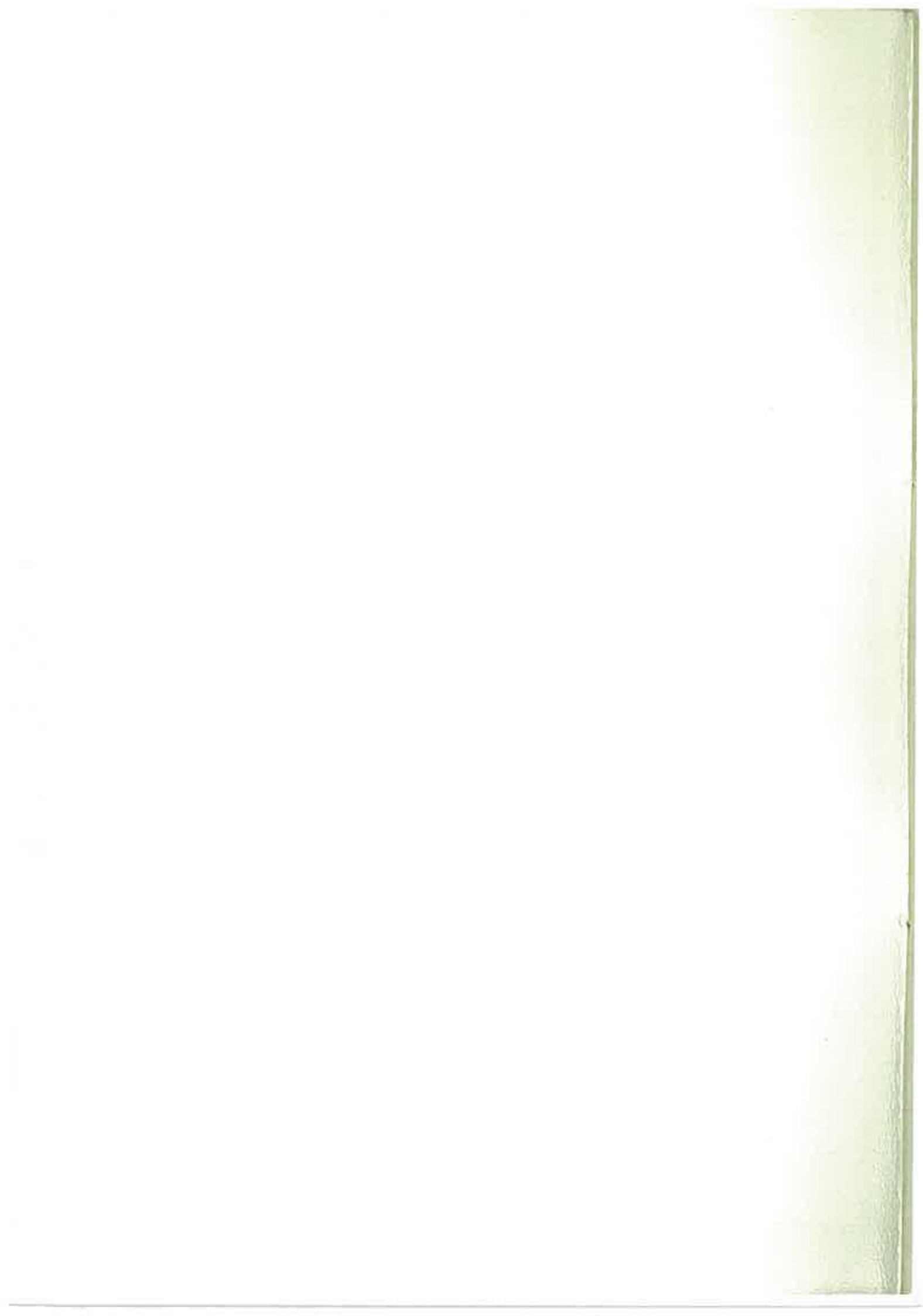


1964



Canterbury
Girls' High School

Vol. 6



"Knowledge is Power"

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

No. 6

NOVEMBER, 1964



FRONT VIEW OF THE SCHOOL

Foreword . . .

MISS BUCKINGHAM'S MESSAGE

It is five years since I wrote my first message to you, five years filled with change, with interest and with the development of the individual girls and of the School. I know that many have gained an interest in things of the mind and spirit which will permanently enrich their human experiences.

As we look forward to a long period of time, such as the five or six years needed to complete a High School Course, that period of time seems to stretch ahead endlessly, like a long shady road where we might stroll as we will. The end of the road is out of sight, far away, so far, indeed, that it would seem impossible to arrive at the point of completion.

Looking back, reviewing a similar period, is a very different question. The time has passed rapidly, filled with varied activity and the moments, days, and years have fled beyond recall. We are left either with a knowledge of opportunities missed or with a feeling of achievement, resulting from sincere effort made and difficulties surmounted.

In reviewing the years I have spent as your Principal, it gives me much joy to think of the very large number of girls who have put forth that sincere and earnest effort, in so many fields; girls who have passed out of the school with that sense of achievement, a reward for hard work. In some cases those achievements have been visible, smart frocks, exquisite embroidery, beautifully decorated cakes and preserves of various kinds. In others there has been success in the creative fields, art, and the writing of poetry and prose, while still others have found their success in music or in sport.

The girls who have passed out of the school since 1960 have broken new ground and set standards in all spheres of activity. Their work and their standards have established this school as a High School, worthy of respect. To you, the present girls, they have left the responsibility and duty of maintaining and improving the school record. You are each part of a wonderful organisation, which I hope is destined to be of value in the educational field for a long time.

I hope you love your school; I trust that you will seek to bring further honour to Her. You do this in many ways, some of them very simple indeed. These occur daily. How well groomed are you? Uniform pressed, shoes shining, hat brushed and hair neat. I would like to think that you have developed other important qualities and that you can answer these questions. Are you learning your work well? Do you take part in all activities open to you? Have you the initiative and courage to test your ability in competition with other girls? Above all, are you always courteous and have you learned to be a little unselfish?

If I were your Fairy Godmother who could wave a wand and promise wonderful things for you, I would wish that you develop into a good citizen, reliable and trustworthy, with a love of beauty and a wide interest in the world around you.

Very Best Wishes to you all.

N. BUCKINGHAM.

THE STAFF

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

Deputy-Principal: Miss E. BOLAND, B.Ec., A.A.S.A.

Department of English — History:

Miss N. COOPER, B.A., Dip. Ed. (Mistress)	Miss J. JARRETT
Miss B. CHAPMAN, B.A., Dip. Ed.	Mrs. E. Le MARNE, B.A., Dip. Ed.
Miss P. CROSSINGHAM	Miss A. SMITH, B.A., Dip. Ed.
Mrs. R. HENRY, B.A.	Miss N. WALSH
Mrs. L. HETHERINGTON, B.A., Dip. Ed.	Miss N. WEHBY, B.A., Dip. Ed.

Department of Languages:

Miss M. B. ROSE, B.A., Dip. Ed. (Mistress)	Mrs. M. B. Moore, B.A., Dip. Ed. (Careers Adviser)
Miss J. MOORE, B.A., Dip. Ed.	Miss P. PAGE, B.A.

Department of Mathematics:

Mrs. J. CLARKE, B.A., Dip. Ed. (Mistress)	Mrs. B. DYER
Mrs. H. BREAKWELL	Miss J. GREENWOOD, B.A.
Miss B. DAVIDSON	Mr. K. Khashadorian, B.A. (Lond.), A.I.E. (Lond.)
Mrs. C. DOWDING	

Department of Geography and Commercial Subjects:

Miss B. SEE, B.Ec. (Mistress)	Mrs. B. PHILLIPS
Mrs. E. PEARSON, B.Sc. (Sheffield) Tch. Dip. (Nottingham)	Mrs. M. WOODORTH

Department of Science:

Mr. G. BEAUMONT, A.S.T.C. (Master)	Miss R. LAWN, B.Sc., Dip. Ed.
Mrs. D. CURDIE, B.Sc., (Gen. Sc.)	Miss E. MITCHELL
	Mrs. E. PETTORINO

General Activities:

Mrs. J. RALPH, D.P.E.	Mrs. S. WILLIS
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Department of Home Science:

Miss W. STEWART, (Mistress)	Mrs. M. PINKERTON
Miss M. FROST	Mrs. M. TOPP

Department of Needlework:

Miss V. YOUNG, (Mistress)	Mrs. J. NEWSOM
Miss J. LANE, Tch. Cert. (Lond.)	Miss K. SCHULSTAD

Department of Music:

Miss O. BOBROFF, A.Mus.A., A.T.C.L. (Special Mistress)	Mr. O. KEEN, G.G.S.M., A.G.S.M., L.G.S.M.
Miss E. JONES, D.S.C.M. (Perf. and Tch.), L.Mus.A.	

Department of Art:

Mrs. C. ALLEN	Mr. G. GENTILE, N.D.D., Cert. R.A.S.
Miss FERGUSON	

Department of Physical Education:

Mrs. H. RONAY, Dip. P.E.	Mrs. M. SPURRS
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Secretarial:

Mrs. E. EGGLETON	Mrs. I. WALSH
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VICE CAPTAIN (SUSAN ROSE) AND SCHOOL CAPTAIN (SUSAN TOUT)

CAPTAIN'S MESSAGE, 1964

It is with a feeling of regret that I write this final message to my fellow-students. For many of us, the time has come to leave the well-ordered tradition and the security of Canterbury High, and tread our separate paths.

The co-operation of the students throughout 1964 has been of the greatest support for me during my year as Captain, and has transformed what might have been a heavy task into a pleasurable service. This, however, would not have been so smoothly accomplished without the strength and support of our Vice-Captain, Susan Rose, and our diligent band of Prefects who have worked with unsparing loyalty throughout the year.

The Canterbury tradition of high standards in all things had been established long before my introduction to the school two years ago, and this tradition, I feel, has been maintained for us through the incentive and inspiration of our Headmistress, Miss Buckingham, and her very capable staff.

I wish to convey my thanks to the girls who gave me the honour of having been Captain of the school for 1964. It has been a richly rewarding task, giving me greater opportunity to participate in the many fields of activity benefiting the school and providing me with a wider personal contact with many of my fellow students.

To present and future students I would like to leave the thought that education, in the form of Science, Economics or English should not be our sole concern, living as we do in a chaotic world of Cold Wars and fear. There is needed also, a combination of co-operation, tolerance and understanding of each individual for all other individuals, regardless of race, religion, or colour. We, as the world citizens of tomorrow, must strive to overcome the prejudices of yesterday: only then shall we be rich in happiness and knowledge.



CAPTAIN AND SCHOOL PREFECTS, 1964.



HOUSE CAPTAINS AND VICE HOUSE CAPTAINS

PARENTS & CITIZENS' MESSAGE

We, as parents, are naturally proud of our daughters and, as such, endeavour to provide them with the best possible means by which they may obtain their education. This is why members of the P. & C. Association take not only a keen interest in all the activities of the school and wholeheartedly support the Principal in her efforts to maintain the high standard which is now expected from Canterbury, but are unflagging in their efforts to obtain from the authorities per medium of local members and personal representation more accommodation and better educational facilities than is now possessed.

During the year, a projector screen, trolley and impulse counter were provided by the Association and a sum of money donated to the school for the purchase of science text books. Willing members assisted in running a guessing competition, a film evening, the annual school dance, and a mother and daughter night was arranged. Continuing their efforts on behalf of the school, the Association, through local members and direct approach, has endeavoured to accelerate the building of the new wing now scheduled for 1966 and, as a result of its efforts, gas heating was installed in time for the worst of the winter. However, more parents are needed to carry on with the good work and demonstrate by their presence and interest that they are aware of the benefits which will accrue to their daughters thereby.

I would like to thank the members for their loyal support during the year and trust that they will be joined by many others next year to help share the burden of work.

In conclusion, I express the regret of the members of the Association and myself at the impending retirement of Miss Buckingham at the end of this year, thank her for the co-operation, kindness and consideration she has always shown to the Association and wish her a long, happy and busy retirement.

K. BASTIAN, President.

GIRLS WHO GAINED A PASS IN THE LEAVING CERTIFICATE, 1963

Key to Subjects:

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. English. 2. Latin. 3. French. 4. German. 8. Chinese. 13. Modern History. 14. Geography. 15. Economics. 16. Mathematics I 17. Mathematics II 18. Mathematics III | <ul style="list-style-type: none"> 19. General Mathematics. 21. Combined Physics and Chemistry. 24. Biology. 31. Music. 33. Needlecraft and Garment Construction. 34. Home Economics. 35. Art. <p style="margin-top: 10px;">x Oral.</p> <p style="margin-left: 20px;">"H(1)"—First Class Honours.</p> <p style="margin-left: 20px;">"H(2)"—Second Class Honours.</p> |
|--|---|

ADAMOWSKY, Stephania: 1B 14B 16B 17B 24B.
 ALDERSON, Janet Lorraine: 15B 24B 33B 34B.
 BAINES, Sandra Dianne: 1A 3Ax 13H(2) 14A 18B 21A.
 CAREY, Dianne Lauraine: 1B 2B 3Ax 18A 21B 24A.
 COMANS, Dianne Rae: 1B 3B 13B 14B 24B.
 CONROY, Janette Irene: 1B 13B 14A 19A 24A 33A.
 COULSON, Janice: 1B 13B 15B 33B 34B.
 DAVIS, Elizabeth Gwen: 1A 14A 16H(2) 17A 21H(2) 24A.
 DAY, Terry Laraine: 14B 24B 33B 34B.
 DICKER, Jennifer Loraine: 1B 3B 13B 14B 24B.
 DODSON, Lynley Helen: 1A 14A 15A 24B 33B 34B.
 EMMETT, Christine Joanne: 1A 3Ax 14A 18B 21A 24A.
 GAMBLE, Carol Maie: 1H(2) 3A 13A 14A 18B 21B.
 GUTKOWSKI, Renata Elizabeth: 1A 13A 14A 15A 24A 33B.
 HANCOCK, Dianne Irene: 1B 2A 3Ax 13A 18B 21B.
 ISLES, Suzanne Robyn: 1A 3Bx 13H(2) 19B 21B 35A.
 JAMES, Lynette: 1B 13B 14B 19B 24A 35B .
 JOHN, Joy Thea: 1H(2) 3Ax 13A 14A 19B 24A.
 JONES, Valerie Merle: 1A 3Ax 13B 18B 24B 34B.
 KAY, Marie: 1B 2A 3H(1)x 13A 18B 21A.
 KENNY, Colleen Gwenda: 1B 3A 13B 18B 24A 31H(2).
 KEYS, Marilyn Janette: 1A 13B 15A 24B 34A 35A.
 KILNER, Helen Elizabeth: 1A 3H(2)x 13A 18B 21B 24A.
 KNIGHT, Pamela Phyllis: 1B 3Bx 13B 18B.
 KOBIELSKI, Barbara: 1A 3Ax 13A 19B 24A 34B.
 LEE, Janette Kay: 1B 2A 3Ax 16A 17A 21H(2).
 LUNG, Juliette Anne: 1B 3A 13A 18B 21B 24A.
 McGEORGE, Alison Ruth: 1B 3B 14B 16B 17B 21B.
 McKENZIE, Marilyn: 1B 13B 19B 24B 33A 34B.
 McLEAN, Marilyn Eileen: 1A 13A 24A 33B.
 McLEAN, Robyn Gae: 1A 3A 13H(2) 16A 17B 21A.
 MILES, Kay Barbara: 1A 13B 14B 19B 24H(2) 35A.
 MORRIS, Laurelle Kay: 1B 13B 15B 24A 33B.
 MOULTON, Jeanette Ruth: 1A 3B 13B 14B 19B 24B.
 PAINE, Susan Gay: 1A 13B 19B 24A 33B 34B.
 PETCH, Sandra Fay: 1B 13A 19A 24A 31H(1) 35B.
 PRASALEK, Ilana Christina: 1B 2B 3B 13B 15A.
 RAMUS, Wendy Irene: 1B 3B 13B 14B 19B 24B.
 REHESAAR, Heljo: 1B 2B 3B 16H(2) 17B 21A.

ROGERS, Linda Joan: 1B 3A 14A 16B 17B 21B.
 ROSE, Janice Kay: 1B 13B 18B 24B 33B.
 SAID, Nedine: 1B 3Bx 13B 21B 24B.
 SAVIANE, Jeanette Nancye: 1B 13B 15B 24A 33B 34B.
 SIMMONS, Helen Adele: 1B 14B 15B 24B 33B.
 STATHAKIS, Amelia Emily: 1B 12B 13B 24B 35B.
 STOERMER, Angela Margarete: 1B 3Ax 4H(1) 14B 18B 21B.
 STRACHAN, Carolyn Diane: 1B 13A 15A 24B 33B 34B.
 STUDD, Pamela Joy: 1A 3B 13A 14B 24B.
 SUTHERLAND, Frances Maureen: 1H(2) 3A 13B 16A 17A 21A.
 TAYLOR, Rosemary: 1A 13B 15A 24B 31H(2).
 THEW, Margaret Evelyn: 1B 3B 16B 17B 24B.
 THOMSEN, Nancy Lynette: 1B 13A 14B 15B 24A 33B.
 TIPPING, Carol Elizabeth: 1B 13B 14B 19B 24A 35B.
 WASHINGTON, Ann Lorraine: 1B 3B 14B 21B.
 WELLS, Judith Ann: 1A 2A 3Ax 13B 14B 15B.
 WILD, Ann: 1A 3Ax 14A 16A 17A 21B.
 WILLIAMS, Lynette Margaret: 13B 15B 24B 33B 34B.
 WILSON, Carol Anne: 1B 13B 19B 24B 33B 34B.
 WILSON, Margaret Joy: 1A 13B 14B 16B 17A 24A.
 WINSER, Penelope Armonde: 1B 3B 14B 18B 24A.
 WISHART, Frances Anne: 1A 3B 13A 19B 24B 34A.
 WOOD, Anne Lorraine: 1A 3Ax 13A 21B 24A.
 YOUNG, Jennifer Robyn: 1H(1) 2B 3H(1)x 13A 18B 24A.
 YOUNG, Pamela Joy: 1B 3B 24B 35B.

SCHOLARSHIPS, 1963

COMMONWEALTH SCHOLARSHIPS

Baines, S.D.	Kay, M.	Stoermer, A. M.
Davis, E. G.	Lee, J. K.	Sutherland, F. M.
Emmett, C. J.	McLean, R. G.	Wild, A.
John, J. T.	Petch, S.	Young, J. R.

