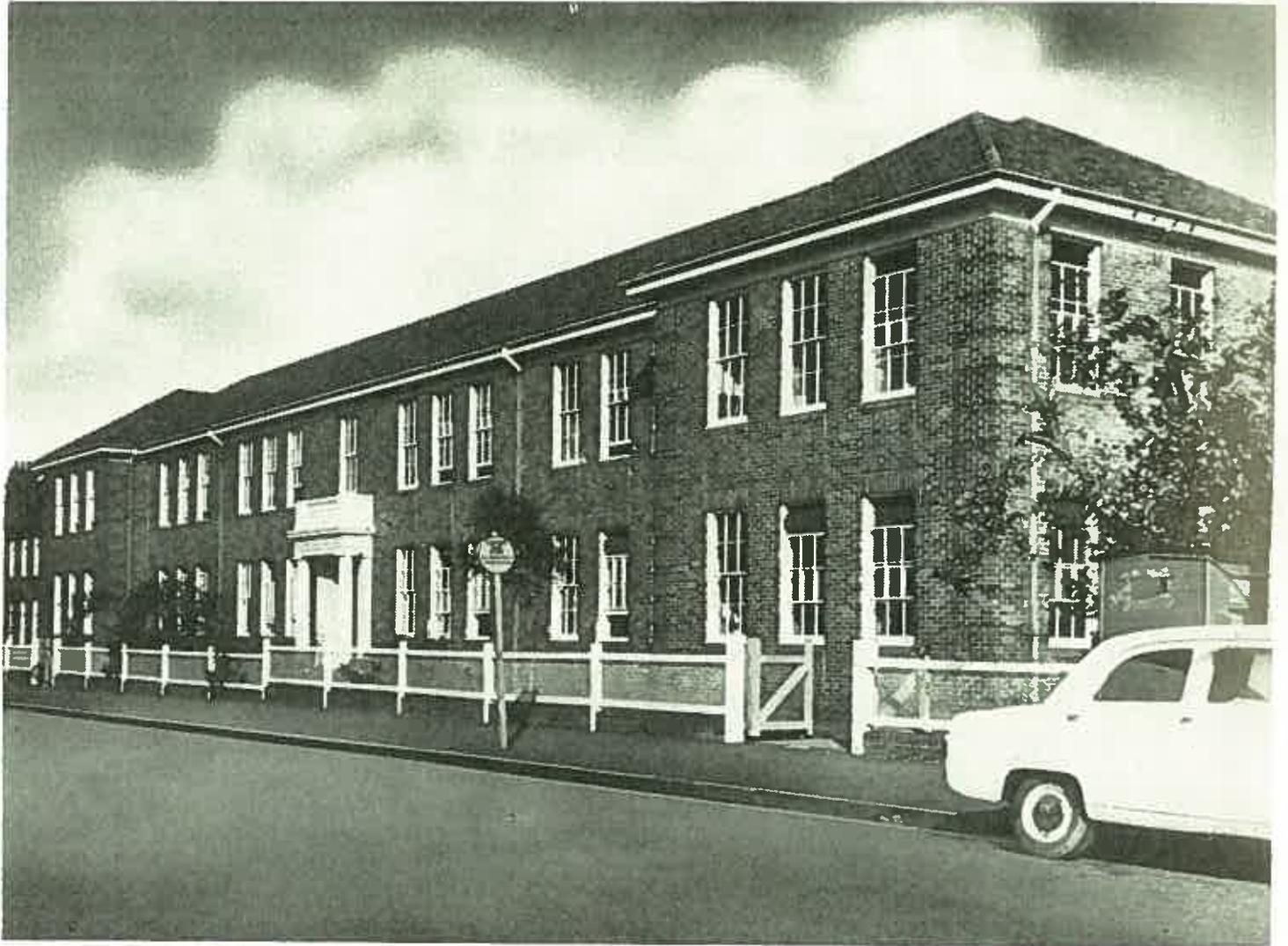
Eng./Hist. Staff and Class Editors

Sport: Miss Edwards

Illustrations: Mrs. Peisley

Accounts: Mrs. Graham

Typing: Mrs. Walsh



FRONT VIEW OF THE SCHOOL



Foreword . . .

MISS BUCKINGHAM'S MESSAGE

It seems a very short time since last I wrote to you, through your School Magazine. I wonder has your increase in knowledge kept pace with your increase in height and in weight?

More than seventy years have passed since the foundation of this school, as a Superior Public School in the early nineties of last century. Time passed, the methods of education changed and, after many years, the school became a Home Science School. Again, after a lapse of years, a further alteration in character transformed the school into the present comprehensive Girls' High School. This change was completed last year, when the first large group of girls presented the full range of school subjects for the Leaving Certificate Examination.

Educational progress, however, does not cease and now, in 1963, more than half the girls in the school, i.e., the First and Second Forms, are involved in a further educational change, and are following the new scheme laid down in the Wyndham Report.

Methods and subjects may alter, but the meaning of the root words, from which the word "Education" is derived, remains unaltered. The object is still "to lead out from" within the individual, that is, to enable your natural gifts to unfold and to develop to the full. How well are you doing your part in this process?

Do you work as hard as you can at school and in home study? This is where many pupils fail to be fair to themselves and their parents, for they fail to gain the maximum amount of knowledge and skill.

In reviewing the past year in the school can you review your own activities and ask yourself: Am I truthful, completely honest in all circumstances, reliable? Do I carry out my duties even when I prefer to do something else? Do I offer to help when I can? Am I trying to be kind and thoughtful? Do I do unwelcome chores pleasantly? Am I well groomed? and courteous? Have I done my utmost to support my House and the School?

If you can answer all these questions in the affirmative, then you have tried and you are learning to become a co-operative individual, and a good citizen.

I wish you all a successful and happy conclusion to your school year.

N. Buckingham.

THE STAFF

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

Deputy-Headmistress: Miss L. ARMSTRONG (to September, 1963)

Acting Deputy-Headmistress: Miss M. L. Robbins, B.A.

Department of English — History:

Mrs. F. E. MADDOCKS (Mistress)

Miss N. WEHBY, B.A., Dip. Ed.

Miss M. KENNA, B.A.

Miss P. CROSSINGHAM

Mrs. A. WILLIAMS, Librarian

Miss B. CHAPMAN, B.A.

Mrs. L. HETHERINGTON,
B.A., Dip., Ed.

Miss N. L. WALSH

Miss P. McCONVILLE

Mrs. M. T. LOMBARDO, B.A.

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Miss M. B. ROSE, B.A. Dip. Ed.
(Mistress)

Mrs. M. B. MOORE, B.A. Dip. Ed.
(Careers Adviser)

Mrs. M. N. REINHARZ, B.A.,
Dip. Ed.

Miss J. T. MOORE, B.A., Dip. Ed.
Miss P. PAGE, B.A.

Department of Mathematics:

Mrs. J. CLARKE, B.A., Dip. Ed.
(Mistress)

Mr. K. KHASHADORIAN, B.A.,
(Lond.)

Mrs. H. BREAKWELL

Mrs. B. DYER

Mrs. C. DOWDING

Miss J. E. GREENWOOD, B.A.

Department of Geography and Commercial Subjects:

Miss B. SEE, B.Ec., (Acting Mistress)

Mrs. E. PEARSON, B.Sc., (Sheff.)

Mrs. B. PHILLIPS

Mrs. M. WOODORTH

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

Miss J. LESLIE

Department of Home Science:

Miss W. STEWART (Mistress)

Miss M. FROST

Mrs. M. PINKERTON

Mrs. M. R. TOPP

Department of Science:

Miss M. J. HADLINGTON, A.S.T.C.
(Mistress)

Mrs. E. PETTORINO

Mrs. D. CURDIE, B.Sc. Dip. Ed.

Mrs. P. HUGHES

Department of Needlework:

Miss V. YOUNG, (Mistress)

Mrs. J. NEWSOM

Mrs. L. C. WATERSON

Mrs. I. GEORGIADIS

Department of Music:

Miss E. JONES, D.S.C.M.

(Teacher and Performer)

Mrs. C. M. CHRIST, Dip. Mus.

(Vienna)

Miss M. MIKES, D.S.C.M.,

L.Mus.A.

Department of Art:

Mrs. C. ALLEN

Mrs. D. PEISLEY

Department of Physical Education:

Miss J. J. EDWARDS, D.P.E.

Mrs. I. A. RIDING

Secretarial:

Mrs. E. D. GRAHAM

Mrs. I. D. WALSH



Vice Captain (Janet Lee) and School Captain (Pamela Young).

CAPTAIN'S MESSAGE, 1963

It is hard to believe how swiftly these past five years have slipped away. All too soon we will be taking our separate ways into a world of crisis and uncertainty, while Canterbury, which has grown to be an integral part of our lives will be behind us. On coming to Canterbury, we found its name and honour already established. We feel justly proud of its traditions, and of the vital part it has played in moulding our characters. We hope that those who will be at Canterbury next year will live up to these traditions.

The task of providing leadership for the girls of this school has been both an honour and a pleasure. I have been most fortunate in having the loyal support of the Vice-Captain, Janet Lee, and, backed by the strong band of prefects, we have endeavoured to do our utmost to dedicate ourselves to the service of our school. This year the school has excelled in I.S.C.F., debates, various fields of Music and many different fields of sport.

I would like to thank Miss Buckingham, Miss Armstrong, and members of the staff for the kindly assistance they have given us during the year, and for preparing us for the future in which we shall meet many challenges and much strong competition.

Finally, let us remember our school motto, "Knowledge Is Power"; and, in so doing realise that the only way to carry on tradition is by trying, not by turning aside from a hard task. Do not be content to see others succeed, but take advantage of every opportunity offered to you, and thus may you find a richer, deeper and fuller significance in life.

Pamela Young.



THE STAFF

PARENTS AND CITIZENS' MESSAGE

Once again I am pleased to have this opportunity to speak to parents on behalf of the Canterbury Girls' High School Parents and Citizens' Association. This year has been a very busy one for the Association and, although no specific items of equipment have been provided, several large amounts of money have been handed over to the school to be put to the best possible use. A loyal and willing band of helpers have staged such functions as Mother and Daughter Night, B.P. Film Evening, Cooking Demonstration, Bowling Day and, of course, the Annual School Dance. A Cake Stall has been held each month, and ladies will continue to do this throughout the remainder of the school year.

The Association has always kept in mind one of its main duties, that of continually pressing the Education Department through local members and personal representation for the additional building and equipment so urgently needed by the school. However, more parents are still needed to carry on this important work, and I urge you to come along and join the present members and lend a hand in the task of providing the educational facilities and amenities that your daughter enjoys.

In conclusion, I would like to thank all those members and the executive for their splendid work and loyal support they have given me throughout the year.

K. Bastian, President.



EDITORS OF CLASS MAGAZINES.

CLASS MAGAZINES, 1963

Magazines:

5A—"Desafinado" .....	.....	.....	.....	.....
5B—"Nullum Nomen" .....	.....	.....	.....	.....
5C—"The Tatler" .....	.....	.....	.....	.....
4A—"4A Chronicle" .....	.....	.....	.....	.....
4B—"Open Sesame" .....	.....	.....	.....	.....
4C—"Untitled" .....	.....	.....	.....	.....
3AL—"Fruits of Our Labour" .....	.....	.....	.....	.....
3AF—"The Last Edition" .....	.....	.....	.....	.....
3AN—"The First and The Last" .....	.....	.....	.....	.....
3A—"Saints and Sinners" .....	.....	.....	.....	.....
3BC—"Saints and Sinners" .....	.....	.....	.....	.....
3BH—"Last Stand" .....	.....	.....	.....	.....
2A—"Pyola" .....	.....	.....	.....	.....
2B—"2B or Not 2B" .....	.....	.....	.....	.....
2C—"Eastside Story" .....	.....	.....	.....	.....
2D—"Pow Wow" .....	.....	.....	.....	.....
2E—"Tune In with 2E" .....	.....	.....	.....	.....
2F—"2F Sets Its Sails for 1963" .....	.....	.....	.....	.....
2G—"News Letter" .....	.....	.....	.....	.....
A1—"Eh-What" .....	.....	.....	.....	.....
A2—"Take Five with A2" .....	.....	.....	.....	.....
A3—"Busy Bees" .....	.....	.....	.....	.....
A4—"A-Four-A" .....	.....	.....	.....	.....
A5—"Junior Scholastic" .....	.....	.....	.....	.....
A6—"Inky Inspirations" .....	.....	.....	.....	.....
A7—"A7's Angels" .....	.....	.....	.....	.....

Art Editor:

- J. Young
- L. Samueljan
- C. Tipping
- S. Williamson
- E. Shaw
- G. Auld
- J. Haynes
- C. Lyn
- A. Vassella
- F. Skurnik
- H. Morgan
- F. Wiseman
- P. Donnelly
- I. Young
- D. Lynn
- G. Tonkin
- D. Smith
- D. Moore
- M. Stanford
- V. Braten
- C. Warn
- L. Peacey
- R. Kazagliss
- A. Maksymenko
- M. Poulos
- S. Currey

Editors:

- L. Dodson
- S. Adamowski
- J. Coulson
- S. Rose & J. Wilcockson (co-editors).
- A-Ling Wang
- G. Holland
- M. Creasy
- C. Southion
- L. Coleman
- S. Burke
- J. Dyer
- C. Martin
- V. Duncan
- B. Foote
- S. Williams
- S. Simpson
- J. Smith
- L. Taite
- B. Harding
- B. Moore
- N. McAndrew
- C. Dunbar
- J. Hobbs
- L. Eastman
- C. Faulkes
- S. Sanderson



SCHOOL PREFECTS



**House Captains
and Vice House
Captains**

MRS. DEE'S RETIREMENT

Time marches on and we regret that Mrs. Dee retired from our school early this year. Mrs. Dee served this school for many years in the Needlework Department, left for a short period and returned as Mistress of the Needlework Department.

By her charming, friendly and helpful manner she endeared herself to all who came in contact with her. In many ways Mrs. Dee was like a mother to some of the under privileged girls who sought her advice and guidance.

We miss you, Mrs. Dee, but all hope you are enjoying a well earned retirement.
W. Stewart.

GIRLS WHO GAINED A PASS IN THE LEAVING CERTIFICATE, 1962

Key to Subjects:

- | | | |
|--------------------------|-------------|---|
| 1. English | 2. Latin. | 4. German. |
| 3. French. | 8. Chinese. | |
| 13. Modern History. | | 21. Combined Physics and Chemistry. |
| 14. Geography. | | 24. Biology. |
| 15. Economics. | | 31. Music. |
| 16. Mathematics I. | | 33. Needlecraft and Garment Construction. |
| 17. Mathematics II. | | 35. Art. |
| 18. Mathematics III. | | 36. Home Economics. |
| 19. General Mathematics. | | |

"H(1)"—First Class Honours. "H(2)"—Second Class Honours.

ALLEN, Pam Marie: 1A 14B 21B 24A.
 ASHCROFT, Lynne: 1A 3A 13B 18A 21B 24B.
 BECKETT, Charmaine Victoria: 1B 3B 18B 24A 31 H(1) 35B
 BECKETT, Felicity Hazel: 1A 3B 18B 24A 31 H(2).
 BELL, Vivienne Gail: 1A 3A 13A 18A 21A 24A.
 BURROWS, Gwenneth Rosalie: 1A 2A 3 H(1) 16B 17B 24 H(2).
 COMENSOLI, Margaret: 1B 3B 14B 18B 24B.
 COOK, Lesley Edith: 1B 24A 33B 35B.
 CRAWFORD, Susan Ella: 1 (H)1 2A 3A 15A 24A.
 DALEY, Suzanne Carolyn: 1A 14B 24B 33A.
 DALGLISH, Robyn Gail: 1B 13B 14B 15B 35B 36B.
 ELLIS, Miriam: 1A 3A 13B 16B 17B 24 H(2).
 FEHER, Katherine: 1B 3A 13B 21B.
 GRAHAM, Stephonie Constance: 1A 3B 13B 24A 35B.
 JAMES, Lynette: 1B 14B 24B 35B.
 JAROS, Maria Elizabeth: 1A 3A 13B 19B 21B 31 H(1).
 JOYCE, Jayanne: 1A 13B 15B 24A 33B 35B.
 LAKE, Lucy: 1A 2A 3 H(2) 16B 17B 21B.
 LIAO, Melaine Yao-Shun: 3B 8B 18B 24B.
 McINTOSH, Dianne Janet: 1B 3B 13B 18B 24A 35A.
 McLAUCHLAN, Barbara Anne: 1A 3B 16B 17B 24B.
 MANDIN, Margaret Maria: 1B 3B 13B 18B 24B 31 H(2).
 MARTIN, Michele May: 1B 3B 13B 14B 18A 24A.
 NEELY, Margaret Anne: 1B 3B 24B 33B.
 RAVENSCROFT, Janette Patricia: 1B 13B 24B 33B.
 RODERICK, Zandra Joy: 1A 3B 13B 18B 24A 31 H(1).
 SIMPSON, Elizabeth Anne: 1B 3B 13B 24A.
 STOERMER, Angela Margarete: 1B 3A 4 H(1) 14B.
 SYMONS, Gretel: 1B 3B 14B 18B 24B.
 SYMONS, Rhonda: 1A 3B 13B 24B 35B.
 TANNER, Toni Elizabeth: 1B 3B 13B 18B 21B 24B.
 THOMAS, Diana Mary: 1B 3B 13B 14B 15B 24B.
 THORN, Ronda Joan: 1B 3B 13B 14B 19B 24A.
 TOWERS, Diana Margaret: 1B 2A 3 H(1) 13B 19B 21B.
 WHITFIELD, Barbara Jean: 1A 3B 13 H(2) 14A 19B 21A.
 WHITFIELD, Elizabeth Joy: 1A 3B 13B 14A 19B 21A.
 WILLIS, June: 1B 3B 13B 19B 24A.
 YOUNG, Jennifer Robyn: 1 H(2) 3A 13B 24A.

**Best Pass in 1962 Leaving Certificate Examination
G. BURROWS**

SCHOLARSHIPS, 1963

Commonwealth Scholarships

Sydney University:

Burrows, G. Lake, L.
Crawford, S.

Sydney University—Teachers' College:

Bell, V. Towers, D.
Ellis, M. Whitfield, B.

Conservatorium—Teachers' College:

Jaros, M. Roderick, Z.

Sydney Teachers' College:

Ashcroft, L. Martin, M.
Beckett, C. Whitfield, E.
Beckett, F.

Country Teachers' College:

Joyce, J. McIntosh, D.
Mandin, M. Thorn, R.

Three Commonwealth Scholarships and 16 Teachers' College Scholarships were accepted. Some students were awarded both. A. Stoermer obtained a Teachers' College Scholarship, but is repeating Fifth Year at Canterbury.

Dux of 1962: G. Burrows.

P. Allen, M. Liao and T. Tanner are doing First Year Science at the University of N.S.W.

GIRLS WHO GAINED A PASS IN THE INTERMEDIATE CERTIFICATE, 1962

Abercrombie, J. A.	Brown, M. I.	Dudman, M. N.
Allen, J. M.	Buchanan, S. M.	Dunn, K. M.
Allen, P. G.	Bulbert, B. K.	Dunster, L. C.
Auld, C. C.	Bull, H. I.	Eagle, J. M.
Ayshford, R. K.	Campbell, L. A.	Elder, D. J.
Bailey, D. M.	Carter, S. I.	Fayers, M. D.
Bannister, J. M.	Casson, S.	Ford, D. L.
Barnes, F. K.	Chamberlain, C.	Fortier, J. L.
Bathie, C. J.	Chisholm, T. L.	Fowler, P. M.
Baxter, N. A.	Cliff, S. V.	Frost, S. M.
Beaman, Y. R.	Colefax, J. M.	Galante, D. E.
Belonogoff, H.	Collins, K. N.	Garrod, R. A.
Berry, J. M.	Constantine, D. K.	Giltinan, C. J.
Blacklock, L.	Cook, M. J.	Hawkins, L. M.
Bondini, C. A.	Cooper, J. E.	Henshaw, L. G.
Bonner, K. A.	Couling, P. L.	Hobbs, R. A.
Bonnington, C. M.	Curvey, V. J.	Hollins, M. J.
Braten, J. L.	Davison, J.	Holloway, R. G.
Braund, B. E.	Dench, C. J.	Hyslop, E. E.
Brechin, S. E.	Dix, S.	
Broughton, C. J.	Drummond, L. H.	
Brown, D. L.		

Ismay, C. D.
Jabbour, M. M.
James, M. J.
Jenkins, M. E.
Jennings, L.
Johnston, C. C.

Knudsen, B. J.

Lavelle, M. J.
Lavender, J.
Lawler, N. D.
Lloyd, Z. A.
Loder, J.

MacCarthy, D. I.
McCoy, P. G.
McCue, G.
McDonald, K. M.
McKenna, S.
MacKenzie, K.
McLaughlin, C.
McWilliams, B. M.
Malins, M.
Michell, V. A.
Miller, D. B.
Mittleheuser, J. P.

Aldred, K. A.
Armstrong, H. R.

Beard, M. J.
Blackmore, J. J.
Bernard, H. C.
Bramham, M. J.
Brodie, P. A.
Butler, C. A.

Canellakis, M. E.
Capps, B. J.
Cashman, L. M.

Dunne, C. M.

Evans, J. A.
Erwin, L. V.

Gamble, M. J.
Groves, J. I.
Haigh, C. A.

Moor, S. M.
Mundy, S. K.
Murray, D. H.
Murray, I. P.

Nelson, C. A.

Parry, C.
Payne, D. O.
Peacock, C. R.
Pendergast, H. M.
Peace, L. M.
Powell, R. S.

Rankin, M. O.
Read, J. K.
Reid, K. G.
Richardson, E. A.
Rose, S. E.
Rossen, F. L.

Seeley, I. J.

Seymour, J. S. A.
Shaw, E. C.
Shepherd, C. R.
Simpson, L. J.
Skene, R. E.
Slater, L. J.

Haime, Y. C.
Hearn, C. A.

Jeffery, B. G.
Joby, A. E.
Jones, M. D.
Joyner, S. D.

Kline, H. M.

Lancaster, C. I.
Levick, D. J.
Lindsay, M. A.
Long, E. D.
Love, M. R.

