THE MAGAZINE

OF THE

FORT STREET GIRLS' HIGH SCHOOL

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The Magazine

OF THE

Fort Street Girls' High School

OCTOBER, 1969

FABER EST SUAE QUISQUE FORTUNAE

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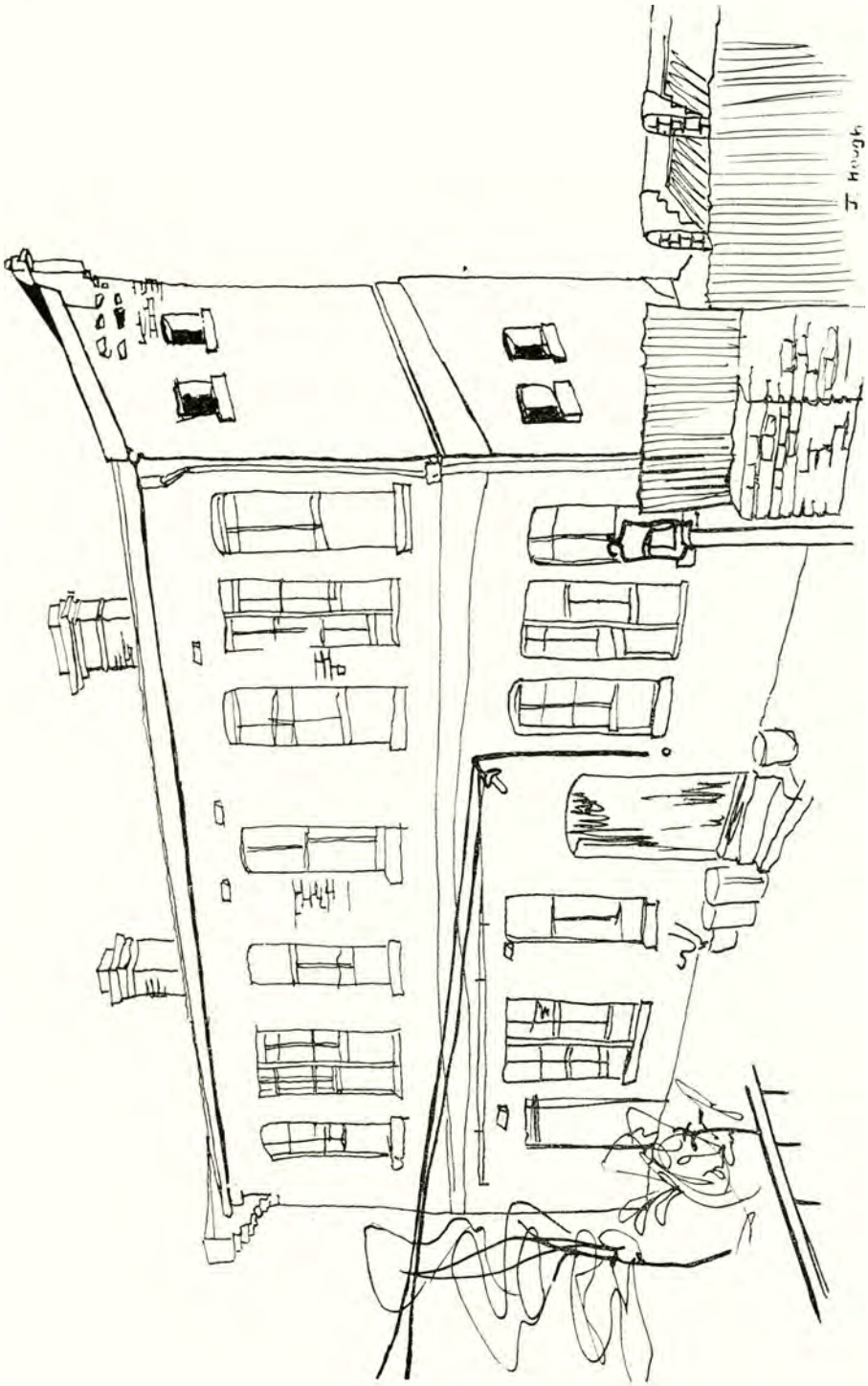


"SIBERIA"

STAFF NOTES

The coming of 1969 meant an unusually large spate of farewells and welcomes, and the usual reasons for congratulations.

Miss Robinson, whose place at Fort Street has been taken by Miss Moir, is now English Mistress at Beverley Hills Girls' High School; and Mr. Dawe left us to take up the position of Mathematics Master at Maroubra Bay High School. Mrs. Page was transferred to Dover Heights Girls' High School and has been replaced at Fort Street by Mrs. Aitken, while Mrs. Lloyd was transferred to Riverside Girls' High School, and Mrs. Brass has taken her place.

Mrs. Dunkley and Mrs. Rothwell both left at the end of 1968 owing to a happy addition to each of their families. Miss White, who also left us last year, is at present travelling overseas. Miss Horner and Mrs. Burgess are both, we trust, enjoying a happy retirement. Mrs. Bates has taken the place of Miss Horner, and for most of 1969 Mrs. Fisher filled the space vacated by Mrs. Burgess, although Mrs. Fisher has now been succeeded by Miss Jackson.

New faces have also appeared on the Mathematics, Music and Art Staffs, and on the Clerical Staff as well. Miss Old, Miss Hatch and Mrs. H. Jones all joined the Mathematics Staff this year. On the Music Staff, Mrs. Stanford-Thomas replaced Mrs. Robinson, and Mrs. Henneberry replaced Mrs. Briedis. Mrs. Henneberry remained with us for almost a year, after which Mrs. Sheehan took her place. Miss Busby, on the Art Staff, also left the school and the country to make her way home to Canada, and her position has been filled by Mr. Dawson. On the clerical staff Mrs. Travis replaced Mrs. Pender.

To all these newcomers a warm welcome, and with those who have left for such a diversity of reasons go our very best wishes.

SIXTH FORM, 1969.

SCHOOL CAPTAIN: **ANNE GOUDIE**

PREFECTS, 1969

BACK ROW: Karen West, Merinda Turton, Frances Stuve Lynsey Welsh, Helen Kanic, Carolyn O'Donnell.

CENTRE ROW: Denise Butler, Susan George, Colleen Thomas, Gail Rae, Margaret Ferrington, Winifred Chin.

FRONT ROW: Poppy Johns, Cleo Trilivas, Mary-Ellen Farmer, Anne Goudie (Captain), Janis Wilton (Vice-Captain), Lorraine Moorey, Elizabeth Mertens.

Autographs

RETIREMENT OF MRS. BURGESS

During third term last year, Mrs. Burgess retired after a considerable time at Fort Street. Mrs. Burgess' stay with us was interrupted twice. Once when she was overseas and, on her return appointed to North Sydney Girls' High School, and on another occasion when she was appointed to Willoughby Girls' High School for a short time at the beginning of 1961. We were very happy to welcome Mrs. Burgess on her return to Fort Street on each occasion, and wish to express our appreciation and good wishes for the future.

RETIREMENT OF MISS E. M. HORNER

When Miss Horner came to Fort Street some years ago after a varied and active career in many fields of education and welfare, she expected her final teaching years to be quiet and without novelty. Instead (so she told us when she retired at the end of 1968) her time at Fort Street had been stimulating and full of challenge.

Miss Horner threw herself enthusiastically into teaching the revised classics course; for her, Latin and Ancient History were not "dead"! She took an intense personal interest in the development and problems of her students, as many of us are aware. Interest in other civilisations led her to visit China, and deepened her lifelong study of world affairs. Last year she went to an art course and discovered that it's never too late to learn something new — and a farewell gift of painting equipment, chosen by the Art Department, delighted her!

As we wished her farewell, there was no doubt in our minds that she would enjoy a fruitful and rewarding retirement.

It was with deep regret that the School learned of the death of Mrs. Goscombe this year. Mrs. Goscombe retired from Fort Street after a long association, during which time she drew generously on her wide teaching experience to assist younger members of the staff and to enrich the education of the pupils she taught.

Mrs. Goscombe will be remembered with affection by all those who worked with her, and with gratitude by the many girls who came under her influence.

SPEECH DAY, 1968

PROGRAMME

SCHOOL: "Processional:" Gaudeamus Igitur

SCHOOL: "God Bless the Master," Sussex Mummers' Carol: Arr. *Vaughan Williams*

CHAIRMAN'S REMARKS: Mr. J. Freedman (President — *Parents' and Citizens' Association*)

SCHOOL REPORTS: MISS E. McEWAN, B.A., Dip. Ed.
WILMA PORTER, School Captain

SCHOOL CHOIR: "Lift Thine Eyes" from "Elijah" by *Mendelssohn*
"I Got a Robe" Negro Spiritual
"It Came Upon a Midnight Clear" *Trad.*
"Angels from the Realms of Glory" *Trad. French*

GUEST SPEAKER: Professor T. G. ROOM, Sc.D., F.R.S., F.A.A.

JUNIOR VOCAL ENSEMBLE: Three Australian Carols by *William James*
"The Three Drovers"
"Christmas Bush for His Adorning"
"Christmas Day"

POETRY SPEAKING: "Wind," Peter Miles
"A Puzzle," Anon.
"Hist!," C. J. Dennis

PRESENTATION OF PREFECTS' BADGES: Mrs. W. FORBES, President of the Old Girls' Union

INSTRUMENTAL GROUPS: "Peasant Dance," *Chas. Woodhouse*
Recorder Quartet: "Wolsey's Wilde," *Alan Byrd*
"Trepak," *Prosper Morand*

PRESENTATION OF PRIZES: Academic: Mr. Inspector P. C. Lyons, B.A., Dip. Ed.
Inter-House Competitions: Mr. Inspector W. B. McPhillips, B.A., B.Ed.
Sports: Mrs. N. R. Walker, President of the Ladies' Auxiliary

SENIOR VOCAL ENSEMBLE: "O Lovely Peace" from "Judas Maccabaeus," *Handel*
"In Bethlehem City," Arr. *Vaughan Williams*
"O Be Joyful in the Lord," Canon by *Weedon*
"See Amid the Winter's Snow," Carol by *John Goss*

VOTE OF THANKS: LAILA FANEBUST (Vice-Captain)
ANNE GOUDIE (Captain-Elect)

SCHOOL SONG: "Come! Fortians, Fortians All!"
GOD SAVE THE QUEEN

SCHOOL: Recessional: "Dona Nobis Pacem"

Captain for 1969: ANNE GOUDIE
Vice-Captain: JANIS WILTON
Prefects:

Denise Butler, Winifred Chin, Mary-Ellen Farmer, Margaret Ferrington, Susan George, Helen Kanic, Elisabeth Mertens, Lorraine Moorey, Carolyn O'Donnell, Gail Rae, Frances Stuve, Colleen Thomas, Merinda Turton, Lynsey Welsh, Karen West.

PRIZE LIST

The Ada Partridge Prize (First Pass in Higher School Certificate) and the Fanny Cohen Prize (Dux of School) are presented by the Old Girls' Union. The prize for Dux of Form V is presented by Lilian G. Whiteoak. All other General Proficiency prizes have been presented by the Parents' and Citizens' Association.

Prizes for Form VI, 1967, and for Form IV, 1967, awarded on the results of the Higher School Certificate and the School Certificate Examinations 1967, were presented on Speech Day.

Dux of School (Fanny Cohen Prize)—presented by the Old Girls' Union: Heather Frost and Dominique Kratochvil, Aeq.
Third Proficiency: Linda McEwan.
Fourth Proficiency: Oi Yoke Choong.
Dux of Form V (Lilian G. Whiteoak Prize): Lisa Lark.
Second Proficiency: Madeline Szabo.
Third Proficiency: Susan George.
Fourth Proficiency: Maria Skyllas.
Dux of Form IV, 1967 (Molly Thornhill Prize): Susan George.
Second Proficiency, 1967: Lisa Lark.
Third Proficiency, 1967: Janet Calver.
Dux of Form III: Beverley Moore
Second Proficiency: Julie Payne and Jennifer Whitehead, Aeq.
Dux of Form II: Tania May.
Second Proficiency: Lynette George.
Third Proficiency: Pauline Calver.
Dux of Form I: Jillian Niquet.
Second Proficiency: Ann Munroe.
Third Proficiency: Victoria Ralec.
Fourth Proficiency: Bella Constantinidis.

SPECIAL PRIZES

Ada Partridge Prize (Best Pass in Higher S.C. Examination, 1967, presented by the O.G.U.): Madi Maclean.
The Weston Memorial Prize (Best Pass in Mathematics, H.S.C., 1967): Barbara Munce.
The Emily Cruise Prize (Best Pass in History, Higher S.C. Examination, 1967, presented by the O.G.U.): Susan Christie.
Annie E. Turner Prize (Best Pass in English and History, H.S.C., 1967): Janet Walmsley.
Old Girls' Literary Circle Prize (Best Pass in English, H.S.C., 1967): Janet Walmsley.
Elizabeth Cayzer Prize (School Captain): Wilma Porter.
Old Girls' Union Membership (donated by O.G.U.): Wilma Porter.
Elsie Ferguson Memorial Prize (presented by a group of Teachers' College Students of the years 1912-1913 to the Vice-Captain): Laila Fanebust.
A. M. Puxley Prize (Science Form VI, Level I): Oi Yoke Choong.
Major-General A. C. Fewtrell Memorial Prize (English and History):
Form IV: Janet Calver.
Form I: Rhonda Bell.
Dr. J. J. C. Bradfield Prize (Science, Form VI, Level 2F): Kerrie Gotham.
Dr. J. J. C. Bradfield Prize (Science, Form II): Tania May.
Edith Glanville Prize (presented by the Soroptimist Club of Sydney for English, Form IV): Susan George.
Miss Moulsdale's Prize (Science, Form IV): Lynsey Welsh.
Renee Gombert Prize (French and German, Form IV): Margaret Ferrington.
Bishop Kirkby Prize (History, Form II): Susan Hayward.
French Consul's Prize for French:
Form VI: Linda McEwan.
Form V: Lisa Lark.
German Consul's Prize for German:
Form VI: Judith Ko.
Form V: Maria Arrigo.
Form IV (1967): Heidi Koller.
Form III: Beverley Moore.
Form II: Vicki Drapala.
Best Contribution to School Magazine:
Senior: Lisa Lark.
Junior: Leah Levi.
Prefects' Prize for Commonwealth Essays:
Senior: Jane Lennon.
Junior: Josephine Wu.
Rona Sanford Pepper Prize (awarded to the Secretary of the School Association): Sue Jeffree.
Inter-House Competitions:
Academic Work: Bradfield.
Debating Cup: Gloucester.
Athletics: Gloucester.
Ball Games: Kent.
Swimming: Gloucester.
Life-Saving: Gloucester.
Winter Sport: Gloucester.
Prefects' Room Prize: Class 1O.