PUBLIC SERVICE SCHOLARSHIPS

Davis, E. G.	Emmett, C. J.	Wilson, C. A.	McGeorge, A. R.
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TEACHERS' COLLEGE SCHOLARSHIPS

x Tenable at University

x Baines, S. D.	Kenny, C. G.	x Stoermer, A. M.
Carey, D. L.	Keys, M. J.	x Sutherland, F. M.
Conroy, D. I.	x Kilner, H. E.	Taylor, R.
x Davis, E. G.	Kobielski, B.	Thew, M.
Dodson, L. H.	x Lee, J. K.	Thomsen, N. L.
Emmett, C. J.	x Lang, J. A.	x Wells, J. A.
x Gamble, C. M.	McKenzie, M.	x Wild, A.
Gutkowski, R. E.	x Miles, K. B.	Wilson, M. J.
x Hancock, D. I.	Paine, S. G.	x Wood, A. R.
x Isles, S. R.	x Petch, S.	x Young, J. R.
x John, J. T.	x Rehesaar, H.	
x Kay, M.	Rogers, L.	

INTERMEDIATE CERTIFICATE EXAMINATION, 1963

Adlington, Carolyn.
Allen, Elizabeth.
Andreason, Stefanie.
Ashley, Lynette.
Ballen, Ann.
Barnett, Gaye.
Barton, Carole.
Batterham, Michele.
Belonogoff, Tanya.
Bestel, Leone.
Blair, Roslyn.
Blenheim, Sue.
Blissett, Susan.
Bootland, Margaret.
Bremner, Cheryl.
Broughton, Jo-anne.
Brown, Margaret.
Browne, Sandra.
Bruce, Carol.
Burke, Sonya.
Button, Jennifer.
Callaghan, Sharon.
Campbell, Barbara.
Campbell, Corin.
Carter, Suzanne.
Cartwright, Lynne.
Cavanough, Deidre.
Chalmers, Marilyn.
Chapman, Marilyn.
Chilby, Gaye.
Chin, Janice.
Chiu, Nar Hing.
Christie, Margaret.
Cocks, Janice.
Coleman, Lindy.
Collett, Joan.
Colliss, Cherelyn.
Conroy, Robyn.
Cooper, Kay.
Cordeaux, Suzette.
Cosgrove, Noeline.
Costello, Elizabeth.
Coxall, Barbara.
Cramp, Suzanne.
Creasey, Mary.
Cullen, Christine.
Cush, Roslyn.
Cuthbertson, Lynda.
Davidson, Beverley.
Davies, Carolyn.
Davis, Maureen.

Deller, Lynette.
Denning, Susan.
Dick, Patricia.
Dive, Jennifer.
Donaldson, Robyn.
Donnelly, Stephanie.
Edgar, Janice.
Edmonds, Cheryl.
Elder, Kay.
Evans, Dianne.
Falconer, Elaine.
Forbes, Robyn.
Frost, Margaret.
Garrod, Susan.
Greer, Lesley.
Gunn, Glenda.
Gutkowski, Maryla.
Guyder, Margaret.
Hain, Janet.
Hall, Jenifer.
Hall, Valerie.
Harris, Fay.
Hart, Pamela.
Harvison, Dianne.
Haynes, Janice.
Heesh, Judith.
Hennock, Heather.
Higgs, Lynne.
Hill, Roslyn.
Hollier, Julie.
Houghton, Pauline.
Hunt, Mary.
Hurcomb, Susanne.
Hyne, Christine.
Ide, Gaye.
Ireland, Diane.
Jackson, Leonie.
Jacobsen, Christine.
Jenner, Susan.
Jones, Helen.
Jones, Wendy.
Joseph, Sandra.
Kay, Robyn.
Kelly, Linda.
Kelly, Robyn.
Kerslake, Dawn.
King, Denise.
King, Valerie.
Kirwan, Lorraine.
Kontomina, Paula.
Landrey, Virginia.

Lawrence, Heather.
Lindsay, Jill.
Lloyd, Rosemary.
Locantro, Carolyn.
Logan, Rhonda.
MacCarthy, Alexandra.
MacGillicuddy, Kerry.
MacKillop, Peggy.
Martin, Carolynne.
Maxweil, Peggy.
McDonald, Lesma.
McGovern, Joy.
McKenzie, Kaye.
McLeod, Lynette.
Middleton, Gaye.
Mitchell, Melva.
Molloy, Susan.
Monks, Helen.
Morgan, Helen.
Morrison, Barbara.
Nock, Carmel.
Norman, Ruth.
Oakes, Fay.
O'Keefe, Robyn.
Palmer, Johanne.
Papworth, Jill.
Pearson, Susan.
Peterkin, Helen.
Plummer, Kerry.
Pratt, Narelle.
Quinn, Robyn.
Randall, Susan.
Ratcliffe, Anne.
Reeves, Lorraine.
Richards, Margaret.
Richards, Verilda.
Roderick, Bronwyn.
Ross, Lesley.
Sanson, Robyn.
Sayers, Julie.
Schattiger, Marieanne.
Schofield, Carol.
Shepherd, Christine.
Shields, Rhonda.
Skelton, Rhonda.
Slattery, Noelene.
Slaughter, Judy.
Small, Carolyn.
Smith, Deidre.
Smith, Heather.
Snook, Jennifer.

Southion, Cheryl.
 Spurling, Lyndel.
 Stapleton, Margaret.
 Steele, Ruth.
 Sterrett, Vicki.
 Stinson, Pamela.
 Stone, Heather.
 Strachan, Judith.
 Surridge, Julie.
 Swain, Jill.
 Swanson, Kerry.
 Swayn, Colleen.
 Tagg, Julie.
 Thomson, Kerrie.

Thorburn, Janine.
 Thornton, Beverly.
 Tiliakos, Roula.
 Treharne, Margaret.
 Turnbull, Carol.
 Turner, Heather.
 Underwood, Janette.
 Vassella, Annette.
 Vella, Rae.
 Walker, Christine.
 Wallace, Patricia.
 Warn, Julia.
 Wearne, Pauline.
 Weekley, Anne.

Weir, Lorraine.
 Wells, Julia.
 White, Rosemary.
 Williams, Diane.
 Willis, Diana.
 Wilson, Margaret.
 Windmill, Beverley.
 Woods, Anne.
 Woolnough, Lynne.
 Wyman, Wendie.
 Wynne, Sandra.
 Zamek, Lorraine.

POST-INTERMEDIATE CERTIFICATE, 1963

Dailaway, Janice. Park, Carolyn. Skurnik, Frances.

SPEECH DAY AWARDS, 1963 — FORM I.

- | | |
|-------------------------------------|------------------|
| 1. A7. First place in Form | Loula Baveas |
| 2. A6. First place in Form | Julie Rogers |
| 3. A5. First place in Form | Dianne Slattery |
| 4. A4. First place in Form | Margaret Kirby |
| 5. A3. First place in Form | Cheryl Dunbar |
| 6. A2. First place in Form | Kristine Hesse |
| 7. Equal first place in English | Denise Taggart |
| 8. Equal first place in Craft | Margaret Samuel |
| 9. Equal first place in Art | Dianne Thomson |
| 10. Prize for Proficiency | Susan McCreddie |
| 11. Prize for Proficiency | Patricia Gillard |
| 12. Prize for Proficiency | Janice Bronwich |
| 13. Prize for Proficiency | Valma Braten |
| 14. Equal first place in English | |
| Equal first place in Pre-Language | |
| Equal first place in Mathematics | |
| Equal first place in Science | Helen Creasey |
| Equal first place in Social Studies | |
| Prize for Dux of Form I | |

2nd YEAR ALLIANCE FRANCAISE CERTIFICATES.

- | | |
|-------|-------------------|
| 14. A | Noreen Boniface |
| 14. B | Sharon Carter |
| 14. C | Carol Hammond |
| 14. D | Cheryl Hanna |
| 14. E | Lynette Hoskins |
| 14. G | Barbara McConnell |
| 14. H | Jeanette McEwan |
| 14. I | Janice Usherwood |

PRIZE LIST, 1963 — FORM II

- | | |
|--|-----------------|
| 15. 2G. First place in Form | Lesley Jarman |
| 16. 2E. First place in Form | Suzanne Penfold |
| 17. 2C. First place in Form | Lynda Martin |
| Alliance Francaise Certificate | |
| 18. Best Magazine Contribution—Junior Poetry | Janet Gott |

- | | | | |
|------|--|---|--------------------|
| 19. | 2F. First place in Class
Equal first place in Home Economics
Equal first place in Alternate Mathematics | } | Jeanette McIntosh |
| 20. | 2D. First place in Class
Equal first place in "O" level Mathematics | } | Gail Odell |
| 21. | 2B. First place in Class
Alliance Francaise Certificate
Equal first place in Music | } | Margaret Jarvis |
| 22. | Equal first place in Music
Alliance Francaise Certificate | } | Louella Berry |
| 23. | First place in Art | | Jeanette Strachan |
| 24. | First place in Needlework | | June Smiht |
| 25. | Equal first place in Alternate Mathematics | | Carol Thompson |
| 26. | Equal first place in "O" level Mathematics | | Helen Howarth |
| 27. | Equal first place in "O" level Mathematics | | Linda Archer |
| 28. | Equal first place in "O" level Mathematics
First place in Geography | } | Susan Blair |
| 29. | Equal first place in Latin | | Ai-wen Wang |
| 30. | Equal first place in Home Economics | | Kay Twist |
| 31. | First place in History | | Brenda Moser |
| 32. | First place in Commerce | | Christine Richards |
| 33a. | Prize for Proficiency
Equal first place in Latin
First place in French
Alliance Francaise Certificate
Alliance Francaise Prize | } | Christine Smith |
| 33b. | Prize for Proficiency
First place in Social Studies
Honour Certificate (for assistance in school organisation) | } | Penny Donnelly |
| 34. | Prize for Proficiency
First place in German
Prize for German from Consul-General for Germany
Alliance Francaise Certificate | } | Lynette O'Halloran |
| 35. | Prize for Proficiency
Equal first place in Latin
Alliance Francaise Prize
Alliance Francaise Certificate | } | Lucille Sadler |
| 36. | Honour Certificate (for assistance in school organisation)
First place in English
First place in "A" level Mathematics
First place in "A" level Science
Prize for Dux of Form II | } | Sandra Martin |

PRIZE LIST, 1963 — THIRD YEAR

- | | | |
|------|--------------------------------|------------------|
| 36a. | Alliance Francaise Certificate | Heather Lawrence |
| 37. | 3BH. First place in Class | Carol Schofield |
| 38. | 3BC. First place in Class | Mary Gutkowski |

39. Equal first place in French Fay Oakes
40. Equal First place in French Sandra Joseph
41. First place in Geography Christine Jacobsen
42. First place in Music Sue Hurcombe
43. First place in Needlework Roslyn Hill
44. First place in Mathematics I Margaret Wilson
45. First place in Alternate Mathematics Rae Vella
46. 3AF. First place in Class
First place in German
Prize for German donated by Consul-
General for Germany } Robyn Allen
47. Best Magazine Contribution—Junior Prose Lorraine Kirwan
48. First place in English }
Edith Summerley Prize for English } Elaine Falconer
49. Alliance Francaise Prize }
Alliance Francaise Certificate } Suzette Cordeaux
49a. Honour Certificate (for head pupil, library staff, 1963) Coryn Campbell
49b. Stott and Underwood Prize for Typing Wendie Wyman
50. Prize for Proficiency
First place in Home Economics }
First place in General Mathematics } Margaret Treharne
51. Prize for Proficiency }
First place in Business Principles }
First place in Art } Christine Shepherd
First place in Biology }
52. Prize for Proficiency }
Equal first place in French }
First place in Latin } Gaye Chilby
Alliance Francaise Certificate }
53. Prize for Proficiency }
Equal first place in Mathematics I }
Equal first place in Mathematics II } Peggy McKillop
Alliance Francaise Prize and Certificate }
54. Equal first place in French }
First place in History }
First place in Combined Physics and Chemistry }
Alliance Francaise Certificate } Mary Creasey
Special award made by P. & C. for Dux of }
3rd Year }
54a. Alliance Francaise Certificate Grace Boag
54b. Alliance Francaise Certificate Diana Brown
54c. Alliance Francaise Certificate Berenice Bulbert
54d. Alliance Francaise Certificate Carol Chamberlain
54e. Alliance Francaise Certificate Cheryl Ismay
54f. Alliance Francaise Certificate Ai Ling Wang
54g. Alliance Francaise Certificate Judith Wilcockson
54h. Alliance Francaise Certificate Ann Wood

4th YEAR

- 55a. Honour Certificate (for service as Vice House Captain to
Brisbane House) Lorraine Smith

55b. Honour Certificate (for service as Vice House Captain of Darwin House)	Marion Malins
55c. Honour Certificate (for service as Vice House Captain to Canberra House)	Frances Rossen
55d. First place in Home Economics	Janice Allen
56. First place in Needlework	N. McLean
57. First place in Art	Sandra Williamson
58. First place in Mathematics III	Dawn McCarthy
59. First place in General Mathematics	Yvonne Beaman
60. First place in Economics	Andra Roach
61. Best Magazine Contribution—Senior Poetry	Dianne Payne
62. Prize for Proficiency Alliance Francaise Certificate	Zelda Lloyd
63. Prize for Proficiency	Kerry Bonner
64. Prize for Proficiency Alliance Francaise Certificate First place in German First place in Combined Physics/Chemistry Prize for German awarded by Consul-General for Germany	Susan Rose
65. Prize for Proficiency First place in Mathematics I First place in Mathematics II First place in Geography	Yvonne Wild
66. Prize for Proficiency Alliance Francaise Prize and Certificate	Lorraine Surplice
67. Prize for Proficiency First place in History Honour Certificate for contribution to artistic needs of school	Marina Visini
68. First place in French First place in Biology First place in Latin First place in English Alliance Francaise Prize and Certificate Prize for Dux of 4th Year	Pat Whatley
68a. Alliance Francaise Certificate	Dianne Hancock
68b. Alliance Francaise Certificate	Helen Kilner
68c. Alliance Francaise Certificate	Pam Knight
68d. Alliance Francaise Certificate	Ruth McGeorge
68e. Alliance Francaise Certificate	Robyn McLean
68f. Alliance Francaise Certificate	Pamela Studd

PRIZE LIST, 1963 — 5th YEAR

69. Honour Certificate (for services to school music) First place in Music	Rosemary Taylor
70. First place in Mathematics II	Heljo Rehesaar
71. Honour Certificate (for outstanding service in floral decoration of the school) First place in General Mathematics	Janette Conroy

72. First place in Art Sharon Oliviera
73. Honour Certificate (for work with I.S.C.F.) Sandra Petch
- 73a. Honour Certificate (for services as Captain of
Adelaide House) Raya Babajews
74. Honour Certificate (for services as Captain
of Brisbane House) } Suzanne Isles
Alliance Francaise Certificate
75. Honour Certificate (for services as Captain of
Darwin House) Jeanette Moulton
76. First place in Needlework Susan Paine
77. First place in Home Economics } Lynley Dodson
Prize for English donated by Old Girls' Union
78. First place in Economics Renata Gutkowski
79. Equal first place in Biology } Joy John
Honour Certificate (for service as Captain
of Canberra House)
80. Best Magazine Contribution—Senior Prose Frances Sutherland
81. Prize for Proficiency } Christine Emmett
Alliance Francaise Certificate
82. Prize for Proficiency } Ann Wild
Alliance Francaise Certificate
83. Prize for Proficiency } Angela Stoermer
Alliance Francaise Certificate
84. Prize for Proficiency } Marie Kay
First place in History
First place in Mathematics III
Alliance Francaise Certificate
85. Prize for Proficiency } Jennifer Young
First place in French
Alliance Francaise Prize
86. Prize for Proficiency } Elizabeth Davis
Equal first place in Biology
First place in Geography
87. Captain's Prize } Pam Young
Alliance Francaise Certificate
88. Vice-Captain's Prize } Janet Lee
First place in Science
First place in Latin
First place in Mathematics I
Alliance Francaise Prize
Dux of School and Gold Medallist
89. Prize for best pass in 1962 Leaving } Gwenneth Burrows
Certificate Examination
Special award made by P. & C.

CHOIR

90. First place—Sacred Two-Part Song. } Robyn McLean
(18 years and under.)
Second place—Mirror Choral Championship
91. First place—Recorder Band Contest Judith Wilcockson

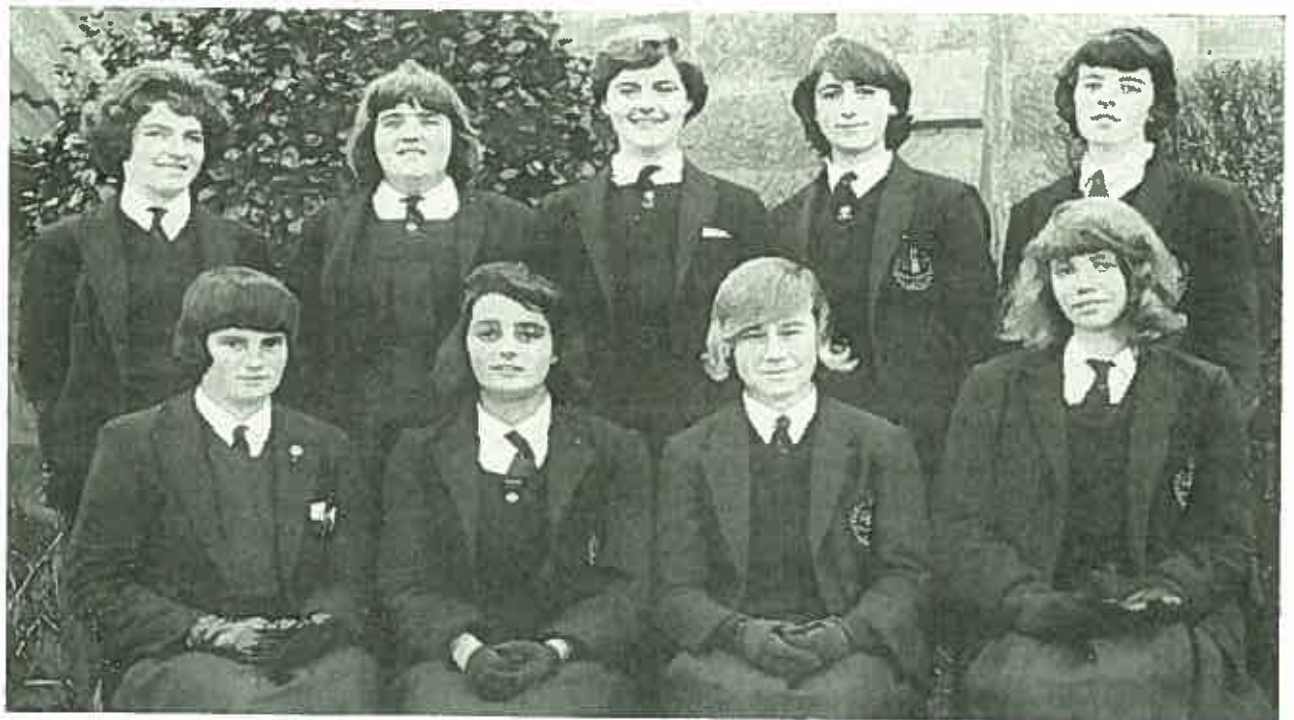
SCHOOL REPORT, 1964

THE ENGLISH DEPARTMENT

It was with much regret that we farewelled at the end of last year two members of this department who had for so long been an essential part of the life of this school . . . Mrs. Maddocks, the Mistress of English and Mrs. Williams, the school librarian. It is certain that their many pupils, past and present, to whom Mrs. Maddocks and Mrs. Williams devoted so much of their time and care, join with the members of the English staff in wishing these ladies an enjoyable, peaceful rest after so many years of hard devoted work.