Martin, H. M.
Mason, P. A.
Minogue, P. A.

Nicol, L. E.
Nudzik, M. J.

Small, S. J.
Smith, K. L.
Stein, V. L.
Stewart, J. B. J.
Sulfaro, B. C.
Sumpton, C. L.
Surplice, L. M.

Taylor, G. O.
Tipping, A.

Usherwood, H. L.

Van De Water, N. J.
Visini, M. A. M.

Wang, A. L. A.
Watkins, J. B.
Whall, S. E.
Whatley, P. A.
White, A.
Wilcockson, J.
Wild, Y.
Williamson, P. A.
Wing, R.
Witton, S. I.
Wood, A. E.
Wright, H. D.
Wykes, V. R.

O'Neill, C. L.
O'Shannessey, R. K.

Puckering, J. M.

Rinkin, R.
Russell, B. J.

Sauverain, P. K.
Schindler, C. E.
Smith, I. C.

Tant, C. J.
Taylor, A.
Turner, J. B.

Wannell, K. J.
Ward, S.
Warner, D.
Watson, R. J.
Whiteman, D. M.

SPEECH DAY AWARDS, 1962

FIRST YEAR PRIZES AND CERTIFICATES

- | | | | |
|-----|---|---------------------|-----------------------|
| 1. | First place in class A7 | Robyn Timms | |
| 2. | First place in class A6 | Jennifer Young | |
| 3. | First place in class A5 | Helen McGuinness | |
| 4. | First place in class A4 | Christine Richards | |
| 5. | Greatest improvement, First Year | Suzanne Bailey | |
| 6. | First place in class A3 | Glenys Watkins | |
| 7. | First place in class A1 | Kay Veale | |
| 8. | First place in First Year Craft | Ai-Wen Wang | |
| 9. | School Chess Prize—Equal first place in Pre-Language
Studies (advanced) | Lucille Sadler | |
| 10. | First place in Writing | Carol Hammond | |
| 11. | Equal first place in Science | Narelle Callanan | |
| 12. | Proficiency Prize—Equal first place in English | Sandra Williams | |
| 13. | Proficiency Prize—Equal first place in Social Studies | Penny Donnelly | |
| 14. | Proficiency Prize | Janice Usherwood | |
| 15. | Proficiency Prize | Lynette O'Halloran | |
| 16. | General Proficiency Prize
Equal first place in First Year English
Equal first place in Social Studies
Equal first place in Science | } Wendy Davis | |
| 17. | First place in General Mathematics
Equal first place in Social Studies
First place in Art
Equal first place pre-language studies (advanced)
Dux of First year | | } Sandra Martin |

SECOND YEAR PRIZES AND CERTIFICATES

- | | | | |
|-----|--|---------------------------|--------------------|
| 18. | First place in class 2BH | Helen Monks | |
| 19. | First in Second Year Art, Class 2BC | Elizabeth Gutkowski | |
| 20. | Firs in Second Year Alternative Maths. | Marilyn Chapman | |
| 21. | First place in class 2BC | Lynette Ashley | |
| 22. | Equal first place, Needlework, Class 2AN | Robyn Donaldson | |
| 23. | Equal first place in Typing, Second Year | Patsy Wallace | |
| 24. | First place in Business Principles, Second Year
Equal first place in Needlework, Second Year) | } Lindy Coleman | |
| 25. | First place in class 2AN }
First place in Biology } | | Christine Shepherd |
| 26. | Equal first place, General Maths., Second Year | Stephanie Donnelly | |
| 27. | Great improvement, Second Year | Lesley Greer | |
| 28. | Best magazine contribution, Junior Poetry | Beverley Davidson | |
| 29. | First place in class 2A
Equal first place in General Maths.
First place in Home Economics | } Margaret Treharne | |
| 30. | Alliance Certificate | | Sandra Joseph |
| 31. | First place in Music | | Susanne Hurcomb |
| 32. | First place in Second Year Geography | Margaret Frost | |
| 33. | First place in class 2AF | La-Hing Chiu | |
| 34. | Alliance Certificate | Fay Oakes | |
| 35. | Alliance Certificate | Suzette Cordeaux | |
| 36. | Alliance Certificate | Lorraine Weir | |
| 37. | Proficiency Prize | Margaret Wilson | |
| 38. | Proficiency Prize | Sharon Callaghan | |

- 39. Proficiency Prize Rhonda Skelton
- 40. Equal first place in Second Year History Carmel Nock
- 41. Equal first place in Second Year English Elaine Falconer
- 42. Equal first place in Second Year English Dawn Kerlake
- 43. General Proficiency }
 First place in Maths. I }
 Equal first place in French } Gaye Chilby
 Equal first place in Latin }
 Alliance Certificate }
- 44. Alliance Certificate Heather Lawrence
- 45. First place in Second Year Writing Heather Hennock
- 44. General Proficiency }
 Equal first place, Maths. II } Peggy McKillop
- 47. First place in Second Year German }
 Special prize for German from German Embassy) } Marieanne Schattiger
- 48. Alliance Francaise Prize and Certificate, Grade 2 }
 First place Physics and Chemistry }
 Equal first place History } Mary Creasy
 Equal first place Maths. II }
 Equal first place French }
 Equal first place Latin }
 Dux of Second Year }

THIRD YEAR PRIZE LIST

- 49. First place in Alternate Maths., Third Year Doreen Levick
- 50. First place in Class 3BH Lorraine Smith
- 51. Special Attendance Prize Diane Warner
- 52. Special Attendance Prize Carol Hearn
- 53. Special Attendance Prize Margaret Lindsay
- 54. First place in Class 3BC Diane Whiteman
- 55. Special Attendance Prize Joanne Loder
- 56. Equal first place, Typing, Third Year Gail McCue
- 57. Equal first place, Business Principles Joy Seymour
- 58. Equal first place, Business Principles Diane Payne
- 59. First place in Needlework, Third Year Carol Nelson
- 60. First place in General Mathematics Patricia Williamson
- 61. First place in Class 3AC Margaret Cook
- 62. Special Attendance Prize Roslyn Wing
- 63. Best magazine contribution, Junior Prose Barbara McWilliams
- 64. Special Attendance Prize }
 First place in Home Economics, Third Year } Janice Allen
- 65. Equal first place Typing, Third Year }
 Stott & Underwood prize for Typing } Carolyn Bathie
 Equal first place Shorthand, Third Year }
- 66. First place in Geography }
 First place in Biology }
 First place in Art } Marina Visini
 Equal first place, Business Principles }
 Equal first place, Shorthand }
 Prize for General Proficiency }
 First place in 3A Class }

67.	Certificate, Health Week Essay	Suzanne Brechin
68.	Special Attendance Prize	Roslyn Ayshford
69.	Proficiency Prize Equal first place, History, Third Year	Isobel Seeley
70.	Equal first place, Maths. II General Proficiency First place in Clas 3AF	
71.	Alliance Certificate Special Attendance Prize	Carol Chamberlain
72.	Special Attendance Prize	Robyn Holloway
73.	Special Attendance Prize	Diane Constantine
74.	Special Attendance Prize	Elaine Hyslop
75.	Special Attendance Prize	Cheryl Shepherd
76.	Alliance Certificate	Kerry Collins
77.	Alliance Certificate	Cheryl Ismay
78.	Special German Prize—German Embassy Alliance Certificate	Ann Wood
79.	Alliance Certificate Equal first place in French, Third Year Prize for General Proficiency	Zelda Lloyd
80.	Alliance Certificate Proficiency Prize, Third Year	Lorraine Surplice
81.	Proficiency Prize, Third Year	Kerry Bonner
82.	Special Attendance Prize Proficiency Prize	Yvonne Wild
83.	First place, Physics and Chemistry, Third Year First place, German, Third Year Equal first place, History Equal first place, Maths. I Equal first place, Maths. II Alliance Certificate German Prize awarded by the German Embassy Proficiency Prize, Third Year	Susan Rose
84.	First place in English, Third Year First place in Latin, Third Year Equal first place in French, Third Year Equal first place in Maths. I, Third Year Alliance Francaise Prize and Certificate, Grade 3 Edith Summerley Prize for English Prize for Dux of Third Year	Patricia Whatley

FOURTH YEAR PRIZE LIST

85.	First place in Fourth Year Home Economics	Janet Alderson
86.	Alliance Certificate	Andrea Kissoglou
87.	Alliance Francaise	Joan Burling
88.	First place in Fourth Year Music	Sandra Petch
89.	First place in Fourth Year Art	Amelia Stathakis
90.	First place in Fourth Year English	Anne Wood

91.	First place in Fourth Year Needlework	}	Janette Conroy
	First place in Fourth Year General Mathematics		
92.	Proficiency Prize		Barbara Kobielski
93.	Alliance Certificate		Pam Young
94.	Alliance Certificate		Robyn McLean
95.	Alliance Certificate		Helen Kilner
96.	Alliance Certificate		Marie Kay
97.	First place in Fourth Year Economics		Renata Gutkowski
98.	First place in Fourth Year History		Suzanne Isles
99.	First place in Fourth Year Maths. III		Juliette Lung
100.	First place in Fourth Year Maths. I		Helja Rehesaar
101.	Proficiency Prize		Judith Wells
102.	Equal first place in Fourth Year Biology		Christine Emmett
102.	Equal first place in Fourth Year French	}	Christine Emmett
	Alliance Certificate		
	Proficiency Certificate		
103.	First place in Fourth Year Geography	}	Elizabeth Davies
	First place in Fourth Year Maths. II		
	Equal first place in Fourth Year Biology		
	Proficiency Prize		
104.	Alliance Francaise Prize, Grade IV	}	Janet Lee
	First place in Fourth Year Physics and Chemistry		
	First place in Fourth Year Latin		
	Equal first place in Fourth Year French		
	Dux of Fourth Year		

FIFTH YEAR PRIZE LIST

105.	Alliance Certificate		June Willis
106.	First place in Fifth Year Economics		Jayanne Joyce
107.	First place in Fifth Year Needlework		Lesley Cook
108.	First place in Fifth Year Home Economics		Robyn Dalgleish
109.	First place in Fifth Year Art		Diana McIntosh
110.	Best magazine contribution, Senior Poetry		Rhonda Thorn
111.	Alliance Certificate		Angela Stoermer
112.	Alliance Certificate		Lucy Lake
113.	Alliance Certificate		Kathleen Feher
114.	Alliance Certificate		Vivian Bell
115.	Alliance Certificate		Jennifer Young
116.	Alliance Certificate		Gretel Symons
117.	Alliance Certificate		Lyn Ashcroft
118.	Alliance Certificate	}	Maria Jaros
	First place in Fifth Year Music		
119.	First place in Fifth Year Geography	}	Pamela Allen
	First place in Fifth Year Biology		
120.	Alliance Francaise Prize and Certificate, Grade V	}	Diana Towers
	Equal first place Fifth Year French		
121.	Best Prose contribution to Senior Section, School Magazine		Miriam Ellis
122.	Proficiency Prize	}	Zandra Roderick
	First place, Fifth Year Maths. II		
123.	Proficiency Prize	}	Susan Crawford
	Alliance Certificate		
	English Prize		
	First place in Fifth Year English		

124. Proficiency Prize	}	Barbara Whitfield
First place in Fifth Year History		
First place in Fifth Year General Maths.		
First place in Fifth Year Physics and Chemistry	}	Gwenneth Burrows
125. Alliance Francaise and Certificate, Grade V		
First place, Fifth Year Maths. I		
First place, Fifth Year Maths. II		
First place, Fifth Year Latin		
Equal first place, Fifth Year French		
Dux of School and Gold Medallist	}	Lucy Melchers
Best Pass in 1961 Leaving Certificate Examination		

SPORTS PRIZES

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

SPOONS

Kaye McKenzie	Athletics
Stephanie Donnelly	Athletics and Basketball
Penny Donnelly	Athletics
Ann Wood	Basketball
Stephania Adamowski	Basketball
Barbara Campbell	Tennis
Lesma McDonald	Tennis
Lyn James	Softball
Cheyn Mitchell	Softball
Margaret Richards	Softball
Margaret Watson	Swimming

CUPS

Mary Hunt	Open Swimming Championship
Margaret Mandin	Senior Athletics Championship
Sue Casson	Junior Swimming Championship
Carolyn Bathie	Open and Junior Athletics Championship Award

CUPS FOR HOUSE COMPETITION

Inter-House Point Score Shield	}	Canberra
Ball Games Cup		
Uniform Point Score Prize		

CUPS FOR HOUSE COMPETITION

Inter-House Swimming Trophy	}	Adelaide
Junior Swimming Point Score Cup		
Inter-House Basketball Shield		
Inter-House Softball Cup	}	Darwin
Inter-House Athletics Trophy		
Junior Athletics Point Score Cup		
Sub-Junior Athletics Point Score Cup		
Social Services Point Score Cup		

I.S.C.F. REPORT, 1963

I.S.C.F. MOTTO:

"To know Christ and to make Him known."

Our I.S.C.F. meetings are held each Tuesday at lunch-time. The previous arrangement of separate Senior and Junior meetings has been cancelled and we now have combined meetings in the hall.

Our Prayer Meetings are held each Thursday at 8.30 a.m. in Room 21.

The year began very successfully with a "welcome" meeting and film for First Year.

The activities of first term were mainly featured by discussion groups, which helped us all greatly.

Mrs. Boag, a Salvation Army Missionary from India, spoke to us on the life of the people in India. It was entitled "The Voice of India."

During second term we have had many varied campaigns for I.S.C.F. and its camps, e.g., slides and posters, and many talks.

During Scripture Union Week, as well as presenting an Assembly Programme on the history of Scripture Union, I.S.C.F. and Children's Special Service Mission, we sent a team of four girls to the Sydney Town Hall to compete in a Scripture Union Quiz, where they gained second place (Riverside won) in their particular section. At our lunch-time meeting in that week we were shown a film dealing with Scripture Union.

Also this term, we have had discussion groups and studies given by First and Fourth Years, as well as by some members of the staff.

On Saturday the 6th of July we went on a "bushwalk" at Cheltenham, where we had a barbecue lunch as well as a lot of fun.

Another feature of second term was the Parents' Night, held on Monday night, during Education Week, to which all parents were invited. We were shown slides of I.S.C.F. camps and Beach Missions; these slides aimed at encouraging parents to allow their daughters to attend vacation I.S.C.F. camps. Supper was served by the girls.

All these things, together with God's guidance, make I.S.C.F. fun and worthwhile. I hope you will join us now!

Lorraine Smith, 4C.

EDUCATION DEPARTMENT BURSARIES, 1962

As a result of the external Intermediate Examination, 1962, Pat Whatley and Susan Rose were awarded Government Bursaries of £150 over Fourth and Fifth Year. The money is awarded in £25 instalments at the end of each term and a £2/10/- book allowance for each year is provided. However, the bursary may be discontinued at any time if the student does not work in a manner worthy of a bursary-holder.

Susan Rose, 4A.

THE CANTERBURY - HURLSTONE PARK R.S.L. SCHOLARSHIP

This scholarship is awarded by the Canterbury-Hurlstone Park R.S.L. Club to the applicant with the highest pass in the external Intermediate Certificate. The award consists of £100, £50 in Fourth Year, and £50 in Fifth Year. The money is awarded to help the winner buy the necessary equipment for the senior years. The scholarship was instituted two years ago, and there are two sections, one for boys, and one for girls. I was the lucky recipient this year.

Carol Chamberlain, 4A.

CAMPSIE ROTARY CLUB SCHOLARSHIP

At the beginning of this year I discovered that I was fortunate enough to have won both a scholarship and a bursary awarded on the results of the Intermediate Certificate Examination, 1962.

After the yearly exams at Canterbury were completed I had to go, together with several others, to Wiley Park Girls' High, where we sat for another examination, the External Intermediate, which was, for us, a new experience.

Early in January of this year I received a phone call from the secretary of the Campsie Rotary Club Scholarship Awards, in which I was informed of my success in winning one of these Scholarships.

Later I attended the prize-giving function and received a cheque for £50—I will be presented with the other £50 of the (£100) scholarship next year.

Just before the end of the Christmas vacation the list of Government Bursaries was published, and I was delighted to find my name in the list, together with that of classmate Susan Rose.
P. Whatley, 4A.

THE FORD MOTOR COMPANY SCHOLARSHIP

Each year the Ford Motor Company of Australia gives ten scholarships to children of employees at the Intermediate Certificate level, to assist the recipient to complete the final two years at high school. The scholarship is worth £130 a year for two years, and is awarded on the external Intermediate Certificate level, being judged on a competitive basis.

I was awarded a scholarship this year.

C. Broughton, 4B.

"LE BOURGEOIS GENTILHOMME"

This title is translated in English as "The Middle-Class Gentleman." It is the name of the recorded play which the school purchased so that the senior French students could improve their French pronunciation and intonation as well as hear one of the works of Moliere, a famous French writer.

On Tuesday afternoons the class was held. Miss Moore and Miss Rose outlined the following part of the story in English before we actually heard the record in French. Moliere was the writer of the play, which is about a middle-class man wishing to learn the finer arts, so as to raise himself in society, and also to enable his daughter to marry a gentleman of the upper-class. The play is a comedy, and the most humorous scene occurred when the Philosophy master was teaching him to say his vowel sounds.

We are greatly indebted to the school for purchasing these records, and to Miss Rose and Miss Moore, who gave up their time to help us.

Diana Brown, 4A

MISS WALSH'S FRENCH CHORAL GROUP, (2B).



THE NEW FRENCH COURSE

A great deal of thought has gone into the preparation of the new French course. Emphasis has been placed on pronunciation and oral work, whereas in previous French courses the emphasis has been on written work. Records of French conversation are played to children so they will get used to hearing French spoken. French songs are taught and plays with French dialogue are enacted to stimulate interest. The new textbooks have greatly aided pupils. They contain many illustrations, games and songs which provide a pleasant break in the routine.

The pupils are not forced to work too quickly, so French is taught at three different levels, each child getting basically the same course but working at her own speed.

The new course has changed French from a stuffy, boring subject to an exciting adventure. L. O'Halloran, 2A.

ALLIANCE FRANCAISE EXAMINATION, 1963

The following girls were successful in passing the Alliance Francaise Examination. Prizes for the best candidates in each grade will be awarded at the Prizegiving, to be held at the Union Theatre, at Sydney University, on Friday, September 27th.

Grade I: L. Berry, N. Boniface, S. Carter, C. Hammond, C. Hanna, L. Hoskins, E. Jackson, M. Jarvis, B. McConnell, J. McEwan, L. Martin, L. O'Halloran, L. Sadler, C. Smith, J. Usherwood.

Grade III: S. Cordeaux, M. Creasey, G. Chilby, H. Lawrence, P. McKillop.

Grade IV: G. Boag, D. Brown, B. Bulbert, C. Chamberlain, C. Ismay, Z. Lloyd, S. Rose, L. Surplice, Ai-Ling Wang, P. Whatley, J. Wilcockson, A. Wood.

Grade V: C. Emmett, D. Hancock, S. Isles, M. Kay, H. Kilner, A. Kissoglou, P. Knight, J. Lee, R. McGeorge, R. McLean, A. Stoermer, P. Studd, A. Wild, J. Young, P. Young.

ALLIANCE PRIZE WINNERS, 1963

In addition to the certificate winners named above, the following girls were awarded Book prizes on the results of the Alliance Francaise examinations.

Grade V. Janet Lee, Jennifer Young.

Grade IV. Patricia Whatley, Lorraine Surplice.

Grade III. Suzette Cordeaux, Peggy McKillop.

Grade I. Lucille Sadler, Christine Smith.

The school would like to express its appreciation to the Alliance Francaise for these fine prizes. M. Rose.

INTER-SCHOOL DEBATING, 1963

This year Canterbury Girls' Debating team took part in three Inter-School Debates. The first debate, against Burwood Girls' High School, was conducted at Burwood, and ended with the defeat of our team. Judith Fortier, Nancy Lawler, Sandra Williamson and Zelda Lloyd represented Canterbury on this occasion.

The second debate, conducted at Canterbury, against Riverside Girls' High School, resulted in a hard-fought win for the visiting team. The Canterbury team was Yvonne Wild, Sandra Williamson, Nancy Lawler; Diana Brown, adviser.

The third debate, also at Canterbury, against Strathfield Girls' High, resulted in a victory for the Canterbury team. Nancy Lawler, Sandra Williamson, Sue McKenna, Diana Brown.

Sue McKenna, 4A.



**Interschool
Debating Team.**

THIRD YEAR INTER-HOUSE DEBATES, AUGUST, 1963

Adelaide (K. McGillicuddy 3AF, F. Skurnik 3A, G. Barnett 3AF) v. Darwin (J. Strachan 3AL, R. Davies 3AF, B. Davidson 3A). Topic: "That we have lost the art of entertaining ourselves." Adelaide 209, Darwin 204.

Canberra (M. Wilson 3AL, S. Joseph 3A, V. Landrey 3AL) v. Brisbane (S. Cordeaux 3AF, M. Stewart 3AF, J. Button 3AF). Topic: "That Australians place too much emphasis on sport."

Final: Adelaide (K. McGillicuddy 3AF, F. Skurnik 3A, G. Barnett 3AF) v. Brisbane (S. Cordeaux 3AF, C. Southion 3AF, J. Button 3AF). Topic: "That there is too much emphasis on Science Subjects in Australian education." Adelaide 206, Brisbane 199. B. Chapman.



**3rd Year
Debating Team.**

THE DEBATE WITH CANTERBURY BOYS' HIGH

The winners of the final debate in the Inter-School Debating Competition were challenged by the boys to debate on a topic relating to entertainment or sport. Mrs. Stone (C.B.H.S. staff) supplied three topics.

On Wednesday, 21st August, the debate took place in our Assembly Hall before a large audience of Fifth, Fourth and Third Year girls, with a sprinkling of the very young. Miss Cork kindly agreed to adjudicate.

The boys won the toss and chose the opposition side. They won after an entertaining debate well received by the audience—points: 213 to 196.

Afterwards refreshments were served in Room 1 for Mrs. Stone and the visiting team and their supporters. All girls active in debating this year were present and acted as hostesses. Mrs. Stone and Misses Chapman and Cork were also present.

A challenge by the girls has been accepted for a return match next term, and we look forward to this opportunity to debate again.