PROFICIENCY PRIZES DONATED BY PARENTS' AND CITIZENS' ASSOCIATION

Form VI:

English: Level I: Linda McEwan.
Level II: Oi Yoke Choong.
Modern History:
Level I: Megan Pikett.
Level II: Dominique Kratochvil.
Mathematics:
Level 2F: Oi Yoke Choong and Aileen Pang, Aeq.
Level 2S: Dominique Kratochvil.
Level III: Susan Martin.
Science: Level 2S: Linda McEwan.
Level III: Patricia Williams.
Latin: Level I: Heather Frost.
Level II: Aileen Pang.
French: Level II: Heather Frost.
German: Level II: Vicki Isberg.
Geography:
Level I: Glenese Mackenzie.
Level II: Wilma Porter.
Economics:
Level I: Vicki Isberg.
Level II: Michele Stansbury.

Art: Level I: Julie Riedel.
Level II: Juliana Wu.
Physical Education: Elizabeth Ridge.

Form V

English: Level I: Madeline Szabo.
Level II: Carolyn O'Donnell.
Modern History:
Level I: Janis Wilton.
Level II: Kay Theobald.
French: Level II: Madeline Szabo.
Latin: Level I: Lisa Lark.
Level II: Madeline Szabo.
German: Level II: Connie Ranieri
Mathematics:
Level 2F: Madeline Szabo.
Level 2S: Lisa Lark.
Level III: Sylvia Kollias.
Science: Level 2F: Maria Skyllas.
Level 2S: Lisa Lark and Denise Quay, Aeq.
Level III: Louise Proudman.
Geography:
Level I: Susan George.
Level II: Maria Skyllas.
Economics:
Level II: Elizabeth Allard.
Art: Level I: Kerry Mahony.
Level II: Sondra Kalnins and Vicki Treanor, Aeq.
Physical Education: Kim Gamble.

Form IV (1967)

Modern History: Janet Calver.
Mathematics: Susan George.
Latin: Madeline Szabo.
French: Madeline Szabo.
Geography: Judith Ottewill.
Art: Kerry Mahony.
Needlework: Kerry Mahony.
Physical Education (1968): Diane Rider.

Form III

English (A): Beverley Moore.
(C): Kerran Ashman.
History (A): Vera Bulovan.
(C): Robina Eves.
Latin: Vera Bulovan and Jennifer Whitehead, Aeq.
French: Beverley Moore.
Mathematics (A): Beverley Moore.
(C): Christine Pople.
Science (A): Beverley Moore and Jennifer Whitehead, Aeq.
(C): Andrea Howland, Jan Debenham, Lynette Mielczarek and Robyn Ward, Aeq.
(P): Leonie Foster and Tina Bekiaris, Aeq.
Geography (A): Yvonne Valbusa.
(C): Robyn Ward.
Commerce (A): Julie Payne.
(C): Deborah Young.
Art: Robyn Ward.
Needlework: Lynette Mielczarek
Physical Education: Gail Borwick.

Form II

English (A): Lynnette George and Tania May, Aeq.
English (C): Deborah Dawson, Victoria Gianninni and Karen Hartley, Aeq.
History (C): Susan Yip.
Latin: Lynnette George.
French: Susan Hayward, Julie Pokwap and Susan Yip, Aeq.
Mathematics (A): Tania May.
(C): Joanne Hagan.
Science (C): Vivien Graham.
(P): Delores Caines.
Geography: Kim O'Keefe.
Commerce: Gail Hammond.
Art: Susan Perry.
Music: Sandra Johnston.
Needlework: Nanette Northey.
Physical Education: Deirdre Brailey.

Form I

English: Ann Munroe.
French: Ann Munroe.
Mathematics: Mary Amanatiadis.
Science: Bella Constantinidis and Sandra Yip, Aeq.
Social Studies: Jillian Niquet.
Physical Education: Lyn Archer and Julie Bretherton, Aeq.

ACCORDING TO LATEST REPORTS, 1968 SIXTH FORMERS ARE NOW ENGAGED IN THE FOLLOWING FIELDS.

Adams, Lynda—Wagga Teachers' College.
Anderson, Wendy—Arts Course, University of New South Wales.
Andrews, Carolyn—Teachers' College, Balmain.
Apinys, Luda—University of New South Wales.
Ashfield, Margaret—Teachers' College, Wollongong.
Backhouse, Judith— Social Work, University of New South Wales.
Bartlett, Marilyn—Teachers' College.
Barton, Christine—Teacher training for Needlework, Tech. College.
Beaumont, Christine—Fort Street Girls' High School.
Blacklock, Marelle—Secretarial Course.
Blair, Patricia—Art Course, Macquarie University.
Blunden, Christine—Teachers' College, Balmain.
Blyth, Jill—Teachers' College, Balmain.
Braithwaite, Deborah—Law—Attorney General's Department.
Brook, Susan—Art/Veterinary Science Course, Macquarie University.

Bryant, Robyn—Cadetship at Grace Bros.
Calver, Catherine—Science Course, Sydney University.
Cheeseman, Anne—Public Service Employee.
Choong, Oi Yoke—Architecture Course, Sydney University.
Constantine, Patricia—Employed in Pharmacy.
Curry, Terese—Nursery Training, Newtown.
Day, Kerry—Food Technology Course, University of N.S.W.
Denton, Kristine—Social Work, University of New South Wales.
Fanebust, Laila—Arts Course, Sydney University.
Frost, Heather—Arts Course, Sydney University; Teachers' College Scholarship.
Gardner, Marie—Arts Course, Sydney University.
Goh, Be Be—Macquarie University.
Goodwin, Wendy—Occupational Therapy.
Gotham, Kerrie—Science Course, Sydney University.
Grubisic, Gloria—Science Course, Sydney University.
Gurran, Colleen—Trainee Librarian.
Harris, Lindsey—Radiographer.
Highet, Kristine—Teachers' College, Balmain.
Hinde, Jennifer—Pharmacy Employee.
Hodges, Kristene—Teachers' College, Balmain.
Isberg, Vicki—Librarianship, Sydney Technical College.
Joyce, Helen—Teachers' College, Balmain.
Kildea, Christine—Teachers' College, Sydney.
Ko, Judith—Arts Course, Sydney University.
Kratochvil, Dominique—Arts Course, Sydney University.
Lavender, Robin—Teachers' College, Sydney.
McClelland, Rose—Teachers' College, Balmain.
McEwan, Linda—Teachers' College, Sydney.
Mackenzie, Glenese—Arts Course, Sydney University.
Mallin, Margaret—Teachers' College, Westmead.
Markus, Jacquelene—Commonwealth Public Service.
Martin, Susan—Fort Street Girls' High School.
Miller, Christine—Science Course, Sydney University.
Moloney, Maureen—Science Course, Sydney University.
Mustafa, Founda—Commonwealth Bank, Engineering Department.
Olrick, Judith—Commonwealth Public Service.
O'Meara, Karen—Commonwealth Bank.
Pang, Aileen—Science Course, Sydney University.
Pikett, Megan—Arts Course, University of Sydney; Teachers' College Scholarship.
Porter, Wilma—Alexander Mackie Teachers' College.
Redshaw, Gabrielle—Arts Course, Sydney University; Teachers' College Scholarship.
Reid, Dorothy, Teachers' College, Balmain.
Ridge, Elizabeth—Arts Course, Sydney University; Teachers' College Scholarship.
Robinson, Phillipa— Stockbroker's Agency, Sydney.
Robinson, Hadie—Technical College (1st Term only).
Rudka, Janie—Arts Course, University of New South Wales.
Spindler, Marilyn—Dalmar Children's Home, Cottage Mother.
Stansbury, Michele—Stockbroker's Office.
Stecko, Laurette—Continuing studies in America.
Strauss, Lucinda—Full-time model.
Szuhyta, Ljuba—Science Course, University of New South Wales.
Taylor, Rhonda—Advanced Secretarial Course, Syd. Tech. College.
Thomas, Susan—Public Relations Work.
Tripolone, Lucia—Employed at Lanock Motors, doing Accountancy Course.
Vermeesch, Janine—Commercial Course, University of N.S.W.
Warren, Christine—Working, Guild Teachers' Course, 1970.
West, Annette—Commonwealth Public Service; Part time Macquarie University.
Williams, Patricia—Arts Course, Sydney University; Teachers' College Scholarship.
Wu, Juliana—Science Course, Sydney University, Pharmacy.
Young, Jennifer—Commonwealth Public Service, P.M.G.

SPEECH DAY ADDRESS

By PROFESSOR ROOM.

It is a great privilege to have been invited to talk to this gathering this morning — a gathering which is in the main the staff and students of one of the best known schools in Australia, and one of the best sited schools in the world. Few school sites can compare with Observatory Hill. All round there is a panorama of all Australia's history, and in the new docks and soaring blocks of administrative offices, striking glimpses of Australia's future.

But it is not part of my assignment this morning to expatiate on the physical advantages of the site of the school, nor on the educational advantages enjoyed by the girls who attend it. It is however, part of the assignment, and a part which I accept with great pleasure, to congratulate most warmly the girls who have shown most evidence of having profited from these advantages. May their successes here be the opening chapters of happy and successful lives as citizens!

Now may I put aside the Augustan orotundity of Burke and Fox (or was it Burke and Hare or Burke and Wills?) and come down to earth.

Fifty years or more ago, I was a Boy Scout in England, when Scouts were very new, and almost nobody in England ever went camping. We used to go out at week-ends in Summer, and, there being very little "bush" as we know it here, we used to camp (by kind permission of the farmer) on some small mixed farm or other. Not infrequently we camped in the home paddock so as to be near to the farm pump and not have to carry the water too far. Camping in this paddock had some compensating disadvantages, one of which was the well established farming practice of turning the pigs out into the home paddock on Sundays.

One Sunday morning at breakfast time we were chatting with the farmer, who had come over to see how we were getting on, and maybe we had relaxed a bit from the state of "Be Prepared" in which we were supposed to live. We looked round to see one of the pigs making off with the breakfast bacon. In our young and innocent way we expressed surprise: "Surely, the pig won't eat that!" The farmer's comment was "They bain't particular what they eats".

It seems to me that, the farmer's comment gives us a clue as to what education is about: "being particular not only about what you eat, but what you read, what you watch, what you listen to and what you think about". A school course has succeeded if it has provided you with the information and understanding and outlook that will enable you to make a wise choice of intellectual diet. The difficulties in the way of making such a choice are enormous, and increase with each new development of media of mass communication.

As you read the newspaper you should, when you have completed your course, be able to some extent to piece together what actually happened from the description of the sequence of events as written by some harassed reporter. The reporter's job is to pick out the highlights and paint them in purple prose. The Press photographer's job would seem to be to get striking pictures, genuine or faked, no matter how untypical of the general scene these may be. And obeying a general instruction to snap the sensational, both writing and pictures have to conform in a general way to the policy of the manage-

ment concerned. I have of course deliberately exaggerated this picture — there is much in the daily paper that is straightforward, informative and sincere — and much that is quite trivial. My point here is that if your school course has been a success then you should be able with some degree of skill to discount the more sensational items and see the news in its proper context. You could remind yourself, too, that the editors in their heart of hearts think "they bain't particular what they reads".

Many of you have more than a nodding acquaintance with some foreign languages, and you realize that when the paper reports that de Gaulle said this or that, de Gaulle did not in fact say anything of the kind, but something in French of which what you read is an approximate translation. There is of course one exception to this — when the General says "Non", but this is almost the only exception. Otherwise the reports are all translations, and usually translations made in the offices of overseas News Agencies about which we know nothing. It may be that these translations are in general impeccably accurate; however, those of you who can read French might try translating back the translation of a speech of de Gaulle's and making some guesses at the nuances that have got lost in translation.

Turning now to another medium of mass communication, I could talk at length about the mass of vacuous fatuity that emanates from the television. But those of you who have to fight with yourselves the battle to get the homework done against the attractions of the T.V. will not need to be reminded of this. Again is the motto of T.V. executives "They bain't particular what they sees?"

Moving now into what is more nearly my own territory, may I say a word about education and mathematics and science? First, I don't need to remind you that you belong to the second and succeeding generations of students in the six-year course, and that in the introduction of such a considerable change in the pattern of education there are bound to be many rough patches which require smoothing out. But you should remember there was a much greater revolution in the early years of the century, when the high schools were created (this one among the first) and whole new courses at high school level were invented. The guinea-pigs of 1910 must have had many more experiments performed on them than you have had. The six-year course had in fact the patterns and syllabuses of a well-established five year course to build on.