This year, 1964, has been a busy one in many ways for this department. There has been much activity in the fields of Drama, Debating, Public Speaking, the Library, as well as several excursions in the form of visits to various theatrical activities.

The **Senior and Junior Drama Groups** under the able direction of Miss Kenna (to whom our best wishes for the future) and Miss Jarrett (a new arrival on our staff), were active in First Term preparing and producing several plays for school presentation. The Senior Drama Group produced a most enjoyable Mexican folk comedy, "The Red Velvet Goat", while the Junior Drama Group produced two plays, "The Jewel Casket" and "Scenes from the Midsummer Night's Dream". This latter play was part of the most important dramatic activity so far this year, the school's participation in the celebrations to mark the 400th Anniversary of the birth of Shakespeare. To mark this occasion, a special play day was held on the 6th May at St. Paul's Hall. The programme on this occasion included speeches by members of the Public Speaking Group, Margaret Wilson, Judith Strachan, Cheryl Southion and Jennifer Button. As well, scenes from "Henry V" and "Twelfth Night" were presented by Classes 3B, 3C, 3D and 3F. An end of term play day in the School hall included a play produced by Miss Crossingham's drama group from A2, "Blue Murder", as well as the plays by the Senior and Junior Drama Groups.



PUBLIC SPEAKING TEAM.



SCHOOL DEBATING TEAM.

The **School Debating Team** and **Public Speaking Group** have taken part in many activities both in school and outside competition. There were regular meetings held in Term I to decide on the group who would represent the school in the Interschool Debating Competition held in Term II. The following girls were chosen to form the School Debating team:—Margaret Wilson, Judith Strachan, Jennifer Button, Virginia Landry and Cheryl Southion.

Debates were held against such schools as Hunters Hill, Riverside, Burwood, and Strathfield Highs, and while our team was successful in only one of these debates, some very valuable experience was gained by all those who took part. The School Public Speaking Team also entered the Debates Section of the City of Sydney Eisteddfod, with very pleasing results. The following girls have taken part in these competitions:—Judith Strachan, Roslyn Blair, Margaret Wilson, Patricia Gillard, Judith Patterson and Jenny McLean.

THE LIBRARY YEAR

During the year, three hundred new books have been added to the library. Where possible, dust jackets have been preserved and covered with plastic to make the books as attractive as possible.

The Book Week competitions aroused great interest. The slogan this year was "Let's Read", and many brightly-coloured posters were entered in the two poster competitions, one for a poster using a slogan, and one for a poster using a Dewey Number. Book marks, book plates and book jackets were also entered, and many girls dressed peg dolls as characters from books. 2C won the class competition with 36 entries, and Adelaide won the house competition with 92 points.

The guest speakers at the Book Week assemblies were enthusiastically received. Miss June Hutton, who is an ex-student and is now a librarian in the Canterbury Municipal Library, spoke to the Junior Assembly. Miss Nuri Mass addressed the other two assemblies and the girls were very interested to hear how her books were written. Miss Mass kindly autographed a copy of her recent book, "The Wonderland of Nature", for the library.

On Open Day, the library display spread into the next room. New books, Assembly Programmes and Book Week entries were all on display, and many parents spent time inspecting them and browsing through library books. A

devoted library staff has helped to keep the library running smoothly. Up to the end of July, these girls had spent a total of 820 hours in an equivalent of 10½ working days working in the library, mainly during their lunch-hours. More recruits are always welcome.

THE LIBRARY STAFF

Lunch-time: The Library staff's favourite time of the day. We hurry from roll-call into the playground to eat our lunch as we are not permitted to eat in the library.

After our lunch we race up the stairs to the library. Immediately we arrive there we sign ourselves on in the time book and when we leave we sign ourselves off.

There are many things to be done in the library although it is small. Some girls work on the desk. They mark off the books which other girls bring in, and check the books as they are taken out. To make it easier for the desk girls to find cards when girls bring books back the white cards are separated into two class groups—due and overdue. If a girl who takes a book out does not write her class on her white card she has to pay a fine of a penny.



THE SCHOOL LIBRARIANS.

Other girls have the job of tidying shelves up. This job is not as easy as it sounds. It takes a long time to complete and has to be done at least once a week. The trolley girls have an interesting job too. They have to put the books away. They first stack the books in number groups, e.g., all 0-300 go together, all fiction go together and so on. With this job one can see many interesting books and when one needs a special book, one would probably know where it is in the library.

Another interesting job is marking books. This involves painting black patches on books; the next day their numbers are written on them in white ink. Next, the books are lacquered so that the labels will not wear off. The whole process takes three lunchtimes.

Some girls work in the library repair room, repairing books, covering them and doing many other odd jobs.

The library holds a store of knowledge as well as the pleasure of learning many skills and having a great deal of enjoyment out of a lunchtime.

Jeanette McMahan. 2A.

SCIENCE REPORT

In keeping with the trend for pupil participation in the new Wyndham scheme, the science staff have provided many opportunities for the students to carry out their own dissections. Proof of this was shown on "Open Day" when willing students displayed their abilities in "cutting up" rats, eyes and hearts. Parents were invited to watch these performances and to realise of what value the science course, as it is now presented, is to the overall development of maturity in the school student.

Numerous excursions have been held during the year—to the Museum, Port Kembla, Balmoral, a fresh water creek, and Lucas Heights, all well attended and very much enjoyed. Films have played a major part in the teaching of science concepts and a good film is appreciated by pupil and teacher alike.

Departmental organisation has resulted in the accumulation of an extensive rock collection for the geology strand of the course, a ripple tank to explain and demonstrate wave motion and many marine rock platform specimens.

The following reports have been submitted by girls attending some of the excursions held this year.

PORT KEMBLA — STEEL

The most useful metal known to mankind is steel. It enters either directly or indirectly into everything we make. Our buildings, machines, roads, transport are all dependent on steel. Yet this, our most common metal, does not occur freely in nature. Instead, it must be manufactured by a number of complex operations.

The Port Kembla Steel Works, with a capacity of over 2,500,000 ingot tons a year, is among the largest steel plants in the British Commonwealth. Australian Iron and Steel Pty. Ltd., which operates the Port Kembla Steel Works, is B.H.P.'s principal subsidiary.

The first raw material needed for steelmaking is iron ore. This is a common mineral and forms about 5% of the earth's crust. To date, most Australian ore has been obtained at Iron Knob. Port Kembla's iron ore requirements are obtained from Iron Knob, Iron Baron and Cockatoo Island.

Limestone is used in steel industry furnaces as a flux. This means that it acts as a cleaner, combining with, and carrying away, impurities such as the silica liberated from the ore charged into blast furnaces. Port Kembla obtains limestone from Marulan, N.S.W.

Coal is the prime source of heat in the manufacture of iron and steel. Most of the coal consumed is used to make coke, the fuel used in blast furnaces. For maximum efficiency steelmaking continues on a non-stop basis, and it is necessary to ensure adequate coal supplies.

Coke, the fuel used in ironmaking, is produced at the Steel Works by heating coal in closed containers which, by excluding air, prevent the coal burning. Actually the coke is distilled, the vapours and gases being driven off to leave coke, which is about 80% carbon. There are highly efficient chemical plants which collect all the gases and vapours driven off. The vapours yield tar, ammonia, naphthalene and light oils.

Before coal is charged in the coke ovens, it is first crushed and passed through a coal washery to remove shale and rock. The coke ovens are approximately 43' long, 13' high and 16" wide, and are grouped together side by side to form a battery. The ovens are built almost entirely of silica brick and consume part of the gas they make in heating up and carbonising the coal.

After about 15 hours, "cooking", the oven of coal is converted to coke. Both ends of the oven are open and a pusher machine rams the red-hot coke out of the oven and into a quench car. This is drawn under a water tower, where the coke is quenched. It is then screened to remove dust and small particles and is ready for the blast furnaces.

The blast furnace is really the heart of the steel industry for it is the smelting unit which reduces iron ore to metallic iron, the principal raw material from which steel is made. The furnace is a massive, tapered steel shell, thickly lined with fire-resisting bricks and towering higher than a 20 storey building. It works continuously, 24 hours a day.

The principal solid raw materials are charged into the top of the furnace by skip cars which travel on inclined tracks. At regular intervals, a clay plug at the base of furnace is drilled out and molten iron and slag flows out into large ladles. Slag from the furnace is conveyed to dumps, where it is used for filling or later crushed for use in road-making.

To make 1 ton of iron it takes:—

Iron ore — 1-3/5th tons;
Limestone — 1/3rd ton;
Coke — 8/10th ton;
Air — 3¾ tons.

and also makes:—

Gas — 5½ tons;
Slag — 2/5th ton.

Most of the world's steel is made in open hearth furnaces. They are long, rectangular brick-enclosed chambers. Steel in the cast state is a relatively weak mass of coarse crystals or grains. There are many different kinds of rolling mills. Their heavy rolls rotate, exerting great pressure on the soft, hot steel. Each time, the steel is lengthened and its cross section reduced and developed into a shape by the rolls: flat, round, rail or beam.

When an ingot has been rolled to the desired size and shape, each end is sheared off and it is sent either direct to the appropriate mills or to storage for subsequent operations. These cropped ends are scrap and are returned as feed for the open hearth furnaces.

Expansion on a vast scale has been achieved during the last decade and is still continuing at Port Kembla.

Of great consequence was the opening of the new inner harbour, a project of the N.S.W. Government, with whom the Company co-operated by constructing a 1,200' long concrete wharf. The first stage of the harbour allows for the entry of large tonnage ore carriers and the return loading of preslung steel cargoes.

A bus-load of our girls were privileged to have an inspection of Port Kembla and see the many interesting and varied processions for themselves, so that their further studies would be simplified.

Diana Brown, 5A.

EXCURSION TO LUCAS HEIGHTS THE AUSTRALIAN ATOMIC ENERGY COMMISSION

A number of the Fifth Year Combined Physics and Chemistry group were anxious to visit the Atomic Research Establishment at Lucas Heights, so, by correspondence, a tour was arranged for Friday, 6th March.

We arrived at the site, situated just South of Sydney, a little before 10 a.m. A little later we were met by one of our tour guides who showed us into a



**IN THE SCIENCE
LABORATORY**

lecture-theatre. We were given a short but very comprehensive lecture, outlining the operation and uses of the two atomic reactors HIFAR and MOATA. In the theatre we were also shown a film on radio-isotopes. On leaving the theatre we were given a generous amount of literature to be read after the tour in order to expand our knowledge.

From this point our second guide took over. She is employed by the Commission specifically to act as a guide—she knows all the background of the Research Establishment and is able to explain in very simple terms the complex experiments and operations that are carried out. We were taken to the building in which MOATA, the smallest of the two reactors, is housed and there we could see the reactor in operation. Going further on by bus we passed the decontamination block, which is actively engaged in ensuring the safety of the staff. Further on we passed the Weather station run by the Commission itself so that in any case of emergency fallout areas can be noted by checking wind directions. Next we came to HIFAR, the large reactor, which is housed in a large dome-like shaped building. Unfortunately due to the radioactive area surrounding the inside of the building we were unable to inspect the reactor close-up but we had already learnt something of this reactor in our lecture at the beginning of the tour. We then inspected the Radio-isotopes building where we had a close-up view of what we had seen in the film.

After such a memorable and informative tour of such a remarkable establishment working only for the peace-time advantages of atomic power, quite a few of us came back to school dreaming of the future and the great scientists we would be working with in an atomic research establishment just like the Australian Atomic Energy Commission at Lucas Heights.

Elaine Hyslop, 5B.

HOME SCIENCE IN THE SCHOOL

The Home Science Course is planned to provide a vital programme of education, emphasising the development of young people as competent members of the family and the community. As such, it offers a challenge to the initiative and creative resources of all students, and to the intelligent observation of



A HOME SCIENCE DISPLAY.

changes in the knowledge and type of abilities required by women in the home. These changes have been brought about by women's employment in a full or part time capacity and the consequent scientific and technological changes which have endeavoured to meet this change by introducing time saving and convenience foods. The course helps students to live useful and satisfying lives and seeks to:—

(a) Build self-esteem by stressing the worth of the individual, her responsibilities as a family member, the contribution she can make towards the standards exhibited in the home, the school and the community.

(b) Provide her with opportunities to plan, prepare and serve attractive nutritious meals, thereby adding to her competence and confidence, and increasing her opportunities to feel pride in achievement.

(c) Train her to plan her home activities on a daily, weekend or weekly basis, and learn how time and energy may be conserved.

(d) Develop her capacity to care for her own health and assist in the preservation of health standards in the school, home and community.

(e) Demonstrate the use and care of equipment and the ways in which the individual can lessen risks to the safety of herself and others.

(f) Suggest experiences involving the offering and accepting of gracious hospitality.

(g) Develop ability to buy wisely and plan expenditure and saving.

(h) Encourage group activity in rendering school or community service.

(i) Demonstrate satisfying ways of using leisure.

(j) Achieve respect for woman's special responsibility in the care of the home, young children and the aged.

The following are avenues of employment for girls who follow the full course:—

Home economist in industry and food packaging.

Demonstrating gas and electric modern home appliances.

Nursing . . . all branches.

Dressmaking and pattern making. Teaching.

THE LANGUAGE DEPARTMENT

ALLIANCE FRANCAISE RESULTS

The following girls sat for the Alliance Francaise oral examination in July, 1964. All candidates were successful; prizewinners will be known after the Prize giving in September.

Grade I: H. Creasey, J. McLean, C. Morris.

Grade II: M. Banks, D. Bastian, L. Berry, N. Boniface, P. Donnelly, V. Dudkin, J. Freshwater, C. Hanna, E. Jackson, J. McEwan, L. O'Halloran, L. Sadler, C. Smith, J. Usherwood, A—L. Wang, C. Williams, D. Williamson.

Grade IV: G. Chilby, S. Cordeaux, M. Creasey, A. Kalantzi, L. Kirwan, P. McKillop, M. Wilson.

Grade V: C. Broughton, B. Bulbert, C. Chamberlain, E. Hyslop, C. Ismay, C. Johnston, Z. Lloyd, S. McKenna, M. Malins, S. Rose, I. Seeley, L. Simpson, P. Studd, L. Surplice, A—W. Wang, P. Whatley, J. Wilcockson, A. Wood.

THE ALLIANCE EXAMINATION

Madame sits: I sit. Madame waits: I think. What, you ask, is the cause of this unusual mental strain?

The answer is: the annual testing of our highly comprehensive French vocabulary and of our lilting Australian-French accents, or, in more common terms, "The Alliance Exams."

Madame looks down the list. You smile and try to look indifferent. She looks down the list. Here it comes!

"What is your favourite pastime?"

The look of indifference is quickly replaced by one of unconcealed horror. Beautifully constructed sentences flee. Answers come in English, even German, but not French. Madame smiles what she supposes is a reassuring smile: you collect your wits. This one requires thought. You must say nothing into which she may probe. Swimming—no—this may be followed by questions about beaches and the word for beach has escaped your memory (as have most other things). Fishing—yes—that sounds unlikely to be questioned. So after some minutes, having exhausted all natural resources, you confidently answer "Dancing." Not that you dance, but at least its the same as in English.

The next question:

"Describe your garden."

This time the look is blank. You hope she will see the look and alter the question, but no! The accepted answer to a question which is not understood, is "Yes", "No" or even "I don't know." You close your eyes and think. You said "No" last time so, to be on the safe side you answer "Yes". Madame apparently understands your many weaknesses and mercifully probes no further. This method of response usually turns out well, but becomes rather awkward when this question is "Do you have any brothers?" and you answer, "I don't know."

So you sit through 5 minutes of patiently having "Oui" and "Non" in patterns and until Madame finally gives up and says "Partez." Even this simple word you do not understand and you sit there smiling until it is translated into monosyllable English in the form of the word "Go."

You thank your lucky stars and hope you didn't make a mess of the dictation. But somehow, even the most hopeful person can't help thinking that when everyone agrees that the dictation was about "horses" and you have written about "hairs", there's something wrong.

You sigh and wish you knew more French but when you consult with the others who have survived the ordeal, and find their impressions the same as yours, you console yourself with the thought that you **did** pass last year and,



THE SCHOOL LIBRARY.

after all, someone has to pass this year too, so you may yet see your name in print before the end of term.

Elaine Jackson, 3A.

OUR GERMAN LESSONS

As a member of the 2nd Year German class, I would like to express our enjoyment of the course we are studying. For instance, most of our lessons are oral ones, in which we learn to pronounce properly the words we are learning, sometimes by means of plays and poems. We have also learnt some lovely songs, which we try to sing to the best of our ability. Probably the most popular part of the week is when we have Cultural Lessons. In these we learn more about the country, whose language we are studying. To help us with these lessons the German Consulate has very kindly sent us many interesting and helpful things such as books, pamphlets, maps, charts and several large poster-size pictures of scenes in Germany. For these particularly we wish to offer "Besten Dank".

Christine Conomy, 2A.

A REVIEW OF "ASINARIA" by Plautus.

A group of fourth and fifth year girls made an excursion to the Sydney University on July 4th to see the Latin play "Asinaria" by Plautus. The girls found the play humorous and found that they acquired a new knowledge of the language and the Roman dress and customs.

The very complicated plot revolves around the efforts of a young man, Argyrippus, to raise enough money to buy freedom from slavery for his lover, Philaenium. He finally succeeds, with the aid of some of the other slaves, by a cunning trick which enables him to collect payment for the sale of some asses which have been sold by the slave's master. With this money he buys the slave's freedom and the servants celebrate at a banquet, where the slave's master is interrupted in his flirtations by an angry wife who hauls him away amid general mirth from the assembled company.

The characters acted their parts so well that although not all the Latin was understood the meaning could be seen from the players' actions. Most of the girls thought the play extremely comical and enjoyed the performance immensely.

Gaye Chilby, 4A.

MATHEMATICS

How much? How many? How large? How fast? With what chances? In what direction? All these questions, and many more, can be answered with Mathematics. Mathematics is a world of wonder, a place where with only a few numbers and points at our command the most amazing formulas and geometric figures appear, as if out of a magician's hat. Mathematics is a tool, a servant to our needs, but, above all, it is foremost in the field of knowledge, the King or Queen of Knowledge. It has its own logic, for by applying this way of reasoning to numbers and space, we can come up with ideas and conclusions that only the human mind can develop. These ideas often lead to unlocking the door and solving the ways in which nature works. Astounding as it may seem, Mathematics leads to the integration of nature . . . a sea shell, a growing tree, a beautiful rectangle, the golden section. The arts of music and painting become the mathematics of harmony and perspective, and the workings of our entire universe is revealed as a mathematical system.