We thank Miss Chapman for organising debates this year.

Nancy Lawler, 4B.



Library Staff.

"THE TEMPEST": A DEBATE

On Tuesday night, 23rd July, between fifty and sixty Fifth Year students, accompanied by Mrs. Maddocks and Miss Chapman, accepted an invitation by the Mosman Debating Society to attend a debate on "The Tempest," in Adyar Hall.

Mr. Gallagher, English Master at St. Ignatius College, led the Government, and Mr. Martin, Lecturer in English at the Sydney Teachers' College, was the leader of the Opposition. They and their colleagues revealed the theme of the play and discussed it from many angles, while Miss Jones delighted us with poetical quotations describing the island, its sights, its sounds and the supernatural influences at work on the regeneration of the conspirators.

After question time, Mr. Neil Hutchison addressed the audience. Unfortunately, we had not been made aware that he intended to do so, and I had organised to leave the hall at 10 p.m. to keep faith with escorts waiting at suburban stations. Torn, as we were, between the desire to remain and the fear of missing trains, our party became divided into two groups on either side of the exit doors—and missed our trains, anyway!

We thank the debaters and organisers and regret having to leave early.



BOOK WEEK EXHIBITS IN THE SCHOOL LIBRARY.

THE LIBRARY YEAR

This year many changes were made in the library. New shelves were installed in place of the old cupboards, and a magnificent charge desk with shelves and drawers arrived. Three hundred new books were bought, mainly for the new senior section, which is in the charge of N. Frappel and B. Jessep.

Some of the members of the staff are: I. Seeley and N. Lawler, of Fourth Year; S. Callaghan and C. Campbell and M. Wilson, of Third Year; G. Wilson, G. Milonas, N. Frappel, B. Jessep, C. Haywood, C. Wilkie and H. Seeley, of Second Year; and W. Home, C. Chambers, M. Sully, S. Kelly and D. Conridge, of First Year.

Book Week was a great success, the slogan being, "Make Books Your Friends." The competition results were as follows: Five book plates, six peg dolls and six books-marks were all judged to be worthy of First Place. The winner of the Dewey Slogan Poster competition was Marina Visini, of 4B. The class which gained the highest points was A5, with 136 points, and Darwin was the House with the most points, with 434.

The Book Week Assemblies went smoothly in the hands of two guest speakers. Miss June Hutton, a former pupil and now a Librarian at Canterbury Municipal Library, spoke at the First Year Assembly, and the noted authoress, Miss Kylie Tennant, spoke at the other two Assemblies. The Book Week covers were presented by Faye Wiseman, of 3BH, and the inserts were written by C. Hammond, of 2A; J. McMahon, A1; M. Wilson, 3AL; and D. Comans, 5C.

Two rooms of exhibits were used in the Open Day exhibition. One, the Library, was filled with Book Week exhibits and some girls' Library exercise books. The other room contained items of interest from past years, including School Prefect books, school magazines from 1928 onwards, old Assembly programmes and magazines and periodicals to which the school subscribes.

Corin Campbell, 3AL.

LIBRARY NEWS

New furniture has at last arrived at the library to replace the thick, heavy cupboards that were there before. Because of the light cupboards, Mrs. Williams and the girls now have more room to move in. More books can now be accommodated. A linoleum-covered charge desk was welcome.

Mrs. Williams has recently purchased over a hundred new books. A rush job was made to cover the books and process them ready for the girls to take out after the book display.

Senior books have been separated from the rest of the library. The senior girls now have their own section. There are two presses for fiction books and two presses for non-fiction.

The north, south and east tables have been varnished.

The library is looking better and more girls are taking an interest in it because of the up-to-date books.

B. Jessep, 2B.

CANTERBURY GIRLS' HIGH SCHOOL OLD GIRLS' UNION

A LETTER FROM THE PRESIDENT

Dear Girls,

It is my pleasure, as President, to write and tell you of our Old Girls' Union, which will be your Old Girls' Union when you have concluded your secondary education.

The idea of this Union and the first steps towards its organisation came from our 1960 School Captain, Irene Campbell. Her early efforts and those of other supporters of the idea of an O.G.U. have been rewarded, for our organisation now rests on a firm foundation. This has been largely due to an influx this year of numbers of girls, each possessed of a strong school spirit and the wish to continue old friendships and acquire new ones.

Our aims are to assist the School, where we obtained so much knowledge and enjoyment, and to help make it a bright, happy and modern place for all those who follow us.

In the pursuit of these aims, we have had quite a good time! This year two home socials, a 10-Pin Bowling Night, Squash Night, Tennis Night, and Theatre Party have proved to be highly successful for all concerned. As these functions were profitable, we plan to present a prize to one successful Fifth Year student, and hope to make this an annual affair.

I have mentioned some of our activities; with time and strengthened membership, we know that these will expand.

In conclusion, I would like to extend an invitation to all interested persons to join the Old Girls' Union. Inquiries can be made by writing to me at 16 Dreadnought Street, Lakemba, or by telephone, UL 4978.

Yours sincerely,

JUNE HUTTON,
President.

STAFF CHANGES

Since the last issue of our magazine there has been a considerable change in Staff membership. The School has been happy to welcome to its service the following teachers:—Miss Young (Mistress of Needlework), Mrs. Georgiadis, Miss McConville, Miss Mitchell, Mrs. Newsom, Miss Page, Mrs. Pearson, Mrs. Riding, Mrs. Waterson, Mrs. Woodworth and welcome also to Mrs. Walsh who replaced former clerk, Mrs. Lockett.

A "bird of passage" was Miss S. Cork, who was Miss Fitton's English exchange teacher, and whose work here during the first two terms of 1963 was greatly appreciated. Miss Fitton, incidentally, is enjoying her overseas tour and will return to the Staff next year.

Farewells have recently been said to our much esteemed Vice Principal, Miss Armstrong, and, much earlier in the year, to another very valuable member of the Staff—Mrs. Dee. Others who, regrettably, are no longer with us include Mr. Aavik, Mrs. Campbell, Miss Cocks (abroad), Mrs. Davis, Miss Donovan (abroad), Miss Gurney, Miss McGarvie, Mrs. Redwin (at home with baby daughter Margaret), Mrs. Robertson, Mrs. Travanner and Miss Kenway. We hope that all of these good people are happy in their new spheres.

"CANTERBURY'S MISS ARMSTRONG"

(A Tribute from the Editors)

For the past ten years, the progress of our School has been very closely connected with the high principles, the many talents and the boundless energy of our Vice-Principal, Miss L. Armstrong. It was therefore a very serious blow to Miss Buckingham, Staff and Girls, when personal affairs caused Miss Armstrong to retire at the beginning of the Third Term this year.

The school which she and our former Principal, Miss E. M. Stark, took over together in January, 1954, was a very different institution from the present one. School organisation was a comparatively simple affair; the numerous problems of a comprehensive school had not yet arisen. Standards—academic, social, cultural and sporting—were not so demanding. Even questions of discipline did not have the force that the growing complexities of school organisation later aroused.

Upon this increasingly difficult school world, Miss Armstrong focused her dynamic personality, her idealism and her capacity for taking infinite pains. Her pride in the School and its achievements was the driving power behind much of her work. Her understanding and sympathy with young people gave direction and purpose to so many of her school activities. The interests of the less-gifted as well as those of the brilliant girls were her personal and very real concern. For the inevitable "baddies", she had a specially warm spot.

To recall a few of those activities that stemmed in large measure from the inspiration (and "perspiration"!) of our Vice-Principal. For years the Courtesy Campaigns exerted a very definite influence on schoolgirl conduct. There were the Courtesy Sketches at Assemblies, the Courtesy songs and slogans, and even the Courtesy Club! There was the whole matter of the "Assembly Programme"—designed to give every girl an opportunity to show herself to her best advantage and to encourage the development of one's particular talents. There was the encouragement of pride in personal neatness, in school uniform, in school room appearance. There was the emphasis on thinking of others—of social service, through the Red Cross and Stamp collections, in particular. The Prefect System over the years gained greatly from Miss Armstrong's lively interest, as did the I.S.C.F.

Drama and musical activities were greatly assisted by her devoted support. Public performances of plays and of music, both choral and instrumental, received much practical aid, as well as less tangible forms of encouragement.

To the Staff, Miss Armstrong evinced a spirit of warm friendship, and in every aspect of her administration was unsparing in her efforts to show justice and consideration. The younger members of Staff are deeply grateful for her guidance and encouragement.

To sum up, she identified herself so completely with Canterbury, and was so generous with her talents, her time and her energies, that her sudden withdrawal from the scene has meant a very great immediate loss. Yet, so much of her work remains, and, indeed, it is so well marked with the stamp of endurance, that it is not only right and proper to speak of "Canterbury's Miss Armstrong," but also to look, with gratitude, upon "Miss Armstrong's Canterbury."

The Editors.

FAREWELL TO OUR EDITORS

The publication of the School Magazine is one of the most important events in the School Year. This small volume records, annually, the main happenings and gives scope for the literary and artistic talents of all.

Weeks and months of work are required to prepare the little book, beginning with the encouragement of many in the field of creative writing, however modest the attempt, or in the description of actual happenings. This essential preliminary is followed by the correction, rewriting of articles by budding authors, and recorection of the material. Next comes the careful arrangement of articles and photographs, consultations with the printer, correction of proofs and finally—Publication.

All this work, except that of the actual writing is performed by the Editor, or, as in the case of this school, the Joint Editors, Mrs. Maddocks, Mistress of English and History and Mrs. Williams, Librarian, who have been unsparing of time and effort since the first volume of the new series appeared in 1959.

It is a matter of deep regret to us all that this year the two Editors complete their service with the Education Department.

We thank them most sincerely, for their devotion to their task, and the high standards they have set.

We wish them very Good Health and a most interesting new life.
N. BUCKINGHAM

"UNTITLED"

4C Class Magazine, Gail Auld.

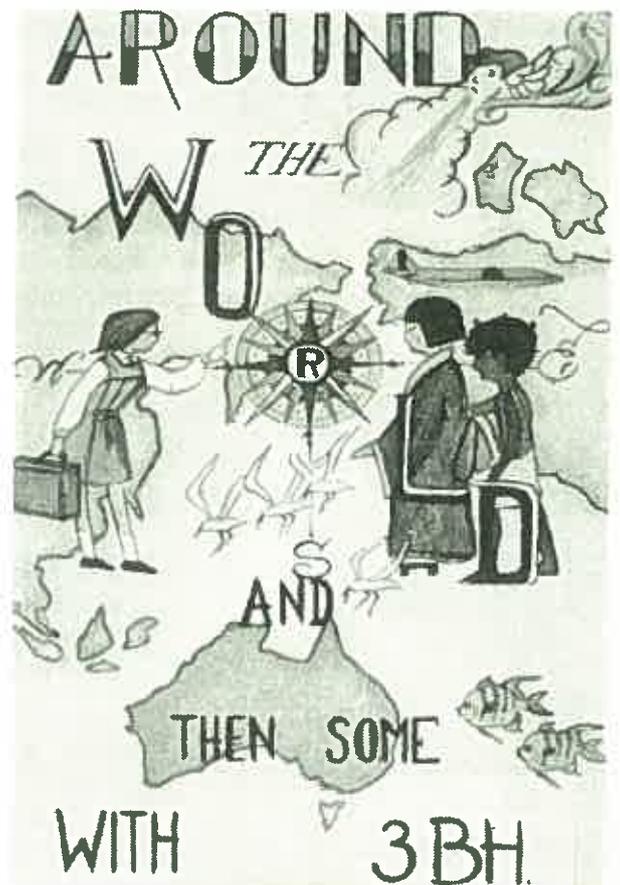


Drawn by
S. WILLIAMSON.





4B CLASS MAGAZINE
Elise Shaw.



3BH CLASS MAGAZINE
Faye Wiseman.

ART ACTIVITIES

Perhaps you could not call us young Michelangelos or Van Goghs, but you could define us as keenly enthusiastic art students. The fact that we come to school with folder, paper, prints, brushes, paste, scissors and water jars proves that we are eager to learn the secrets of applying paint to paper and transforming it into a living subject.

This year, Fourth Year students have experimented with outdoor sketching, matchbox designs and cottages. We hope very soon to commence silk screen printing. Our Third Years have had a wonderful time constructing mosaic coffee tables. This has not only shown the girls' ability, but has also saved their parents quite an amount of money. From Second Year we can predict promising sculptors. They have made wire mouldings, soap figures and interesting pieces of pottery. The new members of the school are beginning to discover form and space. They fill most of their lessons with sketching and drawing large figures with vigorous movement.

Some day, Canterbury girls will not only become opera singers, musicians, actresses and debaters, but also great artists! Who knows? One of these may be you!

M. Visini, 4B.

A VISIT TO THE ART GALLERY

Last Friday we visited the Sydney Art Gallery. On entering we saw pieces of sculpture in glass cases. The first section wing we went into had expensive paintings from different parts of the world. The most outstanding and interesting were the ones painted by Monet and Picasso. Rodin's sculpture

of "The Kiss" was also of great interest. Mr. Fluke took us around and showed us the different paintings and explained light, space and depth. We went into another room where there was a painting of an old lady, Dame Mary Gilmore, and a painting of a much younger lady. Mr. Fluke showed us the difference between them and told us that a bright colour put where it should not be, attracts one to it. Also in this room was the "Stove," which is made of sandstone and coloured pieces of paper. In another room was sculpture. One piece of sculpture which stood out from the other pieces was "The Helmet."

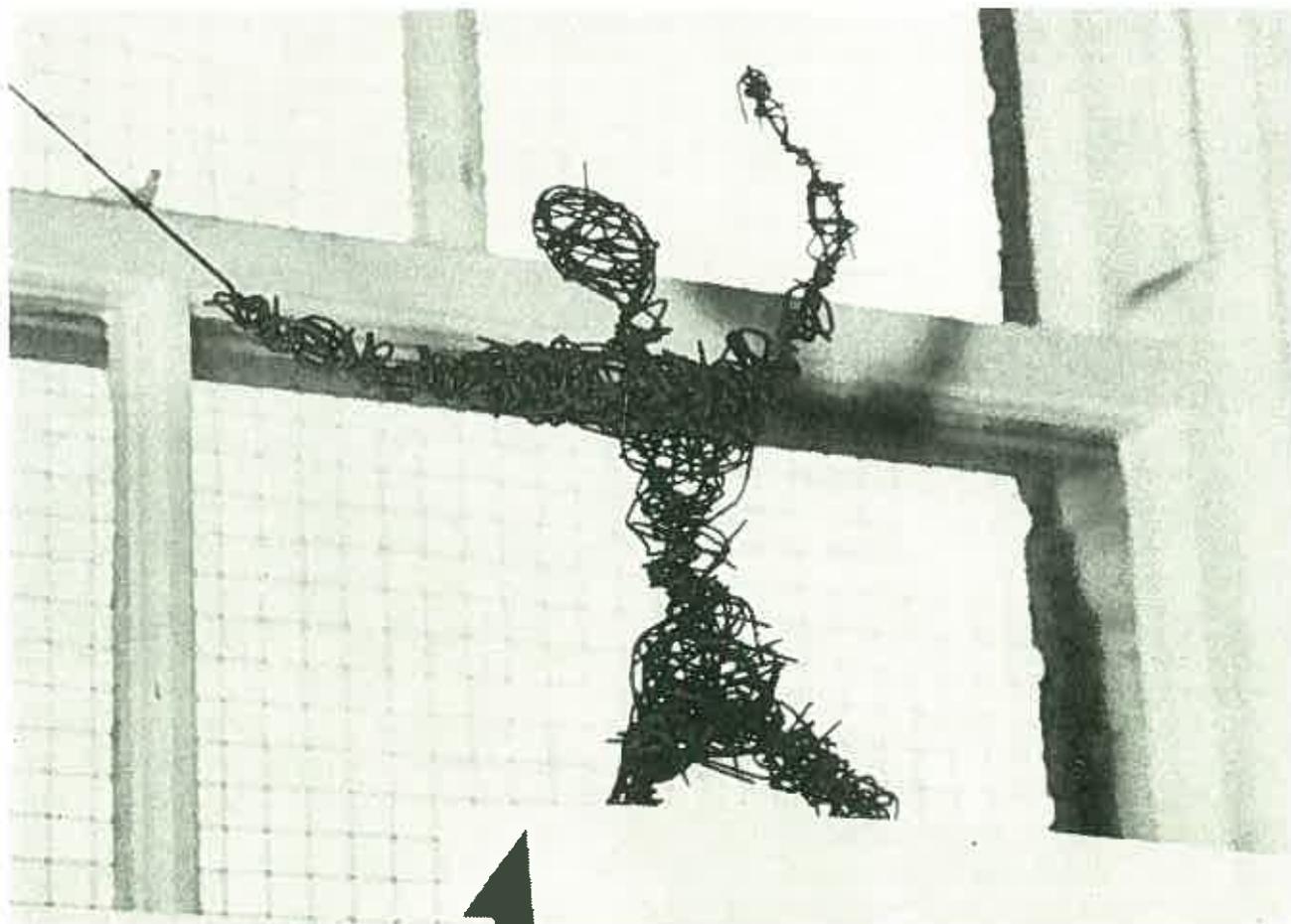
We concluded our tour by thanking Mr. Fluke for a very interesting afternoon.

Sandra West, 2D.

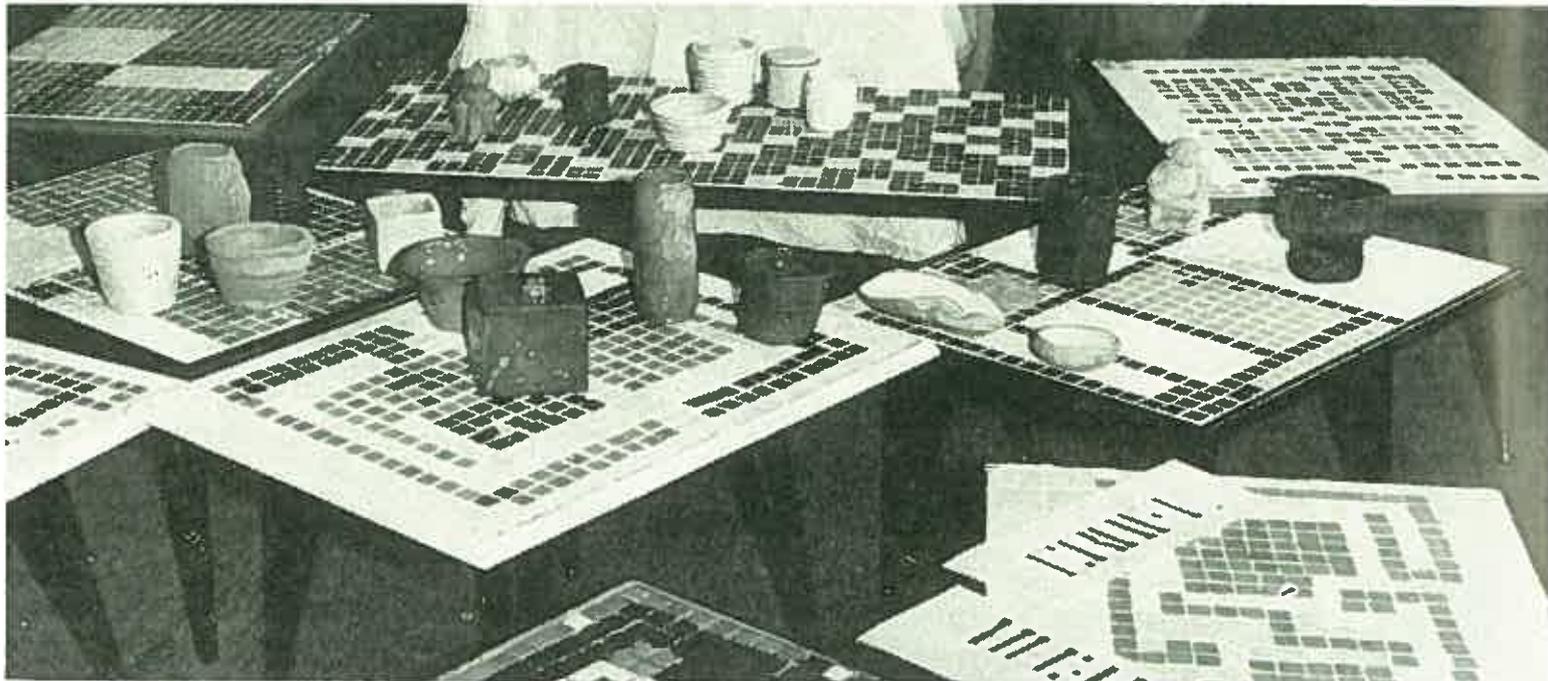
MODERN ART

*A vivid splash of colour,
Thick, swirling brush strokes;
Bright, big blobs.
A puzzled look and a frown—
What can it mean?
Twisted, grotesque forms;
Sharp, angular lines;
Smooth, round curves;
Dainty, delicate dots.
A puzzled look and a frown—
What can it mean?*

Marina Visini, 4B.



SCULPTURED FIGURE (WIRE)



MOSAIC COFFEE TABLES (3rd YEAR). POTTERY (3rd YEAR).

MIXED EMOTIONS

*My soul has been immersed in Love; then Hate has dried me over.
 Anger has drawn me into her arms; but then has Peace caressed me.
 And Laughter with her whip lashed out Melancholy.
 Pride has placed me up atop the highest peak;
 Then Piety, mixed strong with Shame, has avalanched me down again.
 To Self-Pity and Hurt have I clung with greedy willingness—
 Then Realism and Thankfulness have bent me on my knees.
 Fear has been my master, and governed me despotically,
 Then Security has unleased me, and made the bondwoman free.
 Ecstasy has devoured me and Sorrow depressed me—
 Oh, God! What would be my life—if not for mixed emotions!*

Diane Payne, 4B.

THE MANNEQUIN PARADE, 1963

The mannequin parade was held on Friday, 18th October. It was a wonderful display of the girls' handicraft. Participating in it were 130 Third Years, 21 Fourth Years and 24 Fifth Years.

The Third Years modelled simple suits and frocks which displayed basic skills they had learnt during the year.

Simplicity was evident in the Fourth Year clothes, but advanced skills were exhibited. Their garments ranged from fresh cool beachwear to brocade party frocks.