About Mathematics: When the new courses were to be introduced here the "new math" courses had already progressed out of the initial experimental stages, and the committees who wrote the two Mathematics syllabuses here took advantage of the experience that had been gained in the United States, in Britain and in Continental Europe. In fact, it may be said, that the development of the "new math" in Australia began five years before our six-year course started, with the visit to Australia in 1955 of Professor Tucker of Princeton, who was the Chairman of one of the committees working on these courses in the United States.

And so to Science. Here the picture in 1960 was very different from that presented by mathematics.

Reform of science curricula was hardly even in the air at the time when the first Sputnik was blasted into space in December 1957. There was a vague feeling about, that Science had become too compartmentalized, but there was no coherent scheme for tearing down the partitions between the compartments. The production here in Sydney, practically over the Christ-

mas vacation in 1960-61, of the Science Syllabus for the first four years was little short of a miracle. The syllabus is open to criticism in many small details, and perhaps in more than detail in that even at the Advanced Level it makes little use of mathematics. But the task that faces the Committee responsible for devising the science syllabus for the Fifth and Sixth Years is completely overwhelming. The Committee has at its disposal for the second level full course a little over 600 periods of 35 effective minutes each. In this time it has to raise the student's understanding of quantitative science from little more than zero to a comprehension of the mathematically intricate double-helices of DNA and the even more elusive rays-cum-waves of relativistic astronomy. The goal for which they are aiming would be described in these terms: a student who has completed the science course should be able to read with interest and understanding the accounts of current advances in science that appear in say, the Scientific American. Even if the student were to have nothing else to do for the two years, but science and the concomitant mathematics, the task might well be beyond him, but this combination cannot be expected to occupy more than say 70% of his time, since it is essential, as well as his general education should continue, that not only his study of at least one foreign language.

May I come back from generalities to the more specific problems of what lies ahead for those of you for whom this has been the last year at school; here I speak not as a mathematician but as the proud father of two daughters. May I offer this advice: whatever the pressure don't be too ready to throw away your freedom of choice too soon — train for and embark on a career which you can resume when your own children are of an age to look after themselves. In any case maintain a full interest in all the subjects to which you have been introduced at school, and from time to time pause to ask yourself the question "am I one of those that bain't particular what they read, what they watch, what they listen to and what they think about?"

CAREERS NIGHT

A successful night was held on Tuesday, 3rd December, 1968, when the N.S.W. Association of University Women Graduates' Eastern Suburbs Group arranged a Careers Night. It was held at S.C.E.G.G.S. Darlinghurst and 3rd, 4th, 5th and 6th Form girls and parents were invited to attend.

We are pleased to report that a large number of Fort Street girls attended with their parents. This was an opportunity for girls to inquire into the many and varied careers available to them on leaving school.

The activities included individual advising at tables, talks and question times and continuous showing of career films. It was a full and interesting programme. The advisers were friendly and very helpful with their information. Representatives from each career section were seated behind tables in the main hall ready to answer any questions that one would wish to ask. Pamphlets were issued to girls for future reference.

Talks and question times were repeated four times in lecture rooms while career films were shown continuously. A beneficial evening was had by all students. A wide scope of opportunities was opened to us, leaving us with many ideas for future careers.

—STEPHANIE KINGSTON, 4th Form.
Careers Captain.

HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS, 1968

SUBJECT CODE KEY

01 English, 02 Mathematics, 03 Science, 04 Modern History, 05 Ancient History, 06 French, 07 German, 08 Chinese, 09 Geography, 10 Latin, 11 Art, 12 Music, 13 General Studies, 14 Economics, 15 Textile and Design.

1. after the subject code indicates a 1st level pass.
2. after the subject code indicates a 2nd level pass.

2F after the subject code in Mathematics or Science indicates a pass at 2nd level Full Course.

2S after the subject code in Mathematics or Science indicates a pass at 2nd level Short Course.

3. after the subject code indicates a pass at 3rd level.

P. signifies a pass on the General Studies paper.

Adams, L. M., 012 023 033 042 062 13P
Anderson, W. J., 012 023 042 062 092
Andrews, C. L., 012 022S 032S 042 062 142
Apinys, L. M., 012 022S 032S 061 102
Ashfield, M. E., 012 022S 032S 062 092 13P

Backhouse, J., 012 023 042 062 092 13P
Bartlett, M. M., 012 022S 032S 062 092 102 13P
Barton, C. E., 013 023 042 112 152
Beaumont, C. J., 013 023 033 043
Blacklock, M. A., 012 022S 033 042 063
Blair, P. M., 012 022S 032S 042 062 13P
Blunden, C. A., 012 022S 042 062 092 13P
Blyth, J. M., 012 022S 032S 042 062 13P
Braithwaite, D. J., 012 023 033 042 062 121
Brook, S. D., 012 022S 032F 091 112 13P
Bryant, R. 012 023 033 042 092 13P

Calver, C., 012 022F 032F 092 13P
Cheeseman, A. I., 012 033 043 062 13P
Choong, O. Y., 012 022F 032F 112 13P
Constantine, P. 012 143 112
Curry, T. R., 012 033 043 112

Day, K. A., 012 022F 031 062 102
Denton, K. P., 012 022S 062 072 142

Fanebust, L. V., 011 022S 042 062 071
Frost, H. G., 011 022S 062 092 101

Gardner, M. A., 011 022S 032S 062 091 13P
Goh, B. B., 022F 032S 082
Goodwin, W. A. 012 022S 032S 092 101 133
Gotham, K. E., 012 022F 032F 062 092 13P
Grubisic, G. J., 012 022F 032S 042 062 133
Gurran, C., 012 022S 033 042 062 13P

Harris, L. M., 013 023 033 063
Highet, K. L., 012 022S 032F 073 092
Hinde, J. I., 012 022S 033 063 142 13P
Hodges, K. T., 012 022S 042 062 102

Isberg, V. A., 012 022S 063 072 143

Joyce, H. C., 011 022S 032S 062 092

Kildea, C. S., 012 022S 042 061 122 13P
Ko, J. S., 012 022S 042 061 071 13P
Kratochvil, D. J., 011 022S 032S 042 061 13P

Lavender, R. M., 012 022S 042 062 101 13P

Mackenzie, G. J., 011 022S 032S 062 091 13P
Mallin, M. J., 012 022S 032S 042 062 102 13P
Markus, J. A., 012 022S 062 072 093
Martin, S. G., 013 023 093 13P
McClelland, R. A., 012 022S 042 062 092
McEwan, L. D., 011 022S 032S 061 102
Miller, C. J., 012 022F 032S 062 102 13P
Moloney, M. A., 012 062 072
Mustafa, F., 012 042 143 092

O'Meara, K. H., 012 022S 033 062 072
Olrick, J. A., 012 022S 042 062 092
Pang, A. O, 012 022F 032F 062 102
Pikett, K. M., 012 022S 032S 041 062 13P
Porter, W. G., 011 022S 062 092 102 13P
Redshaw, G. B., 011 022S 033 041 062 13P
Reid, D. E., 012 022S 032S 062 092 13P
Ridge, E. C., 011 022S 032S 042 062 13P
Riedel, J., 012 023 033 102 111 13P
Robinson, H., 012 022S 042 193 13P
Robinson, P., 013 13P
Rudka, J. M., 012 023 033 042 062 092
Spindler, M. J., 013 023 063 192
Stansbury, M. L., 012 022S 033 063 192
Stecko, L. M., 012 022S 032S 042 092
Strauss, L. I. 013 022S 032S 042 062 13P
Szuhyta, L. M., 013 022F 032F 062 192
Taylor, R., 012 022S 043 063 192
Thomas, S. E., 012 023 033 043 112
Tripolone, L. A., 013 033 043 062
Vermeesch, J. L., 012 022S 033 042 192
Warren, C. L., 012 023 033 192
West, A. M., 011 022S 032S 042 062
Williams, P. E., 011 022S 033 041 062 13P
Wu, J., 013 022S 032S 082 192 112
Young, J. G., 012 033 042 062 102 13P

PRIZES AWARDED ON RESULTS OF HIGHER SCHOOL CERTIFICATE

Ada Partridge Prize — Best pass in Higher School Certificate: Linda McEwan.

Weston Memorial Prize — Mathematics-Higher School Certificate: Gloria Grubisic.

Annie E. Turner Prize — English and History-Higher School Certificate: Gabrielle Redshaw.

Emily Cruise Prize — History-Higher School Certificate: Gabrielle Redshaw.

Old Girls' Literary Circle Prize — English-Higher School Certificate: Laila Fanebust.

1968 SCHOOL CERTIFICATE RESULTS

SUBJECT CODE KEY

1 English, 2 Science, 3 Mathematics, 5 Geography, 6 History, 7 Commerce, 8 Art, 9 Needlework, 17 Music (A.M.E.B.), 19 French, 20 German, 21 Latin.

"a" indicates pass at Advanced Level.
"c" indicates Credit Pass at Ordinary Level.
No letter indicates a pass at Ordinary Level.
"m" indicates a pass at Modified Level.

Adams, B., 1a 2a 3a 6c 8a 19c
Ah Kin, I., 1a 2a 3a 5a 7 19a
Bailey, H. K., 1 2 3 7 19
Bartolo, M. S., 1a 2a 3a 6a 7a 19a
(From Maroubra Junction Junior Girl's High)
Belton, V. A., 1 2 3c 5 7m 19
Borrer, C. E., 1a 2 3 5a 7c 19
Bradley, J. M., 1a 2a 3c 6c 8a 19a

Broadfoot, H. L., 1c 2 3a 5 6 19
Broome, J. I., 1a 2a 3a 5a 6c 19
Broune, L. A., 1a 2a 3a 6a 17a 19a 21a
Brown, J. K., 1a 2a 3a 6a 9a 19a
Brown, L. M., 1a 2c 3c 6 8a 19a
Brown, S. J., 1c 2 3c 5 7 19
Burman, A. C., 1a 2a 3a 19a 21a

Caramalis, A. V., 1a 2a 3a 6a 19a 20a
Caroll, M. P., 2 3 9 19m
Carter, L. G., 1a 2a 3a 5a 19 20a
Cash, N. E., 1a 2a 3a 5a 6c 19a
Chapple, E. C., 1a 2c 3c 6a 19a 20a
Chenchow, M., 1c 2a 3a 5a 6c 7a
Cheney, S. M., 1a 2a 3c 6a 7a 19a
Cox, M. N., 1a 2c 3m 6c 9c 19
Coxall, R. L., 1 2c 3 6 7 9a
Cross, D. A., 1c 2 3c 6 7 9c
Cullerton, E., 1 2c 3a 6 7a 9a
Cuthbert, G. M., 1c 2c 3 6 7 9c

Davies, H. M., 1a 2a 3a 6a 19a 20a
Day, S. C., 1a 2a 3a 6a 19a 21a
Day, S., 1a 2a 3c 6a 7a 19
De Carle, S. G., 1a 2a 3a 6a 19a 20a
Devaney, A. A., 1a 2a 3c 6a 7 19
Doling, E. M., 1c 2a 3 8c 19

Englert, H. J., 1a 2a 3a 6a 17a 19a 20a

Fairbairn, D. K., 1c 2 3c 6 7c 9
Fairhall, L. C., 1a 2a 3a 6c 8a 19c
Faull, E. M., 1a 2a 3a 6a 17c 19a 21a
Fischle, J. F., 1a 2a 3a 5a 7c 19a
Fong, W. J., 1a 2a 3a 5a 6a 19a

Gale, R. A. 1a 2 3a 6c 9c 19a
Gillieatt, M. L., 1c 2a 3a 6a 19a 20a
Goddard, L. A., 1a 2a 3a 5a 6 19a
Gowing, S. L., 1 2a 3c 6 7 8c
Graham, F., 1a 2c 3c 6a 9a 19a
Graupeter, C. W., 1a 2a 3 5c 7m 19
Griffiths, L. M., 1a 2a 3a 6a 19a 21a
Gunn, R. H., 1a 2a 3c 5 6c 19c

Hackett, A. L., 1c 2c 3 5 6 7
Hackland, W. P., 1a 2a 3a 5a 7a 19c
Haimann, J., 1c 2c 3c 5a 19 20a
Hall, C. M., 1a 2a 3a 5a 19a 20a
Hancock, J. W., 1c 2c 3 5c 19 20c
Harper, L. E., 1c 2a 3c 5c 6c 7
Hearsch, M. L., 1c 2c 3 6 8c 19
Hewitt, K. E., 1a 2a 3a 6a 19a 20a
Hill, W. L., 1a 2a 3a 6a 7a 19a
Hough, J. A., 1c 2c 3 6c 7c 8c
Howell, J., 1a 2a 3a 6a 19a 21a
Humphries, K. G., 1a 2 3 7 19

James, J. D., 1c 2a 3a 6c 7c 9c
James, M. H., 1a 2a 3c 5a 7c 19
Johns, P., 1a 2a 3a 6a 7a 19a
Jopson, D. J., 1a 2a 3a 6a 19a 20a

Kelly, M. J., 1a 2a 3c 5a 19a 20a
Kereopa, S. T., 1c 2 3 5 19
Keyes, J., 1c 2 3 5 6c 7c
Keyes, J. A., 1a 2a 3c 6a 19 21a
Kirby, C. L., 1a 2c 3 6 8c 19
Koettig, C. G., 1a 2a 3a 5a 19a 20a

Leech, M. G., 1a 2c 3 7
Lewis, D. M., 1a 2c 3c 6c 7 19

Macarounas, K., 1c 2c 3 6c 19c 20a
Mahony, L. M., 1a 2a 3a 6 8a 19c
Malone, J., 1a 2a 3a 6a 19a 20a
Mann, A. C., 1c 2c 3c 5 9 19
McKay, B. E., 1a 2a 3a 6c 8a 19a