Mathematics is the science in which we think carefully about number and space. It helps us keep score at a ball game, measure the area of a floor, or decide which purchase is better. It helps the engineer design a new machine, it helps the scientist explore the secrets of nature, but, most of all, it helps us understand the world we live in.

Mathematics grew up with civilisation; it arose out of practical problems and it helps people solve these problems. In the days when men got their food by hunting, and gathering, wild fruits, berries and seeds, they had to count to keep track of their supplies. Counting, measuring and calculating became more important when people became farmers and shepherds; then people had to measure land and count their flocks.

As trade grew, merchants measured and weighed, and counted their money. To deal with all these activities, men invented arithmetic, which studies numbers, and geometry which studies space.

To predict the changes of the seasons, priests studied the motions of the sun, moon and stars. Navigators looked at the stars, to guide them from place to place. To help them with their work, men invented trigonometry, which relates distances to directions.

Commerce spread over the world. The same kind of calculations had to be repeated. To save time, some people worked out rules for doing these calculations. This was the beginning of algebra.

As the centuries went by, men built machines and workshops. Scientists studied the earth, the sea, the air and the sky. In these activities, people work with things that move or change. To think accurately about motion and change, they invented calculus. New kinds of work created new problems and men invented, and will keep on inventing, new branches of mathematics to solve them.

Jenny McLean, 2A.

COMMERCIAL DEPARTMENT

Commerce classes in Second Form were given a lecture on Banking and Currency by a visiting speaker from the Bank Education Service. Fourth Year Economics girls heard a lecture on International Trade.

Social Studies and Geography pupils have been on excursions. A Third Form group toured the city and outer suburbs with the County of Cumberland, lunched in the Botanical Gardens and visited the Art Gallery. Fourth Years

went on a tour of Port Kembla Steel Works. Plans are under way for the senior Geography girls to spend five days touring the Snowy Mountains in September, 1965. This excursion is arranged every two years for senior girls.

GEOGRAPHY EXCURSION TO PORT KEMBLA

The plant used today in making iron and steel is a far cry from the primitive and inefficient methods used right through history until the end of the last century. For instance, the modern steel works at Newcastle, N.S.W., is a vast industrial "city", four miles long and a mile wide. Its railway system has fifty miles of track, thirty-three locomotives and nine hundred rail trucks. There are power generators, power lines, sewerage and drainage, and gas-works, in fact most of the services of a large city! Over 11,500 persons work there and they earn over £272,000 per week.

The work never stops, for the furnaces roar through the night, the mighty mills roll on, and the ships and trains come and go. Only in this way can the benefits of mass production be brought to steelmaking. If steel were still made in small furnaces separated by long distances from the rolling mills—as it used to be in older days—then, steel, and all the thousands of things made from it, would be far dearer. And when things are dear, fewer people can afford them. Steel rails, for instance, were scarce and costly a hundred years ago. But with the introduction of mass production between 1870 and 1900, Steel-makers were able to bring the price of rails down by three-quarters. Even today, when wages earned by steelworkers are ten times higher than they were in 1870, steel is no dearer than it was then. Moreover, the huge modern machines do most of the unpleasant work formerly done by steelworkers.

Iron ore, limestone and coal are the main raw materials needed to make iron and steel. It takes $3\frac{1}{4}$ tons of these to make 1 ton of steel. Every year, millions of tons of raw materials are carried around Australia's long coastline by ship and unloaded beside the blast furnaces. Coal is mechanically mined underground near the Steel Works.

Coal as such is not suitable for steelmaking so it is changed into coke. This is done at the Steel Works by heating it in special closed ovens. Gas rises from the ovens and after the by-product chemicals are taken out, it is used as fuel for the works. When the glowing coke is ready, it is pushed into special "cars" and drenched with water. It is then taken to the Blast Furnace and from there it travels to the Open Hearth. It is then rolled into a solid form in Ingots and then rolled into the required shape.

Joan Sylvester, 4A.

GEOGRAPHY EXCURSION—THE STEEL WORKS AT PORT KEMBLA

Although steel has been made from iron for many centuries, it is only a hundred years since a way of mass-producing steel was discovered; until then only small amounts were made. Steel is a purified form of the metal iron. It is stronger and less brittle, and therefore is more economical, and can be used for man's many new inventions.

Major steel works are operated at Newcastle B.H.P. and at Port Kembla, N.S.W., by B.H.P.'s biggest subsidiary company, Australian Iron and Steel Pty. Ltd. Together these two great works have the capacity to produce over four million tons of steel ingots each year which are shaped into different sizes needed by factories and firms.

The Steelworks at Port Kembla not only produce steel articles such as tin-plates for internal consumption but also for export.

The raw materials needed to make iron and steel are iron ore, limestone and coal. The iron ore and limestone are brought from South Australia by ship and coal is mechanically mined underground near the Steelworks. To get newly made steel into a solid form, a ladle is held over a row of moulds by a large overhead crane and the metal is allowed to run out of a hole in the bottom of the ladle and fill each mould. After the steel has set solid into an ingot it is allowed to cool.

Today more than half of all steel made is rolled flat. A rectangular slab of steel weighing up to eleven tons is reheated in big furnaces before being rolled through huge rolling mills which make the slab longer and thinner. The slabs are cut into lengths, trimmed and inspected, and then as "plate" dispatched to customers.

Safety precautions are essential in an Iron and Steel Works. Every rule of safety has to be obeyed. For the people who cannot read (many migrants are employed), signs representing different dangers are displayed. "Hats" which are very strong and "glasses" are issued to any visitor to the Steel Works in order to protect them from flying articles or fire. Men employed also have to wear "hats" whether on or off the job.

The future of the Steel Industry is Australia's future. Many scientists are constantly seeking to discover new steels and steelmaking methods. The industry's geologists are continually searching far and wide for new mineral deposits. At the Steel Works, massive construction takes place as the industry expands to meet Australia's growing needs.

Nola Shalhoub, 4B.

GEOGRAPHY EXCURSION TO PORT KEMBLA

THE SHAPING OF STEEL FROM INGOT TO TINPLATE

For rolling, ingots are usually between two and eleven tons in weight, and consequently are much too large to be rolled directly into bars or plates. Accordingly the ingot is passed through massive steel rollers that squeeze it into progressively smaller sections, with a corresponding increase in length. This important preliminary rolling also improves the quality of the ingot by giving a more uniform character to its interior structure.

After the ingot has been rolled into a slab, if it is wanted for shipbuilding, large pipelines, steel boilers and tanks etc., it is cut into lengths, trimmed and inspected and then, as plate, dispatched to customers. If, however, much thinner steel called "strip" is required, it passes on and is rolled through six more roll stands known as a hot finishing mill. Here the steel is further lengthened and made thinner very rapidly and wound into coils weighing up to eleven tons each. The slab which was about 22 feet long and 5½ inches thick is now a thin ribbon of steel, known as hot rolled strip, some 1,700 feet long, and this process takes just 3½ minutes.

To get a very good surface and to reduce the steel to the thickness required, it must be further cold rolled. Firstly it is cleaned or pickled in a long tank containing acid. Then it is rolled at a very high speed through a mill known as a "cold reduction mill", is again coiled, and is then ready to form into motor car bodies, furniture, refrigerators etc. Portions of the cold rolled steel is for tinplate from which the tin can is made.

Tinplate is some 98½ per cent. steel and 1½ per cent. tin. The steel is washed, then heated and cooled slowly—this is called annealing and completely softens the steel. It is then put through a temper mill to give the steel the exact

strength and hardness required. The steel is still in coils which are either used for electrolytic tinning or cut into sheets for hot dip tinning, two processes by which a coating of tin is applied to the steel to form tinplate. After tinning, every sheet is carefully inspected and packed for dispatch.

Thus ends the process of changing a steel ingot into tinplate.

Valerie Hall, 4A.

GEOGRAPHY EXCURSION

On Tuesday, June 2nd, 3A and the Geography half of 3B arrived in Phillip Street, City at 9 o'clock, under the supervision of Mrs. Phillips and Miss See.

Two Pioneer coaches were used as transport in which we were to view important parts of Sydney and its surrounding industrial and housing suburbs. St. James, the oldest church in Sydney, was the first landmark which we saw. Next came Redfern which was originally the fashionable living part of Sydney. It now has many terraced houses and old factories. As we travelled past Mascot we saw some planes landing and taking off. Looking across from the airstrip we could see Botany Bay with tall, white power stations on its southern shore.

Rockdale, which was the next suburb on our tour, has a very modern shopping centre which has improved on the old centre over the years. On past Kingsgrove until we reached Bankstown, with both old and new factories, houses and shops.

After travelling through Lidcombe, Auburn and Clyde, we at last reached the outskirts of Parramatta. Here we drove slowly past Elizabeth Farm House and its land. However we were unable to inspect this historic house and a few yards away we saw Hambledon Cottage, built by Macquarie for his children's governess. Here we were allowed to inspect the exterior of the old house, surrounded by tall, shady trees.

Soon after we travelled on to the Dundas Valley Housing Commission. Here, there were many new houses built by the Government. The next place we saw was a new modern shopping centre at Top Ryde which had a spacious parking area as well. This contrasted greatly with the old shopping centre. As we crossed the Gladesville Bridge we saw how work was progressing on the new bridge.

Soon after this we arrived at the Botanical Gardens where our tour ended. We then went into the gardens to eat our lunch and go for a walk. After lunch we paid a visit to the Art Gallery. This provided a happy end to an enjoyable outing.

Margaret Watson, 3B.

GEOGRAPHY EXCURSION

On Tuesday, 2nd June, 3A and the Geography half of 3B embarked from Phillip Street, Sydney in two coaches on an excursion around Sydney. Our first destination was the industrial areas at Redfern, Waterloo, Botany, Alexandria and Mascot. Looking particularly at the close streets and the parking problems and traffic jams caused by them, we proceeded along General Homes Drive. After travelling through Rockdale, Bexley North and Kingsgrove, we headed towards Bankstown along Canterbury Road which is an example of ribbon development. In Bankstown we saw that its shopping centre was like a small scale Sydney except for the skyscrapers. Also in the Bankstown-Parramatta area we passed Elizabeth Farm and visited Hambledon Cottage. We then saw that Parramatta shopping centre was like Bankstown's.

After passing through the Green Belt in the Dundas Valley, we made our way towards Sydney along the busy Victoria Road. We then detoured to observe Ryde shopping centre and to note the modern improvements compared with

Mascot, Gladesville and Drummoyne. On our journey along Victoria Road we crossed five bridges, saw two power stations and while on Glebe Island saw three industries: shipping, dockyards and petrol storages. After leaving the island we looked around the "Rocks" area and saw many buildings which are related to Sydney's history.

At the end of the tour we alighted from the coaches at the Botanical Gardens where we had lunch and then proceeded to the Art Gallery and had a look around. Then we walked back to St. James station to catch a train home.

Neridah Andreason, 3B.



THE JUNIOR DRAMA CLUB.



THE SENIOR DRAMA CLUB.

GEOGRAPHY EXCURSION—COUNTY OF CUMBERLAND

On Tuesday morning, 2nd June, at 9.15 a.m., about fifty girls and two teachers set out from Phillip Street, City. Two "Pioneer" coaches had been chartered for us to attend a tour of the County of Cumberland. The tour was designed to impress the principles of the County of Cumberland Planning Scheme and its achievements on us, and to demonstrate the problems of planning in the County. The County which extends from Broken Bay in the north, to Bulli Pass in the south, and westerly to the Nepean River, has a total of 1,630 square miles.

In journeying through the Commercial city of Sydney, we travelled in a definite pattern of the city. Within the boundaries of the city we noticed how the city was divided. It followed a concentric pattern. In the city core was the Administrative centre and the financial centres which included banks, insurance offices and shipping offices. Next were the warehouses in the wholesale commercial district, and the retail shopping areas. On the outskirts of these areas are the manufacturing areas such as Redfern, St. Peter's. The Botanical Gardens and Hyde Park and other pleasure resorts outlined the residential areas and outer city suburbs.

Beyond these areas, as we journeyed further from the city, were the rural areas where some of the city's food supplies are produced, for example fruit, vegetables, milk, etc.

During the tour we saw some of the most interesting and historical buildings together with some more landmarks in the city. The following are the most important of the colonial buildings within the City of Sydney which were brought to our attention: St. James' church, the Rum Hospital, Macquarie Place and Hyde Park Barracks. These buildings were designed by the famous convict architect of the early nineteenth century, Francis Greenway.

The tour terminated at the entrance to the Botanical Gardens where we had lunch and later visited the Art Gallery of Sydney.

At approximately 2.30 p.m., we caught a train home at the end of a very enjoyable and most interesting day.

A 3B Girl.

"OUR GEOGRAPHY EXCURSION"

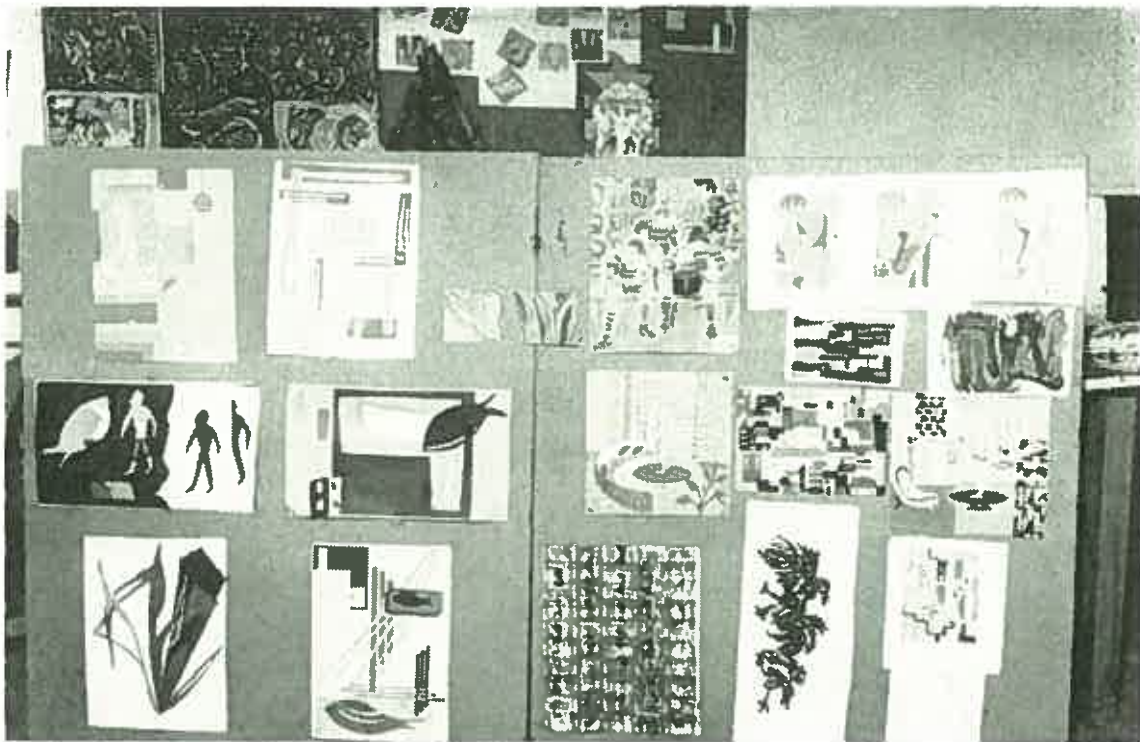
Eight-thirty a.m., Tuesday, June 2nd, the time set for beginning our Sydney excursion. The reason: to provide us with a more complete knowledge of Sydney's planning, problems, pattern, industry and historic background and in addition, (more the motive of the pupils), a pleasant break after the exam. week. Those attending included most of 3A and the Geography half of 3B. Our overseeing teachers who had so kindly offered to bear an unbearable day with us were Mrs. Phillips and Miss See.

At nine o'clock we arrived at Phillip Street where we boarded a Pioneer Coach and began our momentous journey by viewing some of Sydney's oldest buildings, such as St. James' Church. Then on through Redfern, noting its industry and old houses until we came to Mascot where an airstrip over the water is soon to be built to provide a longer landing strip for planes. Brighton-Le-Sands and Rockdale with their modern shopping-centres soon merged into Bexley North, the ever expanding modern suburb. Canterbury was next on the list and here we saw another old suburb. Through Punchbowl until we came to Bankstown Industrial Area and saw both modern and old fashioned factories. However, we then came to Potts Hill Power Station where, from a region known as the Green Belt Area, we beheld Sydney, with high population densities,

such examples as Lidcombe, Auburn and Clyde. Then out to Parramatta which, although some distance from the city, is now linked with the Metropolitan Area. Here we observed Hambledon Cottage, built by Macquarie for his children's governess and had a glimpse of Elizabeth Farm House. Down through the Dundas Valley to Ermington, a suburb began by the Housing Commission. Top Ryde shopping centre contrasted vividly with the old Ryde one and gave us an impression of the streamline shopping districts of the future. Crossing the Gladesville Bridge we glanced across to Glebe Island, and then back through the Rocks Area to the Botanical Gardens under the shadow of the A.M.P. Building.

Certainly we had enjoyed the three hour trip, but now for some lunch after which we were allowed to take photographs and go for walks. The afternoon was planned for a visit to the Art Gallery before we dispersed for home, reluctant, perhaps, but in hope of a similar day next year.

A. Nicoll, 3B.



AN ART EXHIBIT.

A VISIT TO THE ART GALLERY

A group of the girls in my art class made a visit to the Art Gallery. Leaving school about one o'clock, on a Friday afternoon, we proceeded to Canterbury station. In about twenty minutes we reached St. James, and then walked down to the Gallery.

It is a large stone building with steps leading to the front door. All the paintings are arranged neatly on the wall and in the centre of each room there are seats. Some of the paintings I liked very much, but others were hard to understand, mainly because they were classed as modern art and were abstract.

Our guide was a lady and she tried to explain the paintings and sculpture to us. I was very interested in what she had to say because I didn't know much about art and I was very eager to learn. I was also interested in the extraordinary shapes made of thin metal and wire hanging from the ceiling.

The paintings fascinated me because they were so realistic and many of them were by Australian artists which surprised me very much.

One of the girls thanked our guide for giving us such an enjoyable afternoon.

Denise McDonald.



AT WORK IN AN
ART CLASS

SPORTS REPORT

This year concentration was placed on sport within the school. House competitions were played in all sports; in the form of matches for Softball, Basketball and Hockey, and "round robin" tournaments in Tennis, Squash and Golf. At the time of going to press, Adelaide were leading the Softball, Squash and Tennis competitions, Brisbane the Basketball, Canberra the Golf and Darwin the Hockey.

The girls competed well at the Zone Swimming Carnival, winning the Total Point Score Shield, and a large number competed at the Combined High Schools Carnival. In this stronger competition S. Casson was the only girl to gain places in the finals.