The highlight of the programme was the display by Fifth Year. All students wore formal suits and evening wear. They looked elegant as they formed the tableau which finished the parade.

A Fifth Year girl, Sue Stockman made a wonderful compere for the whole parade. Both sessions were well attended by interested parents and friends who thoroughly enjoyed the programme. In addition the choir and recorder groups rendered various entertaining items.

Our thanks are extended to the Needlework staff who supervised the department of the girls and arrangement of the programme.

J. Fortier and J. Allen, 4B.

THE MANNEQUIN PARADE

Last year the needlework girls put on a colourful mannequin parade. It began with the First Year display consisting of a variety of plain, fancy, cocktail and other aprons for different purposes. Second Year garments were really good; pyjamas, nightdresses and sports wear were displayed. The one which impressed all of the audience was a pair of three-quarter frilly pyjamas, the new fashion in nightwear.

Third, Fourth and Fifth Year girls displayed dresses, shifts and suits of coloured material. The girls walked gracefully down the aisle of the School Assembly Hall whilst we all admired their clothes. Carol Ross, 2E.

THE JUNIOR RED CROSS

The first meeting of the Junior Red Cross for this year was held in June. Miss Young presided over the meeting and spoke about the aim of the Red Cross, which is to help the sick and the aged. The following suggestions were made as to how money could be raised: a sweet stall, a talent quest, an auction sale, a guessing competition, and a large cross in the playground on which pennies could be placed. The elections of the following officers took place: Judith Schweinsberg, President; Pamela Studd, Treasurer; and Janice Coulson, Secretary.

On the 9th July an exhibition of Red Cross work was held at Sydney Town Hall. The school sent an appreciable donation of jam, cakes and biscuits. Under the guidance of the teachers on the Cookery staff, every First Year girl made and donated two biscuits, thus making a total of 10 bags. The Third Year girls of 3BH and 3BC donated jars of grapefruit and apricot jam. Special thanks should be given to Beverly Thornton, who made a fruit cake; and to Lynette McKenzie, who donated a box of small cakes. Mrs. Topp was kind enough to transport the goods to the Town Hall. Janice Coulson, 5C.

SOCIAL SERVICE REPORT, 1963

Throughout the year each girl in the school donates a penny a week towards a special Social Service Fund. From this fund, donations are made to various charitable and social services.

This year donations have been sent to the Canterbury District Memorial Hospital, Canterbury-Bankstown District Ambulance (both of which have frequently come to the aid of the school in emergencies), The Benevolent Society of N.S.W., The N.S.W. Society for Crippled Children, Stewart House, Dr. Barnardo's Homes, Far West Children's Scheme, and Legacy. By special request of the girls, a cheque was also sent to the Hands for Babies Appeal.

It is our aim that as the school grows, so will the list of charities, and we express thanks to the pupils and hope that what good we have been able to accomplish will be continued.

In October, the Senior Girls decided to devote their donations to the Freedom From Hunger Campaign. L. Dodson, 5A.

GOOD WORK MUSICIANS AND CONGRATULATIONS TO THE MUSIC STAFF

Leaving Certificate, 1962. Highest honours aggregate in State.

Eisteddfod Results, 1963

- 1st place: Sacred two-part song.
- 1st place: Ex-students Choral group.
- 2nd place: Girls' Choral Championship.
- 3rd place: Motet Section.
- 3rd place: Folk Song Section.

THE SUMMER SCIENCE SCHOOL, 1963

The 1963 Summer Science School was the second such school organised for high school students by the Nuclear Research Foundation. The aim of the school was to give secondary school students an opportunity of gaining a first glimpse of University life before they commenced their Leaving year. The scholarships to attend the school were awarded as an inspiration to successful students, to enthuse them to further study by giving them an opportunity to meet and be instructed by a group of world-ranking scientists.

With all this in mind, I felt proud to have been chosen to attend the school, but at the same time I felt a trifle nervous as I walked through the immense grounds of the University on the first morning, with my billet, Anne Cooper, of Booragul High School. However, we soon felt at ease when we received our timetable for the following two weeks and a book containing the lectures, and were welcomed to the school by Professor Harry Messel.

On most days, the activities were very similar, commencing each time with a film from a series called "Planet Earth," but each film dealt with a different aspect, e.g., the oceans, Antarctica. Morning tea followed this film, and after this we attended the two lectures for the day: one before lunch and the other in the afternoon. There were nineteen lectures in all, seventeen of which were televised, and so, naturally, there was a rush (at least among those who enjoyed appearing on television) to obtain the front seats at each lecture.

Lectures were given by some of the world's leading scientists, and these included Professor Herman Bondi, from London University, who lectured mainly on gravity; Professor Thomas Gold, from Cornell University, New York, who spoke about space research and the universe; Dr. R. A. Lyttleton, of Cambridge University, who also lectured on the universe and the solar system; and Professor Butler, from Sydney University, who gave a brief summary of elementary atomic physics, electro-magnetism and relativity. The highlight of the school was a series of four physics demonstrations by Professor Julius Sumner Miller, of California, who is one of the best known scientific figures in the U.S.A. He was very entertaining, and presented us each day with numerous scientific puzzles to solve, and these aroused a great deal of interest. One of the boys at the school, Damien Prentice, answered one of the most difficult questions very well, and much to his, and everyone's surprise, he was presented with a complete set of Encyclopaedia Britannica.

At the end of the first week at the school, we were taken on a special tour to the Atomic Energy Commission's research station at Lucas Heights. We inspected several laboratories and viewed one of the atomic reactors, and although it was very difficult to understand, it was an interesting inspection.

On the final day of the school, each student received a cheque for £20, which was part of the scholarship, as well as another book. This book contained the lectures given to Science teachers at a school in 1960, and was given to us as an "extra."

The school was terminated by the Lord Mayor's reception at the Town Hall. At this reception the Lord Mayor, Alderman Jensen, presented a specially engraved medal to each student, to commemorate his attendance at the Science School.

And so ended our two weeks of University life, and they were two weeks so full of activities and enjoyment that they will never be forgotten. Everyone at the school agreed that it was a tremendous success, and it not only provided us with a fuller knowledge of atomic physics, but helped us in our social lives, to mix in a different circle of people and to make new acquaintances, and, above all, it helped us to obtain some idea of life at the University.

Elizabeth Davies, 5A.



SCIENCE DISPLAY OPEN DAY.

SCHOOL SCIENCE AWARDS, 1963

The aim of the School Science Awards is to encourage girls and boys to pursue Science, and to reward them suitably with cash prizes.

Students select any field of scientific research, for example, physics, chemistry, botany, biology or geology, and in the allotted time complete a project involving it. This year the closing date for entries was the 13th of July, and awards were presented, after an exhibition at the Sydney Town Hall, on Saturday, 10th August. Projects ranged from building cameras to photograph the sun, or studying of ants in detail.

This year I submitted a project entitled "Organic Chemistry and Plastics." In this I included a brief introduction to organic chemistry, experimenting with organic acids and alcohol and preparing such gases as ethylene, methylene and carbon dioxide. The highlight of my work was my preparation of a plastic, phenol formaldehyde, commonly known as "Bakelite." This was not as successful as I had hoped, as it did not show much durability when prodded.

Nevertheless I sent in my sample of the plastic, with the account of my project. Another interesting experiment was the distillation of red ants to test for formic acid. My father was elected "chief ant catcher and, with my help, caught with a pair of tweezers about 100 "sugar ants." These tough ants refused to drown, and every time they appeared dead they turned out to be still alive. I finally squeezed the remaining life out of them by pouring boiling water over them. After this operation, I squashed them in a mortar and pestle and distilled them in water. The vapour given off proved to be acid.

Work for the Science Awards, although involving considerable effort provided good entertainment, as well as further knowledge of organic chemistry.

Susan Rose, 4A.

VISIT OF NURSE BROWN

On Friday, 23rd March, our school was privileged to have a visit from Nurse Brown, who had brought with her her collection of rocks, minerals, snakes and shells. Second Form was grateful for the opportunity of attending the display. In a short lecture Miss Brown gave a report of how she learnt to catch and bottle the specimens. To our surprise she, "a city slicker," had only been collecting for two or three years.

Among the collection were a goanna, a small shark, and a ten-and-a-half day old lamb.

Numerous snakes, some big and some small, were also included, as well as various rocks, minerals and shells.

Included in the shell collection were three "mother of pearl" shells which had to be handled with the greatest care as they were so fragile. As Nurse Brown had been up to Northern Australia she had had the good fortune to be given a few ornamental pieces which the aboriginal girls had made out of pipe cleaners combined with their natural resources of shells, and natural material.

For the small fee of one shilling about 100 girls enjoyed a delightful afternoon. The proceeds went towards a home for underprivileged girls.

S. Davidson, 2B.



THIRD YEAR SCIENCE DISPLAY.

BIOLOGY

On 22nd March our school was visited by Nurse Brown, who has travelled extensively throughout the outback of Queensland. During her visit Nurse Brown showed us her large collection of specimens of minerals, rocks and animals. Also amongst her collection she had various kinds of shells and corals which had been collected from the Barrier Reef.

Nurse Brown gave an informative lecture on her travels and described how she had obtained her collection. In addition she showed several pictures of snakes and told of her experiences with them.

Nurse Brown is visiting many schools throughout N.S.W., giving lectures to help raise money for a girls' hostel in Queensland. The girls who attended the exhibition enjoyed it very much, and learned much of interest from her talk.

Lynette Williams. 5C.

BIOLOGY EXCURSION

In November of last year, Fourth Year girls (as we were then) went on a Biology excursion to Balmoral Beach.

We were to study the great variety of plants and animals living on a marine rock platform, and the ways in which they are adapted to their environment. Ecology, as the study of the relationship of animals and plants to their surroundings is called, is an important part of our work in biology.

We left school early one morning by bus, and arrived some time later at Balmoral. Here we changed into shorts and blouses, more suitable clothing for scrambling over rocks and through water. We walked around the beach to the rock platform, where we were to observe closely the life of the sea-shore. The hundreds of different creatures fascinated us.

Besides studying these animals, and noting such things as their tube feet, tentacles and the like, we had three tasks to do. One of these was to make a scale drawing of a section through a rock pool, noting the different organisms and their numbers. We also drew a diagram to show the vertical zonation of animals and plants up a rock slope. For example, conjevoi or sea-squirts are found low down, almost continually underwater, and barnacles are found higher up, on the drier rocks. We also counted the number of each type of animal in a square foot, to compare their numbers.

From this excursion we returned, sunburned and weary, with several specimens and a first-hand knowledge of life on a rock platform.

Christine Emmett, 5A.

YOUTH EMPLOYMENT AGENCY

One Wednesday we listened to a visiting speaker, Mr. Mawatt, from the Youth Employment Agency at Belmore. He spoke on the three main avenues of employment for Intermediate standard girls. He spoke separately about each subject, giving the girls the do's and don'ts when entering each field of employment. He told the girls, Third Year mainly, about the positions which were very difficult to obtain, such as Hairdressing and Commercial Art. He spoke also of occupations separate from the three main fields of office, sales and factory work, stressing mainly those which had a future in them.

When the talk was over he handed out to each girl a pamphlet from the Youth Employment Agency which is of great value to us.

Jill Swain, 3AN.

UNIFORM PARADE

In first term we had a uniform parade in which all girls took part. We assembled in houses with Adelaide, then Brisbane, Canberra and Darwin, at the basketball field.

Many points were deducted for shoulder-length hair which was not tied back; for long finger nails, and for rings. We were required to have all articles of clothing and rainwear marked with the owner's name.

Brisbane won the parade, with Canberra three points behind; then came Darwin and Adelaide last. The total of these points will be kept and added to the final point score for each House at the end of the year.

Cheryl Evans, 2E.

HOME ECONOMICS IN 1963

The Home Economics course is one which, when completed, has ranged over a period of five years. It is an interesting and beneficial subject and one which will be of use to girls, especially in the future.

In our Third Year course we have made many varieties of food, including savoury dishes, jams, sweets, cakes and biscuits.

Of course, we are not all perfect and accomplished "cooks" as yet; for we make numerous and drastic mistakes, but as time passes our knowledge of cooking methods and foods is increased. My class, 3A, has as its teacher Miss Stewart, who endeavours to convey to us some of her wide and valuable knowledge concerning Home Economics.

Our course, however, is not limited to cooking only, but involves laundry and home management work, as well as the study of food and the correct way to make use of it—all of this being instructive as well as interesting.

I feel that I have obtained invaluable knowledge from this course and will benefit greatly from it in years to come.

I would like to convey my thanks to all Cookery Teachers for their help and understanding.

During the month of April, two girls from Canterbury School received awards in the Cookery Section at the Royal Easter Show. All of us, I am sure, are very proud of them. Congratulations to Beverly Thornton, of 3BH, who received first prize for a sponge; and congratulations, also, to Judith Wilcockson, of 4A, for her rock cakes!

Margaret Treharne, 3A.



PRESERVATION OF FOOD—SAUCES 5th YEAR—PRESERVES 4th YEAR—JAMS 3rd AND 4th.

NEEDLEWORK

Every Monday and Tuesday 2E girls go to needlework class. At the moment everyone is doing fancy-work. Some are making handkerchief sachets, duchess sets, throw-overs, mob-caps and make-up capes, whilst others are making pyjama cases. After we have finished our fancy-work and sewn all our work together, we will be able to make simple dresses or blouses with no set-in sleeves.

Nearly everyone in the class intends to make a sunfrock. We have begun to draft out the dresses and soon we will be sewing them. Those who do not want to make a dress may choose sports wear, such as shorts, slacks, play suits, Bermuda shorts or pedal pushers, but all these garments need to have blouses made with them.

Dianne Smith, 2E.



"WE MADE THEM OURSELVES."

REPORT FROM SENIOR DRAMA CLUB

When Miss Donovan left for England at the beginning of the year, the future of the Senior Drama Club was rather doubtful. Now, under the guidance and helpful assistance of Miss See, we are working on a play entitled "In Waltz Time," written by Philip Johnson. There are eight characters in the play—all of them being women. The actors are:

As Miss Charlotte Brighte—Isobel Seeley.
Miss Lyddie Brooks—Zelda Lloyd.
Miss Laetitia Thurlow—Carol Chamberlain.
Miss Alicia Pramley—Janelle Mittelheuser.
Miss Rosie Pramley—Roslyn Ayshford
Lady Bagshot—Judy Lavender.
Maids: Phoebe—Grace Boag; Abigail—Ann Tipping.

Barbara Braund and I are co-producers, while Elizabeth Richardson is in charge of scenery.

The central figure of the play is Lyddie, a young lady who has dared to dance the Waltz at an Assembly Ball—you will learn more about Lyddie when we present the play on Play Night, near the end of third term.

Cheryl Shepherd, 4A.



Senior Drama Group
with Miss See.

PLAY NIGHT, 1962

At the end of last year, Canterbury's first Annual Play Night since the War, was held in the Church Hall, kindly lent by St. Paul's, and providing our eager players with a better stage, a larger and more discriminating audience (and, perhaps, more confidence!). Our plays, previously only performed for the benefit of fellow pupils, were now viewed by parents and friends also, and actors felt they were no longer "wasting their sweetness in the desert air."

Verse speaking, often regarded as dull, took on a new life, and held the interest of the audience. A1 were trained by Miss Donovan; 2AL by Miss Kenna; and A4 by Mrs. Hetherington.

Plays ranged from a fairy tale in German, for the young at heart, (2AL, "Snow White," Mrs. Reinharz) to the high excitement of "The Grand Cham's Diamond" (4A, Miss Kenna); while "Old Moore's Almanac" (A1, Miss Donovan) provided a very hilarious contrast.

Other plays were "The Shirt" (A2, Miss Crossingham) and "The Fishmonger" (2AL, in Latin, Miss Crossingham); "The Spell" and "Toad of Toad Hall" (The Junior Drama Club, Mrs. Redwin).

The programme included two scenes from "Macbeth"—"The Witches" and "Lady Macbeth Sleepwalking" (4C, Mrs. Maddocks). These scenes were intended to explain the allusions to "Macbeth" in the modern play "The Rehearsal" (Senior Drama Club, Miss Donovan) for those who did not know the original play, "Macbeth."

"The Rehearsal" was the most ambitious of the plays produced and in their clever presentation of it both producer and players gave a very good account of themselves. "The play is set in the Globe Theatre, 1595. The characters are all men." So states the introduction to "The Rehearsal," reminding us that beardless youths played women's parts in Elizabethan times. Girls (supposed to be men) played the parts of Shakespeare, Banquo, Macduff, Lady Macduff and so on. The clash of character and feeling was most entertainingly depicted. Mrs. Allen's "props" were much appreciated.

The evening was a great success, as the hall was packed to capacity by an appreciative audience.

Our thanks must go to the Junior and Senior Drama Clubs, and all the girls who acted, but especially to our patient producers, without whom our players could not have made their successful public appearance.

A. Wood, 4A.

"THE TEMPEST": TRINITY GRAMMAR PRODUCTION

We are indebted to the Headmaster and staff of the Trinity Grammar School, for their courtesy in seating a number of our students who attended their third (and originally unadvertised) production of "The Tempest" on Friday night 26th July.

Our trial Leaving Certificate Examination, in English, was to take place on Monday, 29th July, and the majority of Fifth Year students had already attended the debate on "The Tempest" on 23rd July. Booking of seats had been tentatively arranged by telephone, but overlooked in the pressure of events.

However, a number of Fifth Year students attended the play and were very enthusiastic about the high standard of the production and its stimulus to their study of it.

F.M.

ANZAC DAY CHOIRS

The school choirs of both Canterbury Girls' and Canterbury Boys' High Schools met in Hyde Park on the 24th April for the Anzac Day ceremony.

We (the girls' school choir) left school at approximately one o'clock and arrived in town when it was nearly two o'clock. After being allowed to wander through the "Shrine" we were gathered together to have a practice before the official ceremony.

As the ceremony commenced, a cloud broke and everyone was running for cover as the rain came down in torrents. Finally, the rain stopped enough for the choir to come out of the "Shrine" and we were able to begin. We sang three songs in all; these songs were "God Save the Queen," "Land of Mine," and the third song we sang after a few minutes of silence when everyone faced the west.

We left Hyde Park in raincoats as the sun disappeared behind the clouds and the rain came down to take the place of the sunbeams.

S. Norman, 2B.

AN UNFORGETTABLE EXPERIENCE

The date was Monday, 11th February. It started off as quite a normal school day, with the usual choir practice in the morning and ordinary lessons. But there was one difference. That lunchtime our choir mistress, Miss Jones, called some of us into the music room and made the announcement which was to affect our lives for the next five months.

Holding up a book of music, with a green cover, Miss Jones said: "Here, girls, is a copy of the operetta which we are producing this year. It's called 'Papageno,' and is adapted from Mozart's 'The Magic Flute'."

The next day, when I discovered that I was to play the role of Papageno, the "handsome" bird-catcher and hero of the operetta, I was, as you can imagine, thrilled, but little did I realise the work which we would all put into it and the final enjoyment and satisfaction we would gain from the performances.

Thus work began in earnest. Over a dozen songs were to be learnt, as well as numerous actions on the stage. Many the hilarious moments we enjoyed such as singing wrong words, singing "I wish I had my trap," when I was holding it, by mistake, in my hand!

Under Miss Jones' musical direction and Miss Rose's stage direction, things were coming along very nicely. Mothers came to the school to make the costumes, and Miss Cork began arranging for props and scenery.

Finally, a couple of weeks before the first performance, we were able to have a rehearsal with "props" and costumes. At last, thought I, I will be able to play on real pipes, nearly hang myself with a real rope, and play on real "magic bells."

However, this was not as easy as it sounded. Whether I am just clumsy, or whether my sub-conscious secretly loves destroying things, I know not, but I do know that I was soon to become a champion "prop wrecker" or "prop bungler."

Firstly, Miss Jones entrusted me with a most valuable "prop," a bird cage which had been made specially, but which was extremely flimsily constructed.

"Be careful not to break it," she said, and not more than five minutes later not looking where I was going, I crashed into another girl, with the inevitable result—my "trap" fell to pieces.

The very next practice I was to be introduced, for the first time, to "a chime of bells of silver tone," which consisted of four small Christmas decorations covered with silver paper and attached to a silver-covered cylinder of cardboard, or something similar, by which I was to hold them.

At a certain instant this "prop" was to be shaken, at three so-called ferocious-looking slaves, the magic of the bells' tunes causing them to fall into a trance and begin dancing.

All went well until, in a desperate effort to save Papageno and myself from the clutches of those slaves, I shook a trifle too hard, and my chime became minus two bells.

However, although it may seem from this story that by the night of the performance the properties were no longer fit for use, this was, fortunately, not the case.

Apart from pulling off the padlock which was supposed to be firmly attached to my mouth, and nearly pulling over my "sturdy tree," I managed quite well, and am now happy to report that the "props" are still in existence.

Thus this year, thanks to Miss Jones, Miss Rose and others, I have enjoyed the most memorable experience, and I am sure that the other members of the cast, including principals, Lorraine Surplice, Ann Wood, Zelda Lloyd and Elaine Hyslop (my counterpart—who, incidentally, did not seem to have as much "prop" difficulty as I) enjoyed it as much as I did. Pat Whatley, 4A.

A NIGHT TO REMEMBER

On Friday the 5th July, 1963, an atmosphere of excitement and tension gripped the audience, which was made up of proud parents, patient teachers, pleasant visitors and pals from school, some of whom were very much "filled to overflowing" with bubbling enthusiasm.

People were hustling and bustling around St. Paul's Church Hall. After an "eternity" (of a few minutes) Miss E. Jones quietly and sedately announced the first item of the evening. It was two songs by A2.

1: "Salute to Australia" by Baer; and

2: "Funiculi, Funicula" by Denza.

After an introduction, the sweetly toned voices took up the parts of these songs.

Three of our senior recorder girls, Dawn McCarthy, Judith Wilcockson and Susan Buchanan played melodiously, "three Yugoslavian Dances" on the recorders.

The Ex-Students' Vocal Ensemble rendered six items: "Now Is the Month of Maying" by Morley, "Come Again! Sweet Love" by Dowland, "My Bonny Lass She Smileth" by Morley, The Negro Spirituals, "I Got a Robe." "Oh! Won't You Sit Down" and "Mary, Don't You Weep."