Milner, E. M., 1 2c 3c 5c 6 7
Morelly, C. A., 1a 2c 3c 5 7 19
Morgan, Y. M., 1a 2a 3a 6a 19a 21a
Murray, C. A., 1a 2a 3a 6a 7a 19
Napier, J. A., 1c 2 3c 5c 6 7c
Newell, C. A., 1a 2c 3c 5c 6c
Nightingale, G. J., 1 2 3 6 7a 9c
O'Keefe, S. M., 1a 2a 3a 6a 9a 19a
Ohlback, M. E., 1a 2c 3 5a 7c 19
Palonis, R., 1c 2a 3a 6a 9a 19
Peachey, E. A., 1c 2 3 6 7c 8c
Perrett, L. M., 1c 2a 3c 5a 19 20
Phillips, J. A., 1a 2a 3 6 7 19
Pigott, M. A., 1c 2 3c 6a 8c 19
Pisani, S. V., 1a 2a 3c 5a 7a 19a
Polverino, S., 1a 2a 3a 6a 7a 19 (From Rosebank College — Fivedock)
Popescu, M. A., 1 2 3 7m 19c
Porter, G. E., 1a 2a 3a 6a 19a 21a
Rawlins, D. P., 1a 2a 3c 7c 19
Richards, J., 1 2 3 9a 19
Rider, D. Y., 1c 2a 3a 5a 19a 21a
Rizzo, M. G., 1a 2a 3a 5a 7c 19c
Robinson, G. C., 1c 2c 3c 6c 7c 8c
Sergeant, J. M., 1a 2c 3 6m 7c 19
Sharpe, D. R., 1c 2 3 8 19
Skordoulis, A., 1a 2a 3c 6 19 20c
Skyllas, T., 1a 2a 3a 5a 7a 19a
Small, S. G., 1a 2a 3a 5a 6 19a
Sozanski, C., 1a 2c 3a 6c 8c 19a 21a
(From St. Patrick's Girls' High, Sydney)
Stacpoole, V. M. 1 2 3a 7c 19
Steer, R. G., 1c 2c 3 5c 6 7
Stein, K. D., 1c 2c 3c 6c 7 8c
Sunderland, M. A., 1a 2c 3c 5a 19a 21a
Sutherland, B. P., 1a 2a 3a 6a 19a 21a
Taprell, J. L., 1a 2c 3 5a 7a 19
Taylor, R. L., 1a 2a 3a 5a 19a 20a
Teakle, P. K., 1c 2 3 6c 7c 9a
Tonkin, J. J., 1 2 3 6c 7c 9c
Trilivas, C., 1a 2a 3a 6a 19a 21a
Tumminello, R. M., 1c 2a 3a 6a 7a 19a
(From Rosebank College — Five Dock)
Turnbull, D. M., 1a 2 3a 6 7a 19
Walden, M. A., 1a 2a 3c 6 7 19
Walesby, T. V., 1a 2a 3a 6a 19a 20a
Wasiewicz, A., 1a 2c 3a 6a 19a 21a
Watts, K. A., 1c 2 3 5a 7a 19
Webb, R. M., 1a 2a 3a 6a 19a 21a
Whyte, R. L., 1c 2 3c 6 8c 17a 19c
Willis, D. J., 1a 2c 3 5a 6 19
Wing, L., 1c 2c 3c 6c 9a 19
Woods, K. E., 1a 2 3 6 9c 19
Zafiriou, S., 1a 2c 3c 6a 19 20a
Zaharias, A., 1a 2c 3c 5a 19a 20a

COMMONWEALTH SCHOLARSHIPS, FIFTH FORM, 1969

ADAMS, Barbara
BROUNE, Lynden
BROWN, Janet
CARAMALIS, Angela
CHENCHOW, Mary
DAY, Susan
DE CARLE, Susan
ENGLERT, Helen
FAULL, Elizabeth
GRIFFITHS, Leonie
HALL, Cheryl
HEWITT, Kay
HOWELL, Julie
JOHNS, Poppy
JOPSON, Debra
KOETTIG, Christine
MALONE, Janet
SUTHERLAND, Barbara
WEBB, Richenda

LIST OF BURSARIES AWARDED ON THE RESULTS OF THE 1968 SCHOOL CERTIFICATE

BRADLEY, Jeanette
BROOME, Jeanette
BURMAN, Andrea
CASH, Narelle
FAIRHALL, Lee
FISCHLE, Jeanette
GUNN, Rita
KELLY, Maureen
MAHONY, Lynne
O'KEEFE, Susanne
WING, Lilian

ALLIANCE FRANCAISE RESULTS, 1969

IIe Classe: R. Chao, M. Dorizas, A. Elliott, B. Fuentes, C. Kratchovil.

IIIe Classe: D. Balding, P. Barker, B. Comans, S. Commons, V. Drapala, L. George, V. Graham, J. Hagan, S. Hayward, S. Ikin, M. Kostikidis, D. Kroiter, R. Laverack, L. Levi, E. Mackdacy, T. May, K. O'Keefe, J. Pokwap, P. Quay, M. Trotter, S. Yip.

IVe Classe: V. Bulovan, C. May, S. McDonald, B. Moore, H. Perry, L. Turton.

Ve Classe: J. Bradley, N. Cash, E. Chapple, H. Davies, S. De Carle, H. Fong, P. Johns, B. Sutherland, C. Trilivas, T. Walesby, A. Zaharias.

VIe Classe: J. Barnes, A. Lezynski, C. O'Donnell, C. Pavlidis, C. Ranieri, F. Stuve, L. Wearn.

It is regretted that so many girls who entered for the examinations were unable, through sickness, to complete them. They were held during July when the influenza epidemic was raging.

ALLIANCE PRIZES, 1968

Form 2. Susan Hayward 1. Lynnette George 2. Julie Pokwap Special prize.

Form 3. Beverley Moore 1. Adriene Leal 2.

Form 4. Helen Davies 1. Lynden Broune 2.

Form 5. Judith Barnes.

Form 6. Heather Frost.

CERTIFICATES

FORM 2.

Penny Barker
B. Comans
V. Drapala
K. Flanagan
R. Fox
G. Hammond
S. Ikin
S. Johnson
D. Kroiter
D. Lanyon
R. Laverack

FORM 2.

L. Levi
J. May
T. May
P. Miller
L. Nash
K. O'Keefe
J. Palavou
C. Pederson
H. Preston
P. Quay
F. Robertson

FORM 2.

D. Robinson
J. Rymill
L. Sharpe
H. Still
T. Tack
L. Theobald
A. Touriki
M. Trotter
S. Wilkinson
S. Yip

FORM 3.

V. Brown
V. Bulovan
E. Hunt
J. Lennon
C. May
C. Nackou
L. Turton
Y. Valbusa
B. Wood

FORM 4.

N. Cash
S. de Carle
E. Chapple
H. Fong
L. Goddard
C. Graupeter
P. Johns
D. Rawlins
J. Richards
B. Sutherland
C. Trilivas
K. Woods

FORM 5.

M. Ferrington
A. Goudie
M. Kolias
M. Sanchez
F. Stuve
J. Terenty

FORM 6.

J. Ko
R. McClelland
J. Olrick
W. Porter
L. Strauss

Sketch of the Observatory by Judith Hough, Form V — The winning entry in the Old Girls' Union Christmas Card Competition.

SCHOOL ACTIVITIES

REPORT ON THE OLD GIRLS' UNION

Since the last edition of the Magazine, our activities have been most interesting and varied. At the Annual Dinner held at the Wentworth Hotel, in October, we had as our Guest Speaker, Miss Rene Green, who gave a most interesting talk on the Importance of Communication between the Peoples of the World, and how we should endeavour to help the people who have migrated recently to Australia. Mrs. Winifred Hurt was our Special Guest, having recently been awarded the B.E.M., along with Miss Cohen, Miss Whiteoak and Miss Hamilton.

Our Welcome to School Leavers was held in December at the School Assembly Hall, and was a very pleasant afternoon as Mrs. Potter gave a Wig demonstration and afterwards we enjoyed afternoon tea and some ex-students photographed Siberia for 'Old Times' Sake'.

The Boxing Day Yacht Cruise held on the Harbour to watch the start of the Sydney-Hobart Yacht Race was so successful that we hope in future to organise another.

The Annual General Meeting was held on Wednesday, 20th March, in the School Library. The office bearers elected were as follows:-

President: Mrs. Lucille Currie.

Secretaries: Miss Dianne Quigley,
Miss Robyn Comans.

Treasurer: Miss Julie Ivison.

Vice Presidents:
Mrs. Rene Herwig
Mrs. Beryl Dyer
Mrs. Clarice Morris
Miss Elsie Langton
Miss Davina King
Mrs. Stella Forbes

Committee:
Miss Margaret Austin
Miss Judy Bow
Mrs. Lorraine Brown
Miss Toni Calvert
Mrs. Diana Gray
Miss Marilyn Lowe
Miss Denise Wheeler
Miss Margaret Wykes
Miss Wilma Porter

During the evening Mrs. Beryl Dyer gave a most interesting talk on her trip to France with Gallipoli veterans, who were visiting the theatres of war in which they served, for the 50th Anniversary of Anzac. A Presentation of Vases was made to the School.

The Union Year started with a tour of the Sydney Opera House on Sunday, 27th April. About eighty-five members and friends comprised our party and spent an afternoon looking over the Opera House and enjoying the sun.

On the 19th June, we attended a wine-tasting in McWilliam's Cask Room. This was a great success both socially and financially.

Just two evenings later the Annual Ball was held once again in the Menzies Ball Room in conjunction with the Old Boys' Union. The ex-students of both the schools danced to two bands, that of Menzies and "The Other Ends".

October 15th, will see us at the Wentworth Hotel for the Annual Dinner. This is a Special Dinner because it is the 50th Anniversary of the formation of the Union and we are fortunate to have Miss Fanny Cohen as our Guest Speaker.

The Fort Street Old Girls' Union would like to thank Mrs. Rowe and her Staff for their help and co-operation throughout the years, and we extend an invitation to all girls leaving school this year to join us.

—DIANNE QUIGLEY,
Hon. Secretary.

VISUAL AND AURAL AIDS

Thanks to the P. & C., we are steadily becoming better equipped to take advantage of facilities available. In fact, there's scarcely a period in the day when some class is not using the gramophone, the T.V., the tape recorder, or various forms of projector.

Australian education T.V. is still in its infancy, but this year, with two T.V. sets, teachers and students can experiment with and test the value of programmes in many subjects.

A.B.C. School Broadcasts (radio) are an integral part of many courses, but have to be taped to be available when needed. The students who do the work of recording and playing are performing a function essential to the school. Second-formers trained this year are:-

Maria Despinidic, Susan Maxwell, Paula Arrigo, Caron Watson, Megan Keers, Deborah Corrigan, Rosemary Chao, Judith West, Betty Calafatis, Michele Bruce, Tina Lawrence, Cheryl Lollback, Angela Theodosi, Helena Perry, Judith Palmer, Susan Keyes, Elizabeth Marion, Gilda Catts, Kathy Anderson, Karen Charles, Helen Isted, Anna Ladas, Carol Parker.

The Music Department now has its own recorder, and the Drama Club and Dance Club their own tapes. In one first-year English class, Janine Anderson, Linda Borg, Pauline Mills, Za Za Morfitis and Cherie Kereopa have also been operating the recorder most efficiently.

SCIENCE CLUB

The Science Club continued its activities this year, the bulk of its members being 1st, 2nd and 3rd formers. The purpose of the club is to discuss matters of scientific interest and sometimes experiments are performed on topics which create curiosity among members. We can get a lot of fun out of this. When we find colourful articles or newspaper articles on science which we consider to be interesting, we bring them in and pin them on the notice boards in the labs, which as you will agree, need brightening. (Of course any articles brought in by non-members would help too). Some members also help by looking after the mice in the bulge every morning. This is a very important job as the mice are used in genetics experiments.

"The Happening", a science display, organised by Miss Carter and the Science Club was held in Room 20. This display included two interesting films in Room 18 and displays of electrostatics, dissection, mice and a torso and a skeleton. Well over $30 was made from the admission fee and donations. The only casualty at the display was our publicity officer who suffered a bitten finger as a result of a nervous mouse.

Two of our members are entering the "School Science Research" with their experiments. It should be interesting to see how they get on, so wish them luck.

Meetings of the Science Club are held on Mondays at 1.00 p.m. in Room 20 and new members are always welcome.

Lastly, on behalf of all members, I would like to thank Miss Carter, without whose help and encouragement the Science Club could not continue successfully.

—LEAH LEVI, 3F,
Publicity Officer.

ANZAC DAY ASSEMBLY

24th April, 1969

PROGRAMME

Introduction ..... Ann Goudie

'Land of Mine' ..... The School

Address .... Mrs. Beryl Dyer, an ex-Fortian, who had had the fortune to return with Gallipoli veterans to the theatres of war in France, where they had served, for the 50th Anniversary of Anzac.

'The Recessional' ..... The School

Lines from Laurence Binyon's 'THE FALLEN' by the Verse Speaking Group. Debbie Cave, Julie Crosse, Kerry Flanagan, Elizabeth Hunt, Athena Touriki, Loina Turton.