At the Zone Athletics Carnival we were not so successful, being well behind the winners, Wiley Park. However, we did manage third place not far behind the second place winners. Our major triumphs were that of C. Mitchell who, in winning the Senior Javelin event, broke the existing record by 24' and that of H. O'Connor, a first year girl, who won the Open Walk. We expect that these two and the other girls who gained places will perform creditably at the Combined High School Meetings in September.

SWIMMING

The art of swimming has been known to man for thousands of years. Perhaps the most famous historical reference to swimming is that of the crossing of the Hellespont by Leander to reach the beautiful hero. During the Middle

Ages swimming appears to have fallen into disfavour because of the popular fallacy that it aided the spread of disease.

The prejudice against swimming lost ground with the advance of the centuries, and by the middle of the nineteenth century, it was regarded as a healthy form of outdoor sport! This renewed interest in the ancient art quickly led to scientific study of swimming method. In ancient times swimmers used a form of DOG-PADDLE, with one arm then the other thrust forward, then drawn under the water. There was an up-and-down movement of the legs which accompanied the arm action.

Few people can swim without tuition, although there are cases where men and women have swum in deep water without having been first taught. Because swimming has become so popular throughout the world as a form of exercise, and as a competitive sport, most nations, by means of "Learn to Swim" campaigns and by school instruction, attempt to make it possible for all to learn to swim.

Modern swimming depends on the evolution of new strokes, although the primitive dog-paddle is still used by learners. It must be remembered that each stroke, in any style, is a propulsive movement followed by a recovery action and a period of rest. Smooth and fast swimming depends on these movements being made with as little resistance to the water as possible. It is important to relax as the body glides forward.

The BREAST-STROKE, one of the earliest forms of swimming, is still widely popular, and has an important place in competitive swimming. Some teachers are inclined, however, to teach the breast-stroke after mastery of "dog paddle and crawl". Another form of this stroke is "Butterfly" which developed in 1935, needs very strong shoulders and is very exhausting.

Australia is credited with the fastest of modern day strokes, the Crawl, first used in 1900 by Dick Cavill. The crawl quickly spread. The side-stroke now used for lifesaving was once the principal speed stroke.



SCHOOL SWIMMING TEAM

Competitive swimming has been popular since 1869, and national and international competitions have been held ever since. With the revival of the Olympic Games in 1869, the evolution of the crawl, which made speed swimming possible, and the adoption of swimming as a popular recreative pastime by many nations, the art has undergone spectacular changes. Scientific study has reduced times in all styles, but still new records are created each year. The influence of swimming on health throughout the world has been notably beneficial.

Robyn Kay, 4C.



SCHOOL ATHLETICS TEAM.

I.S.C.F. REPORT

The Inter-School Christian Fellowship, known to most as the I.S.C.F., has had a very successful year. The year opened for us on February 3, when there was a welcome to First Year girls. The following Tuesday afternoon an afternoon tea was held for the First Years, and our guest speaker was Miss Kathleen White, the N.S.W. travelling secretary. Our first term consisted mainly of talks and discussion groups, led by various members of the committee. On Monday, March 23rd, the I.S.C.F. presented the Easter Assembly Programme at all three assemblies. The Second Year programme was highlighted by two beautiful anthems, "All In the April Evening," by H. Roberton, and "Jesu, Joy of Man's Desiring," by J. S. Bach. This programme, with musical additions, was conducted by Miss Bobroff, and the other two programmes were conducted by Miss Greenwood. To them both we extend our sincerest gratitude and thanks for their help and support during the year.

Second term was highlighted by films, especially "Treasure of the Snow," and a guest speaker, Rev. John J. Turner, Th.L., who is the Anglican Youth Director for the Diocese of Sydney. In conjunction with Scripture Union Week, again the I.S.C.F. took control of the three assemblies. The Second Year Assembly was conducted by Mrs. Curdie, and the other two assemblies were conducted by Miss Walsh our counsellor. A team of four girls, under the leadership of Sue Cason, participated in the Scripture Union Quiz, where we were placed fourth. Representatives also attended the Annual I.S.C.F. Rally

at the Central Baptist Church, and the Scripture Union Rally at the Sydney Town Hall. Third Term will see the departure of Fifth Year, and the election of a new leader and committee.

Our Fifth Year girls were the only ones able to attend the House Party at Macquarie Fields, as the other Years were occupied with their Half-Yearly Examinations. The House Party was a combined one with Fort Street, Chester Hill and Dover Heights, but Canterbury was well represented with ten Fifth Years, and Miss Walsh. During the year we had outings to Lane Cove National Park, where we went rowing and had barbeques.

This year, as well as the social aspects, we have gained a great deal of spiritual help from our meetings and fellowship with others. Our main meeting is on Tuesday at lunchtime, and the prayer meetings are on Thursday.

Once again I would like to extend on behalf of the committee and girls of the I.S.C.F. our grateful thanks and appreciation to Miss Boffroff, Mrs. Curdie, Mis Greenwood and, most of all, to our (dedicated and faithful) counsellor, Miss Walsh. Without these people, who have given their time and their service to promote I.S.C.F. to all members of the school, it would not have been as successful as it has been. Truly, these members of the staff, the pupils and the committee have made our motto one to be proud of:

"To know Christ, and to make Him known."

Robyn Hobbs, Publicity Secretary.

I.S.C.F.

What do these letters stand for? Inter-Schools' Christian Fellowship. Our school branch of the association meets in the Assembly Hall each Tuesday at lunchtime. Many interesting meetings are held under the leadership of Miss Walsh and Susan Casson. With Miss Greenwood to accompany us on the piano, we sing many bright choruses. The meetings consist of choruses, prayers and Bible readings with an interesting talk, debate or film to follow.

Our Scripture Union leader is Annette Newell, and girls who join receive help in the way of notes to assist the daily Bible readings.

All members are invited to attend a Prayer Meeting which is held once each week. Girls who attend these meetings receive much help from them, and we invite all girls to come along and join us.

C. Wallace, 7A.



SCHOOL CHOIR.

MUSIC DEPARTMENT

THE ANNUAL CHORAL CONCERT

The Annual Choral Concert was held on Friday, 17th July in St. Paul's Hall, Canterbury. As in previous years, the function was a great success, nearly 500 people attending.

The full choir, comprising 80 girls from First to Fifth Years rendered several delightful songs, including choruses from "The Marriage of Figaro", by Mozart and Edward Elgar's "The Snow", which was accompanied by two violins.

A feature of the evening was the performance of two songs by the Australian composer, Horace Keats. "She Walks in Beauty" and "Drowsy Chime". These were enthusiastically received by the audience, and especially by the family of the late Horace Keats, as the choir was given the privilege of presenting the first public performance in Australia of "Drowsy Chime".

Guest artists, Belmore Boys' High School choir, under the direction of Mr. David Russell, presented two groups of numbers, and also combined with Fourth and Fifth Year girls in selections from the "Liebeslieder Waltzes" of Brahms.

Canterbury ex-student Maria Jaros, gave a very pleasant piano solo, and the ex-students' choir presented two items, as well as combining with the full choir to perform Handel's "Hallelujah Chorus". The school recorder group, under the direction of Miss Bobroff, presented two numbers, and as usual showed that this aspect of music has reached a particularly high standard at Canterbury.

Class A1 sang three attractive songs, while the senior vocal ensemble presented the ever-popular German folk songs and Negro spirituals.

Miss Jones who as usual acted as both conductress and accompanist, is to be warmly commended on a highly successful evening. Without her assistance and enthusiasm, the choir could never have attained the heights that it did.



FIFTH AND FOURTH YEAR CHOIR.



THE RECORDER GROUP

SENIOR RECORDER GROUP

This year the Senior Recorder Group recommenced practices under the leadership of Miss Bobroff. Late in first term, we were joined by four junior girls with whom we were happy to practice pieces which they later played in the mass Recorder Band at the Instrumental Festival held in Sydney Town Hall early in July. We joined them in playing two of these pieces, "Trumpet Voluntary" by Clark, and "Pavane" by Warlock for the School Choral Concert. At this concert we were also happy to perform as a trio, playing the Overture and Air from a suite by Faber, and Brian Bonsor's "Tango". For the "Trumpet Voluntary" and "Tango", we were accompanied by the piano, and in the latter item, Lynette Howe assisted us with the castanets.

The Group was asked to play at the opening ceremony on "Open Day". Amongst our items we included the traditional air "Greensleeves", making use of our bass recorder which Norma Chamberlain has undertaken to play.

In closing, I would like to thank Miss Bobroff for the help she has given us, and the time and energy she has spent this year with our Group. I am sure, too, that Dawn MacCarthy and Susan Buchanan would join with me in thanking the school for making it possible for us to practise and play the recorder over the last five years. It has been an experience which will be our pleasure to remember for many years.

Judith Wilcockson, 5A.

BEGINNERS RECORDER GROUP

The beginners' class started during the 1st term of this year. Although many faces appeared for the first few weeks, they quickly dropped out when, curiosity satisfied, they realised that recorder playing meant practice. We were left with about eight regulars, of whom two or three were anything but beginners.

Enthusiasm was strong, so we set to work learning pieces immediately. However, right from the beginning 'time' was our constant enemy, in that we

were unable to meet as often as we would have wished. But enthusiasm won the day, and the class made good progress.

By July we were of sufficient standard to perform a Brahms's waltz at the School Concert. For those that attended regularly, the pleasure of being able to play an instrument already outweighs the work that was needed early on. We hope 1965 will see new faces in the class, who will in turn, learn to play the 'little instrument' to a standard where hours of future pleasure will be the reward.

Norma Chamberlain and Margaret Newton deserve special credit for their work, attendance, and help during the year. If they keep up their present rate of improvement, they will be figuring very prominently in future school concerts.

E.K.

CHORAL CONCERT

AI of 1964 was paid the great honour of being asked to sing at the Canterbury Girls' High School Choral Concert, presented by the Choir girls of Canterbury Girls' High School. Miss Jones, our school's music and choir mistress, trained the class and accompanied them on the piano at the concert. The guest singers were the choir from Belmore Boys' High School. The concert proved to be a huge success and was enjoyed thoroughly by all present. The AI prefect later presented Miss Jones with a small token of the class's appreciation.

P. Fairley, AI.

RED CROSS REPORT

Throughout 1964, the Junior Red Cross has taken an active part in school life. The first meeting was held on the first Thursday in February. Here we welcomed many new members, and our office bearers for the year were chosen, with Toula Cavalieros from Fourth Year being elected Vice-President. Monthly meetings have been held on the first Thursday of each month.

During first term, four girls were chosen to undertake a course in Child Care with Red Cross. This involved Saturday morning lectures in child behaviour, childbirth, and entertainment for children, as well as practical work at the Children's Hospitals in the Metropolitan area. All four girls received their certificates after an examination at the end of the course and can now work at hospitals at the weekends. A report on this course follows this report.

A Talent Quest was held in the first term, with £5/12/- being raised. The money raised was spent on material to make children's dresses for Red Cross Homes.

At the beginning of second Term, Fourth Year girls held a toffee day and raised £3/9/6.

As it is the Jubilee Year of the Red Cross, Miss Inwood, leader of Junior Red Cross in schools, visited our school. On this occasion, a Second Year class presented a programme on the "Objectives of Red Cross," and the senior Red Cross members presented the "Principles of Red Cross." Miss Inwood invited these girls to a special Jubilee Year celebration at Red Cross Headquarters, on Saturday, 13th June. At this function, two ladies from Uganda spoke to those present on Red Cross activities in Uganda, and penfriends have been arranged with boys and girls of this country to girls of our school.

Twenty scrapbooks have been made by combined efforts of members. These are all on Australia and shall be sent to other members of the Organisa-

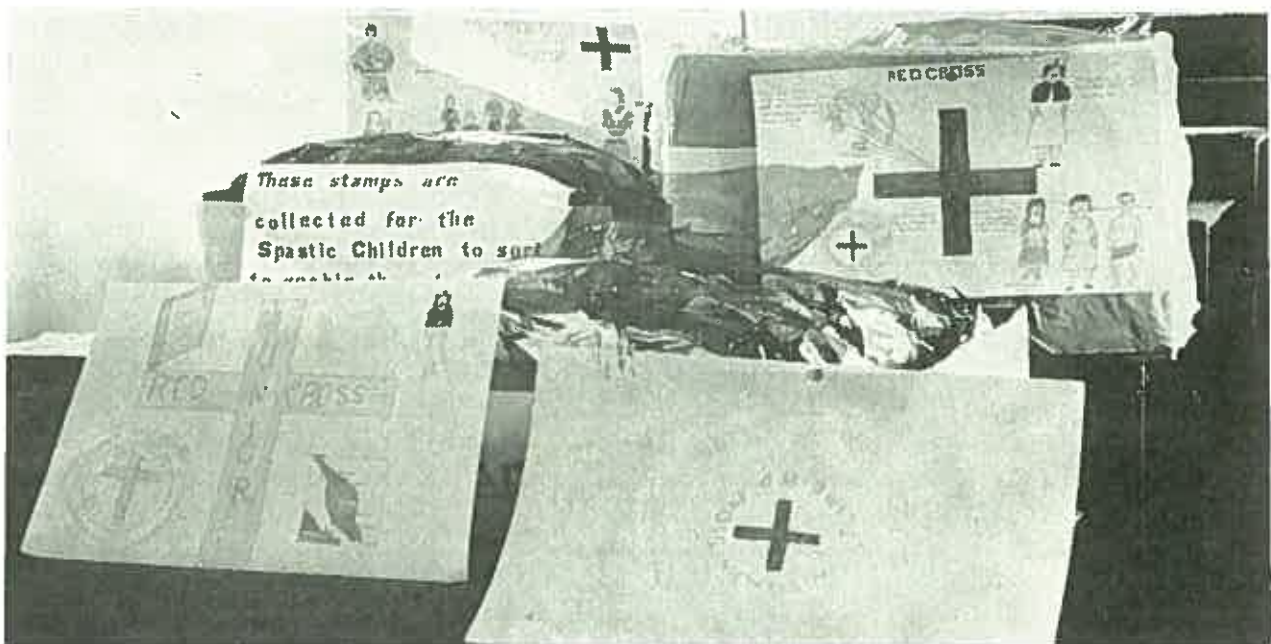
tion throughout the world. As well, books and toys have been collected to be sent to children's homes.

A Guessing Competition was held to guess how many apple seeds were in a jar, the prize being a beautifully decorated fruit cake. £4/10/- was raised, with Judith Wilcockson guessing the correct number of seeds.

On Open Day, £5 was raised by donations to the Red Cross. A Beauty Demonstration was held on the last day of the term by Max Factor.

Junior Red Cross has had a very successful year, and our thanks must go to Miss Young, the Needlework Staff and Miss Davidson whose valuable guidance has been appreciated. My appreciation is also extended to all other officers in our organisation who have helped me greatly throughout the year.

Suzanne Moor, 5B, President.



A SOCIAL SERVICE DISPLAY

CHILD CARE COURSE

Four pupils from Fourth Year, representing the Junior Red Cross, had the privilege of being interviewed, and chosen to take up a course on Child Care. The four girls were Lydia Matsas, Toulia Cavalieros, Jennifer Dive and Janice Haynes.

This course consisted of a number of lectures, beginning with "The Birth of a Baby", "The Preparation and Care of a Baby," "The Handicapped Child," "Foods that Children Need," "Children's Complaints," and last of all, "The Behaviour Patterns of a Young Child."

There are six lectures in all, each of them more interesting and helpful than the last. Many different doctors and sisters were kind enough to come and give us these lectures. For example, Dr. Pettinger and Dr. Scott were two doctors who helped us in the lectures.

Also, we were able to make visits to many of the different kindergartens and child centres. Amongst those we visited was Lady Gowrie Child Centre, where much was learnt in the practical and everyday handling of a normal, happy child. Ashfield Infants' Home was another child centre visited, and here the children were not as happy and fortunate, and we learnt much from this visit.

A whole day, from 9 a.m. to 4 p.m. was spent in Bankstown District Hospital by these girls, and much was learnt in the way of caring for very sick children.

Last, but not by any means least, was the Earlwood Baby Health Centre; and here we learnt just how much the sister in these centres help the individual mothers of the community with their problems concerning their young children.

The knowledge gained by these lectures and visits was put on paper along with a separate picture book for children to read, and a small toy kit for a child to play with. These things were gathered together and handed in to an inspection staff, who marked each girl's work.

In June, a graduation night was held and over forty girls from about fifteen different schools proudly received their Child Care certificates.

Throughout the coming year, these girls will begin their training in several hospitals, as Child Care nurses, in the hope of receiving a white bar for their services when twelve months have passed.

Much thanks went to Miss Irene Inwood, O.B.E., who supervised this course, and who has given so much of her talent and time for Red Cross.

Janice Haynes, 4A.

RED CROSS BULLETIN, 1964

We are apt to associate Red Cross with war and the Blood Bank only, but the Red Cross is at work in all communities and all countries. Wherever help is needed, the Red Cross is always there, so this is something worthwhile for children to support.

In our school we have a branch under the leadership of Miss Young as President. Meetings are held once a month at lunchtime, and all girls are welcome to attend.

We have held several functions in the school, including a Talent Quest and a Toffee Day. We co-operate with the girls of the school in supporting the Egg Day for the Rachel Forster Hospital.

We would urge all girls to join the Red Cross and help a worthy cause.

S. Biddle, 7A.

THE CHESS CLUB

Every Tuesday, after school, Mr. Khashadorian, a member of the Mathematics staff, conducts a Chess Club in Room 6. Since we have been attending this interesting class, we feel that our game is improving, and we hope it will continue to do so. We are very grateful to Mr. Khashadorian for his help and guidance in the skills of the game.

New members are always welcome.

Margaret Newton, 1A.

THE CHESS CLUB



"AN OPEN DAY DISPLAY"



One of the highlights of Open Day 1964 was, as usual, the display of needlework. Here we see some of the work that was of such interest to the many visitors to our school on that occasion.

LITERATURE SECTION

THE PRICE OF FAME

It was early in the morning and the beach was deserted. He had known that no-one would be here at this hour, and so he had come to spend a few hours alone. Alone! He had not been really alone for so long he had almost forgotten how peaceful and restful it could be: he had not appreciated the privacy he had enjoyed before his rise to fame. Now it seemed as if he was surrounded by a never-ending stream of screaming, grasping animals. His life, and the lives of his three friends, were now a succession of crowds and hotel rooms, no meaning or purpose to them.

It was peaceful here and he felt as though he was the only person alive in the world. It was an eerie feeling, but he felt a serenity within him. Dragging his feet through the warm sand, he slowly made his way along the beach. He stopped and looked down at the debris which littered the shore: shells, pebbles and driftwood. These were relics of the storm last night. It was rather strange, he thought, as he picked up a shell lying at his feet, how everything had been in a turmoil just a few hours ago and now it was so calm. The storm was over, and this was all that remained to show that it had even existed; pebbles, shells and twisted fragments of wood: and even these would eventually be reclaimed by the sea with the rising tide or buried forgotten in the sand. Was life like this? Was it all futile? Would he and his friends be buried and forgotten, too?