The very special guest artists for the evening were "The Fort Street Boys' High School Choir." Their pure voices lent themselves to five songs, and appreciation was expressed by our Principal, Miss N. Buckingham, to the conductor for the Boys' Choir, Mr. Denis Condon.

Our Junior Girls' choir helped to brighten the wintry evening by singing three rounds.

After interval, the grand part of the evening had come. The curtain rose on the Operetta, "Papageno," by Mozart.

Many hours of painstaking training had been undertaken by the cast, and the teachers deserved the greatest credit for the work done arranging scenery and supervision of costumes.

The operetta was over so quickly that one felt it should have been twice as long, so entrancing had it been all the way through.

When this delightful night's entertainment had ended, four encores were acknowledged by the players.

Miss N. Buckingham summed up in a few words what was felt by everyone, as she presented members of the staff involved in the production with a small gift, as a token of our esteem.

Judith I. Schweinsberg, 5C.

" PAPAGENO "

Have you ever felt like Cinderella? I have. For one night, after six or so months' practice, I became Papagena, the heroine in the Mozart operetta, "Papageno."

Our practices began a few months ago and intensified as time passed. Then, suddenly, we realised that we had only a few weeks in which to brush up our words, finish our costumes and learn to control the "butterflies" in our stomachs.

The five principals, Elaine Hyslop, Zelda Lloyd, Patricia Whatley, Ann Wood and I, Lorraine Surplice, became engrossed in our work. Our costume fittings became more exciting as our costumes materialised. Practice, practice, and more practice!

Then, finally, we reached the climax of our operetta — our first night, Wednesday, 3rd July. Pat and I appeared as Papageno and Papagena on the Wednesday night, and Elaine and Zelda appeared in the corresponding roles on Friday, 5th July, with Ann Wood as the wicked Moor, Morostatos, on both nights.

As I stepped out on to the stage in the beautiful Papagena costume of orange and gold, I wondered nervously what would happen. Would anything go wrong, or, more important to me, would my voice crack? (It didn't). However, after about an hour, it was all over and, dressing in street clothes again, I felt myself wishing that one day in the future I might again be a "Cinella."

Lorraine Surplice, 4A.

REHEARSAL

*"Don't stand there dumb and lifeless,
Or else you'll have to leave,
Stop gulping at the air like that,
It's better not to breathe."*

*Thus Miss Jones, her temper frayed,
Storms loudly to the stage,
And imitates our actions dull,
And soon subdues her rage.*

*"Don't form straight lines," Miss Rose shouts out,
"Step forward, not away,
Do you expect that you'll be heard,
If someone's in your way?"*

*"Your singing's flat; your words not clear;
Open your mouths and sing!
For goodness sake, don't drop your head,
Don't stand there—do something!"*

*All eyes are lifted to the clock,
We watch the hands go round,
But still no word: "All right then, go!"
Instead: "Emit some sound!"*

*Finally at five o'clock
We see relief in sight,
As: "Final chorus, last time through,
By then 'twill be all right."*

*"The show's no good — it can't go on —
We can't disgrace the school."
And our Miss Jones, in much despair
Walks from the music stool.*

*And yet despite those cries of gloom,
All tasted happiness,
As both performances were classed
"A memorable success."*

Susan Rose, 4A.

" PAPAGENO "

After weeks of preparation the time of the operetta "Papageno" was near.

Girls, laden with frilly petticoats and costumes, scurried to and from the dressing room, the hub of all the excitement.

On entering this room I was confronted by a scene of complete disorder. There were girls fossicking around mirrors and adding final touches to their make-up, other young actresses noisily chatting as they donned their magnificent costumes, and make-up scattered over every table. Discarded clothes were strewn over the room and shoes and coat-hangers lay in sad piles in every nook and cranny. Our biology room really looked like a dressing room!

As if lost in a dream I changed into my "Papagena" costume, all the while repeating over and over the words of the songs I was soon to sing.

At last completely made up, I sat with my friend, Elaine Hyslop, who was to play the role of the hero, the jolly bird-catcher, "Papageno," and we each tried to remain calm and collected although both our hearts were beating like kettle drums.

But all too soon the lights of our little sanctuary were extinguished and the long procession of girls scurried across the road to the back room of the Canterbury Church Hall, where we were to present our Operetta.

Zero hour arrived. Realizing our fears, the girls wished the principal characters luck and the curtain was drawn. Elaine was wonderful! Now if only I could be as good. After remembering all the hard work Miss Jones, our choir mistress, had put into the Operetta, I knew I could not disappoint her or the audience which included my parents and friends. After taking three long, deep breaths, I ventured out on to the stage all alone, to take up my cue.

As I looked into the sea of faces before me and felt the stage lights shining on my face I forgot there ever was such a person as Zelda Lloyd and became for a whole hour a young lady-in-waiting by the name of "Papagena," who indeed falls in love with "Papageno."

Now, however, the excitement is all over and normal school life is resumed, but always I shall cherish the memory of the night when I was given the opportunity "to star."
Zelda Lloyd, 4A.

" PROP GIRL "

"Christine, you can be the 'prop' girl." This was what I heard the week before the Operetta was to be staged. I thought that I was to have an easy job: all I would have to do was to keep a wary eye on the "props." How mistaken I was!

All the "props" were placed on a table behind the stage and there was a large sign above, "DO NOT TOUCH!" With the large number of girls behind stage it was almost impossible even to reach the table to obtain the required items. Thus it was that in the dress rehearsal on Tuesday afternoon when our cue came to fetch the ropes which were supposed to be in the wings, I found to my horror, no ropes! A mad dash was made to grab the ropes from the table backstage and then arrive back on time. Arriving late on stage, we managed to become entangled in the rope and look thoroughly ridiculous.

A worse occasion than this was at the actual performance on Wednesday night. Papageno walked out on stage and began to play his pipes. However, he did not have the pipes. A ripple of laughter ran through the audience as he began to play his imaginary pipes. I felt more unhappy and embarrassed than he did, and I could not face him. How glad I was when the Operetta finished on Friday night!

Never again would I consent to be a "prop" girl. Let someone else take the blame!
Christine Johnston, 4A.

LUNCHTIME INTERLUDE

In the music room cum typing room of Canterbury Girls' High School may be found, every lunchtime and some mornings before school, different members of the recorder band. This is because the conductress of the band, our Music Teacher, Miss Mikes, has arranged recorder practices for those times.

I should now like to relate how a typical schoolgirl reacts during one such practice. The girl enters the room and sits at the back of the room on an uncomfortable chair. She takes out her lunch and begins to eat and talk to her neighbour and add to the general clatter. What a noise! For the first five minutes or so before the teacher arrives, girls are entering and leaving the room (squeaking the door in the meantime), talking at the top of their voices, tootling and speaking on their recorders, and some even sneaking a "go" on the piano. This chaos, however, lasts for only a few minutes, for the conductor soon arrives and all is quiet.

This certain girl is to be among the first girls to practise in this particular lunchtime. She gulps down the last mouthful of sandwich and, presumably with the rest, commences to play. She is lucky, for knowing the music, she allows her mind to wander.

"What lessons do we have next! I hope the bus comes early this afternoon! I wonder who just drove up below?" and she looks out of the nearby window to see.

"Why has everybody stopped playing, and why is the teacher looking angry? Oh! I think I had better concentrate next time."

Again the girl plays with the group, but then has to wait for about eight or ten minutes while another section practises and leaves. It is the girl's turn again; but she does not hear the calling, commanding, urging, warning tones of the teacher and girls, for she is reading a very exciting chapter of a detective novel. There she goes again, knocking over chairs as she hurries to the front of the room.

Half-way through the tune the bell rings, but the playing continues. At last, however, they are dismissed, but the teacher beckons to our friend to come to her. This she does, but unwillingly, for, if late for next class, she will be in trouble. At last she also is allowed to leave. She throws everything into her bag and jams down the lid. "Good afternoon!" she calls, and rushes out of the door, along the corridor, down the stairs, around the corner and into the room. Another recorder practice over!

These practices, of course, are very useful indeed. The recorder band has played at a number of different concerts during its short life (four years) and has entered in different sections of Eisteddfods. We all hope that it will grow in size and recognition during the coming years.

Dawn MacCarthy, 4A.

RECORDER GROUP.





MADRIGAL GROUP.

CHOIR ACTIVITIES, 1963

The end of 1962 brought with it our annual Choral Concert, which was held in St. Paul's Church Hall. As in previous years, the concert was very much enjoyed and appreciated. As well as the joy brought by the concert, there was a touch of sadness felt by us, as we farewelled the Fifth Years.

Except for Speech Day, the Choral Concert was the last major function for the choir in 1962.

The first few weeks of 1963 were, as usual, very busy for Miss Jones, because of the First Year auditions. The auditions over and done with, the choir began its hard work by learning songs from the operetta "Papageno" by Mozart.

The coming of Anzac Day brought with it rehearsals for the Children's Commemoration Service in Hyde Park. We combined with Canterbury Boys' High School for this event. The service was also broadcast over the A.B.C.

After this, rehearsals for the operetta became regular. We practised before school, at lunch time, on Friday afternoons, and later, after school. Miss Jones, as well as doing this, had to rehearse the junior choral group, and the Old Girls' Choir, which was just formed.

After some weeks, of planning the costumes, some of the girls' mothers came up to the school to assist the needlework staff with the making of costumes. Miss Rose became the stage manager and director, Miss Cork took care of props and scenery, and Miss See was in charge of costumes. Miss Jones, of course, was choir mistress.

Two performances of the operetta were given for the school and the primary school. The actual performances took place on the 3rd and 5th of July. They were a great success.

The first half of the programme consisted of choral and instrumental items. Each night, the guest artists were the Old Girls' Choir and Fort Street Boys' High Choral group. The hall was packed both nights and the evenings were thoroughly enjoyed. Without the help of members of staff the operetta would not have been so successful.

The operetta over, we began rehearsals for the Combined High Schools' Choral Concert, the telecast and the City of Sydney Eisteddfod. The senior Madrigal Group won an audition for the telecast which is to be direct on August 4th. This certainly has been a busy year for the choir and Miss Jones. Without Miss Jones' help and leadership, we would not have succeeded as we did, and we would like to thank her for her fine work.

Marion Malins, 4A.

THE BARBER OF SEVILLE

May 3rd, 1963, had a very special "ring" in many of our ears. This day was the day we were going to see an opera, performed by professional people, at the "Conservatorium of Music." All this may sound very ordinary, but only Fourth and Fifth Year students were allowed to attend from our school, and there were only four schools at our performance.

In this delightfully performed opera we had a cast of seven, and such names as:

Barry Strong—winner of the "1959 City of Sydney" vocal championship and widely experienced radio and television performer.

Miss Joan Shute, a well-known television personality for operas and children's sessions.

Miss Angela Luppino, who has also appeared on television and radio, and who now has won the "Dame Nellie Melba Cup," is at the end of this year, 1963, going overseas to Milan, where she will further her career.

Mr. Kevin Mills, also a winner of several major vocal competitions, and who has studied in the "Sadlers Wells Opera Company."

Lastly, playing with Miss Dorothy Hobart, **Miss Gwenda Colgan**, a violinist, who has led the orchestra for the "Italian Grand Opera Tour of Australia" and other performances, such as for the "Margot Fonteyn" ballet seasons.

The music lived and danced, for these agile voices harmonised the songs in such a way that one felt moved with the timing of the music. "All the accompaniment used for the singers, consisted of two violins, a 'cello, a piano and an organ.

At the end this performance everyone went home feeling as if there was really something more to music than we are shown on the "Top Forty."

Judith L. Schweinsberg, 5C.



SCHOOL CHOIR,

CAKE STALL

Once a month the mothers hold a cake stall. Every girl is asked to bring cakes, but only about fifty girls bring them. The school makes a lot of money from the cakes, and it all goes to the Parents and Citizens' Association funds.

The cakes which the girls bring are very delicious, and a lot of us buy them. There are all kinds to choose from, such as chocolate, fruit or plain, pastries, and small cakes.

The girls thank the Parents and Citizens' Association for bringing along the cakes and making more money for the school amenities.

Judith Rose, 2E.



FORM CRAFT—SHADOW WORK—OPEN DAY EXHIBITS

OPEN DAY, 1963

What a miserable day! Water fell in sheets to veil the countryside whilst eager pupils of our school dressed quickly and scrambled into their raincoats. However, the wet weather did not dampen their enthusiasm. Last minute preparations were completed even while classes inspected the displays, returned to their rooms and awaited their mothers.

Umbrellas and raincoats created a colourful array as parents clambered up the steps to visit the school. Our guests of honour were Mr. Mallam, M.L.A., and Miss Wallent, School Inspector. They were heartily welcomed by the School Captain and Vice-Captain. Songs were then sung, followed by folk dancing.

A most eye-catching display was set up in the cookery department—iced cakes, preserved fruits and confections, also a variety of cooked meals and salads.

The next highlight of the day's exhibition was to be seen in the Science laboratories, where several experiments were in progress. These provided general interest.

As we entered the Biology Room, the odour of fish assailed our nostrils—two fish had been cut open and various parts of their bodies were shown. The cross-section of a pig's head brought forth comments, as did other specimens—fossils, spiders and insects.

Entering the library, I felt a tingle of excitement as I gazed upon a miniature world of book characters, charts, bookmarks and bookplates covered the tables to create a maze of colour.

The adjoining Social Services Room was appreciated very much by the mothers, who were told of the charitable funds which "Canterbury" had assisted.

The History and English displays in Rooms 3, 4 and 5 included the 26 class magazines (1963), but displays were chiefly of pupils' work-books or assignment books, ranging from First to Fourth Year, and we were of an excellent standard; whilst the Mathematics Room, with its patterns and puzzles, challenged many budding mathematicians.

The French choir, in folk costumes, gave a most popular and charming choral item, and the Music Room, with its paper bows and profusion of flowers, created a relaxing atmosphere.

Leaving the main building we proceeded to the Needlework Rooms, where all marvelled as they inspected such high-grade work.

Every field of art, from posters and paintings to wire models, mosaic coffee tables and silk screen prints were displayed, providing an asset to the school's Open Day.

It was not only informative for parents, but teachers also learnt more about the pupils' potentialities. Many parents received welcome advice on their children's work, and there was an atmosphere of mutual co-operation and interest and congratulation.

Both students and teachers who put many hours of work and organisation into displays must be congratulated on this splendid Open Day.

Patricia Gillard, A1.



3rd YEAR CROSS STITCH AND ASSISI.

INTERMEDIATE CERTIFICATE SCHOLARSHIPS

At some period in our school lives we are called upon to decide whether we will attempt to win a scholarship to assist with the expenses of our education. There are many different types of scholarships. Firstly, there are those provided by the Government and, secondly, those made available by public bodies, such as Rotary, Returned Soldiers' Clubs and the Gowry scholarship.

There is also another type, provided by large organisations. One of these is the Ford Motor Company Grant. This makes it possible for children of employees to attend University or Technical College or to complete the final two years at High School.

To all those who are contemplating such an attempt, I would say that the satisfaction of knowing these people are trying to help us, should repay us for all the work entailed in sitting for both the internal and external intermediate examination—whether we succeed or not.

Christine Broughton, 4B.



ERA



Photos by courtesy of Mr. McKenzie-Clarke, Lakemba.

ASSEMBLY

As the bell rings the girls move to their positions from which they enter the Assembly Hall. As the girls enter the hall, one of the teachers plays the piano.

The prefect on duty has to go to the office to escort Miss Buckingham to the stage. As Miss Buckingham enters the hall the girls stand.

While we remain standing the "Lord's Prayer" and the "School Song" are sung.

Miss Buckingham, Miss Robbins and the prefects come down from the stage and one of the classes presents a programme.

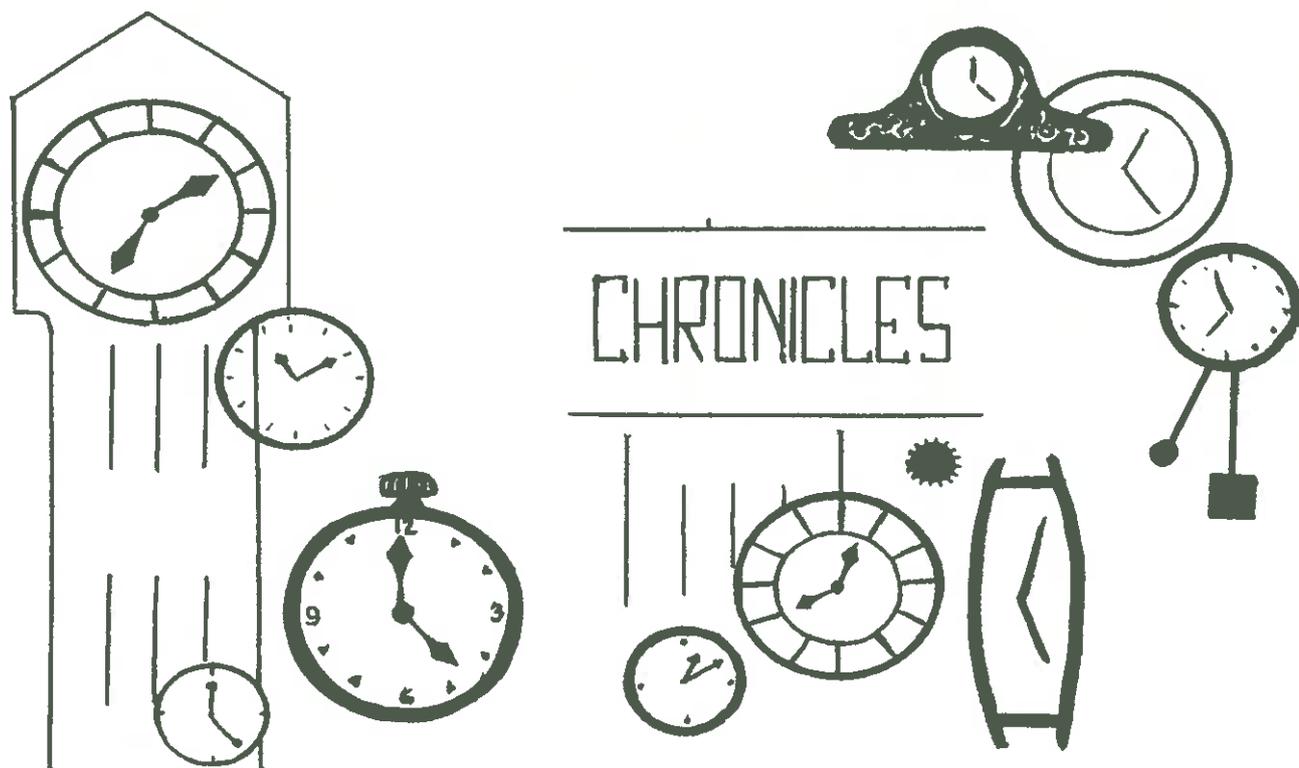
After the programme Miss Buckingham and Miss Robbins return to the stage. They then talk to us on matters of importance, after making a comment on the programme and accepting a written record of it.

When Miss Buckingham has finished her current topics talk we sing the "National Anthem" and move outside to our next class.

M. Sprague, 2B.



ART DISPLAY.



G. B. SHAW'S STATEMENT

"It's all the young can do for the old, to shock them and keep them up-to-date," is true to a certain extent. While the younger generation occasionally provides some benefit for old and young alike, for which the older generation takes all the credit, by proudly declaring that "so-and-so is a chip off the old block", or other such hackneyed phrases—the young more often provide a scapegoat for the previous generation.

"Things would have been done differently when I was a boy" is a common opening sentence of fathers, beginning a long harangue about the marks and remarks on junior's report card. However, this phrase was just as useful for junior's grandfather on similar occasions, and as far back in history as the time when fire was first discovered.

The horrified expression which crosses Mary's mother's face is something to be seen (as is Mary) in her skin-tight slacks and enormous jumper, and as was Mary's mother, in her ravishing culottes back in the "dim, dark ages," when no self-respecting woman would have been seen outside the house in "pants." Yet, even as Mary's mother reaches for the smelling-salts, she is inwardly reminiscing about her own youth, and probably wishing she were seventeen again.

In shocking the older generation, young people find much pleasure, and it is possible that if so much emphasis had not been placed upon the "juvenile delinquents" of the last decade, those same young people would dress much less

outlandishly, and behave generally much more sensibly. This does not mean that parents are the cause of the clothing and manners of today's youth, but merely that they have helped play a part in the development of the teenagers' love of "showing off," and hearing their parents' horrified gasps at each new "innovation," from the "winkle-picker" shoes ("which will just ruin their feet!") to "hot-rod" cars ("in which they will all be killed!").

The main benefit the older generation has derived from the modern teenagers' love of ostentation, is that they are kept abreast of the times and occasionally manage even to keep ahead! But while no real harm is being done by today's youth, surely their manners and behaviour are just a phase, and should be treated as such by ignoring them and placing less emphasis on the "shocking" ways. If this happens we will soon revert to the "good old days"—but, then parents would have no further stimulus to keep them "up-to-date."

Modern youth is indeed the topic of conversation most frequently discussed by our elders. Sighs of disapproval and grievous lamentations fall upon the ears as elders remark upon the present-day generation.

But these criticisms must not be taken at their face value for, unbelievable as it may appear, these didactic comments often hide feelings of gratitude. Gratitude for being regenerated! The old are now the young in heart.

To prove my argument, one must attend a record party as held by those freaks of nature, "teenagers." One would expect the life of the party to be some lengthy-haired, gaily adorned young gentleman, ferociously attacking a liver-shaped, many-stringed musical instrument and twisting his hips into the most elaborate contortions. Nay! With certainty, it will be "grandpa" performing a wild rendition of "Daisy" on the harmonica.

And why, too, are today's grandmothers so slim and vital in appearance? Their excess nett weight is shaken off in demonstrating the principles of the "twist" to their "hep" friends!

However, we have taught our elders and must suffer the consequences. Too often will Johnny, searching for his "jiving" uniform, discover that his narrow jeans, gold-trimmed T-shirt and smart Italian pointed moccasins have been appropriated by his father. Mother, too, has "record-napped" all Susie's "pop" discs to play at her "Housewives Anonymous" meeting.