One Minute's Silence

National Anthem

LADIES' AUXILIARY REPORT

Looking over the activities of the Ladies' Auxiliary for the last 12 months, it shows that we have been kept very active. We have averaged 14 members at each monthly meeting. After the business, on some occasions, we had a change such as demonstration on home products or flower arranging and one occasion Laurie Stecko came to speak to us. A cooking demonstration at McDowells was most interesting and a wig party at the home of Mrs. Walker was voted a delightful time with luncheon to follow. Also Melbourne Cup luncheon at Mrs. Tattersall's was very much enjoyed. As to services given — we were pleased to serve supper at the Musicale and Drama evenings in August and also supper at 4th year dance in November.

A big venture for the year was the Tour of the Rocks Area in August with Devonshire tea to follow. This outing proved very popular and over 200 were served afternoon tea. A dance display was also shown on this afternoon. Our guides on the tour were the 4th year girls of Miss O'Shanassy's history group. Many thanks to Miss O'Shanassy and her girls for all their help.

Assistance was also given by our ladies for the serving of supper at 6th year farewell at Fort Street Boys' High School in October. Plans for our stall at the fete were uppermost in our mind since beginning of this year and ladies have spent many hours making articles to stock our stall. Efforts were rewarded when the fete was so successful. Ladies' Auxiliary appreciate the close co-operation with Mrs. Rowe in all our activities and thank her for all her efforts for our girls. The clothing pool is ever ready to help girls with school uniform needs.

Farewells were made to some 6th year mothers who have been always willing to help with all our ventures — they are Mesdames Blunden, Kildea, Brook and Blacklock — our thanks seems small for all they have done.

If you are free on the 1st Thursday of the month you would receive a warm welcome if you joined us.

—E. COMANS, President.
R. HUNTER. Secretary.

HISTORY CONFERENCE

In the May vacation, Elizabeth Faull, Gayle Porter and I attended the H. W. Baker Memorial History Conference at Chevalier College, Bowral. As a residential conference, lasting six days, it not only gave us a taste of boarding school life, but an opportunity of exchanging ideas and views with the rest of the 195 conference members.

The College is a few miles outside Bowral and set in several acres of beautiful grounds. The buildings are modern and thus provided excellent facilities for the Conference.

The Conference was run mainly by the student body and thus the lectures and forums were of special interest to us. Lectures and discussions like "Mao Tse Tung and China", "Is revolution the way to solve modern problems?", The Nature and Influence of Modern War Propaganda", proved both informative and exciting.

Films were also an important feature of the Conference, varying from wartime propaganda to a full length Western.

There was also a considerable amount of free time during the day and we had a dance one evening.

The Conference was a great success because of it's informality and thematic arrangement of the lectures and the emphasis on student participation.

—LYNDEN BROUNE, 5F.

I.S.C.F. REPORT

The Inter School Christian Fellowship, an interdenominational group which meets each Wednesday in room 10, has as its motto. "To know Christ and to make Him known".

The meetings include singing, prayer, Bible readings, Bible quizzes and usually a talk, given by a member of the I.S.C.F., a member of staff, or a visiting speaker. We are very grateful to our guest speakers among whom were Miss Beverley Green, Mr. Warwick Britton and Mr. Alex Brown. Throughout the year we have had regular prayer meetings which have been held at St. Philips' Church.

During the past year we have shown two films — "Struggle For Life" and "City of the Bees", and both were well attended. Two interesting activities which we had were the "Weekend Away" which was held at Mona Vale and the combined hike with Fort Street Boys' I.S.C.F. Both activities were well attended and very much enjoyed. Two members of the I.S.C.F. attended the Leadership Conferences held at "The Grange" during the May vacation.

We would like to express our thanks to Mrs. Rowe, our counsellor Mrs. McCrea, Miss Old, Miss Moir and Mrs. Walton who have supported the I.S.C.F. and all its activities during the year.

—A. EVES, 6N.

INTERVIEW WITH MISS HINKLEY

QUESTION: Do you design your dance course for the average school pupil or for those with special aptitudes or abilities?

ANSWER: For teaching within a P.E. Department, the dance program must fit the needs of the average student. This is different from the aims of a dance teacher in a studio. It seems to me that

DANCE GROUP

here in this school we have developed in two ways, i.e., we have modern dance lessons for each class in the school at a level that can be understood by most students and we also have a special dance training at lunchtimes, after school and at rehearsal where only the specially gifted and dance conscious girls participate and aid the development of dance.

QUESTION: What is your aim in the teaching of dance?

ANSWER: My aim is to present the dance to everyone in the school in such a way that she will learn to love or appreciate and understand this art form. Although the majority may not be dancers it is possible to educate through dance. By "educate" I mean that one can increase awareness. Through creative work, dance pupils become more aware of themselves, their own feelings and personality. Through improvisation, pupils become sensitive to music, painting, sculpture, drama, literature. Through dance pupils develop a sense of relationship with others, develop a taste for the beautiful and to develop physicality, i.e., joy of moving, jumping, leaping and working with the body.

Three things are made visible to me after a while and these are very satisfying. Firstly, when a student discovers real joy in movement, secondly, when a student gains sufficient vocabulary of movement to enable her to express herself through movement and, thirdly, when I see her personality developing through dance.

Then also as part of my aim, I am trying to create in this school a dance conscious audience.

QUESTION: You spoke of personality development as a result of dance. Do you think that this is the ideal rather than the real?

ANSWER: No, this is not merely idealistic. I have seen many girls in the school who at first, perhaps, have been self-conscious, learn to express themselves and become more graceful, more flexible and inventive and original in their improvisation and composition.

QUESTION: What has been the response to your technique and lessons by the students?

ANSWER: I think most of it is accepted in the school. There has been a great change of attitude since I first came here when I had to start from the very beginning.

Every year is different and so I have to begin differently; sometimes creatively, sometimes technically.

Dance has been accepted as an art form and is being brought alive and made vital. The school dance group is a selection of varied dance personalities with interests in music, drama and the humanities. These girls work for the perfection of technique. I can see the beginnings of choreography and even teaching. The dance work by the classes is very promising — creatively and technically of a good standard.

QUESTION: Do you find the aims of ballet teaching conflict with those of the modern dance?

ANSWER: The traditions and vocabulary of ballet are set and the basic principles of the body alignment have been built up over centuries. It is the perfection of this vocabulary that is finally transformed into an art form. The modern dance has a comparatively new vocabulary. The technique has been built up by individuals who largely retain their individual techniques, (e.g., Wigman technique, Graham technique) then it spreads and is developed by their students and teachers.

Modern dance and classical ballet are different art forms. There is room for appreciation of both forms of dance.

At this school we have people with modern and classical backgrounds who work happily together. Everyone works for the advancement of dance.

SCHOOL ASSEMBLIES
GETTING TO KNOW CANADA AND THE U.S.A.

From talks given by various visitors to the School and by some members of the Staff at Fort Street, many of us have been delighted by the existing educational systems in Canada and U.S.A., and the almost infinite variety of school activities and programmes available to students there.

Miss Busby and Miss Hatch addressed our assemblies to tell us a little about a typical schoolday in Canada and U.S.A. Because of the constant cold in those countries, the students are able to travel to the nearby school by car. The students' lockers are much larger than our own, and they provide the safe-keeping of the overcoats until they are needed again at the end of the day. The system of movement around the school is quite different from our own, here at Fort Street. Each teacher has a "home" room and only the students move from room to room, having the maximum of three minutes to do. There is a special study hall for those students having private study periods.

The students have complete freedom during the hour-long lunch break. For the energetic student there is a long list of school activities which he may attend at lunchtime as well as after school hours. These clubs include horsemanship, ski, United Nations, photography, folksinging, wrestling, ping-pong, stage band, the booster club, science, school band, art, drama and curling club.

Many students work in the large department stores which stay open late. These students are allotted time during their working hours to do homework. The fashion-conscious students can be seen anywhere, at any time in their silk shirts, velvet mini jackets, turtleneck and v-neck, short-sleeved jumpers, while they listen to the latest and greatest hits by Glen Cambell, Tom Jones and Donovan. Earlier in the year the number one bestseller was "Dizzy". So we may quite justly say that although the educational systems differ so vastly in these countries, our preferences in the pop-world are similar.

CHESS CLUB REPORT

This stimulating activity of playing chess continued again this year. Our first meeting won the support of such a large number of girls that we could not fit comfortably into room 14.

We are indebted to Miss Moir who has attended all our meetings and organised things generally She spoke to Mrs. Rowe about our problem of the insufficient number of chess sets, and Mrs. Rowe whispered a word to the Parents' and Citizens' Association.

We gratefully acknowledge the gift of 6 new chess sets and boards so generously donated by the P. & C. The girls now play with enthusiasm and are progressing well.

Any girl wishing to join the Chess Club is very welcome. Come to room 14 at the beginning of lunchtime each Monday with your lunch and your concentration. We will teach you, if you cannot already play.

Chess is rewarding if you use "your intellect".

—JEANETTE FISCHLE, York, 5F.

DEBATING CLUB REPORT

This year in the debating club the emphasis has been on encouraging junior pupils to participate in debates Girls from 2nd Form especially, have been taking a keen interest and we look forward to seeing some really spirited debating in the future. We started the year with a demonstration debate, "That co-education is the most desirable form of secondary education", for the benefit of the juniors. Junior debates held so far have been — 'That our grandchildren should be pitied", "That animals should not be kept in captivity", "That modern advertising is a curse", 'That it is better to spare the rod than to spoil the child", and 'That the future looks better than the past'.

At our first meeting we elected Connie Ranieri as President and Susan de Carle as Secretary as well

SENIOR DEBATING TEAM

Connie Ranieri, Lisa Lark, Anna Lezynski, Lynden Broune.

as House and Year representatives. The competition for the House Debating Cup has begun. Two senior debates — "That vocational training should be more emphasized in the secondary school curriculum", and "That the age of mechanization is destroying creativity" and three of the junior debates have been in this competition and at this point it appears the battle will be between Bradfield and Gloucester.

Lively parliamentary debates on — "That the best Australians are sheep" and "That it is better to be an old man's darling than a young man's slave", have been held and enjoyed by large audiences.

The annual debate between Fort Street Girls' and Boys' was held on 29th April. The topic— "That it is better to have loved and lost than never to have loved at all", was debated energetically by both sides. The girls (government) regained their damaged stature by defeating the boys for the first time in four years. Another such debate will be held in second term when the Fort Street Boys' will be our guests.

Meetings of the Club are held every Thursday in room 9 and everybody is welcome to come along and either participate or just enjoy the debates.

The Debating Club would like to take this opportunity of thanking Miss Ferrier for her guidance and help in all the debating activities.

—CUSAN de CARLE, 5F.
EVERIL CHAPPLE, 5F.

ITEM OF INTEREST

In second term, Connie Ranieri and Anna Lezynski (6th Form) took part in television programmes, produced and recorded at Sydney University. These programmes were two of a series in which senior high school students discussed with members of the University staff, English texts set for the Higher School Certificate Examination. We would like to congratulate Connie and Anna on their fine performance.

CANTEEN COMMITTEE REPORT

Once again it is my pleasure to report another successful year's operation.

As was shown on the Annual Balance Sheet the donation to the P. & C. for the year was the magnificient sum of $4,000.00, most of which has already been used to purchase additional teaching aids and equipment for our daughters' benefit, which, next to providing quality food, is the reason we are conducting this canteen.

It is pleasing to know that our daughters appreciate the service offered them by the Tuck Shop and that their continued patronage provides them with so many "extras", which otherwise they would have to do without.

Our sincere thanks to Mrs. Wilton for directing operations, and to all members of Canteen Committee, but mainly our thanks go to all voluntary helpers, without whose support this venture could not succeed. Keep up the good work, it is for a really worthwhile cause.

—K. DAY, Hon Secretary.

PARENTS & CITIZENS' ASSOCIATION REPORT

During the past year the Parents' and Citizens' Association has been very active on behalf of the School. Our major event was "The Happening", our fete held early in May. As a result of this effort there is now money available to purchase additional equipment and aids for the use of the Staff and Students.

Music Department	$319.00	(Music, Tape recorder, Organs)
Mathematics Department	20.00	(Teaching aid)
Library Department	500.00	
P/E Department	57.68	(Archery sets)
Science Department	40.00	(Teaching Aid)
Language Department	51.46	(Tapes—for all subjects)
Art Department	93.60	
Language Department	127.20	
Prints	400.00	
Drama Group	50.00	
Television	259.00	
Clothes Dryer	58.13	
English Department	35.90	(Tapes and lessons)
Copying Machine & "Secretary"	680.00	
6 Chess Sets		
Piano	450.00	

we have also authorised the purchase of a new Honour Board.

All our activities, however, are not fund raising, we met socially for a Dinner & Wine Tasting and also held a most successful Car Rally. The Association, together with the ladies of the Auxiliary catered for the Sixth Form and Fifth Form Barbecue and Dance and the Fourth Form Dance last year.

That a very large proportion of our funds, of course, has come from the splendid voluntary work during the year is a credit, and I am positive all girls and staff appreciate their untiring work.

The following list itemises our purchases and grants to the School since February this year:-

All parents are urged to join our Association. In this way it is possible to have a voice in regard to problems that arise, and needs in Education. An active Association is essential to School life.

—BERYL BOWDEN, Hon Secretary.

SIXTH FORM FAREWELL

On Friday, October 18th, 1968, Fort Street once more farewelled their senior year with many good wishes for their examinations and the future.

The sixth formers in their graduation frocks, arrived at school for the traditional farewell assembly. Wilma, on behalf of Form Six presented the school with a cheque to be used for the purchase of a plaque for the new school. The prefects for 1969 were then inducted. Many telegrams and letters from ex-pupils and members of staff were read, wishing the girls good luck in their exams and future careers.