He looked at the tiny shell in his hand and pondered on these questions for a few minutes. He then got up and continued along the beach. Perhaps it isn't wise to think too hard about life, he thought: there are too many questions that cannot be answered. It was getting late—he had better hurry back before people came and discovered him here. He turned to go back but something stopped him. He opened his hand, looked at the shell once more. It was pretty now, but he knew that it would grow dull and lose most of its colour. Did this shell represent his life? Gay and colourful now, but not permanent? Was he accomplishing anything? Would he be forgotten like the storm?

He placed the shell in his pocket and retraced his footsteps slowly, thoughtfully. Only time would answer his questions.

Sandra Markin, 3A

RACIAL DISCRIMINATION

A child is crying—she could not enter a white school; a girl is walking—she could not enter a white bus; a man is dead—killed on the street fighting. They all were black!

And so the story is written—once, one thousand times. We read the story, we know it is happening—we shake our heads; we do nothing. Then the women go back to their work and the men to their beer. They have forgotten. The flame has ceased to burn; the fickle wind has snuffed it out and man has lost his moral conscience.

Are we so mighty that we can say which race is pure and which is not? No race is morally black or white, but different shades of grey. Have we the right to say which colour skin shall rub against us in a bus or enter through the gates of a university? We would not dare decide which amongst us should go to Heaven and which to Hell. And yet some men, because of pigment in

their skin, need never ponder on this problem, for they know and think never of Heaven for they are in Hell. Man has created it and man must destroy it, now, or so malignant shall it grow that not the deepest delving of the surgeon's steel shall ever cut it out.

Discrimination is one of the most potentially destructive attitudes in the world today. It has threatened civil war, and war shall come unless we cease our noble words and turn them into noble actions—today, for tomorrow is too late.

And yet the most despicable of all are those self-righteous Pharisees, those hypocrites who attend their segregated churches professing Christianity. How dare they! and sit in their little pews wearing their big hats and listen to, but do not hear, the voice of the minister.

“A new commandment I give unto you, that you shall love one another as I have loved you.”

Then they leave their segregated churches and go about their segregated lives swollen with virtue and Christianity.

Jesus wept.

Diane Payne. 5A.

CHINESE FAMILY CUSTOMS

People in various parts of the world have their own traditions and customs which, as a rule, are greatly influenced and dictated by their own culture.

China has long been influenced by Confucius, who advocated filial piety to parents, respect for one's elders, and kindness to young people. Thus, Chinese family customs are based on these moral teachings.

In a Chinese family, the father is the head of the family unit and is responsible for its maintenance; while the mother, his right half, is answerable for the housekeeping and proper upbringing of the children. In large families, several generations may live under the same roof, and the old folks, as decreed by written laws, are greatly respected.

The worship of ancestors is the most common custom among Chinese families. Though the ceremony may be simple it is always impressive.

Another Chinese family custom is the observance of many important Chinese festivals such as the Ching Ming Festival, the Dragon Boat Festival, the Moon-cake Festival, the Mid-Autumn Festival, the Double Nine Festival, etc. The most celebrated festival is, of course, the Chinese New Year. Preparations for its celebration being as early as a fortnight before its arrival. Melon seeds and compotes are plentiful, much to the delight of youngsters, who are also given red packets of “Ang Pow” containing lucky money. Everyone laughs and makes merry in the hope that such merriment may induce luck and prosperity in the New Year.

Two other significant Chinese festivals, where family customs are concerned, are the Ching Ming and the Double Nine festivals. At these times, sons and daughters go to pay homage to their ancestors' tomb in token of their respect. Incense sticks, joss sticks and joss paper are burned, and offerings of wine, meat and seasonal fruit made to the ancestors.

On other festival occasions, presents are sent to relatives and friends. This naturally tends to arouse in each person a feeling of affection for the home and family.

Family customs thus assume a greater importance in the everyday life of Chinese people than they do in the lives of people of other countries. Observance of Chinese family customs is beneficial to all concerned, for it unites the whole family in one close bond of mutual love and respect.

Mary Yap Bec Lay. 5C.

BEETLE CLASSIFICATION

Beetle discovered has eight legs.

Came from Hamburg on a banana boat, and was first observed in a Liverpool cellar club which has since been converted into a beetle musicium. The Liverbeetle (Latin name: Ringopauljohngeorgeus) comes from the insecta class (Coleoptera (from the Egyptian).

Ranges from 5ft. 8ins. to 5ft. 11ins. in length, appears to have eyes in the back of its head, and is topped by a furry growth which shakes vigorously when the beetle is in motion. The wailing drone of the beetle can be heard in buildings like theatres, all over the country, mingling with the screams of female observers.

A cross between the water-beetle, the flying beetle and (when exported to America and Australia) the gold beetle, the Liverbeetle lives on fivers, dollar bills and wax. A hard-working beetle, it can be found at some time or other in most parts of the world. Its discovery is usually hailed by great press fanfares and television bulletins. A full-length film observing the habits of the beetle was released on the 7th July, 1964—"A Hard Day's Night," and is expected to break all records (including "Roll Over, Beetlehoven" and "I Wanna Hold Your Antennae").

Shakespeare once said: "The poor beetle that we tread upon . . . finds a pang as great as when a giant dies." It is impossible to tread on a Liverbeetle. It is almost impossible to catch a Liverbeetle (even though there are only four in existence), as many collectors who have pursued it, waving notebook aloft, will testify.

The correct way to catch a beetle is in a bottle (a pop bottle suggests itself immediately). Empty the beetle into very hot water (beetles cannot stand being in hot water) and lay flat on blotting paper to dry for several years (it takes a long time to make a beetle dry up). The beetle should then be properly laid out and mounted.

To preserve a beetle, it should be kept indoors and exposed to a natural temperature at all times (ie., never over-heated). It keeps best in porous vessels covered with glass. A recording studio is ideal).

The Liverbeetle has become the talking point of the nation. It has been observed in every home throughout the land. Since the Liverbeetle will be with us indefinitely, it should be noted that it bites. And once the Liverbug has bitten you, it is almost impossible to shake off the effects. It is no longer possible to ignore the Liverbeetle.

Penny Winsor. 5B.

MODERN ART

A blob of red paint, upper centre; a menacing eye (or is it a foot?), lower left; a few geometrical structures; a wicked-looking line—another "masterpiece" has been produced. The masterpiece is exhibited at a "one-man" showing at a very fashionable gallery. Presto! A well-known society figure pays the necessary 200 guineas, has his photograph for the society page of the newspaper taken beside his newly-acquired purchase, and thus yet another modern art circle has been completed.

I have inferred that modern art has no worth as an art form itself, but is rather a conglomeration of diverse colours and shapes which unite to form a much-desired and extremely fashionable status symbol (providing the price is sufficiently high).

Perhaps, however, I am being a little harsh. Perhaps modern art does have some merit. Indeed, how many times have we been told with great sincerity, by a bearded, bereted artist, outfitted in sandals and paint-spattered garments, that whereas we laymen see only the superfluous qualities of the painting, they, with their hyper-sensitive endowments, really "feel" the painting. Whereas we see only a few unsymmetrical lines, they "feel" the artist's expression of doomed life or his expression of spaciousness.

Indeed, they might. Why else would well-brought-up young, and not-so-young, people, abandon the accepted way of life and converge on such places as Greenwich Village or Paddington, to live in poverty until elusive fame pays them her respects? These people might really believe in what they do. However, it is doubtful.

Taking a practical view, it is naturally much more exciting and convenient for a lazy person who has no desire to work at a nine-to-five job, to leave home and become a Bohemian convert, than to sit at home being continually ordered by his family to find work. Furthermore, when, as recently happened on two occasions, so-called European and American art experts proclaimed as masterpieces, works painted by a monkey and a baby, it really leaves one wondering just how much worth modern art does have, and just how much genius and sensitivity is needed to produce it.

Sue McKenna, 5A.

T.V. CAN BE HELP TO SCHOOLS

Although three million people in Australia regularly receive broadcast television programmes, so far little use has been made of television in the field of education.

This is not so overseas, however. In many countries television is meeting the growing demands of primary, secondary and tertiary education.

In America, over 300 schools are equipped with closed-circuit television. It enables the teacher to deal with larger classes and allows greater use of equipment and teaching aids.

Television does not alter the quality of teaching, nor does it replace instruction, but it gives more time to plan and follow learning situations. It enables the teacher to take a personal interest in the student and help to overcome the difficulty of dealing with classes of pupils having a different rate of knowledge absorption.

Broadcast educational television opens a new concept of the number of students that can be instructed at one time. It makes possible instruction by outstanding teachers and overcomes classroom shortage and transport difficulty.

A recent progress report by a Board of Education in Washington County, showed students accepted television as a means of teaching and believed they learned more. The report also found a majority of teachers and families favoured television as an education aid.

Great credit must go to Australian television stations for educational broadcasts such as the transmissions of Sydney Summer School of Science, but no attempt has been made to provide organised primary and secondary instructions.

There are nearly fifty stations in America devoted entirely to educational broadcasts, telecasting over 1,000 hours a week for home and school.

There is no doubt that a system of educational television stations could contribute much to solving the economic and geographic problems arising from a rapidly-increasing school population.

Carolyn Park, 4C.

LIFE IN HONG KONG

Hong Kong is a well-governed and law-abiding city. Of course, there are robberies, murders and occasionally riots, but these are not carried out on a large scale as in most other countries in the East. Everyone stands equal before the law, and has complete freedom of speech and movement. An excellent police force protects the citizens of Hong Kong, so one can feel safe wherever one goes.

Hong Kong is a modern city, with all the up-to-date conveniences and public services. There are first-rate communications: post offices, telephones, buses, trams, ferries, and even a peak-hour tramway. Public health is well provided for, also; one of the largest hospitals in South-East Asia is also located in Hong Kong. Poor people can receive free medical advice and treatment from charitable organisations and clinics run by the government.

There are many government primary schools and secondary schools. Many are subsidised by the Hong Kong Government, and many other schools are run by churches. There are also training colleges, and two excellent universities.

Entertainment is another attractive feature of Hong Kong. There are so many different kinds of entertainments to suit all tastes. One can see American, British, Chinese, Japanese, French and Italian films at the luxurious, air-conditioned cinemas. It is also possible to hear recitals of Western music and see lavish productions of Cantonese opera. There are many dance-halls, nightclubs and restaurants, while the sports enthusiast can play all the games he desires.

Hong Kong has to face more problems as time passes, shortage of water being the main problem. Usually, we have eight hours of water every day, if the rainfall is regular, but for the last six months people can only have water for four hours in every four days. Also, because of the rapidly-increasing population, unemployment will probably rise, especially if there is any slight depression in business. Often several families occupy one flat, as flats are very hard to obtain at reasonable rents.

Despite all these problems, living in Hong Kong, one can see the merging of two cultures—East and West—and the mixture of old and new. It is a happy example of what can be achieved when two different races work together. It is indeed a city of "a million lights."

Patricia and Jenny Lau, 5C.

THE CIVIL RIGHTS BILL

The Civil Rights Bill, passed in the U.S.A. on 4th July, brought hope of a new life to the Negroes, who for many years had been fighting to receive equality; but, will they receive it?

From the time Lincoln freed the slaves, Negroes have been thought to be an unintelligent race and not fit to take a place in American society. If given the same chances as the whites, the Negroes would make citizens of which their country could be proud. The late President Kennedy was a strong believer of this, and worked hard for it.

Then a dream became reality. The Civil Rights Bill was passed. The Negroes now have the right to travel on the same buses as the white, to use the same schools, to eat in the same restaurants, but the Americans seem reluctant to give them this right. Demonstrations are still continuing, but maybe in a few years the two races will be able to live in harmony with one another.

Stephanie Moran, 3A.

CAREERS IN AGRICULTURAL SCIENCE

Probably never before in human history has there been such a widely-held conviction that the spectre of hunger must be banished from the world. Today, an estimated 1,000-million people suffer from some degree of starvation. And, with the population expected to double by the end of the century, the task of feeding 6,000-million people adequately will strain the food-production resources of every country.

The campaign against hunger promises to be one of the most vital in which the human race has ever engaged. In that campaign the leaders will be the men and women with the scientific training to enable them to develop the new techniques of production and to utilise the still untapped resources of the soil upon which eventual success will depend.

Agricultural science must become of increasing importance in this food-conscious second half of the twentieth century. Within the next forty years Australia alone will need thousands of well-equipped agricultural scientists—for research, for extension work in passing on the results of research to farmers and graziers, for administration, for teaching. The scope for their work is certain to widen enormously, as will the need for it.

To young people looking for a career it offers one that will combine interest, variety and a sense of service and achievement. The opportunities for employment are very wide for agricultural scientists. Most find their careers in Commonwealth and State departments, but many are employed in commerce and industry and the universities, while in recent years some have begun private practice as consultants. Some graduates take up farming on their own behalf, generally on family properties.

Agricultural science is a four-year course at the university, and provides marvellous opportunities both for male and female graduates.

Roslyn Blair, 4A.

WHIMSICAL FANTASY

With a vague hope of tracing the source of the enchanting melody, I silently stole out of bed and crossed to the window.

The window was gleaming with a strange radiance and the melody filtered in, filling the dingy room with a warm, rich sound. I opened the window and the light streamed through, dancing, leaping, running across the room, falling in puddles on the floor, transforming the shadowy room into a palace of light. The window was glowing with a silvery white phosphorescence and the music burst forth in glorious strains and ran to join the moonlight at play.

Mystified I peeped out of the window.

The source of this enchantment was my tiny garden which the moon held in its spotlight. I thought I perceived a movement in the flower bed, as though the flowers were stirring and stretching in time with the music. The moonlight bent over and touched each sleeping flower, which slowly raised its head and unfolded its petals. As the damp petals unfolded and straightened, small drops of dew trickled from it like tears, glistening in the moonlight. Then the flowers blossomed forth into untold rare beauty and a delicate fragrance drifted from them, to be caught up by the night breeze.

When all were awake, they joined hands, swaying and lilting with the glorious music. They danced so gracefully, caught in the raptures of the music, their sweet faces glowing with felicity. The music gained strength, the flowers moved more quickly and more lightly, until they seemed to be dancing in the air, their feet barely touching the ground. A climax was reached, the music pulsating from an unknown source, the flowers whirling and dipping so that their colours seemed to merge in with one another.

My soul was filled with joy at the sight of such an enchanting, colourful spectacle swaying on a lilting melody.

I could restrain myself no longer—I ran to the door, pulled it open . . . But what happened? The dancing mass of colour was once more delicate flowers, the sleepy heads nodding on the moist breasts. The fluorescent light was replaced with the enveloping darkness of night. The rich, warm music had faded.

My enchanted garden was no more.

Lorraine Kirwan, 4A.

PROWLERS

The recent increase in the number of prowlers has made this problem one of great concern. The number of gentlemen padding through our streets and backyards will, if it continues to increase, ultimately outnumber those left indoors. In this age of civilisation, surely these slightly confused members of our community can be somehow removed, yet the number of apprehended is infinitesimal compared with those reported.

As attacks have increased, naturally the number of females to experience them has also increased. Looking into the future, it is even possible to visualise a time when the statement, "I've been attacked," will be a status symbol, and those left unmolested will join the ever-increasing number of inferiority complexes. No longer will the problem be the scar left on the mind of a girl who has been attacked, but rather the scar on the mind of the girl who has **not** been attacked. This idea does sound preposterous, I admit, but look at things which have happened that would have seemed preposterous even a few years ago. Like the topless swim-suit?

Things have become so bad that certain among us dare not venture out of doors without being armed to the teeth; and, of course, that does not do any good, because now we are the ones to be punished. If we shoot someone in our gardens, the law regards it as a crime, and will act accordingly. This is supposedly a free country, yet how can it be when some of its members, namely the weaker sex, are being terrorised by the masculine section which is supposed to consist of Sir Galahads, whose sole purpose is to protect their defenceless mates.

Of course, some of us are not so defenceless. We have come a long way since the routine of "Yes, my master. No, great chief." We have come a long way indeed, and we of the weaker sex have moved in on many previously masculine ideals. And now, out of necessity, we have become disciples of the honourable art of self-defence. Judo has transformed many timid, resisting little women into veritable Amazons. I should love, in fact, it is my dearest wish, to see the face of a brawny attacker laid on his back by an apparently weak and helpless female.

Other useful weapons to make us feel safer are quite easy to obtain. Some of the most effective would be tennis or squash rackets, hockey sticks, or golf clubs. But those who possess such articles are obviously interested in playing a particular sport, and would probably find it inconvenient to have a few broken strings or several dents. I suppose it all depends on whether one would prefer to enjoy a game or to greet an undesirable with an enthusiastic beating about the general region of the brains.

Yes indeed the business of prowling certainly has its drawbacks. Perhaps this will persuade these twisted minds to turn themselves to some equally enjoyable pastime, such as that of pulling pussy-cats' tails. Then we would

feel somewhat easier in our minds and be able to walk along our own residential areas without twitching our ears and twisting our eyes to catalogue each sound. Perhaps if we were sure that there were not one or more unfriendly eyes peering through the cracks in our doors, or the chinks in our curtains, we could prepare for sleep standing bravely in the middle of our bedrooms, instead of in the rather cramped space under the bed. "Ah," you will say, which indisputable masculine logic, "the obvious solution to that small difficulty is to make sure that there are no cracks in our doors, or chinks in our curtains." And who am I to argue? All I can say is that it would be most uncomfortable in a windowless, doorless room, and that, after all, is the only way to be sure.

Have you ever wondered about the minds of these lonely wanderers? Surely there must be something misplaced up there, causing tremendous confusion. Personally, I can think of nothing more uncomfortable than prowling around out-of-doors on one of these freezing cold nights, with the only reward a few seconds' peep through about a quarter-inch crack, and perhaps ending up with a battered anatomy, due to discovery by an irate citizen. But then, I don't claim to understand.

On the other hand, prowlers are practically indispensable to our community. Without these perverted characters slinking throughout our darkened neighbourhood, how dull and dreary our lives would be! Where would we find our excitement? What would we use for headlines in our newspapers? Beside the news of a new recruit to the army of intruders, the news of the discovery of an ancient skull or even a new mountain fades away into nothing. Perhaps we should be grateful to our shadowy companions of the dusk. And yet, I find that this does not quite reconcile me to the presence of watching eyes. I'm afraid that I am one of those dreary souls who would prefer to be sure of solitude.

Margaret Wilson, 4A.

LIFE IN SINGAPORE

Singapore, an island off the southern tip of Malaya, is a busy and crowded tax-free port. The island is inhabited by people of all races and nationalities, although the main races are the Chinese, the Malays, the English and the Indians. This results in the culture being part western and part eastern.