Today the young are left alone to carry the burden of life and care for pleasure-hunting parents. We have to sit alone listening to the strains of Chopin or Bach, meditating upon the whims of fate and hoping that maybe some day, in the longed-for future, adolescents may be allowed to be young, joyous and senseless again, as once they were.

F. SUTHERLAND. 5A.

"INSPIRATION — OR LACK OF"

*I wish I had something to write,
But poetry gives me complete stage-fright;
It and prose are not my favourite media,
I think I'll go to an encyclopaedia,
To find something different to compose
That isn't really verse, or prose:
But never fear, something I'll find
That will bring me up, from far behind,
Something that will show my inner thoughts,
And bring my name to all reports,
So that, in our school magazine,
For once, my name might now be seen!*

L. Surplice, 4A.

AN ADVENTURE

It was a blisteringly hot day. The scorching sun beat down upon the sea and was reflected by the lapping water. The glaring white paint of the ship was emphasised by the fierce rays of the sun. Passengers wandered lethargically round the decks, dressed in the lightest and coolest clothes they could find. The murmuring silence was broken only by the staccato bursts of yelling as orders were given, or by shouts of the seasoned travellers who had become impervious to the stifling atmosphere, and were bargaining with the many merchants who had rowed out in their little boats to peddle their wares.

As I leaned on the rail watching the pantomime, I suddenly felt that it was unreal, that it could not be happening to me. Surely these pedlars in their tiny boats, shouting almost unintelligible phrases, with a background of the Isle of Gibraltar, must be a mirage or some sort of a fantastic dream.

However, as a thin rope came snaking up towards me from below, I was jerked back from my reflections in time to jump aside and avoid the weighted end. This is the method of "setting up shop." The line is attached to a basket, which the prospective customer hauls up to inspect the merchandise. I have heard that the merchants will not allow this with ships other than passenger liners, because wily crew members, if they get their hands on the goods, are rather reluctant to let go. However, as this ship carried passengers, the colourful material, beautifully carved animals, baskets, castanets, sandals and other native-made articles were sent up and bargaining was begun.

First the man in the boat would suggest a price far above what he hoped to get. This would be scornfully laughed at by the prospective buyer, who would then, if he knew anything of the system, put forward a price far below that which he expected to pay. The merchant would exclaim tearfully that if he surrendered his beautiful, wonderful, marvellous work for such a ridiculous and unheard of sum, he would starve, his family would starve and altogether it would be a very unhappy affair. However, he would lower his price considerably. After suggesting an amount lower than his previous one (and having it refused with much headshaking and perhaps a few words in the native dialect), the customer would yell the equivalent of "nothing doing," and begin to lower the basket. The merchant would then begin to jabber excitedly and finally an uneasy compromise would be reached.

Though this system may be very amusing, it is also very tiring. After procuring a few interesting items of native craftsmanship, I retreated to my cabin to cool off, but driven by curiosity, and after stringing my much-used camera around my neck, I proceeded to the promenade deck with the notion of preserving for posterity some of the more dramatic aspects of this beautiful isle.

First I snapped a far shot of a distant island, then a dramatic view of Gibraltar itself. I leaned over the rail to catch a snap of the little row-boats down below. Suddenly I heard a sharp crack and a little piece of metal went whizzing down. I was in time to see a flash of shining silver vanish on the deck of a water tanker anchored below. With a gasp of dismay, I anxiously inspected my precious camera for damage and found that a small part of the locking device had gone. After a few vain attempts at shouting down to the native vendors, I gave up and looked around for help. I saw the very person I wanted. A native officer, wearing a white uniform, was bearing down on me. I went up to him and managed to convey the fact that something had fallen overboard. We went to the rail and he began to shout in the native dialect, pausing in the middle of his tirade while I tried to explain that the missing part of the camera was not actually white but silver.

At length he turned to me with a grin, showing his pearly-white teeth.

"O.K." he said, and walked away.

"Ooh . . . er . . . thanks a lot," I stuttered, wondering what was going on.

Then I heard a yell from below, and saw a man in colourful clothing looking up and making some unintelligible remarks, accompanied by vigorous gestures. I recognised him as one of the merchants who had earlier transferred his "stall" to the deck of the water tanker.

As I finally realized that he was trying to induce me to haul up the basket which he was holding, I immediately began to do so. When the colourful straw contrivance reached the rail, I lifted it and peered inside.

What I saw made me yelp with joy!

It was my camera part, returned safely. With many yells of thanks and cheerful waves, I bade farewell to the friendly, grinning native below and made my way to my cabin to recuperate from my rather exhausting adventure. Though I had recorded no "snap" on my camera, my experience was indelibly inscribed on my mind.

M. Wilson, 3A1.

THE TOLL OF THE ROAD

In this fast-moving world of automation, we Australians find ourselves faced with one serious problem that grows more serious with each passing week, that of fatalities caused by excessive speed and careless driving on Australian roads.

This problem is not to be taken lightly, as, from 1956-1960, the road toll has steadily risen. Then, in the past two years, 1961 and 1962, we find ourselves faced with the horrible truth that there were just short of one thousand persons killed on New South Wales roads alone. These figures are somewhat appalling. From police records we find that the greater portion of road accidents involve persons between the age of nineteen and twenty-five years. This comprises forty-five per cent. of the population and the records also show that fifty per cent. of all accidents involve smaller type cars.

From these figures we must conclude that at least half the accidents occurring on Australian roads are caused by young drivers.

We must now ask ourselves why? In recent years the motor industry has progressed fourfold while the standard of Australian roads has, if anything, deteriorated slightly. Thus, when a young and impetuous driver finds himself behind the wheel of a modern car which is capable of doing frightening speeds, he derives a false sense of power from it. Now, when he is forced to follow older drivers in older vehicles doing slower speeds, it is only natural that his impetuous mind, knowing he has power at his touch, will make a dangerous move in trying to overtake the slower driver. This often results in an accident.

Unless there is some control put on the maximum speed of all motor vehicles, the only other logical way to help overcome this mass slaughter is to have better, wider and more up-to-date roads, so that if necessary a faster-moving vehicle can overtake a slower moving vehicle without necessarily endangering the life of any driver or any other person on the road.

This can only be done by having dual highways and roads. As soon as the people of Australia demand this from their governments, I feel confident that the high rate of fatal accidents on Australian roads will be decreased.

Pam Young, 5A.



School Swimming
Champions
C. Chambers, S.
Casson, M.
Watson.

CHINESE OPERA

Chinese opera occupies a unique position in Chinese esteem. Peking opera is Grand Opera; the costumes used are magnificent and the portrayals, especially of battle scenes, enacted by skilled acrobats, are simply breath-taking. The hand and leg movements are most impressive, graceful and artistic.

Classical Peking opera is amazing in that it combines so many forms which in Western drama are separated. It is at once grand opera, ballet, acrobatic display and historical enactment, all rolled into one to form changing and exciting theatre.

Peking Opera has a deep influence over the Chinese people. It is as popular nowadays as it was centuries ago; if you ever have the chance to pay a visit to China you must go and see the magnificent Peking Opera.

Diana Liao, 5C.

ARRIVAL

*Darkness, deepening darkness,
Stillness, waiting expectancy,
Rumbling—unhappy plight!
Whistling, howling, roaring,
Wheezing, crackling, splintering —
Black, black night!*

*Discouragement, gloom, fearfulness —
Lantern, wondrous light!
Hope, gladness, comfort,
Welcome and warmth preside!
Home, finally home.*

Grace Boag, AB

A SCHOOLGIRL'S COMMENTARY

A MIDSUMMER NIGHT'S DREAM

(With acknowledgements to Shakespeare's)

- Teacher's first words when entering a 3AF classroom:*
"Full of vexation come I, with complaint."
- Teacher's opinion of a do-nothing pupil:*
"You are but as a form in wax."
- Teacher's word to pupil who insists on coming out to the front table to ask questions:*
"No more words: away! go, away!"
- Teacher's appointment with girls who are caught with their hatcords undone:*
"Trip away; make no stay,
Meet me all by break of day."
- Teacher's opinion of 3AF:*
"Thou drivest me past the bounds of patience."
- Teacher's thought when girl's excuse for undone homework is extremely common:*
"That is an old device!"
- Mistress's query when entering a room after an examination:*
"Why is your cheek so pale?"
- Mistress comforts a girl who is ill at school:*
"A cry more tuneable was never holla'd."
- Mistress's first word to pupil waiting outside the office:*
"Why seek'st thou me?"
- Pupil's idea of an angry teacher:*
"He (she) hath turn'd a heaven unto a hell!"
- Office girl's exclamation after trying all over the school to find a staff member:*
"I am out of breath in this fond chase."
- Pupil's scheming excuse for undone homework:*
"The story shall be changed."
- Deputy-mistress's command in school assembly:*
"Go, bring them in and take your places, ladies."
- Part of pupil's conversation while walking through the school gate:*
"O, weary night (day), o long and tedious night (day)!"
- Part of mistress's admonitory speech to girls about to meet a male visitor:*
"Be kind and courteous to this gentleman."
- "Gentles, do not reprehend:
If you pardon, we will mend,
And, as I'm an honest Puck (Gaye)
If (I) we have unearned luck
Now to 'scape the serpent's tongue,
We will make amends ere long;
Else the Puck (Gaye) a liar call:
So, goodnight unto you all.
Give me your hands, if we be friends,
And Robin (Gaye) shall restore amends."

Gaye Barnett, 3AF.

TELEVISION AND EDUCATION

Television, a product of the electronic age, is often condemned and denounced as the "idiot box." However, this is merely destructive criticism, paying no regard to the usefulness of television as a medium of education, in the school, the home and in various other fields.

In America and other forward countries (with apologies to Australia), television sets are installed in classrooms as a valuable asset to teachers. Verily, a teacher could never be replaced by one of these inanimate objects which have not, as yet, the ability to teach and explain to a child as a teacher can. But for the pupil to hear the subject discussed by a sage, and to see the wonders of faraway places brought into his own classroom would be a valuable educational asset. The whole atmosphere of the classroom would be enlivened and the teacher could relax for a few precious moments from her harassing task.

Not only schoolwork is aided by this marvel. The general knowledge of anyone can be expanded "in the comfort of his own home" — to use a well-worn phrase. Cultural education prospers, too. Plays, musical concerts and operas can be viewed at a negligible expense.

And television has its uses in other institutions. In hospitals student nurses and doctors may watch an operation with the smallest detail magnified on the television set.

However, despite all these educational assets television has to offer, it will continue to be condemned for the extensive number of below-level, low-rated productions frequently shown on the commercial channels and, occasionally, on the government-controlled one. This state of affairs should be reviewed by the channel managers and the censors, who, although they ruin many a good show by hacking vital parts from it, continue to let rubbishy shows be screened, thus degrading our level of entertainment. Unless this fault is rectified I cannot claim, as do my fellow "pro-televisionists," that television is mainly used as an educational device.

Frances Sutherland, 5A.

SKATING

Quite a number of girls in Third Year have been given the wonderful opportunity of taking skating for their winter sport this year. Many girls who have not tried this sport before have been encouraged along by Miss Judy Bosler, a skating instructress at Hurlstone Park Ice Palais, where we go every Friday.

On Sports Day you see excited girls lining up quickly at one o'clock to set out for the Ice Palais. When we eventually arrive everyone pays her money and rushes up the stairs to get changed quickly, get her name marked on the rolls, and dash into the skates' room to get her skates.

Now the fun starts! The beginners fearfully watch the ice as they gingerly step on to it. Their feet rush away from under them and they may find themselves sitting in a puddle of water. But by the time they are ready to leave they have the feeling of the ice and are now beginning to relax their former desperate clutches on the railings. By now they have found out (by experience) that if they fall over, it does not hurt—well, only a little! Thus, more and more bravely, they decide to set out by themselves.

Many groans arise when the announcement to stop skating is heard, for, even if they are a little wet, most people still think that this sport is exciting and a lot of fun.

Gaye Middleton, 3AF.

HAZARDS OF SKATING



JANICE
USHERWOOD Q.A.

RAIN

We all know rain. We know how essential and necessary rain is to us. We know that without rain we would have no food, and that the land we live on would be harsh, dry and inhospitable. How is it, then, that whenever rain, rain and more rain comes, we groan and complain about it?

The answer is probably in the very nature of the rain—it is wet! The washed-out picnics and barbecues; the wood that won't light; the wet, muddy slush that was once the dry grass on which we planned to sit; the hair that droops; the shoes that squelch; the clothes that cling; all are the results of the rain!

These are the things we complain about and hate the rain for causing, but we should beware before we begin chanting:

“Rain, rain, go away,
Please come back another day!”

because on occasions the rain can be a real friend in times of need.

Such times as when we wake up late for a meeting and can blame our lateness to the rain; the times we miss those dental appointments we can't face “because of the rain”; the times we can sleep late at weekends, because the rain does not permit all the energetic things our friends have planned; the times when we are saved from weeding or watering the garden, because of the gentle patter that is the rain!

Those are the times when the rain we have moaned about may become the rain we are thankful for and even may delight in.

Renata Gutkowski, 5A.

RAIN

“Rain, rain, go away,
Come again another day.”

When I was a child I often chanted that simple rhyme, hoping that it would somehow cause the rain to cease. I hated rain then. I regarded it as something loathsome that would ruin my play and make everything wet.

Now my attitude towards rain has changed. Admittedly, I often curse it and the inconvenience it brings, but I cannot ignore the beauty of a rainy day.

In the summer I prefer the rain by day. It trickles on to the thirsty grass and changes its colour from a dull brown to a lush, emerald green. The cool drops form rivulets down my hot face and the whole parched, aching world seems rejuvenated and fresh again.

However, in winter I love night rain. To snuggle up under the warm blankets, my skin fresh from a piping hot shower, and to hear the energetic raindrops beating on the roof leaves me contented. Their recurring rhythm like a drowsy lullaby, charms me to sleep.

Water is one of our most precious commodities. It sustains most forms of life. It covers two-thirds of our planet. It is an essential component in the structure of the human body. In everyday life we use it for washing, drinking, cooking, watering the garden, driving our cars, scrubbing the floors and numerous other actions. And rain is our principal source of water.

In drought-ridden countries a deluge of rain is regarded as a precious, sacred thing. It can mean the difference between life and death for millions. And we sit at home grumbling about the “beastly” rain.

The rain is truly a god of life and a rainbow its adorning crown, but, nevertheless, I hope it does not rain tomorrow.

Frances Sutherland, 5A.

RECIPE FOR SUCCESS

"Can't think — Can't write —
Brain's numb — Bad pen . . . !"
Inspiration won't come —

How well this verse applies to our everyday life. There is always some excuse as to why we can't do our homework. However, if we carefully examine our day and the way we spend it we SHOULD find quite a few minutes that we "waste." What about the minutes we waste between lessons, on buses and trains, and even when we arrive home; and, although our intentions may be good, we must admit that we **do** waste quite a lot of time. A carefully planned homework schedule helps greatly and really rewards the student who faithfully carries it out.

RECIPE FOR SUCCESS

Ingredients:

- | | |
|--|----------------------|
| 1 day of attention in class; | 1 good light; |
| 1 hour study of four subjects per night; | 1 hard-backed chair; |
| 1 quiet spot in which to study; | 1 large apple. |

Procedure:

Mix day of attention in head.

When completely mixed, add one large apple (calms nerves). Gradually add at least four hours of homework and study carried out in a quiet spot where there are no distractions.

A quiet radio in background can be added for flavouring. A good light is essential for a good final result—not too much, not too little.

Throughout the process a hard-backed chair must be used (no lying on beds, you're too apt to fall asleep!).

Result:

If this recipe is carefully and faithfully carried out, every night, success is assured.
Diana Brown, 4A.

MORNING

The world slept in a cradle of darkness, the moon keeping constant watch over her. Only the occasional call of night birds, and the rhythmical pounding of waves on the sand broke the silence. Dew lay thick upon flowers and grass, and over all was the crisp, fresh aroma of an approaching morn.

Slowly, from behind the horizon, a pinkish-grey light appeared, mingling with the darkness which had once been night.

Dawn was breaking.

Over the hills a tiny orange-gold crescent appeared above the sleeping world. Then silently, imperceptibly, the sun began its long climb into the heavens, to keep watch over the world until night.

As the world basked in the first sunlight, birds began to flutter to the ground, searching for food for their young ones. Occasionally, large diamonds of dew gleamed on the faces of the opening flowers, glistening like tears in the first warm rays of the sun. Everywhere flowers raised their faces and unfolded their petals, bursting forth with sweet fragrance and beauty.

In the surf, rays of sunlight were tossed from crest of wave to crest of wave, whilst fish leapt above the surface of the sea, causing momentary flashes in the sunlight.

By now the sun was climbing higher, and the world was waking to a day of renewed life.
Lorraine Kirwan, 3AL.

PERFECTION

At last the lights were off. The audience waited, the conductor wiped his brow, then raised his baton. The slow, mournful notes of the "Swan Lake" overture rose from the pit to the ears of the audience. The music swelled, reached its height and fell. A moment's silence, then the curtain rose.

Gasps came from everywhere, from gallery to front stalls.

"She's here, she's here. There's Strymyra. Look! Look!" The stage revealed the traditional "Swan Lake" setting, the peaceful, dreamy, wooded glade. In the centre of this beautiful scene posed Strymyra, dressed in glistening white classical tutu dress. Her head was covered with downy feathers. Her eyelashes shone with black beads, and her eyebrows stretched pointing up to her hair line.

When the applause ceased, the music began again with the lilting strains of the waltz. She began to dance, her arms moved quickly yet with the sharpness and softness of the swan. Her head was held proudly in the air, and her face showed that she had already become part of another world. Her feet moved gracefully with little steps. She danced from head to toe, always looking half woman, half swan. Her fouettes were perfect, as were her *plein on airs*.

When the waltz and "pas-de-deux" were completed, the audience rose and cheered. But Strymyra did not wait. She ran into the wings, where she kissed Madame tenderly.

"Someday, someday very soon, Vera, you will be the dancer I require—the Perfect One!" said Madame approvingly. B. Bulbert, 4A.

ON WASHING UP

Washing up, a subject much discussed by people of ages ranging from about six to ninety-six. This task is done at least three times a day in every home. It is a dreaded task, a despised task, a task tolerated by mothers, disliked by teenagers, abhorred by younger children, and a task fathers find hard to avoid.

There are several methods of attacking this mundane task, some right, some wrong; but each individual has his own way, and nothing is likely to change him. For, although he dislikes his task, he has hard and fast rules for going about it. We find the individual who enjoys playing in the suds while he is at work, and consequently uses so much Rinso, Surf, or what-have-you, that he is literally up to his eyes in washing-up, or washing-up water, anyway!

Another individual, however, takes notice of television advertisements and believes those suds to be "lazy hangers-on," so that we find him using washing-up water which is slimy, sudless and anaemic, compared with the sud-lover's bubble bath. One person we find must use a dish cloth; another a mop; while some old ladies who have been washing-up all their lives, must wear rubber gloves to protect themselves from acquiring housewives' hands!

Now, let us consider the case of the "washer-upper's" partner in misery, the "wiper-upper." His job is negligible by comparison. He merely has to put up with dripping-wet tea towels. And think of all the fun he can have meanwhile: hitting at the poor, defenceless washer, who has only a dish mop and a handful of suds to fight off the formidable tea-towel.

What can we do to eliminate this dreadful time-wasting task from our already busy day? Use paper plates? But you cannot use paper saucepans! Send the dishes out to a laundry to be laundered like clothes. No, too much likelihood of breakage! Perhaps a dishwashing machine in each house.

I am sure we are all agreed that something must be done to bring this task of washing-up to its long-overdue end. Judith Wilcockson, 4A.

CHEAPNESS VERSUS DEARNESS

The statement that "What we obtain too cheaply we esteem too lightly. It is dearness only that gives everything its value," is true to a certain extent. Increasing numbers of people nowadays are suspicious of anything which is cheaper than they thought it would be. How often have we heard the ungracious remark that "there must be something wrong with it" when some articles is offered for sale more cheaply than usual. Instead of our accepting the reduction at face value, and being thankful that we are saving a few pounds or pence, as the case may be, we attempt to probe into the why's and wherefore's of the reduction. Of course, this distrustful attitude has probably been helped by the fact that we have been "taken in," to use the common expression, at least once by unscrupulous shop-keepers; but then we have only ourselves to blame, as the fault is usually glaring up at us even while we are making the purchase.

Even Prospero in "The Tempest" realized the truth of the above statement, and that was why he treated Ferdinand so harshly; though it was obvious that Miranda and Ferdinand were in love with each other. In doing this, he helped Ferdinand to realize just how marvellous Miranda was, and so their marriage was, presumably, a happy one, with each partner aware of the other's good points.

Perhaps it is better to keep in mind the cost, or the amount of trouble we take to get something when we are estimating its value to us; but it is not wise to take the statement too literally. At the other extreme, we have those people who buy something simply because it is cheap or at the reduced price, whether they need the article or not. Here we find the woman who travels from suburb to suburb, buying "specials," and returns home elated at the money she has saved, only to find she has spent the savings on train fares to the other suburbs.

Therefore, while we agree that its truth may be indisputable, it is unwise to make the statement our motto, so that we strive to live by it, even more than we have done already. There is no harm in our being a little suspicious towards apparent favours, but it is extremely foolish to carry suspicion so far that we are, forever more, ungrateful towards any kind action, as it is far better to "be thankful for small mercies."

Jennifer Young, 5A.

DISASTER ON BALI

On March 15th, 1963, disaster struck the small island of Bali, when the volcano, Mt. Agung, extinct two thousand years started to erupt violently. Bali is situated on the east end of Java, one of the Indonesian Islands.

Bali, once a tourist centre, with its golden beaches fringed with green palm trees, is now a scene of thick, grey mud and ashes. The crater of Mt. Agung is one thousand yards wide. Some villages have been cut off by the constant flood of boiling hot lava and scorching grey mud.

Some villagers, who returned past the danger zone to find relatives after the lava had cooled, had to flee for safety. Without warning, the volcano started to breathe its fiery breath over the island again.

As the new flow of lava hurtled down, villagers fled to cross the bridge spanning the Canyon, which divides dangerous from safe zones. Villagers were pushed on. Rising clouds of mushroom-shaped sulphurous smoke, about five hundred feet high, rushed towards the bridge. Balinese screamed as lava splashed the pillars of the bridge. Grey, hot lava rushed past at great speed, rooting up everything in its path. There are thirty thousand people isolated in East Bali. The total death toll till March was one thousand, six hundred.