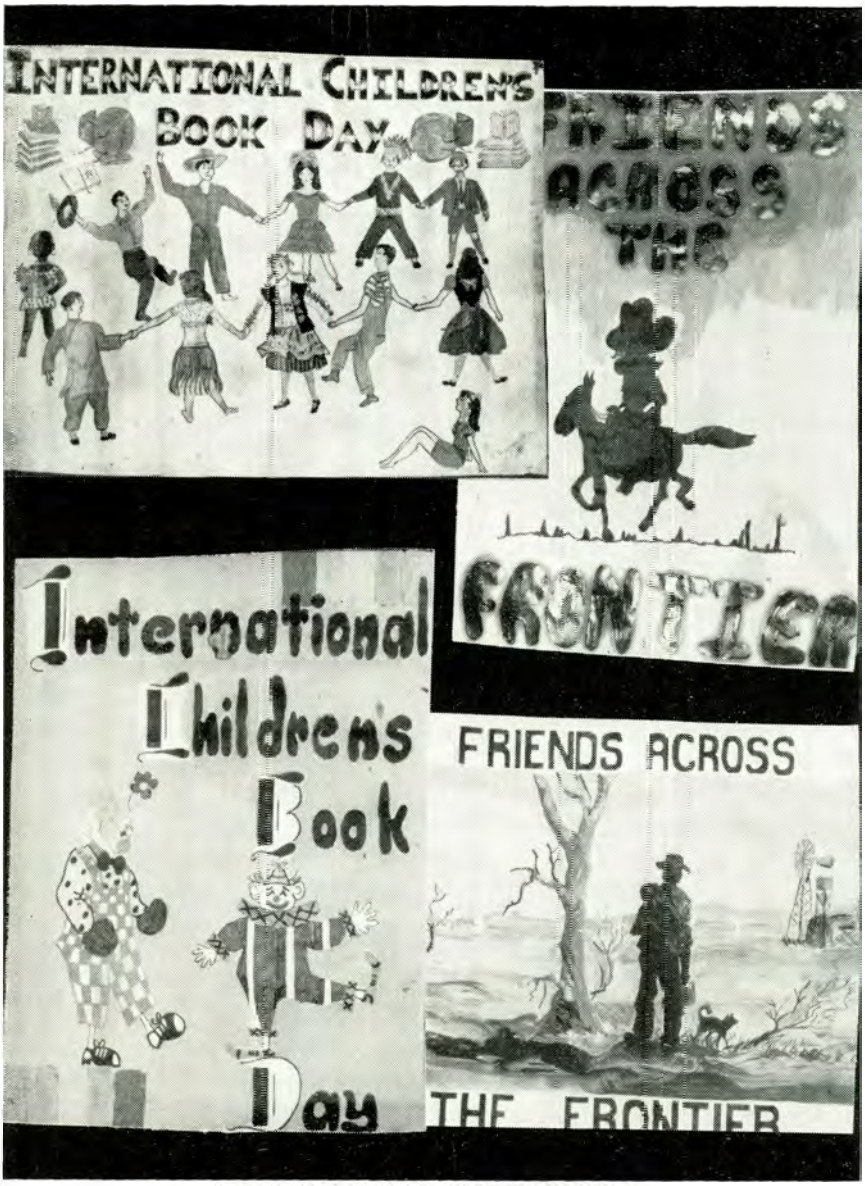
The sixth formers and other school leavers were clapped out of the assembly in the traditional manner. After exchanges of best wishes, the sixth formers were ushered over to the Gymnasium, which was bedecked in maroon and white for the Farewell and Afternoon Tea, prepared by fifth form. Each sixth former was presented with a crested key-ring and sorority pin.

GEOLOGY EXCURSION TO GERROA AND KIAMA

On 30th April, 1969, a group of 6th Form Geology students under the guidance of several members of the Science Staff, led by Miss Carter, travelled down the South Coast of N.S.W. by bus to Gerroa and Kiama. This excursion was significant in our study of the stratigraphy of the Gerringong volcanics, and in observing volcanic and coastal features of the landscape.

The students enjoyed and benefited from the trip.

—KAREN WEST, 6F.



"FRIENDS ACROSS THE FRONTIER"
Slogan for 1969 International Children's Book Day.

INTERNATIONAL CHILDREN'S BOOK DAY

This day was again celebrated in the Library on 2nd April, the birthdate of Hans Christian Andersen.

The Library was ablaze with the colour of many posters depicting the slogan "Friends Across the Frontier" a slogan aptly describing the ideals of the "International Board on Books for Young People". Young people raise no barriers of race, colour or creed, for they take to their hearts books written by authors of all nations.

In order to foster this international understanding among young people, the Board makes the Hans Christian Andersen Awards every two years. The latest awards were made in 1968 to two authors and an illustrator, the German, James Kruss, the Spaniard, Jose Maria Sanchez-Silva and the Czechoslavian painter, Jiri Trinka.

Books by these artists were displayed and enjoyed on International Children's Book Day and throughout the week, those giving particular pleasure being the "Florentine" Books and the "Talking Machine" by James Kruss; "The Boy and the Whale" by Jose Maria Sanchez-Silva and the exquisite paintings of Jiri Trinka illustrating the fairy tales of Hans Christian Andersen and The Brothers Grimm.

—ENA NOEL, Australian Representative for the Ibby.

MISS JEAN ARNOT

Guest Speaker prior to Book Week

This year Book Week was held from July 14 to July 19. At the Pre-Week Assembly, our guest speaker was Miss Jean Arnot, a very well known ex-student of Fort Street. Miss Arnot expressed her delight at having been given the opportunity once again to visit the school; and address the students. In her career as a librarian, Miss Arnot has travelled extensively abroad and it was fitting that she should visit the school at the beginning of July.

The subject of Miss Arnot's address was concentrated on the nature of the five most interesting libraries she has been associated with in her travels. The first library mentioned was the Fifth Avenue Library in New York. This is the largest library in the world. Authors and writers come from all over the world to see this wonderful collection of children's books. The next library spoken of was one in the Gorbals area in Glasgow, Scotland, where the conditions of living are so poor that the children play in the streets because playgrounds and parks just don't exist. Here, in this poverty-stricken area, the children flock to the library as if to escape from and leave behind them, the cares and miseries which surround them; here they escape into a world of fantasy, adventure and intrigue — the wonderful world of books. The library which perhaps captured Miss Arnot most, was one library in new Orleans. This library had been separated into two parts — one for the white people, and the other for the negro children. Into this library, each Saturday would come the Jewish women who read stories to the negro children. Here under this roof gathered two races, both suffering similar persecution and deprived of similar privileges. In Tennessee, a library had devised a competition to encourage children to read books during their school vacations. The last library which Miss Arnot spoke of was that of a Junior High School in New York, which had one of the

"BOOKS PLEASE"
The slogan for 1969 Book Week.

smallest but most comprehensive collections of books she had ever seen.

Book Week was introduced into Australia by an American woman with whom Miss Arnot has been associated. By introducing such a concept she hoped to bring books to the children and to thus inspire them to read.

Books, Miss Arnot emphasised, were essential in our lives, and if we will allow books to enter into our lives, we will find wonders and fascinations which we do not realise exist.

—GAIL RAE, Form VI.

ARE BOOKS OBSOLETE?

Miss Helen Palmer was the Guest Speaker at both "Book Week" Assemblies.

As we approach the twenty-first century, in which students now in secondary school will spend a large part of their active lives, the value of books is under fire. Will they become obsolete, replaced by the film and T.V., the teaching machine, the language laboratory, the photocopier, the computer?

Let's look first at what the experts say about the world that science and technology will make **possible** within the next few decades.

The Rand Corporation of California — a top-level research institute equipped with all possible computing resources, was asked recently to make some predictions for the near future. Here are some of the technological advances it considers may be made:-

By about 1976 —
automated language translation;

By about 1984 —
new organs through transplanting;

By about 1989 —
implanted artificial organs;

By about 2000 —
the production of primitive forms of artificial life;
economic regional weather control;
drugs for changing personality;
immunisation against all infections, diseases;

By about 2020 —
drugs to increase intelligence;
direct link between brain and computer;
control of ageing to extend life span by 50 years.

Here are some other facts. Within a much shorter time it should be possible to exercise genetic control over the sex of babies.

The volume of scientific knowledge doubled between A.D. 0 and 1750; it again doubled between 1750-1900; again, between 1900-1950; and again between 1950-1960.

Seven-eighths of all scientists the world has ever known are alive today. World population has multiplied 10 times since the birth of Christ; but 5 times in the last 350 years. It is likely to double between now and the year 2000, reaching 6,000 million. (Experts say that Australia's human population will double, but at present rates its car population will quadruple!)

In a changing world, it is no longer possible to train someone in his early years for a specific skill which he will spend the rest of his life applying or passing on. Present students can expect, say experts, to change employment areas three times during a lifetime. In most fields, people will spend a great deal of their time keeping up with the advance of knowledge in that field — through refresher or conversion courses, research, reading, travel.

There is already a major swing away from unskilled and semi-skilled jobs which will virtually disappear to the higher skills, the

professions and semi-professions, "white collar" jobs, welfare and service occupations. Because of earlier marriages, small families, better child-care services and the demand for trained people in the welfare occupations, married women will increasingly be drawn back into the workforce in the second half of their lives, after refresher training.

In the U.S., experts say that all the goods needed could be produced in a much shorter working week, and that the retiring age may be 35.

Each of these advances in technology or "know-how" offers an opportunity and a challenge — if we are ready for it.

We know **how** to build computers that if fed information, can answer questions outside the capacity of the human brain. But do we know **what** to ask? We know **how** to send men to the moon — but do we know what is the value of doing so, compared with other things, resources might have been spent on? We know **how** to produce goods-a-plenty — in fact, too many refrigerators, T.V. sets, beauty preparations to sell; and in Australia, too much wheat. We know **how to** produce synthetic foods. Yet every day two-thirds of the world goes hungry to bed.

We know **how** to travel to new parts of the universe; but do we know the best way to live in our own part? Mr. Justice Barry told a University audience in Melbourne early this year, "The nightmare thought recurs that Australia may become a vast disused quarry surrounded by a malodorous and lethal oil slick".

We know **how** to produce the goods we need in less time, and therefore to create more leisure. Will we know what to do with it?

Approaching the twenty-first century, our great need is not for **information** — we can find that when we know what to look for; or even for **knowledge** — that can be acquired too if we have the motive. It is for **wisdom,** so that we can take hold of the know-how we possess and direct it to creative human ends. The questions of human and social relationships offer the greatest challenge of our time.

These are questions the computer can't answer. You can't ask the computer how to bring peace in a world that has become a "global village", or what "love thy neighbour" means; or how to increase human happiness. It's no use asking it "What is justice? What is truth? What is the purpose of life?"

But you can ask books.

Not that there is anything sacred about books in themselves — two covers, a binding and pages of print. But they hold the voices of human beings asking and trying to answer our questions. They link the past, the present, the future.

You can ask a philosopher. Socrates talked about truth and justice, and nothing better has been said since.

Or you can ask a dramatist. Shakespeare asked: "Hath not a Jew eyes?" We could add: "Or a Biafran? or a Negro, or an Aboriginal? or a Vietnamese?"

You can ask a poet. Mary Gilmore, late in her life, wrestled with our problem of reconciling national and international loyalties in her eight-line poem, **Nationality:**

I have grown past hate and
bitterness,
I see the world as one:
Yet, though I can no longer hate,
My son is still my son.
All men at God's round table sit
And all men must be fed;
But this loaf in my hand,
This loaf is my son's bread.

Or you can ask a novelist. A few years ago, Charmian Clift addressed the Book Week assembly, she died in July this year. She was not "bookish"; she believed in participating. She had planned to

take part in the Walkabout for Aboriginal education that took place a few days after her death; and I have heard her hold several thousand people spellbound at the Sydney stadium speaking as a mother about the issues of peace and war. Another writer, Allan Ashbout, said of her that "writing was a way of expressing her own conscience, her own passion for social justice, and above all her own lyrical delight in being alive and belonging to the human race".

It is their capacity to let us share her kind of human wisdom that makes books such a precious possession.

—HELEN G. PALMER

SOME HINTS FOR YOUNG WRITERS

Why do people write books? Not because it's **easy.** Most of us have difficulty enough writing a good paragraph, let alone anything more demanding. Some of the greatest writers' manuscripts show that they worked over and over their books, seeking a better word, re-arranging, cutting and often tearing up and starting again.

Not because of **money.** Few Australian writers make a living from writing; fewer still make a living from writing their real work, what they feel is most important.

Not because of **recognition.** A good book may have small sales, few, if any, reviews and be ignored — at least in the author's lifetime. The author of one of the greatest Australian books, the trilogy **The Fortunes of Richard Mahony,** had to go abroad to get published, and even wrote a man's name — Henry Handel Richardson — because she thought she would then be treated more seriously; but long after the quality of her work was recognised abroad she was unknown in her own country.

Why, then, **do** they write? I think for the same reason that all of us, now and then, feel we must **tell** somebody about some experience we've had, some incident we've watched, some feeling of joy or sadness, some tiny revelation of life that has meant a great deal to us. Most of us do it by speech; the writer tries to make it more permanent. But the impulse is the same. We want, and indeed we need, to communicate; that's what makes us human. It is a great stimulus to a writer to feel that he has spoken to other people, to his readers. (Few of them ever tell him. Have you ever written to the author of a book you have enjoyed, saying so? You can always write care of the publisher whose address appears in the book).

A few hints for young writers:-

First, **practise.** Write something every day — a paragraph, a letter, an entry in a diary; even your homework assignment. This is the only way to learn the skill of making words do what you want them to do.