All year round, tourists throng the island, living in ultra-modern hotels built especially for them. A favourite spot that they always visit is "Chinatown," an area where Eastern culture still remains. It is a rather big area, where the sellers place their goods beside the roads to sell. On nearing the place, one can hear the loud bargainings made by purchasers and sellers. Here one can also see the "tri shaws," which are little tricycles with seats attached to the sides. The rider places himself on the seat and the driver paddles away like fury. These "tri shaws" are slowly lessening in number, as very few people use them these days because it takes a much longer time than a taxi, although tourists find them to be a great novelty.

Schooling in Singapore usually starts at the age of six-and-a-half, although nursery schools are available for those wishing to begin earlier. Because of the many races, there are many different types of schools, some teaching in Chinese, others in Malay, some others in Indian, although the main language to be studied now is English so naturally there are more English schools than any others. School usually begins at 7.45 a.m. and ends at 1 p.m., with a half-hour break in the middle. There are universities and high schools for those wishing to continue their studies.

Entertainment plays an important role in Singapore. Theatres are opened all week, with five shows shown daily. There are three big amusement parks which open every night, all year round.

There are a great many flats in Singapore, some of them having over ten storeys. The island is "areared," that is, the rich have their own areas, the middle-classes have their own, and the poor either live in flats or slums.

Many areas are like Kings Cross, which is open all night long and one has his food just beside the road, as the food stalls are parallel to the roads. All sorts of food are served, and can be bought to take away.

All in all, Singapore is a fairly good place to live in, with good food, good entertainment, and also an island of all different races, living quite peacefully with one another.

Helen Kan, 4C.

THE STORY OF THE ALPHABET

Where does its name come from?

The name "Alphabet" is a compound of the sound "Alpha" and "Beta," which are the first two letters of the Greek Alphabet. What is an Alphabet?

An Alphabet is an attempt at representing the sounds of speech as a series of marks on stone, wood or, as used nowadays, paper. There are more than 26 sounds in the English language alone, but any alphabet is only an attempt at this task. Why do we have an Alphabet?

As man develops and becomes more settled, he finds that there are things he has learned which he would like to pass on to others. No man's memory is perfect, and as the years pass, things become confused so that there has to be some way of keeping these new, as well as the old experiences, fresh in the mind. One way to do this is to write them down when they happen as a record.

To be able to write, a set of pictures, symbols or letters in the form of an Alphabet must be adopted. How is it used?

All words are made up of the letters of the Alphabet, and these letters, when placed in a certain order, stand for certain things.

Picture writing such as that used by the early civilisations was much more difficult and would not give the full meaning clearly. Instead, the alphabet of today enables us to use words which everyone understands, because it is so flexible and can be used so easily once you have learnt to recognise each letter and the sound it stands for.

Rena Melera, 4B.

ALONE ON A WINTRY NIGHT

Theatres are closed, the sky is dark and the wind is howling round the streets. Only your footsteps can be heard—thud, thud, thud—you have an internal emotional feeling about the dark. Suddenly a tree rustles; you look up in fear. Was it the wind? You continue to walk; a cross street is sighted, your steps are slower. You are dreading making contact with the corner. What will be there? Should you race across it or take it slow and quiet? A light flickers in a nearby house; you look, wondering. The corner is but ten paces away, a decision must be made, fast. As quick as lightning you are across the street. What comes round the next bend or across the next street? What bothers you? You made it across the last corner. The wind and cold do not upset you. Walk, walk, you think of a song to take your mind off the paralysing night. You begin to sing, then in all your horror, a cat slithers out of an old box. You let out a silent scream. A sigh of relief follows. Only a few blocks and you will be home. You hear steps coming toward you.

Your breath is short. The steps become louder, you can faintly see someone, it is light enough for you to detect a male's figure. You are becoming more frightened. What will you do? He is coming closer, closer. He is directly in front of you. You must not look frightened. He has passed. A feeling of excitement hovers in your mind, your steps become quicker, the corners no longer frighten you. You are you! You see your house and begin to run.

At last! Safe within your own gate!

Janet Gilmore, 3A

THE GHOST STORY OF AN OLD CONVICT HOUSE

Before I fell asleep the storm broke. The lightning flashed across the sky, making eerie forms on the walls. The thunder rolled around the sky. I blew out the old kerosene lamp, turned on my side, and was soon asleep.

It was in the early hours of the morning when I awoke. I am still not sure what it was that woke me. It might have been the thunder. It was still raining outside and the rain was pattering on the window-pane. Then the door of the room I was sleeping in creaked open and a misty form entered. I was terrified at first, and I could not breathe or move. Then the ghostly form glided across the floor to the foot of the bed and raised it off the floor three times, hesitated for a couple of seconds, then seemed to sink into the floorboards in front of the old fireplace.

Eventually the fear ebbed out of me. I crept out of bed and ran into another room of the house, thinking the ghost or whatever it was might return. I slammed and bolted the door. I did not sleep the rest of the night. I just lay there staring at the door, listening to the thunder and rain. As the morning came, the rain and thunder ceased. The sun crept out from the scattered clouds. I arose from my bed, related the strange, mysterious happenings to my great-grandmother, then I hurried to the tool shed and obtained a hammer and saw and returned to the house. I then hurriedly removed the flooring boards from in front of the fireplace. To my horror, I discovered the skeleton of a human being!

To this day I will never forget the night of the unexplainable happening. I am still uncertain of whether ghosts exist or not.

Lynn Brew, 3E.

A NIGHT ALONE

It was dark and I was just drifting off to sleep: sleep after being up since six o'clock in the morning.

I was all alone in this big, enormous house. I pulled the covers up over my head. Suddenly there was a series of high-pitched noises. I jumped up and all I could see were the lily-white faces of my dolls. Their faces seemed to be moving.

A breeze sprang up. Something was tapping on the window. I dared not look. I tried to sleep again, but found it was impossible, as everything was moving. Suddenly there was a weight on my feet; I hesitated before looking down, but it was just the cushion. It had been there all the time and I had never noticed it until now. Then, out of nowhere, all these little, frightening noises kept coming, squealing, scratching, padding. I cuddled into my soft, loving little toy dog. My dressing-gown, hanging on the wardrobe handle, looked like a person covered with a sheet, coming toward me. I was very cold and scared. Everything was coming closer, closer, closer to me. I shivered, then all of a sudden I was awakened. It was morning, and it had only been a horrible dream: a nightmare a nervous seven-year-old has while she is alone by herself.

Shellie Simpson, 3D.

AN UNDERWATER SCENE

How colourful it was! I was seeing things from under the water, instead of from above, for the first time. Everything seemed different, somehow, and there was hardly a sound to be heard. Only now and again could I hear the swoosh of the water above, which seemed to keep in rhythm with the sound of the bubbles being blown out from my air-tanks.

The scenery was beautiful. Different coloured coral supplied a background to the many kinds of fish. To the right I turned, and saw an old ship which had gone down many decades before, as I found out later, which King Neptune had covered with sea urchins, sponges, and barnacles. In the foreground was what seemed to be an archway of seaweed through which I swam to get to the ship. I rubbed off the cover of sand which lay on the name and found that it had been a famous ship, which had been owned by Queen Elizabeth I when she was reigning.

Looking up from the ship, I saw the brilliant sunlight filtering through the water and shining into the hull. After swimming over to the hull, I gazed in at the fairy portion of the underwater world. Schools of brightly-coloured fish had made their homes inside the hull, and their different scales, displayed against the green weed, made a truly magnificent sight.

Susan Shaw, 3D.

A BEACH SCENE

A faint wisp of light could be seen, as the sun lifted its drowsy head to open a new day, stretching across the water, like a hand stretching towards you, and inviting you to dive into the cool, clear ocean and swim out to meet it.

The night's coolness lingered still in the fresh air which surrounded me as I knelt on the soft sand and leaned against a leafless tree, which looked as if it were being pulled by some mighty force towards the fertile soil inland.

My towel, which fluttered in the breeze, hung lifelessly over one of the stiff, dead branches. Running towards me in the far distance came what I could make out to be a bunch of red and blue blobs with tinges of other colours for variety. After a few minutes had elapsed, the colours had a more definite shape, and I dropped my towel and sped down the beach with the rest of the group to join the playful waves.

Susan Norman, 3B.

AN OPEN MIND

We often hear someone say, "I have an open mind on that question." This usually means he is prepared to listen to all sides of the argument before coming to a final conclusion. It means he is prepared to change his mind if new facts or new reasons come to hand. A person with a "closed mind" has rigid views which he is not prepared to alter under any circumstances.

He is so convinced he is right, that he would willingly censor ideas with which he does not agree. In reality, he is narrow-minded, without the wisdom and desire to see the other person's point of view. Owing to the fact that he is so set in his ideas he never learns. On the other hand, a person with an open mind is adding to his knowledge all the time. He welcomes the correction of errors and the establishment of truth, no matter what their source.

Toula Cavalieros, 4B.

POETRY SECTION

"THE LEAVING CERTIFICATE"

Speculation
Not long to go!
Trepidation
Knowledge scarce!
Realisation
Little time!
Preparation
Nothing known!
Exasperation
Time flies!
Vacation
Wasted days!
Condemnation
Awful papers!
Consummation
Hopeless failure!

"WITH APOLOGIES TO GREENSLEEVES"

(Sung to the tune "Greensleeves")

*Alas, my neighbour does treat me cruel,
He plays the piano continually;
He plays all night and he plays all day,
And Greensleeves is the only tune he can play.*

*Greensleeves, is no delight
When you hear it played every day and night;
Oh, how that song is driving me mad,
What I'd give to be rid of that Greensleeves.*

*One fine day, a telegram came,
For my neighbour, saying his mother had died;
He hurriedly packed, and went away,
Leaving his piano alone inside.*

*Greensleeves, is no delight,
When you hear it played every day and night;
Oh, how that song is driving me mad,
What I'd give to be rid of that Greensleeves.*

*I opened the window and crept inside,
And tried to burn the piano down;
And now, dear friends, I am glad to say,
I hear Greensleeves no more, for I'm in Long Bay.*

*Greensleeves was no delight,
When you heard it played every day and night;
Oh, how that tune used to drive me mad,
But at last I am rid of that "Greensleeves."*

Louella Berry, 3B.

AUSTRALIAN GOLD RUSHES

*In California, U.S.A.,
In Sacramento Valley,
Upon John Suttons Ranch was found,
A wealthy sum of gold,
People travelled from all round
To help dig up this wealthy ground and
Among them was a well-known man,
Whose keen eyes noted that this land,
Consisted of that very same soil
As that of New South Wales.
Back he came with eager heart
A gold mine in this land he'd start.
So Hargreaves and a native friend
Did find a mine of gold
Which pleased the greedy eyes of men
On the other side of the world.
John Sutton's Ranch was now worked out
And no more gold could people find.
Thus there was a steady flow
To Australia all aglow
With that most precious stuff called gold,
The thought of pockets filled with "loot"
Caused people from the towns
To leave their homes and jobs and friends,
To mine for gold on distant fields,
Soldiers, policemen now took charge
To keep the law and order and
Riots seldom did occur
Until that fatal year
When miner's licences were formed
At one pound ten; too dear!
This caused riots and disruption
Upon the miner's part
But can you blame him for this action
If you have a normal heart?
Say he was unlucky,
And found no gold at all,
He would still have to pay
That money to the law,
Due to this dissatisfaction
And their want of right to vote
There began in '54
The Eureka Stockade uproar.
Now there was a war between
The miner and the law
And upon December third
Many people had been captured,
Shortly after this known date
The licence was abolished
And miners had the right to vote
At last they had accomplished.
Trouble did not end, however,
For there was still more*

*When Chinese swarmed the country
Attracted by the gold galore.
White man's hatred grew and grew
Until they formed that dreadful band
In the year nineteen and one
The "White Australian Policy"
Men were greedy in those days
Greedy are they still.
Do you think that man
Will ever get his fill?*

Helen Forshaw, 3B.

PUPPY LOVE

*He strutted along with an elegant air,
Washed ears and combed hair,
And why do you think he was looking so fair?
'Twas all for the love of a woman.
She was brown and white,
And oh so slight,
So he trotted along at his full height,
All for the love of a woman.
She had a new coat, all pressed and neat,
She was spick and span from hair to feet,
And why do you think she was looking so sleek?
'Twas all for the love of a man.
He owned the best kennel in the street,
And now he and she were going to meet,
And she would cook a piece of meat,
All for the love of a man.*

Noreen Boniface, 3A.

HEROES

*I used to like the Pimpernel, who liked to seem a rake;
I've learnt about Columbus, and about Sir Francis Drake;
But now I'm growing older, it rather seems to me,
I admire the sort of people who live quite close to me!
I like the jolly postman, with his cheery, happy grin;
And I like the bus conductor, who helps old ladies in;
And though I sigh at cinemas, and come home in a thrill,
And pin up pictures of the stars, and even though I fill
My diary with lustrous names, men of our day and age,
Heroes of the playing field, stars of the air, and stage,
The biggest thrill of all the week, the moment I adore,
Is meeting at the corner, the lanky boy next door!*

Ann Kosloff, 2A.

FOR GLORY? FOR HONOUR?

*A bullet slices the blanket of night and a man is shot in the chest
A machine gun howls to the wolves of night.
But the wolves — they too are dead.
And the ground beneath the young soldier's tread,
The ground is a rich, blood-red.
The naked horror! the senseless slaughter! of the boys
Who were not yet men.
But what makes misty the old men's eyes
And proud the hearts of their women?
The glory? The honour?
For me it is drowned in the wasted blood
From a million straight, strong men.
And the tears of grief from a million eyes
That never saw them again.
Dusty, dull ribbons before us lie
And old hats hang on their pegs
With a photo of boys who were lean, lost men.
Wearing skinny, sour lost smiles.*

Diane Payne, 5A.

WAR

*Dominions, divisions,
Destruction, decisions,
Ruined cities,
Bombed churches,
Homeless people,
Deep trenches,
Fighting and bombing,
Shouting and sobbing,
Saving and killing,
Wary and willing,
Men are dying,
Leaders thinking,
Widows crying,
Ships are sinking,
Bodies lying,
Victors drinking,
Bravery, courage, life and death,
Hope, despair and dire distress,
Women widowed,
Victories won,
Children orphaned,
War is done.*

Catherine Morris, 2A.

THE BIRDS

*Gaily fluttering to and fro,
Soaring far, both high and low.
Gaily coloured, young and old,
Gathering stories already told.
Variations in type and taste,
Trees that will not go to waste;
Gathering food for young unables,
Young ones who have not been labelled,
Today, some young birds are much older;
While young unables will be much bolder.*

Dianne Buckland, AI.

THE TIGER

*Stealthy, silent is the tiger
Creeping through the jungle green,
Padded paw on leaves descending,
Never heard, and never seen.
Gleaming eyes and kindled fury
As he stalks the wary prey,
Muffled roar and screaming eerie
Echo through the cloudless day.
Tiger — tiger in the jungle,
Slinking through the creepers tall;
Tiger — tiger in the jungle,
Has dominion over all.
Sleek and handsome is the tiger,
Zebra stripes of black and gold
Merging with the vines and bushes,
His body to enfold.
Cruel, fierce is the tiger,
Eyes a-glowing like a star;
Strange and wonderful, he is
Indeed the king of India.
Tiger — tiger in the jungle,
Standing poised, lean and tall.
Tiger — tiger in the jungle,
Live forever, king of all.*

Lynette Clinckett, 2A.

NORTHUMBERLAND

*We rode and rode through the heathes of the stretching country side,
Like flying birds,
While gusts of wind blew into our faces from all angles,
We could feel the keen moor-land breeze upon our red hot cheeks,
As we rode along with flying ease,
Through the sweeping plains of the Northumbrian countryside.*

Nola Shalhoub, 4B.

LANGUAGES

*It's terribly important
To know what people say.
That's why we learn their languages —
"Hullo!" "Good-bye!" "Nice day!"
But though we may learn Spanish,
And French, and Japanese,
We still don't know the meaning
Of the whispering in the trees;
Or understand the speeches
In the dancing of the bees.
The busy world of ants is filled
With talk we cannot hear;
The pebbled creek is singing,
But we're deaf to it, I fear.
And what the mountains say would fill
A thousand books a year.
So when we learn our languages,
How lovely it would be
If we could really learn to hear,
And even learn to see!*

Tess Horwitz, 11.

RUNNING IN THE MOONLIGHT

*Running, running down the street,
As fast as I can go;
The pavement flies beneath my feet,
The moon is hanging low.*

L. Baveas, 2G.

"WHO AM I"

*Who am I to say
Who shall live, and die?
Who am I to say
What is in the sky?
Who am I to say
When nations will cry?
Who am I to say
What will be — and sigh?
Life will ripple on
With a wave sometime.
Who am I to say
When the clock will chime,
And what wave shall crash
On a stormy time.*

Denise Taggart, 2A.

IS THIS LIFE?

*From my window what can I see?
A winding street, with houses side by side,
Patches of concrete ground, and green grass.
A busy worker with broom, mower and bucket.
Children; young, energetic enjoying a bicycle ride,
Their wild contented cries seem to fill the air.
Let them be happy, childhood does not eternally last, Why?
You are light hearted, gay full of mirth . . .
Then — all the castles crumble and nothing seems fair.
Life! you see it as it is; crude, monotonous.
I often wonder why I am here?
I often thought what mission am I to accomplish;
God has gifted me with average mind, strength and hope
And if I can use the gifts satisfactorily — then
Life has a scope.*

Marina Visini, 5A.

A MOONLIGHT STROLL

*As we were walking hand in hand
Along this lonely path,
We looked and saw the moon
Shining as if leading us
to some romantic tavern.
Cheeky, twinkling stars were peeping
From the wispy clouds
Drifting across the sky.
An elfin breeze skipped through the trees:
Making them rustle slightly
And sent a thrill down my spine.
Then all was quiet, and,
as we were near the shore,
We could hear the lapping of the waves
Against the bare rocks.
It seemed as if we were in the land of fantasy,
As we danced over the silver sand,
We could feel a soft sea breeze
Fade through our hair,
And cool our flushed cheeks.
We sank exhausted on the cool sand
And, looking across to the horizon,
We could see the moon
Making a silver trail on the calm water.
This left us in a trance
From which we have not returned.*

Carolyn Park, 4C.

THE WINNING SPEECH IN CITY OF SYDNEY EISTEDDFOD FOURTEEN YEARS AND UNDER SECTION

THE DEATH OF PRESIDENT KENNEDY

Was President Kennedy's death more catastrophic than that of any other American President, or is it that it seems to be because it happened in our time?

One minute that fun-loving young president, the youngest ever to be elected into office, was sitting next to his wife, full of life, and the next he was on the brink of death.

Let us take him as a family man: a handsome young man, still enjoying life to its full. He had a beautiful wife and two of the loveliest children: all of whom he loved. He was so hale and healthy that when he set off on his tour of Texas it seemed quite impossible for him to be dead the next day.

We, the people of the world should be ashamed that this dreadful assassination of President John Fitzgerald Kennedy was a product of our time. Although we live in a period of so-called "enlightenment"; of dazzling achievement, the spirit of violence and hatred is growing throughout the world.