Help was sent by the Red Cross and other organisations to the disaster area. It will be at least ten years before crops will again be grown in south-east Bali.

Lynette Eastman, A5.

TRANSISTOR RADIOS

What is it that accompanies every shadow down the street — in the shower — alongside the day's homework? That little 6" x 3" companion, blaring out the day's hits, with such profound and refreshing sounds that it even dares to alleviate the universal drudgery of the owner's walk from place to place? What is this "instant" sound, this strange and wonderful invention? The transistor radio! The most popular and, indeed, the best (to the teenager, anyway) invention of the twentieth century.

The transistor radio is the medium by which today's youth transport with them to every place, every moment of the day, their favourite "sounds" of music, news and weather. The transistor has allowed them to walk up the street without the risk of missing their favourite songs. The transistor has allowed them to have their own mobile juke-box.

The transistor radio has become, to the teenager, what bacon is to eggs or pepper is to salt. Nowadays the teenager is incomplete unless he has a transistor in hand or against the ear. The transistor has become virtually another article of clothing. Yes, the transistor vogue has captured this modern generation, and it is here to stay; but the subsequent effect of its overworked use on people may be astounding. In fact, some addicts have been changed altogether.

But with it has come the frightening disease of "transist-ear-itis." This is a disease caused by the constant placing of the transistor to one ear only. As a result the ear begins to grow, and finally to such a ridiculous extent that it engulfs the radio. To the teenager this is quite acceptable — who would not have a built-in "transist-ear"? — and, besides, it leaves both hands free for other work! But unfortunately, if the condition remains unchecked the ear will absorb anything it can reach — even the brain! Suzanne Isles, 5A.

AN OUTLAW

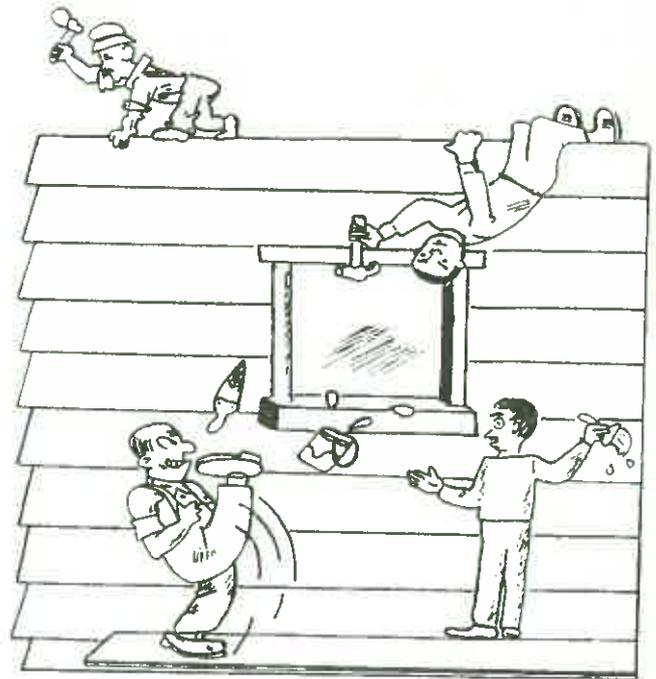
*An outlaw rode across the plain,
A little dog did follow;
The outlaw gripped the horse's mane,
Because he thought that he might die.
Ahead the flooded river lay,
Above the sky was dark and dim;
The angry river seemed to say,
"Come! Come, try to swim!"
The outlaw from the horse stepped down,
The horse was first to reach the edge;
The outlaw stood and gave a frown,
And stepped on to the river's edge.
He paused there, looking back to see,
The posse now was on his trail;
He gripped his horse around the neck—
He knew there was no turning back.
He'd killed a man, there was no hope!
The lynching party were so wild,
They had with them a long, thick rope,
To hang this man who was not mild.
But soon the horse's strength did fail,
The outlaw's ears could catch no sound;
The dog away from them did sail,
The outlaw and his friend were drowned.*

Jennifer Rossiter, 2F.

MORNING

*A warm, comfortable bed.
Then —
An icy hand —
A voice so beloved to me,
Yet saying those dreaded words!
I blink, stretch and yawn . . .
It's so warm.
Why does night pass so rapidly?
Oh! Why does the sun appear?
A penance it is to wake,
A penance to leave the soft pillow.
"Hurry! You will be late;
Don't waste a minute!"
Frozen water,
Combs, pins,
Polish and brush,
What a rush!
"Make haste! Make haste!"
Finally a kiss —
And another day.*

Marina Visini, 4B.



"THE NOISE NEXT DOOR."

THE NOISE NEXT DOOR

Situation: Room 10.

Setting: 3AL in the last minutes of a History lesson, with workmen outside the window, repairing the Needlework and Art annex.

Teacher: "Well, girls. I'll dictate these notes to you today. Put the heading . . ."

Noise Outside: BANG! BANG! BANG!

Pupil: "Excuse me, would you mind repeating that, please?"

Teacher (getting above the noise): "**The heading is . . .** (noise suddenly stops)

The Development of Self-Government in Australia."

Class writes.

Noise Outside: BANG! BANG! BANG!

Teacher: "Put the top of the window up, please!"

However, as monitor did not hear her, she shut the window herself.

Teacher (very quickly, before the noise could start again): "From 1788 to 1823 all power was in the hands of the Governors—they were autocratic."

Noise starts again: "BANG! BANG! BANG!"

Pupil B.: "Excuse me, would you please repeat that more slowly. I couldn't hear it?"

Teacher (very slowly): "From 1788 to 1823 . . ."

Noise Outside: BANG! BANG! BANG!

Pupil C.: "Excuse me, would you repeat that, please?"

Noise Outside: BANG! BANG! BANG!

Teacher: "I'll write these notes on the board."

The Teacher gives up trying to shout above noise but as she walks towards the blackboard to write the notes there, remembers the two "helpful" pupils had just washed the board and it could not be used until dry. The bell rings.

Heather Lawrence, 3AL.

"AS THE YEAR CLOSES"

As the year draws quickly to a close, we Fifth Year students experience many difficult and conflicting emotions—anxiety, curiosity, heaviness of heart, and, perhaps, something more difficult to define.

We experience anxiety about what lies ahead of us: what we shall be doing next year, or in the years to come. Oh, yes, I know! some want to go to University or Teachers' College, others into offices, some even into nursing; but these are only plans, as yet on the drawing boards of parents and girls. We do not know—all our plans may not help us to know—whether our choice of occupation will best suit our potentialities.

Curiosity lures us to follow its lead; sets us wondering about adult life. The flame of interest, long subdued by the pressures of school life, flares up strongly as we ponder the future.

Life is within our reach. Yet we feel awe at the contemplation of all the exciting things life offers us.

Some dream of "Mr. Right" and a home and family of their own and when these will "come true": but, for some of us, they will never come. Then why dream? Live today and enjoy what it brings, for it comes but once in a lifetime! Eagerness for adventure makes some look forward hopefully to the last day at school when our girlish dreams and inhibitions will be discarded by us with our uniforms and we will emerge as young women into the adult world. The majority, all too soon, will join the band of wage-earners and tax-payers. Successful students will continue their studies in an adult world, full of fresh adventure, new friends and new interests. Curiosity, no doubt, will be satisfied and renewed for us all, again and again.

Yet some, such as I, feel a certain heaviness of heart at the thought of leaving school where we have enjoyed the company of friends; adjusted ourselves to live along with others; formed standards of behaviour and sets of values to arm us as citizens of the community—and, perhaps, succumbed too often to the carbohydrates of "Temptation Row" (the tuckshop), as wide hips and schoolgirl pimples may testify!

Once we leave this "blessed institution" we have so faithfully, (and more or less punctually) attended for some five years, we shall undoubtedly find that life is not handed to us on a platter. We are already discerning, in our Fifth Year, that we must work hard for what we want from life.

"What is worth having is worth working for" is not a bad motto to keep in mind as we struggle out of the chrysalis stage and spread our wings for the future.

Helen Simmons, 5C.

THE GODOLPHIN ARABIAN

*Born in the dawn of the mystic East;
Bred for his stamina, for his fine, proud lines,
He has proved too swift, too regal a beast,
To be neglected, or overlooked
When steeds are the topic of discussion.*

*A golden bronze from tail to hoof,
He shines in the rays of the heralding sun,
He pauses . . . head to the wind, manner aloof,
He stands . . . tail cascading, mane flowing—*

*A vision—
An inspiring dream—
The centre of my ambition—
And devotion unfading!*

Nancy Lawler, 4B.

COMBINED HIGH SCHOOLS ATHLETICS RESULTS

SEPTEMBER, 1963

Three girls from Canterbury gained places.

Kay McKenzie 1st in Junior Hurdles.

Cheyne Mitchell 2nd in Junior Javelin.

Sue Casson 3rd in Senior Shot Put.

THE SCHOOL BASKETBALL TEAMS

Canterbury has two basketball teams competing each Saturday morning during second term at Moore Park. The first team is playing B Grade, and the second team is in D Grade.

Both teams have had a number of wins, as well as a few losses, but need to improve their teamwork. Athletics training has interfered considerably with basketball practice, and under the circumstances both teams are doing very well.

It is good to see a First Year girl in the first team, but the number of First Years playing is very disappointing. We need to have these juniors to gain experience for future first grades. Next year we hope to see many more First and Second Years playing.

We wish to thank Miss Edwards for giving her time to coach us after school, and for being with us on Saturday mornings.

Stephanie Donnelly, 3A, Captain, First Team.

Nancy Thomsen, 5A, Captain, Second Team.

BASKETBALL REPORT

The annual basketball match between members of the Staff and Fifth Year pupils was played on Friday, 27th September. The bleak day did not dampen the spirits of either team and all were prepared to put their utmost into the game.

The game was played fiercely during the first half, and at half time the teachers declared it was a matter of "brains over brawn". However, during the second half one wondered who were "the brains" and who "the brawn".

All had an enjoyable afternoon, and, incidentally, the staff won.

Carol Gamble, 5A.

SATURDAY MORNING BASKETBALL TEAM.





SATURDAY MORNING SOFTBALL TEAM.

THE SCHOOL SOFTBALL TEAM

During the winter months a team of enthusiastic Canterbury girls departed in the frosty hours of Saturday morning for Moore Park to play inter-school softball competitions.

Although we have only one team this year (having lost some of our good players), we have done extremely well to enter Junior "A" Grade. Our opponents in this grade include Sydney, Beverly Hills, Hornsby, Dover Heights, Maroubra Junction, St. George. We have shared in wins and defeats and in all matches we have tried to remember Canterbury's reputation for good sportsmanship and school spirit.

All sports require constant practice and improvements in team-manship to become a better team. Our practices are supervised by Miss Edwards, whom we have to thank for giving up much of her time to us.

For the past four years at least one of our teams has won a premiership in the annual competition. This year, our team will have to practise diligently to keep up this standard.

Jan Rose, Captain, 5C.

Pam Knight, Vice-Captain, 5B.

PANORAMA OF CANBERRA

Around and about are the shadows of trees.

The rock is a bare cliff side.

Below are the light of a myriad homes;

The fair plains are vast and wide.

Between are the hilltops and valleys so fair.

The river is peaceful and gentle.

Above are the stars and the moon in God's heaven

And night has now spread out her mantle.

Grace Boag, 4B.



SCHOOL ATHLETICS TEAM.



SCHOOL SWIMMING TEAM.



School Athletic Champions left to right: A. Thompson (Sub-Jun.); S. Donnelly (Open); K. McKenzie (Jun.)

THANKS

*To my friends one and all
 I wish to give thanks for every call—
 For the meals you gave me to eat
 And for the comfort of your TV seat:
 For understanding my muddled mind,
 And for always being so kind.
 'Twas not easy to come from afar
 Without my people, cat or car:
 It took me six months to settle
 And regain my former fettle.
 You have so patiently waited
 Often put out, and perhaps even hated.
 I shall go home full of news
 Of people, of places and of views,
 With fresh ideas and outlook,
 Armed with the photos I took,
 To keep you clear in mind.
 Thank you for being so kind.*

S. Cork.

And thanks to you, Miss Cork, who has come to us from Crediton High School for Girls' in Devon, where Miss Fitton is now teaching on exchange for a year. During her time at Canterbury, Miss Cork has officially taught P.E.; unofficially, she has assisted in many ways—as organiser for our zone fixtures in the Girls' High School Inter-School Debating competition; as adjudicator in the Inter-School Debate with Canterbury Boys' High School; she has also been responsible for decoration of the stage for "Papageno," and, when possible, she has been present at debates. Our best wishes go with Miss Cork to Picnic Point, where she will complete her year's leave in New South Wales.

F.M.



Chess Club
Members.

INTER-SCHOOL CHESS TOURNAMENTS

Many schools entered teams in the Annual Chess Tournament held at the Y.W.C.A., Liverpool Street, Sydney. Canterbury was represented by the following girls from First and Second Year.

Lucille Sadler (Captain)	2A
Pauline Duval	2A
Janet Wales	2C
Barbara McConnell	2A
Helen Reichman	A2

Though we did not win, we did **reasonably** well, scoring 18 points (Wenona, the winning team, scored 35 points).

These games, played in a competitive atmosphere, help to improve our chess and raise the players' standards. By watching their opponents' moves the players learn good methods of attack and defence. The teams are graded so that no girl has to play against an opponent of too high a standard.

At the moment we have only one team but we feel that there are many girls who can play chess yet do not know of our activities. We hope this article will interest and encourage girls to join us in the tournament next year. Some schools have two teams. We feel sure that Canterbury could also produce two teams and thus stand a better chance in the competitions!

Lucille Sadler, 2A.

THE COMING OF NIGHT

*The sun is dying down—
Down, down it goes!
Now comes the sunset;
The night begins to fall;
The sky becomes dark.
Bright stars rush out to take their places;
The moon appears with a silvery light:
She is the queen of the silent night.
Silence broods all night
Peace reigns in the night.*

Lahing Chiu, 3AF.

AN AUSTRALIAN BUSH SCENE

As I walked along the small track I noticed tall eucalyptus trees reaching, it seemed, to the bright blue sky. Smaller shrubs and gum trees surrounded these giants of the bush. Wattle trees with their magnificent yellow blooms, the deep green of waratah leaves, the splendid red and cream of the bottlebrush, the pale grey of the flannel flowers coloured the olive greyness of the scene. Ferns of varied design and colour hung like green lace along the banks of the stream. Water trickling over mossy stones gradually became a little creek, and then a miniature waterfall, splashing into a crystal pool, the watering place of the families of kangaroos and wallabies. Birds chattering noisily in the branches of the trees, and the evening laughter of the kookaburras heralded the coming of night. Koalas prepared for their nightly foraging. Reluctantly, I turned for home.

Colleen Swayn, 3A.

ALONE IN A HOUSE

*I hear the door shut, and open,
With an eerie creak!
Plip, plop! Plip, plop!
It comes from the bathroom;
'Tis only the tap, slowly dripping.*

*Through the door and up the broken staircase.
I, to my destination am going—
'Tis the curtains that are moving so restlessly;
I shut the window, and close it tight . . .
There! over there, is a shadow!*

*"Who is there?" I say, "who is there?"
'Tis such a motionless figure;
Across the room it stands,
And will not move—Ah!
'Tis only my nightgown, hanging on the door!*

Carolyn Locantro, 3BC

THE TOWN OF YARANDAY

*Devastation! Ruin! was the sight that met my eyes
When I walked into the town of Yaranday.
It had happened in the drought time, when dry and brittle grass
Had guided tiny flames to where the township lay.*

*Sparks spat . . . golden sprites —
Scoured the town in black of night.
Flames soared to amazing heights,
Distinctive landmark . . . vast and bright,
Seizing all within its might,
Not defeated, frenzied men did fight.*

*Morning dawned on a scene of despair,
A sea of smouldering, charred remains.
Silence gripped the smoke-filled air,
The sun rose up above the plains.*

*Courageous men of willing hand
Plan the town which must aspire.
A Yaranday so proud and strong
That will not fall to the fate of fire.*

Colleen Kenny, 5A.

THE STORM

It came without warning. The sky became black as if a large blanket had engulfed it. The animals seemed to sense it coming. Some took off for shelter where possible; others headed for the safety of their homes. The shutters of windows slammed as the wind forced them open or closed.

The palm trees swayed vigorously to and fro as the wind blew through the branches. The waves from the beach reached a height never reached before.

The rain came in torrents cooling the narrow stone paths. The steam from the paths could be seen rising from the hot earth. The hard ground swallowed the water as greedily as a man who has just travelled through the desert without water for days.

Rain continued all night, but when the dawn came, the clouds disappeared. A pale blue was first to be seen, then an azure sky appeared and the sun rose from the East. Once again the small seaside town was quiet and peaceful.

Leonie Jackson, 3AN.

IN THE WOOD

(Translation from French)

*The bird is born and sings in spring,
His voice you may have heard;
For it is pure, simple and touching,
In the wood, the voice of the bird.
Summer, he looks for une belle dame,
He loves and there's only one love;
This love is pure and sweet and calm,
In the woods the nest of the bird above.
Then when the misty Autumn appears,
It is quiet—before the cold;
Alas, there must be no tears,
In the wood, where death takes hold.*

By Gerard de Neval.

C. Ismay, 4A.

INSECTS

*Creepy, crawling insects,
Climbing up the wall;
Until they meet a spider,
Enemy of them all.*

*Pouncing on each creature,
He feeds his appetite;
Then hides within his lair,
Waiting — come what might!*

Dawn Cochrane, 2D.

THE INTRUDER

*A stillness was in the air,
Not a living thing stirred;
Everything was quiet.
Not even a bird chirped; not a blade of grass moved,
Only a rustle in the trees of a bird, turning in his nest.
But hark! . . .
Everything and everyone looked at the thing which had
disturbed their restful place.*

*A creature they had never seen before,
A creature they would watch go!
Then he turned, looked carefully at everything about him and,
With a grunt he went, retracing his steps,
Back to the smooth river meandering around the bend.
All was peaceful once more.*

Janet Gott, 2F.

MY HOLIDAY HOME

*My holiday home is far away,
Where the tall pines gently sway;
And the sun shines bright in the cloudless sky,
As the squawking seagulls swiftly fly.*

*Out to sea, the fishing boats wait,
While patient fishermen cast their bait;
And sun-bronzed surfers watch for a wave,
Which, on their boards, they decide to brave.*

*When it is time for the sun to sink,
The golden sand feels soft as mink;
Music from sideshows floats on the breeze,
As people stroll by with leisurely ease.*

*This is all part of my holiday home,
The sun, the beach, and the soft sea foam;
And this is the place where I left my heart,
Oh! To return there and never depart!*

Margaret Watson, 2D.

THE STORY OF SNEEZE, THE MOUSE

*The poor mouse sits in his dull, little hole,
So very scared of the cat, named Mole;
He is too scared to run about,
Because the humans scream and shout,
The little mouse's name is Sneeze,
And he really loves his cheese;
But the poor little mouse has to stay in his hole—
Because of that big, black cat, named Mole.*

Robyn Sheldon, 2F.

MY TRIP FROM HOLLAND TO AUSTRALIA BY D.C.8 JETLINER

A few months ago my parents, sister and I migrated to Australia. We came by plane. It was a terrific experience, as it was my first flight. The D.C.8 Jetliner is one of the biggest jets in the world. We had over a hundred passengers aboard. After leaving Amsterdam it took us only one hour to reach Frankfurt, in Germany.

The next stop was Rome, where the plane had to be refuelled. It takes quite a long while, because a huge quantity of fuel is needed for the four motors.

From Rome we went to Beirut (Lebanon), Karachi (Pakistan), Bangkok (Thailand) and then to Manila (Philippines), where we had our longest stop, of two hours. It was night time when we left Manila and we had a good view of all the lights in the city.

Five hours later we arrived at Biak (Dutch New Guinea), where it was raining heavily. The next stop would be Sydney, and we were happy when we saw the Harbour Bridge. A few minutes later we were at the airport and in Australia.

It took us a few days to get settled in because it is not easy to adjust from very cold to hot weather. This trip was the most exciting thing that ever happened to me.

S. Plattel, 3AF.

HOMEWORK

*Sheaves of paper in front of me,
Crisp and clean and shining white.
Lots of ink and "casse noir."
Should see me through another night.
Poised and calm I grasp my pen—
Reluctantly prepare to write—
When bomb blasts, from "The Gallant Men."
Tell me TV's on tonight!
Trying to ignore the sounds,
That rattle round and round my brain,
I start to put my answer down—
The dog next door barks again!
Hordes of sisters barge right in,
To use my comb and bobby-pins,
My suitcase lid shuts on my shin,
And cruelly my sisters grin.
Next, in comes my darling brother,
To tell me of a book he's read,
Unwittingly he helps to smother
Ideas forming in my head.
'Tis peace and quiet; they all have gone;
Frantically I start to write.
My father bursts into glorious song.
My nerves are shattered for tonight!*

Frances Sutherland, 5A.

THE UGLY WITCH

*Once upon a time across the dark and ominous sky,
Rode a witch on her broomstick—
And she was so ugly!
Her nose was as red as an apple,
Her face was old and wrinkled:
Her broomstick was as scraggy and dirty as a broom can be:
And if the sky is dark and distant,
And if you look up to the sky,
You might just see "The Ugly Witch"!*

Norma Harbidge, 2F.

A VISIT TO THE DENTIST

Unfortunately it was Thursday; the day I had an appointment with the dentist. When I arrived at the dentist's, I nervously sat down in the waiting room and tried to occupy my mind with a magazine. When I had calmed down a little, I heard the drill and some little child crying out aloud.

After a while the drill ceased and out walked the little girl.

I smiled sympathetically at her.

The nurse said, "You're next, dear!"

Trying not to be afraid, I walked in and sat down in the dentist's chair.

The nurse spoke calmly, "Try to relax and not to be nervous."

Then the dentist, "Put your head back" and he checked my teeth.

"You're not cleaning your teeth! Fortunately they are all right, but come back in six weeks to check."

I was no longer in a panic nor nervous. At least it was over for six weeks.

Sue Kirby, A6.