Second, **listen and observe.** Most of us have had the experience of trying to tell an exciting story or relate something funny, and finding it fall flat. We'd forgotten an important detail, our timing was poor, we failed to re-create it vividly for our audience. Some writers have a natural eye for detail; others an uncanny ear for the intonation and turn of phrase of people's speech. Read Alan Marshall's "These are My People" or "I can jump puddles" and see how he manages to bring his settings and characters alive, each one different. Fortunately, you can do a great deal to train yourself in these skills.

Third, **be simple and direct.** A poor piece of writing is seldom made better by adding more words; it's often improved by pruning to the essentials. Deep feeling expresses itself in a few telling powerfully-

felt words; some of the most dramatic and moving scenes in literature are the most brief, with each word carrying an unforgettable load of meaning.

Fourth, **read.** Not merely easy books that you can skim through with half your attention, but those further along the shelf that last year looked far too hard, this year tempted you but only slightly, but for which next year you may be ready. For somewhere along the shelf you will make the exciting discovery of a book that seems to have been written especially for **you.**

HELEN G. PALMER.

"BOOK OF THE YEAR" 1969

"When Jays Fly to Barbmo" by Margaret Balderson (ex-student of Fort Street Girls' High)

The search for self in hard times is the theme of this year's "Book of the Year". The story is set in Norway on an isolated island where Ingeborg, the heroine, lives on a small farm with three elderly people. Her aunt Anne-Sigri, her father and the Wood Troll, a hired man, each bear the burden of a heavy secret that reveals itself only in their individual eccentricities.

Around these secrets revolves Ingeborg's mysterious past. She lives in a harsh country where in winter the snow-covered land is black with the night of the Dark Time and where the miracle of spring brings light and greenness again, as well as the colourful Lapps from the North with their herds of reindeer and quaint customs that are, too, strangely connected with Ingeborg. The tension between the growing girl and her older companions is augmented by the looming threat of World War II. Ironically, its outbreak and subsequent devious cruelty are the means by which Ingeborg discovers her natural path, though it is at a high price and after a heroic struggle with the fearful northern elements; then, the Wood Troll's cryptic prophesy of her future "When Jays fly to Barbmo" is fulfilled.

Having to endure the hardships of winter, the losses of war, and solitude, make Ingeborg a much more serious and tenacious person than are girls living in milder climates in times of peace. In the development of her character, the authoress has captured the Norwegian mentality, shown how it is dependent on its surroundings — on whims of nature and on unchanging traditions which may, in some cases, sound primitive to us. She has thus combined an exciting and moving story with a portrait of a distant land that reflects her own intimate knowledge of it — and you must admit this is the most pleasant way of learning new things.

—ANNA LEZYNSKI, Form VI.

LIBRARY REPORT

There are a few things in life as enjoyable as the reading of a good book and the Library offers many rich pleasures for all to enjoy.

This year new books have poured into the Library in a never-ending stream — books to suit all tastes and needs. If you wish to experience the joy of drifting away into a world of fantasy you may do so through the pages of a book; if you wish to gain sympathy, understanding and sensitivity, again you may do so through the pages of a book, or you may wish to increase your knowledge of the world or to improve your knowledge of your school subjects. All these things may be gained through books.

Space in the Library continues to be a problem, but with the advent of the library ladder, kindly donated by the P. and C., we have all become adept at climbing up and finding the books otherwise beyond our reach,

The 6th Form Librarians, Denise Quay and her assistant Susan George, together with Denise Isle, Lynette Kerr and Vicki Smith have given invaluable service throughout the year. They will be sadly missed when they leave the School this year and we wish them well in their examinations and in their future careers. Some talent for Librarianship is becoming evident amongst the younger girls, far too numerous to mention, but, whose help is invaluable in keeping the Library running smoothly. The 5th Form book-processing group— Barbara Adams, Rita Gunn, Brenda McKay, Diana Sharp and Michele Hearsch, have done an excellent job and are now teaching a group of 2nd and 3rd Formers who are showing great promise.

The Library took on an air of gaiety in April for International Children's Book Day and for Book Week in July, with displays of books and many beautiful posters. We were indeed fortunate in having as our guest speakers for Book Week the author, Helen Palmer, and the former Chief Cataloguer of the Public Library, Jean Arnot. Accounts of these talks appear elsewhere. It is interesting to know that this year's winner of the best children's book of the year 'When Jays Fly to Barbma'' is an old Fortian, Margaret Balderson.

A small exhibition was also mounted for Australian Library week during which reading lists were distributed to the 6th and 5th Formers of the most provocative books of recent times and to the juniors of some of the best books for children.

Again we have been fortunate in receiving many donations of new books, from booksellers such as Better Bookselling Service and the Assembly Bookshop; from the Rotary Club, the Australian College of General Practitioners, Farmers and Co., and from the following people:- Miss I. Inwood, Miss M. O'Brien, Miss Helen Palmer, Mrs. M. L. Kelly, Miss Elizabeth Gunn, Tara Walesby and Christine Koettig (a book on German Culture of their own creation) and Jeannette Fischer.

May you find many happy hours with books!

LIBRARIANS 1969

BOOK WEEK, 1969

What difference is there, I wonder, between a library in Book Week, and at any other time of the year? So different, so rich, it feels, with books strewn over desks and bold posters hung from wall wall, proceeding right down to the entrance, sliding down the banisters. So one follows the rail, sniffing out the scent, following the "Books Please!" sign, and one arrives, panting, eager, at the library door. Quiet, whilst one puts on a nonchalant face, and strolls to the nearest heap of books, picks one up, flips through, on to another, rush, rush, rush, halt! One sits, bumping fellow-flippers in the most unlikely places, and finally one becomes absorbed in the chosen book.

"Ha! Ha!" the books snigger, preserving a look of respectability in spite of their extraordinary attitudes.

And on one reads, a spot of colour here and there begins to grow, until it is menacingly claiming one's attention. So, the eyes lift and quell the impertinent book. Then the formerly unobtrusive title of a neighbouring book begins to spin its way onto the centre of one's page, and turning the wretched thing face down is of no use for the heap a foot away looms closer, and, gradually, first one book flashes its title, then another shows its recently drab colour to be a fascinating interplay of superimposed colours, then, then, then, until one lifts one's eyes, shrugs, and abandons oneself to the whole table, reading a snippet here, tasting a morsel there, luxuriating in the glossy texture or the delicate etching, the catching phrase, the clear pure colour, the idea, the name, the format. And the books glow back, they display themselves for the appreciative hand, the enjoying eye.

So one wanders from table to table, book to book. The next day, up again, pulled by the memory of the collection of photographs of Australia's hidden beauty, or the unfinished chapter on grooming or yoga or the dance or simply by the memory of the look of the library in Book Week — a look of promise!

—CONNIE RANIERI, 6F, Gloucester.

FORT STREET OLD GIRLS' UNION LITERARY CIRCLE REPORT OF ACTIVITIES IN THE FORTY-FOURTH YEAR, 1969

The completion of 1968 programme was the Annual Tea Party held on 19th November, in the School Staff Room. Our thanks go to Mrs. Rowe for this courtesy.

We missed two of our regular guests at this function. Miss Turner's health was not favourable for journeying abroad from home and Miss Cohen had a prior engagement.

After a generous repast we heard from Mrs. Dyer an account of her tour with 9th Infantry Brigade Pilgrimage. The tour took the party to America, England, France, Rome and The East. In London the party had morning tea with Lord and Lady Slim, and in Rome an audience with the Pope. Many other interesting events were included in the tour and a warm welcome given them in France as they toured old battlefield sites. Many lovely memories are theirs as a result.

After a recess the Circle resumed meetings at the School on 16th February, 1969. The prize winning book "A Boatload of Home Folk" by Thea Astley was the first book discussed.

We heard the story theme of "The Red Boat" by Gwen Kelly, nee Smith an ex-Fortian, at the March meeting.

On 20th April, "The Actors" by

Hal. Porter was discussed by our President. A very different opinion of Japan to that of the author when there during the occupation period is presented.

In May, the book "The Public Image" by Muriel Spark was discussed. This book points up the necessity of retaining the public image favourably no matter what happens in an actresses life.

On 15th June, "The Fifties" by J. Montgomery was presented in brief outline only. The book is packed with information and happenings in the years 1950 to 1959. Time was too short to do it justice.

An unusual book "The Ice Palace" by Tarjei Vesaas was set for July meeting. A very vivid picture of the beauty of the frozen waterfall and its effect on the chief character, is given.

The remaining books for the year are "Court of Richard II" by Gervase Mathew, "Three Cheers for the Paraclete" Thos. Keneally, "The Clean Young Englishman" by John Gale and "Henry VIII" by J. J. Scarisbrook.

We are happy to report that up to date we have had the pleasure of Miss Turner's company at our meetings. She celebrated her 91st birthday in June and we do appreciate her interest in the Circle.

In March to support our good wishes to Mrs. Rowe on her marriage, the Circle made a presentation of two useful cooking utensils.

It was pleasing to receive a letter of thanks from Laila Fanebust, the recipient of the Literary Circle Prize for 1968 English at H.S. Certificate Level. We express here our good wishes for her success in the Arts Course at Sydney University.

During the year we acquired two new members but would be pleased to welcome more.

Meetings are held on third Sunday of month, February to November, at 2 p.m. at the School.

—MISS. E. DUHIG, President
MISS E. LANGTON, Hon. Sec.

RED CROSS

At the first meeting of the Junior Red Cross this year, Lyn Carter was elected President and Robyn Taylor, Secretary.

During 1969, volunteers have sold Anzac Day stickers and several girls also gave service on the sweet stall at our fete in May.

As well as assisting in these special activities many of the girls have given some of their own time to travel one afternoon per week to the Red Cross Centre in Jamieson Street, to do voluntary work. This work consisted of such things as letter and periodical folding, envelope stamping and packing and cutting of stamps. Miss Inwood is sincerely grateful for the help she has received and thanks all those concerned.

Two girls from Fourth Form were also fortunate enough to attend the Child Care Course which is run annually by the Red Cross. The course consisted of a series of eight lectures dealing with every aspect of a child's development and growth. These lectures were followed by three visits to various childrens' institutions in and around Sydney.

Both girls (Michelle Levitt and Robyn Ford) were successful and received their certificates at the Graduation Evening held in Nestles' Auditorium, Fouveaux Street, Sydney.

Our thanks to Mrs. Heron for her interest and help throughout the year.

—ROBYN FORD,
4th Year Representative.

JUNIOR RED CROSS REPORT, 1969

The Junior Red Cross Club with the help of Mrs. Heron has achieved some very worthwhile work this year. Girls from Fifth, Fourth and Third Forms have made a particular contribution.

Activities undertaken were, helping at the Red Cross Centre on Wednesday afternoons, selling stamps for Anzac Day and helping on the sweets stall at the Fete.

For this year Lynne Carter was elected as President and Robyn Taylor as Secretary.

SOME 1968 FACTS AND FIGURES

School Funds:—

Association Fees	$3388.00
Text Book Allowances	$5767.00

SOME EXPENSES:

Text Books	$6640.18
Duplicating materials	553.39
Printing	819.75
Sporting Equipment and Grounds	645.64
Library	4126.66
Telephone	570.56

This has been supplemented by generous donations from the P. & C. Association.

Grant to the Art Dept.	$331.69
English Dept.	80.00
Language Dept.	89.26
Library	2047.07
Music Dept.	60.00
Needlework Dept.	144.05
P/E Dept.	474.59
Science Dept.	133.32
Television Set	259.00
Speech Day Prizes	200 00

Payment of Sick Bay, Laundry and Weekly Laundry of Towels.

—E. ROWE, Principal.

ENGLISH OUT OF SCHOOL

During the year Fifth Formers have been to a number of productions which have aided them with their English Studies and proved entertaining as well.

The Russian production of "Hamlet" starring Innocenti Smoktunousky, a prominent actor in Russia, was bold and exciting in its presentation of Shakespeare's classic tragedy. The acting was excellent and with the film shot on location at a castle on the sea coast "Hamlet" was a gripping psychological drama.

Franco Zeffirelli's interpretation of "Romeo and Juliet" was original and refreshing. Shot in Florence and casting two teenagers as the pair of stare-crossed lovers "Romeo and Juliet" really captured the modern imagination. There were few dry eyes at the end of this film.

"The Playboy of the Western World" at the Genesian Theatre proved somewhat disappointing. Although most of the main roles were well-presented the play was often slow-moving and tiresome. The standard of the minor roles varied widely and it was not until the climax that "The Playboy of the Western World" really communicated with the audience.

"Richard III" at the Killara Community Theatre took some time to "warm up" but it proved a very good production. The costumes were excellent and the use of the minimum amount of scenery prevented any distraction from the play itself. Peter Adams who played Richard is a very talented actor and always commanded total audience attention. In fact, "Richard III", was most entertaining.

—LYNDEN BROUNE, 5F

THE GYMNASTIC CLUB

The training sessions for the gym enthusiasts within the school are held on Tuesdays and Thursdays at lunchtime and Wednesdays before school. These sessions are taken by Mrs. Brass who instructs the girls in the theory and technique necessary to the gymnast. The bulk of the gym club is comprised of second and third formers who train diligently, striving to develop their individuality. The gymnasts work on all pieces of apparatus — the balance beam, the high and low bars, the vault — and the floor.

On Tuesday mornings before school, Ellen Liesis and Merilyn Turnbull, both of third form, teach an enthusiastic group of first and second formers the basic elementary skills which are vital to the future gymnast. Without the help of these two girls, the younger members of the club would be unable to learn any form of advanced gymnastics.

During the year, Kim Gamble, representing our school, entered a beam competition, which was held at Maroubra Junction High School. During the warm-up, Kim had a bad fall from the beam, but, with the encouragement of Robyn Dixon, competed and was placed first.