Suddenly, in Dallas, it erupted into an act so monstrous that we must look into our hearts and ask what is happening to us, as a people and to mankind.

We, of the English speaking world say that we are dedicated to tolerance, fair play and democracy, but, since World War II we appear to have lost clear sight of the ideals which have made us so great and strong.

Many other Presidents have died but Kennedy's death is more real to us. Is it because it was in our time, or is it because of the man himself? The man who dedicated himself to bringing about world peace.

Many children in America and even in the world, would have regarded Kennedy as almost a second father. That is why his death is so real, because everyone felt that they knew him personally.

As stated before, hatred and violence are spreading throughout the world, and violence breeds more violence. Take America for example. A church in Birmingham, Alabama is dynamited and children are killed—a few weeks later stones are thrown through the windows of a respectable negro home in a suburb of Philadelphia. The violence growing all the time, beatings and shootings follow, and then someone with hatred in his heart tells his followers that "those Kennedys should be shot", a rifle speaks in Dallas, Texas, and a President dies.

Not only does the world lose a great leader, a man dedicated to peace and the betterment of mankind—but the suspected assassin is struck down by another lawless bullet.

On the night of Kennedy's assassination, a T.V. reporter sought the comments of several delegates from the newly emerged nations of Africa. Under the profound impact of the murder in Dallas, the delegates questioned whether democracy was a valid form of governing; whether it would last. Democracy will last because it is the only decent form of government that man has been able to devise! But a world in turmoil can do nothing with violence.

On the black night of November 22nd, an American Broadcasting Company reporter stood in New York's Times Square, studying the reactions of the people. They were still stunned, numb, unbelieving. But they sensed too that this dreadful event was not something apart from them. It was their history. America's history, that had been made this day. One young man summed it up—this haunting sense of involvement and personal responsibility—"We should all go home to discover who we are", he said. "We should all go home to find ourselves."

Jenny McLean, 2A.

DOGS

"At the beginning of the world" says an ancient legend. "God caused a gulf to open between Adam and the world's animals. Among them stood the dog, sadly watching the ever-widening split. But, it was too late, the dog leaped across the divide and stood by man's side." He has been there ever since.

Today, the dog's place is not only by man's side, but in his heart.

Dogs have served man faithfully since the beginning of time, but some people turn them out into the streets and they begin to hate the very sight of man. Just like children, they crave for affection and most dogs believe that they have earned a place in man's heart.

For century after century, dogs have helped man, in time of war, as scouts and hunters, and even today they rescue people and even act as some people's eyes. But for most dogs, they lead a quiet life in the backyard of a suburban home, or else they work as sheepdogs or cattle dogs in the service of man.

Dogs are very intelligent animals and I do not believe that even the most simple life on earth deserves a life similar to the life which some suburban terriers lead. They are kicked, cursed, laughed at, targets for stone throwing boys and cursed by the local residents.

Does "Man's Best Friend" deserve a life like this?

Lynette Vincent. 2A.

DESCRIPTION

It was a cold Winter's night on the Seven Mile Beach at Geroa. The wind howled through the trees and seemed to snatch the sand out of its bed and carry it like a veil out across the sand and then let it fall in a different resting place

The waves thundered down the beach like wild horses stampeding along the beach. Trees swayed from side to side not knowing what to do, and their leaves, not able to hang on to the tree any longer, went flying into a world of which they knew nothing about.

A man walked his dog along the lonely beach. As the wind howled, the man gave a distinct shudder, for it was bitterly cold and as the dog got his paws wet, he gave a yelp. The water was almost at freezing point.

Marion McClelland, A5.

"SCHOOL LIFE"

Everything is bundled, shoved and pushed into our cases and off we go.
So ends another period.

We form a neat line outside and start on another well worn track. Nerves are becoming slightly frayed as we near the stairs. People seem to be just pouring out of the many rooms and all are coming in the opposite direction. Thus we are nearly back where we started. Wait! What's this? a teacher is sorting out what side we should go on. Much easier . . . We are making progress now. I think I can see our destination ahead. My poor feet. They have been trodden on so many times I've lost count!

Ah! Here at last. What! Our teacher away . . . Oh no, I could not stand to go back again. Here we go again . . .

It's a wonder I have lasted this long.

Louise Carr, A2.

HOW THE GIRAFFE GOT A LONG NECK

Once upon a time, long long ago, before man existed on earth, there was a very happy giraffe. Her name was Susan. Susan lived with many other animals in the jungles of Africa. She was taller than her friend, the monkey. Every day

Molly Monkey climbed up on a tree and had to find food for Susan. One day, Susan wanted to help her friend, but the monkey replied that she did not need any help from her. Slowly and sadly, Susan walked away. She came to a creek where she used to play with her friend and there she sat down and started to cry. Suddenly she stopped, for she thought she heard a cry for help. She listened for a while, then she stood up and began to run towards her friend as fast as she could. Susan could not reach her when she got there because her friend was very high in the tree, and she was unable to reach her. Susan tried very hard to reach up there. She was trying so hard that her neck began to stretch and stretch until she reached her friend. Susan let her slide down her neck. They lived happily ever after.

Next time you see a giraffe, look at his neck. It's really very long.

Marian Ma, A2.

HONG KONG

Hong Kong is a British colony. Established nearly one hundred and twenty years ago as a base for trading with old China, Hong Kong has grown to be the largest duty-free port in the world. In Hong Kong you can buy the finest products in the world, at the lowest prices in the world. Every year 150,000 travellers come to Hong Kong to shop, to look, and to enjoy themselves. A fortunate climate, great scenic attraction and an efficient administration have combined with the colorful way of life of Asia, to make Hong Kong the Pearl of the Orient.

Hong Kong is the original name of the island, but the Colony of Hong Kong actually includes the island, the peninsula of Kowloon, surrounding islands and an area of 360 square miles, called the New Territories.

The Hong Kong islands are mainly inhabited by fisherfolk. Their livelihood depends on a good catch, so the fisherwomen burn joss sticks to their Buddhist Deity in thanks for a full net.

M. Adlington, A1.

THE SIGNPOST

Once upon a time there was a small signpost. This signpost was very old and he longed to see the world, but with his arms outstretched all day and night, it was quite impossible.

But a few hours later, merely happening by accident, a very strong wind blew and the old signpost started to crack. Before very long, he snapped from his standing position completely. At last it was over and the old signpost was free. Now he would be able to see the world, so picking himself up, and dusting himself off, he started on his journey.

He had not gone very far when he met an old milestone with moss growing all over it.

The signpost said "Hallo, milestone, won't you come with me on my journey?"

But the old milestone replied, "As much as I would like to, I had better stay here for I am useful, and when a weary traveller passes me, he thinks to himself, 'Only one more mile!' No, I must stay here."

So the signpost ventured on a little further until he came to a town clock. This clock was huge in size, and looked very old, so the signpost asked the same question.

The clock replied sternly, "Oh no, I must stay here, for I am important and I am used by everyone. Men set their watches by me and come to hear me ring. No, I must stay here."

On went the signpost but soon it grew dark, and the old signpost lay down and went to sleep. During his sleep he had a dream and this is what he dreamt. He dreamt about the road crossing and someone rushing along the road in an

ambulance on an urgent call, looking for the signpost. It was not there, so hoping he had taken the right road, he raced on, until he saw the milestone. and he knew for sure that the road which he had taken was the right one and was thankful.

Then in his dream the signpost saw a man on a bike peddling down the road, but when he came to the crossroads, there was no signpost to tell him the way, so he took a chance and went on. Suddenly he heard the town clock, and turning round, he started off again, this time in the right direction.

So, after this, the old signpost jumped up and ran back past the clock and past the milestone, and back to his old position. There he stays, no longer yearning for adventure, and the old signpost is still there today, looking very happy indeed.

Barbara Kenyon, 2F.

MY NEW KITTEN

Sophie is three months old and as playful a kitten as you could ever meet. When she came to live with us three weeks ago we thought our other cats, Peter and Timmy, would either leave home or do her an injury, for they both arched their backs and snarled viciously at her. In the short time she has been here, however, she has so asserted herself, that Peter, who is ten, just ignores her altogether and raises no objection even when she steals his meat, while Timmy has discovered that she is rather good fun and romps with her until she wearies him.

Never have I seen a more amusing sight than Sophie at play with Timmy who is six times her size and resembles a lion in colouring, except that his underparts are pure white. Yet the kitten is fearless, running and jumping at him, biting his tail and even hitting at his face with her tiny white paws. When Timmy, her senior by three and a half years, hits back at her, she sidles away, her long hair rising, but almost instantly she charges again.

When the game is over she curls up exhausted. She is the most playful kitten I have ever had.

V. Santoro, A7.

WHEN FLOWERS ARE SCARCE

Dried arrangements can be very dramatic and modern. Dried material can be gathered all the year round. Be on the look-out for plant material which you can keep in a box and use to make very interesting designs. The Australian bush can provide all sorts of material alive and dead, such as sticks that fall from the gums and other native tree seeds, pods and cones. Dead and burnt branches give most effective arrangements, so whenever you go into the bush, bring home the interesting pieces and you will soon have a collection, the envy of your friends.

To dry wild or cultivated flowers, and to preserve them in natural colour, cut and tie in bunches and leave hanging upside down in a dark, dry place in order to evaporate the moisture quickly.

S. Harris, A7.

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LA RAGAZZA SCONTENTA

C'era una volta un palazzo abitato da una famiglia; genitore ed una piccola figlia. Questa famiglia un giorno si trov' molta ricca e la piccola ragazza ora cresciuta bellissima come un fiore. Questa piccola figliuola obitava con la famiglia veramente scontentissima tutti i giorni della sua vita. Un giorno veduto che nessuno aveva abilita di farla ridere, i suoi genitori anno ordinato una festa nel palazzo per vedere se si poteva divertire.

La sera l'hanno preparata bellissima vestita, capelli fatti, guardava cosi bella che le persone hanno provato di farla ridere.

L'indomani i suoi genitori vedendo che stava piu' scontenta di prima cominciaono a preoccuparsi, ma nessuna persona poteva aiutarla in quel senso di parlare.

Nel paese abitava un giovanotto che non voleva fare niente un vile.

Il ragazzo aveva i genitori che lo mandavano a lavorare in campagna; per esenpio: fare un fascio di legna, zappare le vita ecc. Un giorno suo padre ha mandato il ragazzo a fare un fascio di legna, per il fuoco.

Il ragazzo ando' e comincia' a lavorare, dopo poco si senti' stanco e si sdraio' vicino ad un fiume.

Mentre dormiva un pesce si avvicino', e lui sente ndo che qualcuno che li bagnava i piedi, a un tratto si alzo' e vedette un pesce che gli disse: "se tu hai bisogno di aiuto chiamami e ti aiuterò".

Nel paese il padre della ragazza era cosi ricco che ha fatto dire un publicato dicendo se ce una persona che faceva ridere sua figlia aveva il permesso di sposarla.

Tutti sapevano della comunicazione, eccetto il ragazzo che faceva legna in campagna. Dopo poco arrivano le ore di ritornare a casa, e si sentiva ancora stanco di camminare, e chiese aiuto al pesce.

Il pesce era magico e gli disse: vai sopra il fascio di legna etu vedi che ti portera' al paese. Quando stava per entrare nel paese, persone hanno visto quell' uomo sopra ad un fascio di legna, e non si potevano femarsi di ridere. La ragazza ha visto la scena e pure essa non si poteva fermare di ridere, una donna che serviva il padre ha visto la fanciulla ridere, apri la finestra e vedi cosa e accaduto. Dopo poco la serva vedette il padre e ci racconto' il fatto successo. Quando il padre capi' il fatto si a cominciato a preoucuparsi, perche non gli piaceva il ragazzo.

Una sera il padre chiamo' sua figlia e comincio' a parlarci, dicendo di non sposare quell' umo. Ma la ragazza non ci da retta al padre, perche' essi si piacevano tutti due. Quando anno visto che non si potevano sposare hanno deciso di sposarsi e andare via nelle foreste.

Arrivo' la sera e cercavano posto per dormire, quest' uomo era cosi vile che non voleva fare fuoco per loro stessi. Essa gli chiese di chiamare il pesce per vedere se poteva aiutarlo, ma lui non da retta a nessuno, e face quello che piace a lui.

La moglie spingeva il marito cosi duro, e cosi si a convinto di chiamare il pesce. L'aiuto era che essa voleva il marito essere piu' duro di lavoro e costruire una casa. Dopo poco il pesce aiuto' lui, e si sentiva come un leone forte e obbediente.

Dopo poche settimane hanno avuto un bambino, e erano cosi contenti vivendo in un casetto nelle foreste.

Essi vivevano contentissimi per tutto il tempo della sue vita.

La Fine.

Philepa Palazotto, 2G.

THE PRINCESS AND THE DRAGON

Once upon a time there was an old castle in an old kingdom. In this kingdom there lived a beautiful princess who was very lonely. She had money and jewels, but there was no one to love her. She had magnificent gowns and dresses, but still there was no one to love her.

She didn't love any prince or dukes; the only man she loved very much was a farmer. She would look out of her window when he went by. He would look at her but he knew he couldn't love her because she was a princess.

At night she couldn't sleep, she would look out of her window and dream. There was a dragon in the bushes below the castle; he would roar and roar, till he sounded as though he was saying, "No one will marry you if he isn't a prince or duke."

The princess would go back inside with her heart broken.

One day the farmer thought that he would show the princess how much he loved her, by killing the dragon.

"I don't care if the dragon eats me but I want to show that I love her very much."

That night the farmer went to her window and called to her, while, in the bushes below the castle, the dragon roared.

"Please come with me Your Highness, I want to show you something," said the farmer.

The princess was surprised to see the dragon in front of them. The dragon roared loudly but the farmer was not afraid and he laughed.

The dragon said, "Aren't you afraid of me?"

"No."

"Aren't you a little afraid of me?"

"No."

"Aren't you at all afraid of me?"

"No."

Suddenly the dragon turned into a caterpillar, so, every time you see a caterpillar, you really see a big dragon.

The farmer said, "Why didn't you run away? Weren't you afraid?"

"No, I wasn't at all," replied the princess.

The farmer kissed her and the princess kissed him too and they lived happily ever after.

Shirley Vance, Elizabeth Dean, Maria Andalara, Dawn Bennett.

"WET DAY AT SCHOOL"

Ah! just made it, here comes the rain again. Rainy weather is annoying; can't have the usual fun stuffed up inside with all these miserable people. Teachers grumbling with anger at the noise, pushing people into rooms, then jumping down their throats for not doing what they are told; splattered colours on the floor, windows and doors; umbrellas poking everywhere. Oh, what a technicolour of fun!

Colourful raincoats bouncing around, spotted, striped and plain umbrellas; crashing cases on floors above us. At lunchtime the smell of stale sandwiches, oranges, girls sniffing and laughing—sticky, humid feeling.

Lunchgirls running to and from the shop, annoyed at girls changing their orders, bouncing around like rubber balls.

Sloshing around like wet soggy dogs; bashing and crashing of cases in rooms; rain outside pelting down like pebbles cracking and crumbling. Oh! what a mess!

There's a sudden stroke of silence, then "Oh", the bell once more, crash, bang, slop, slop, down the corridor through the sloshing mud and grass in the playground.

"Silence", shout the teachers.

This is just like a prison. All you hear is, "Stop! Silence! Go to detention!"

"But Miss! I didn't say anything!"

Ah! There goes the home bell, slosh, slop, once more sliding, yelling starts "Oh Boy, glad that's all over at least for another day!"

Christine Chambers, 2B.

A WET DAY

The main street of a quiet town, Sofala. All the people of the town are doing their own work; up in the sky the clouds are brewing, getting heavier every minute. Then suddenly—crash—it starts to rain.

Housewives rush to get their washing off the line; children rustle about in their toy boxes, looking for their sail boats; gardeners stop gardening and go inside to rest.

The main street of a busy town, Sofala. People rushing home so they won't get wet; children building dams in the overflowing gutters. The dogs hurry along, trying to keep their coats dry, and the birds fly under the eaves to their nests.

Just as suddenly as it started, the rain ceases—the main street of a quiet town, Sofala.

Suzanne Quilter, 2B.

THE BEACH

The horizon was a reddish orange just above the blue waters of the Pacific. Slowly the warm rays of the summer sun crept over the white sand. Seagulls flew over the breaking surf, when four or five figures could be seen paddling madly for the green swells which came rolling in from the east. The sun was climbing higher in the sky to take its place looking down on the sunburnt earth below. The fluffy, white foam broke briskly onto the jagged rocks which lay half submerged on either side of the beach.

People had begun to gather there, and fresh footprints marked the smooth white sand. Laughter and fun filled the air. Young boys could be seen sliding down the green walls of water, watched by a small crowd of enthusiastic on-lookers giving cries of approval to the local riders. Yes, summer was there. You could see it in their happy, sunburnt faces.

Now, the sun still shines but with a cool flame. It is Winter and the crowd no longer exists on the beach. It stands there with only the seagulls to keep it company, and the strong winds to mark the sand.

A boy may be seen walking slowly up the sand, thinking, maybe, of all the fun he had last summer on the beach. The only spectators are the white sea-birds who flock like the happy crowd on the sand, where the waves break cruelly and change the face of the Australians' summer home.

Dianne Lynn, 3C.

THE CHALLENGE TO MAN

There is nothing in the universe like a challenge to excite man's interests and make him do things that have been stamped as "impossible". Whatever people say, competition in one way or another, is the core of life. Without this challenge life would be boring beyond belief, for man wants to be challenged so that he can accept and try to open new tracts for future generations to enjoy and to explore.

He does not want a life of cushioned ease, a society, if it were possible, where everything worked beautifully and smoothly. He wants problems to solve and obstacles to overcome, for when you take the competitive element of sport, business and private activities and reduce it to a mere exhibition of skills you have nothing. Without competition there is no core of life, and without this core there is nothing.

Man likes to test his wit and talents against another, for he hates to be an underdog. He likes to prove to himself that he is capable of doing something, is not everything. Any obstacle put in his path, he wants to get over it and ahead, not just stop and be satisfied with what he has; he wants competition to keep and pep up his ego; he wants the feeling of satisfaction, that one obtains when something has been accomplished, and finally he wants to test his wit and talents against those activities stamped "impossible".

When he has accomplished one of these activities, he wants to better it. A good example of this is in athletics. Before the Second World War, running the mile under five minutes was stamped "impossible", but when this was accomplished, man tried to better it. He did and is trying to better the present mark. Moreover it was stamped "impossible" to run 100 yards under ten seconds but today it is being run in nine and man is trying to better it, so that he has the satisfaction of accomplishing something "impossible".

Most of us can give our best when confronted with a challenge, when we feel that there is something to be done that is worth doing. Man can never be happy sitting still, he sets himself a goal, but when he has achieved it he finds that it has opened up a new world for him and the future generations to come, and because of this he must press on, he cannot stop and be satisfied with what he has accomplished.

Andra Roach, 5B.

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