SANCTUARY

Standing on the edge of the cliff, I could see the tall, green pines meeting the clouds like pale cotton wool, and the pale blue sky. Down below there was a gushing waterfall with the tips of the rocks slightly above the water. The only sounds were those of the gushing water and the movement of the trees. On the hill stood a cottage, painted yellow and mauve. In front there stood a garden with a tangle of colourful flowers.

Kerrie Boardman, 2D.

A ROYAL BIRTH

*Long, long, long ago,
When roads and paddocks gleamed with snow,
A Saviour Prince was born.*

*He was born in a stable dark,
For at the inn there was no room,
And Roman Herod planned His doom.*

*But Herod's evil plans all failed,
And now the Prince in Heaven,
Is by God's angels hailed.*

Leonie Blundell, A3.

MY LOVE

*What is love, when love is unwanted?
What is affection, when it's wasted away?
I have loved, but my love wasn't wanted;
And the affection I showed was all in vain.
How can love grow under such torture?
The heart grows weak, and love fades away.
But MY love is strong and my heart won't weaken—
My love will live till my dying day.*

Faye Adams, 4C

THE CYCLONE

*It came as a distant speck,
But growing in immensity,
With death-like suddenness.
Its ravaging fury killing,
Destroying all earthly substance
Subject to its overwhelming power.
It caused immense sorrow and misery,
To God's creatures, in that forsaken land.
As anxious moments grew to an end,
Terrifying, dreadful, awesome sights were witnessed;
Sights of death and punishment,
As if the heavens had opened,
And poured out their vengeance,
On this abandoned stretch of earth.*

Janette Underwood, 3AF.

The Bottle Tree

The bottle tree so stumpy and small
We sit around and it shades us all
We read our novel still and quiet
While the girls would make a riot
"Girls! Girls!" the teacher would say,
"Do not spoil a perfect day!"
My own unaided work Seherone Curren A1

THE SIDESHOW

*Dazzling lights fill the night, and
Make the park look ever so bright,
While merry-go-round music floats on the breeze,
And graceful horses move with ease.
The air is filled with laughter and fun
As folks stroll along.*

*Owners of tents, shout in a loud voice,
"Roll up and win the prize of your choice!"
Down by the water and up high in the air,
The miniature planes swing as people stare.
Small children, lollies clutched in their hands,
Listen in silence to the noisy band.
But now it's time to bid farewell,
As the sound of the midnight bell
Tolls over the fair.*

W. Watson, 2B.

THE SUPERCILIOUS CAT

A blazing fire, a warm rug and a haughty animal staring at the flaming fire. Its unblinking eyes sparkle with delight as it gazes into the fire. Then it realises that it is being watched and once more becomes majestic and stares at you as if to say, "I am almighty. **You** should not look at me."

This animal could only be a cat. You try to remove him from your chair, but the answer is a definite "No!" as a slightly annoyed sound comes from the cat. Its eyes now move from the fire and open wide and green and meet your eyes directly. You feel as if you were a small child, gazing into the eyes of your stern grandparent whose eyes, revealing the passing of time below wrinkled brow, show a vast accumulation of knowledge, reflecting on you.

Janice Coulson, 5C.

"HE ALONE"

*Concealed by a veil of uncertainty,
Hovering always ever so near,
Beneath life's gaieties; depriving, surprising,
A murmur so unwelcome to hear.*

*"When shall death come to me?" I ask;
But to answer this question is a hopeless task,
And nought but He shall delve successfully into it; or may;
For God who giveth us life doth also take it away.*

Frances Rossen, 4B.

THE HUNGRY ONES

*Come with me across the sea,
To countries of other nationalities;
Where children do not run so free.
But live in slums and poverty.
They do not have enough to eat,
And die of hunger in the street;
Clothes are dirty, ragged, torn—
But nobody cares that they're forlorn.*

Helen Seeley, 2D.

THE FAIR

*Under the fence and over the hill,
The children come from miles around,
The fair is here in town!
Little girls with eyes aglow
And candy stalls with apple snow.
Balloons and streamers—
Girls are screamers!
Lollypops and cuddly bears,
People here are free from cares!
Puppet stands and jumping jacks,
Coloured drinks and paper hats.
Hurry! Hurry! No time to lose!
There's much from which to pick and choose,
Ferris wheels and slippery dips,
And, of course, the ghost-ride trips
My! How you will lick your lips,
When you come to the fair.*

Patsy Wallace, 3AN.

WARRAGAMBA DAM AND THE ROTOLACTOR

On Friday 28th September, we set out from the school at about 9 a.m. in a tourist bus hired for the purpose of taking us on a day trip to Warragamba Dam and the Rotolactor at Menangle. The aim of this trip was to find out how a large city obtains its food and water supply.

Our bus driver helpfully pointed out interesting places to us as we travelled along.

After leaving Bankstown behind us, the intensely settled areas gave way to more open country, with more primary industries such as market gardening and poultry-farming.

We passed through Moorebank where there is a military camp, and further on noticed a C.S.I.R.O. Experimental Station where improved pastures and experimental forests are grown. The improved grasses are recognised by their greener appearance compared with drier and browner natural grasses.

We reached Liverpool, a "satellite" town of Sydney (meaning a town that has grown up a short distance from the main city) at 9.27. Industries flourish here as there is room to spread out.

The bus drove through Green Valley, a Housing Commission project. Once bushland, it can now accommodate about 25,000 people.

Crossing the Nepean River, we saw the pipeline transporting water from Warragamba Dam.



Taken by Miss Robbin

The town of Warragamba was reached at 10.7 a.m. This town was originally built to accommodate the people who constructed the Dam, and after the Dam's completion was threatened with becoming a "ghost" town, but the people stayed there. More came and settled, and today it is a thriving small town.

We reached the Dam at 10.15, first stopping to see the Working Model of the Dam, a miniature construction, showing, on a small scale, how the Dam operates. After inspecting this, we drove in our bus to a lecture hall where we were told something of the system of dams supplying water to Sydney and surrounding areas and the History of Sydney's Water Supply, from Tank Stream in the early days to the present efficient system of dams.

After the lecture, we returned to the Picnic Area provided at the Dam, and enjoyed our lunch in attractive surroundings.

Then we drove through the main gates to the Dam, proceeded to the bottom of the hill, and out across the actual wall of the Dam. We walked over to one side of the wall and looked down. The enormous extent of the wall sloped down before us, and the gully below seemed far away. Across the gorge from side to side stretched the frail-looking, but quite safe, suspension bridge. Into the distance wound the thin trail of water. On the other side of the dam we viewed the immense area behind the wall, that was Burragorang Lake.

Next we entered a lift which took us down through the dam wall, onto one of the concrete blocks, designed to prevent erosion, that lie on either side of the gorge.

We entered the tunnel leading through the wall and walked all the way through it, and then had a look at the Valve House, containing the enormous valves that control the flow of the water from the dam.

As a climax to our tour of Warragamba, we walked across the suspension bridge from where we could see the full height of the dam and feel the gentle swaying of the bridge.

We regretfully left the Dam and made our way towards Menangle, and the Rotolactor. It is the most modern dairy farm in the Southern Hemisphere, situated on the Macarthur-Onslow Estate, near Camden, which was once owned by John Macarthur.

The cows walk from the holding yards, through a passage and each into a separate compartment in the rotolactor as the platform continually revolves. On the way round, the cow is milked, and returned to the yards via a ramp under the platform.

Every precaution is taken, all instruments being carefully washed and sterilized before and after use. The cows are checked regularly for T.B. and if even one cow in the herd has the disease, all must be destroyed. Only a few men are required to operate the Rotolactor.

All the way home we sang songs, any and every song we could think of, and thoroughly enjoyed ourselves.

We learnt far more from the trip than any textbook could teach us, by actually seeing what we were studying.

CAROL HAMMOND, 2A.



TAKEN BY F. DERRIMAN.

School Roll

FIRST YEAR

Adams, R.
Alexander, C.
Allmon, C.
Amos, J.
Andaloro, M.
Anderson, L.
Andrews, J.
Andrews, L.
Armstrong, C.

Baier, M.
Bailey, K.
Baker, V.
Barrett, L.
Barton, J.
Baveas, L.
Baxter, A.
Benjamin, S.
Bennett, D.
Berghofer, R.
Berthaly, S.
Birchall, P.
Birdsall, R.
Blackley, L.
Blackman, J.
Blockley, S.
Blundell, L.
Boag, J.
Brassil, M.
Braten, V.
Braund, J.
Brice, D.
Broadbent, B.
Bromwich, J.
Brown, C.
Browne, V.
Bruce, M.
Buchanan, T.
Bulbert, V.
Butler, E.
Byrnes, J.

Caines, P.
Campbell, M.
Carlyon, D.
Carr, R.
Cary, S.
Cassell, S.
Catanuto, R.

Caulfield, S.
Chambers, C.
Chandler, S.
Clarke, D.
Clark, Y.
Cleary, J.
Clinckett, J.
Coates, H.
Colb, Y.
Conomy, C.
Conridge, D.
Cook, L.
Cooper, C.
Cornish, A.
Craig, C.
Cramp, J.
Creasey, H.
Cullen, M.
Currey, S.

Darby, L.
Davis, C.
Day, P.
Dover, B.
Dowling, R.
Dowse, L.
Dudkin, L.
Dunbar, C.

Eastman, L.
Emery, S.
Evans, S.

Fairbairn, L.
Farrell, C.
Faulds, R.
Faulks, K.
Fisher, A.
Foster, F.
Franklin, L.
Frappell, C.

Gabb, J.
Gillard, P.
Gilmore, C.
Godden, L.
Gordon, S.
Grady, S.
Graham, B.

Green, R.
Grove, L.

Hankinson, P.
Hanks, J.
Harris, C. A.
Harris, C. P.
Hart, C. A.
Hart, H. S.
Hawkins, J.
Haywood, L.
Herring, C.
Hesse, K.
Hinton, G.
Hobbs, J.
Hollier, R.
Holmes, H.
Horne, W.
Horvat, M.
Howe, L.
Hozack, L.
Hull, R.
Hutchinson, C.

Ingram, J.

James, P.
Johnson, B.
Johnson, M.
Jolley, L.
Jolly, R.
Jones, B.
Jones, S.

Karosi, M.
Kay, J.
Kazaglis, R.
Kelly, S.
Kemp, V.
Kendrigan, L.
Kenna, C.
Kenyon, B.
Kerr, D.
Killelea, J.
Kilner, W.
Kirby, M.
Kirby, S.
Kosloff, A.
Krause, P.

Larkins, L.
 Law, M.
 Lawther, J.
 Lee, R.
 Leigh, V.
 Leonard, B.
 Lees, P.
 Lilley, L.
 Lindsay, K.
 Lloyd, V.
 Luscombe, H.
 Liaras, D.

McAndrew, N.
 McArthur, S.
 McColl, J.
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 McGowan, K.
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 Moyse, W.
 Murphy, C.
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O'Brien, M.
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 Oliviera, A.
 Ostrowski, T.

Palazzotto, P.
 Palmer, J.
 Parker, H.

Parkhurst, V.
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 Pearce, C.
 Pearson, P.
 Photi, D.
 Picone, M.
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 Poulos, M.
 Power, S.
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 Purdie, G.

Quilter, S.

Redman, D.
 Reichman, H.
 Richards, J.
 Riemer, C.
 Rodgers, J.

Samuel, M.
 Sanders, D.
 Sanderson, S.
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 Steele, J.
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 Sterrett, J.
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Stevens, L.
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 Thompson, A. M.
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Vance, S.
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Young, D.

SECOND YEAR

Abercrombie, A.
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Anderson, M.
 Andreason, N.
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 Anfin, L.

Archer, L.
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 Hannaford, R.
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 Macbeth, C.
 McCabe, R.
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 McKenzie, Lesley
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 Merry, D.

Meyers, C.
Milne, N.
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Musgrave, R.

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Norman, S.

Odell, G.
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Olsen, K.
Owens, J.

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

Reynolds, I.
Ribbon, K.
Richard, J.
Richards, C. A.
Richards, C.
Ridsdale, I.
Rietdyk, A.
Rose, J.

Adlington, C.
Allen, E.
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Andreason, S.
Ashley, L.
Ballenzweig, A.
Barker, C.

Ross, C.
Rossiter, J.

Sadler, L.
Scharfer, A.
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Scott, D.
Sears, S.
Seeley, H.
Selig, R.
Shaw, S.
Sheldon, R.
Sima, V.
Simpson, S.
Skelton, R.
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Smith, J. C.
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Steer, G.
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Stephenson, F.
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Stuart, S.
Sturgess, M.
Surbey, S.
Swain, B.

Tait, L.
Tanner, C.
Thompson, C.
Thomson, D.
Timms, R.
Tomlinson, D.
Toms, R.
Tonkin, G.

THIRD YEAR

Barnett, G.
Barton, C.
Batterham, M.
Beattie, S.
Belonogoff, T.
Bestel, I.
Blair, R.
Blenheim, S.

Towers, C.
Tweedie, I.
Twist, K.

Usherwood, J.

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

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

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

Blissett, S.
Boag, C.
Bootland, M.
Bremner, L.
Broughton, J.
Brown, M.
Browne, S.
Bruce, C.

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Campbell, B.
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Carter, S.
Cartwright, L.
Cavanough, D.
Chalmers, M.
Chapman, M.
Chilby, G.
Chin, J.
Chiu, L.
Christie, M.
Clarke, G.
Cocks, J.
Coleman, L.
Collett, J.
Collis, C.
Conroy, R.
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Cordeaux, S.
Cosgrove, N.
Costello, H.
Coxall, B.
Cramp, S.
Creasey, M.
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Cush, R.
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Dellaway, J.
Davidson, B.
Davies, C.
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Deller, L.
Denning, S.
Dick, P.
Dive, J.
Donaldson, R.
Donnelly, S.
Dorsch, D.
Durie, C.

Edgar, J.
Edmonds, C.
Elder, K.
Evans, D.

Falconer, E.
Forbes, R.
Frost, M.

Garrod, S.
Greer, L.
Gunn, G.
Gutkowski, E.
Gutkowski, M.
Guyder, M.

Hain, J.
Hall, J.
Hall, V.
Hanson, L.
Harney, A.
Harris, F.
Hart, P.
Harvison, D.
Hayes, H.
Haynes, J.
Heesh, J.
Hennock, H.
Hill, R.
Hollier, J.
Houghton, P.
Hunt, M.
Hurcomb, S.
Hyne, C.

Ireland, D.

Jackson, L.
Jacobsen, C.
Johnston, G.
Jones, H.
Jones, W.
Joseph, S.

Kay, R.
Kelly, L.
Kelly, R.
Kerslake, D.
King, D.
King, V.
Kirwan, L.
Kontomina, P.
Kunze, R.

Lancaster, V.
Landrey, V.
Lawrence, H.
Lindsay, J.
Lloyd, R.
Locantro, C.
Logan, R.
Lucre, S.

MacCarthy, A.
McDonald, L.

MacGillicuddy, K.
McGovern, J.
McKenzie, K.
MacKillop, P.
McKimm, P.
McLeod, L.
Martin, C.
Maxwell, P.
Middleton, G.
Mitchell, C.
Mitchell, M.
Molloy, S.
Monks, H.
Morgan, H.
Morrison, B.

Nock, C.
Norman, R.

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

Palmer, J.
Papworth, J.
Park, C.
Pearson, S.
Peterkin, D.
Peterson, H.
Pitkethly, L.
Platteel, S.
Plummer, K.
Pratt, N.

Quinn, R.

Randall, S.
Ratcliffe, A.
Reeves, L.
Richards, M.
Richards, V.
Roderick, B.
Ross, L.

Sayers, J.
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.
Stapleton, M.
Steele, R.
Sterrett, V.
Stewart, M.
Stinson, P.
Stone, H.
Strachan, J.
Sumners, K.
Surridge, J.
Swain, J.
Swanson, K.
Swayn, C.

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

Underwood, J.

Vassella, A.
Vella, R.

Walker, C.

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

Zamek, L.

FOURTH YEAR

Abercrombie, J.
Adams, F.
Allen, J.
Arrowsmith, M.
Auld, G.
Ayshford, R.

Beaman, Y.
Bedwell, S.
Belonogoff, H.
Blacket, J.
Boag, G.
Bonner, K.
Braund, B.
Brodie, P.
Broughton, C.
Brown, D.
Buchanan, S.
Bulbert, B.

Canellakis, M.
Carter, S.
Casson, S.
Chamberlain, C.
Chisholm, T.
Cook, M.

Dench, C.
Dubyk, H.

Fortier, J.
Fowler, P.

Hobbs, R.
Holland, G.
Holloway, R.
Hyslop, E.

Inglis, R.
Ismay, C.

Joby, A.
Joe, S.
Johnston, C.

Kalliri, G.

Lavender, J.
Lawler, N.
Lloyd, Z.
Loder, J.
Lucas, S.

MacCarthy, D.
McCoy, P.
McKenna, S.
McWilliams, B.
Malins, M.
Mittelhauser, J.
Moor, S.
Mundy, S.

Newell, A.
Ng, Mee Lean
Ng, Mee Ying

Payne, D.

Read, J.
Richardson, E.
Roach, A.
Rose, S.
Rossen, F.

Seeley, J.
Shaw, E.
Shepherd, C.
Simpson, L.
Smith, K.
Smith, L.
Sulfaro, B.
Surplice, L.
Sweeney, R.
Symons, D.

Tipping, A.
Tout, S.

Usherwood, H.

Visini, M.

Wang, Ai-Ling
Whatley, P.
Wilcockson, J.
Wild, Y.
Williamson, S.
Wood, A.

FIFTH YEAR

Adamowski, S.	Kenny, C.	Said, Nedine
Alderson, J.	Keys, M.	Said, Nedjla,
Armstrong, G.	Kilner, H.	Samueljan, L.
Babajews, R.	Kissoglou, A.	Saviane, J.
Baines, S.	Knight, P.	Schweinsberg, J.
Carey, D.	Kobkielski, B.	Simmons, H.
Comans, D.	Lee, J.	Simpson, J.
Conroy, J.	Liao, D.	Stathakis, A.
Coulson, J.	Lung, J.	Stockman, S.
Davis, E.	McGeorge, A. R.	Stoermer, A.
Day, T.	McKenzie, M.	Strachan, C.
Dicker, J.	McLean, M.	Studd, P.
Dodson, L.	McLean, R.	Sutherland, F.
Emmett, C.	Miles, K.	Symons, D.
Gamble, C.	Morris, L.	Taylor, R.
Geddes, J.	Moulton, J.	Thew, M.
Gutkowski, R.	Ogston, N.	Thomsen, N.
Hancock, D.	Oliveira, S.	Tipping, C.
Isles, S.	Paine, S.	Washington, A.
James, I.	Petch, S.	Wells, J.
John, J.	Prasalek, C.	Wild, A.
Jones, V.	Rabone, S.	Williams, L.
Kay M.	Ramus, W.	Wilson, C.
	Rehesaar, H.	Wilson, M.
	Rogers, L.	Winser, P.
	Rose, J.	Wishart, F.
		Wood, A.
		Young, P.
		Young, J.

NEW GIRLS, THIRD TERM

Payne, S. (Second Year); Jenner, S. (Third Year); Bougen, S. (First Year);
Constantine, M. (First Year); Dean, E. (First Year); Steptoe, S. (First Year).

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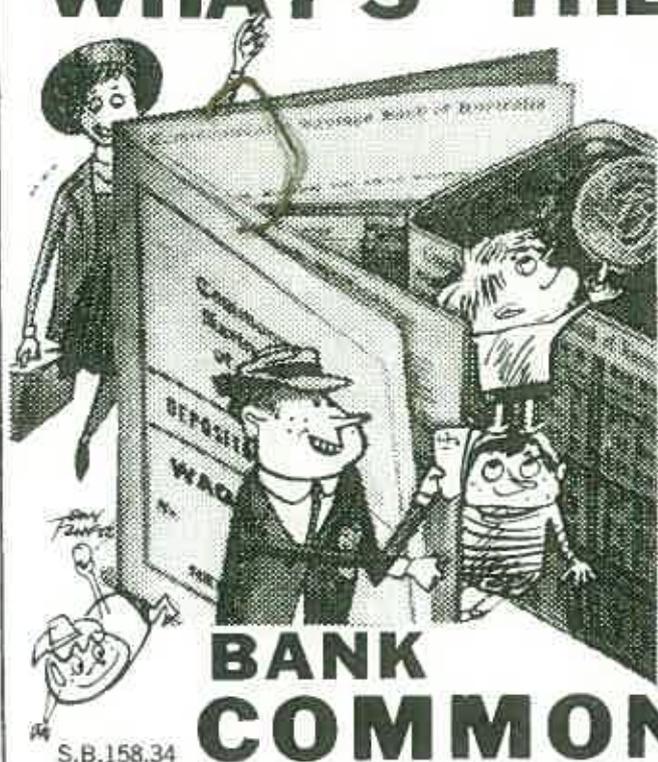
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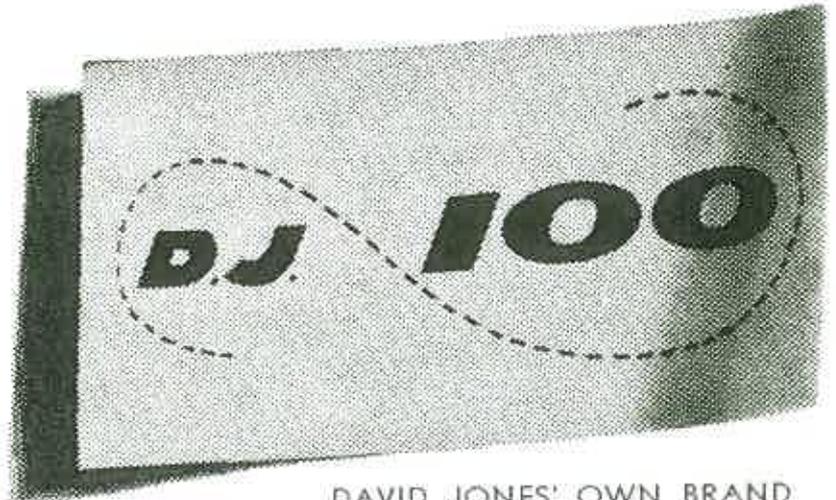
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