At the school fete, in May, owing to the condition of the front lawn, the gymnastics display was presented in the gymnasium. A display of various tumbling skills ranging from the most basic of tricks to the more advanced was given by a group of second formers, third and fourth formers and sixth formers. An interesting and daring variety of vaults was also presented by the same group, after which two sixth form girls performed floor sequences of their own composition. All-in-all, the audience seemed most appreciative of the display given by the girls.

On Saturday, 16th August, four girls — Linda Walker and Vivien Graham of third form and Robyn Dixon and Kim Gamble of sixth form — competed in the Combined G.S.S.S.A. Gymnastic Championships held at North Sydney Boys' High School. Individually, Kim, gained second place and Robyn fourth place in the floor and, as a group, the team contested well, despite "sore muscles" and "aching backs". Vivien and Linda both, competing for the first time, were a credit to the school and to Mrs. Brass who devotes much of her time to the girls within the club. The members of the club are extremely grateful for the time, support and encouragement given to them continually by Mrs. Brass.

DRAMA CLUB REPORT, 1969

In November, last year, the following officers were elected for the 1969 Drama Club: — President, Cheryl Ferrington: Secretary, Susan Perkins: Treasurer, Julie Payne: Public Relations Officer, Christine McPherson.

There has been much dramatic work in the school this year. Since last year the number of girls interested in drama has increased greatly so that instead of one meeting a week for the whole group, the Club was split into three groups. First and Second Form pupils have been meeting on Friday at lunchtime. Third and Fourth Form on Thursday at lunchtime, and Fifth and Sixth Form on Friday after school.

The emphasis has been mainly on acting and we have had successful results with a number of plays being performed during the year. At the end of last year a nativity play "The Business of Good

Scene from "THE PRINCESS AND THE WOODCUTTER"
CAST: King — Dorith Tauber; Queen — Del Caines; Princess —Robyn Ingham; Prince — Christine McPherson.

Government" was performed by Third Form girls with Fort Street Boys' High. Girls who took part were:— Christine McPherson, Elizabeth Hunt, Susan Perkins, Debby Mitchell, Robyn Ingham, Cheryl Ferrington, Lorraine Smith and Debra Patchett. There were two performances, one at Fort Street Boys' School and the other at St. Philip's Church.

In June a combined Drama Night with Forth Street Boys' High was held at the Boys' School. During the night the following were performed:— a monologue from "Richard III" by Hilary Perry; a scene from "The Merchant of Venice" by Veronica Wade and Athena Touriki; a scene from "Romeo and Juliet" by Kerry Flanagan, Delores Correa and Lucienne Kramer and a scene from "Othello" by Loina Turton and Robyn Ingham.

"Juno and the Paycock", an Irish tragedy was performed at Turner Hall, in August. The cast consisted of Fifth and Sixth Formers — Tara Walesby, Everil Chapple, Susan de Carle, Elaine Doling, Jacquline Young and Diana Sharpe — and boys from Crows Nest Boys' High. There were two performances and both proved most successful.

SCHOOL ORCHESTRA

Mrs. Henneberry, D. Kroiter, C. Linden, M. Stone, F. Robertson, C. Hall. SEATED: H. Englert, L. Lark, K. Purcell, C. Cox, M. Churches, E. Faull, C. Koettig.

CHOIR, 1969

Also in August, a large chorus of Fourth, Fifth and Sixth Formers, performed three scenes from "Murder in the Cathedral" with Fort Street Boys'. This chorus was most unusual and interesting and it is hoped that this production will meet with success in the City of Sydney Eisteddfod. Girls taking part were — Irene Booriakin, Janet Brown, Jeanette Hancock, Christine McPherson, Helen Fong, Christine Scott, Christine Sozanski, Mary Ellen Farmer, Robyn Dixon, Susan Perkins, Desnee Rawlings, Margaret Ferrington, Yvonne Hennessy, Julie Payne, Cheryl Ferrington, Janeen Taylor, Lorraine Moorey, Denise Butler, Lee Fairhall, Jacquline Young and Dorith Tauber; Helen Fong and Janet Browne gave invaluable assistance with the production of this play.

VOCAL GROUP

Mrs. Henneberry, S. Perkins, R. Ward, C. Koettig, H. Englert, B. Wood, J. Payne, C. Ferrington, E. Faull.
SITTING: L. Freedman, C. Hall, C. McPherson, J. Whitehead, D. Krioter.

The Drama Night will be held in October. The programme will include:— "An Hour to Dusk" by Fourth Form girls, "The Lost Slipper" by the juniors, the casket scenes from "The Merchant of Venice", scenes from "Murder in the Cathedral" and a comedy by Third and Fourth Form girls.

We are very pleased that the Drama Club has expanded steadily throughout the year. On behalf of the girls I would like to thank Miss Whalan for her help and encouragement throughout the year and for her production of the plays. We wish also to express our appreciation to Miss Hinkley for the help she gave us in the production of "Murder in the Cathedral".

—SUSAN PERKINS, Hon. Sec.

"SCHOOLS NIGHT"

The Sydney University Classical Society presented a "Schools Night", on 10th June, and invited Fifth and Sixth Form students to attend. The aim of the evening was to entertain as well as instruct and so a varied programme was presented.

Lectures on "Ancient Epigram", "Roman Law" and "Greek Comedy", were delivered by members of University staff and could be described as the instructional part of the programme, and a pop group playing — very appropriately "Caesar's Ghost" and reading from Aristophanes' "Frogs" made up the entertaining part.

The evening concluded with a seminar on the importance of learn- the Classics today. So convincing were the speakers that most students went home feeling that they were indeed privileged to be able to study Latin, Greek or Ancient History.

—GAYLE PORTER, Fifth Form.

PAINTINGS AND CRAFT WORK FROM 1969 ART CLASSES

LEFT HAND TOP: J. Bradley, 5F; A. Pearson, 3T; B. Brennan, 3T; K. Brown, 3O; M. Despinidic, D. Morante, 3T.

LEFT HAND BOTTOM: S. Perry, 3O; D. Browne, 3T; K. Cornell, 3R; V. Christie, 3T; A. Pearson, 3T.

RIGHT HAND TOP: J. Hough, 5F; B. Adams, 5F.

RIGHT HAND BOTTOM: D. Browne, 3T; K. Cornell, 3R; B. Brennan, 3T; K. Shaw, 3T; S. Wilkinson, 3T.

ART CLUB REPORT

The Art Club was formed for the benefit of those girls otherwise unable to attend practical art classes and also for senior art students to additional work. It meets each Wednesday, and in third term, Thursdays as well, in the lunch hour. At first the Art Club met in the art room, but since the addition of the Potter's wheel to the studio, the meetings have been held there.

Under Mrs. Lahodny's supervision girls have at their disposal facilities enabling them to do clay work, jewellery, silk screen printing, battick work, painting and sculpture.

Any girl who wishes to join the Art Club is very welcome to attend the meetings.

—EVERIL CHAPPLE and SUSAN de CARLE, Fifth Form.

LATIN READING COMPETITION

In Second Term, the Classical Society of the University of Sydney, held a Latin Reading Competition for Fifth Form pupils from all schools. Six girls — Andrea Burman, Gayle Porter, Cleo Trilivas, Lynden Broune, Barbara Sutherland and Christine Sozanski — attended the first heats. After a rather nerve-racking experience, which consisted of reading a passage of Latin to a rather formidable panel, Mrs. Bates calmed us by treating us to chocolate milk shakes.

A few weeks later Cleo Trilivas, Barbara Sutherland and Lynden Broune competed in the semi-finals. Mrs. Bates again helped to restore calm — banana milk shakes on this occasion.

Lynden Broune was selected to take part in the Grand Final of the Competition. We wish to express our appreciation to Mrs. Bates.

SENIOR GEOGRAPHY EXCURSIONS REPORT

This year the senior geography students have gone on two excursions. The first one was on 10th April, and this was to Oxford Falls. The aim of the excursion was to study vegetation, soil and river profile and to map the area. It was a very hot day and some students "accidentally" fell under the waterfalls and others had had the sense to bring swimming costumes. Enjoyment was combined with education, making the day a success.

The second excursion on 30th July, was made only by the Fifth Form students and this was along the northern beaches to study coastal geography.

On Friday, 15th August, the Sixth Form geography and economics students visited Newcastle. In the morning we visited the B.H.P. steelworks as an example of complex processing. We inspected the wharves, the blast furnaces, the basic oxygen steel furnace and the rolling mills. After lunch we inspected the OAK factory at Hexham, examining aspects of simple processing. After this we were taken on a tour of Newcastle's beaches. Despite the adverse weather conditions this was an enjoyable and informative day.

Earlier this year, the geography students also visited Mark Foys to see a town-planning exhibition.

All these excursions were not only of invaluable assistance to our work, but they were also very enjoyable. We appreciate very much the organisation that makes such excursions possible.

SILK SCREEN PRINTING, SCULPTURE AND CERAMICS FROM 1969 ART CLASSES AND ART CLUB

LEFT HAND TOP: J. Brown, 5th; P. Constantine, 6F; C. Sozanski, 5F.

RIGHT HAND TOP: K. Watts, 5th; J. Taprell, 5th; V. Hobbs, 3O; E. Macdacy, 3O.

RIGHT HAND BOTTOM: C. Koettig, 5th; R. Palonis. 5th; A. Skordoulis, 5th; V. Graham, 3O.

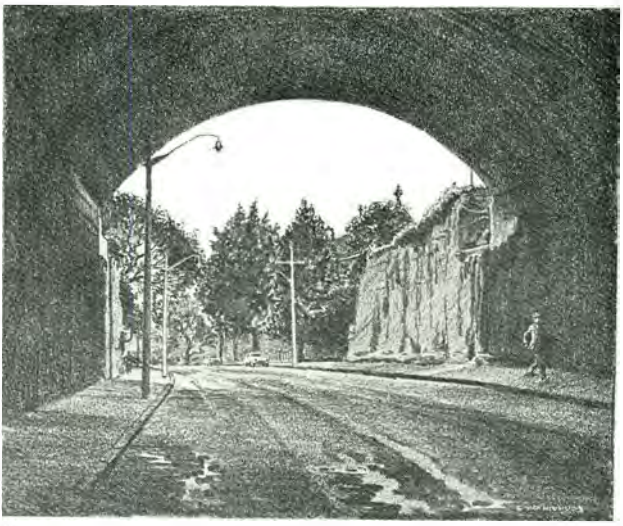
LEFT HAND BOTTOM: J. Brown, 5F; V. Garrick, 5F.

ARGYLE CUT, SYDNEY

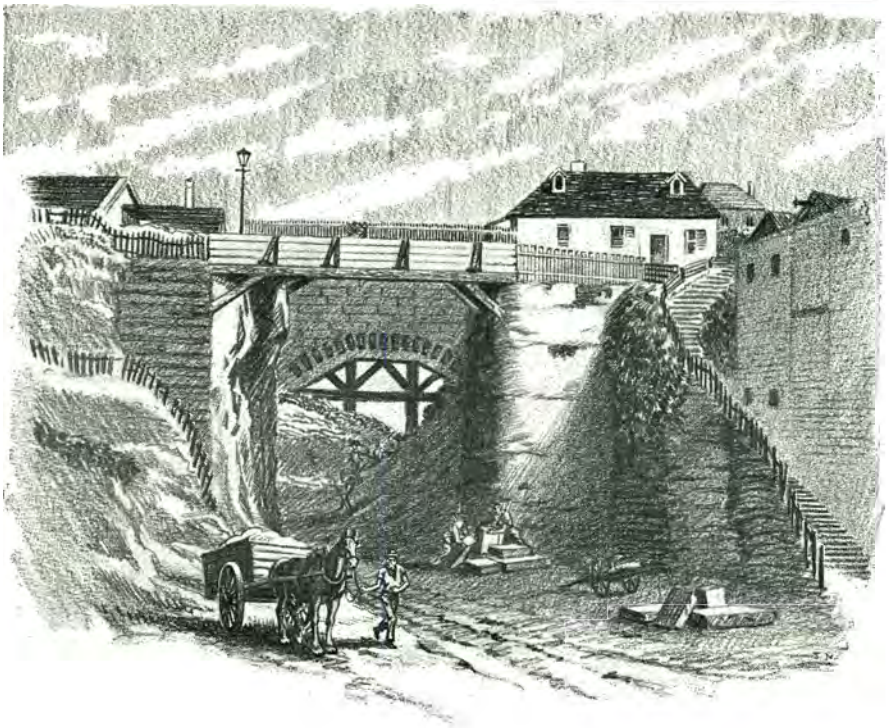
The Argyle Cut was commenced in 1843 at a time when The Rocks area of Sydney Harbour held a notorious reputation.

Grog-houses, such as the "Ship & Mermaid" and "Sheer Hulk" dominated the shores, while the evil "Rocks Push" gang frequented the byways which bore such names as Frog Hollow and Cockroach Lane.

The Cut was hewn by convict labour and took many years to complete. It leads from George Street North to Argyle Place and thence by Argyle Steps to Observatory Hill.



Drawing of the actual excavation was done from an old engraving, whose artist is unknown. These drawings by Syd Nicholls, blocks by courtesy New South Wales Teachers' Federation.



YOUTH EDUCATION SEMINAR

From 11th March to 29th April, two Fifth Form girls, Gayle Porter and Helen Englert, attended "Youth Education Seminar" lectures and discussions every Tuesday evening from 7 to 9 p.m. This series of lectures was concluded with a "Residential Weekend" at Narrabeen Fitness Camp.

The lectures given by experts in a variety of fields, included "Personality and Personality Development", "Physical Fitness", "Drugs", "Smoking", "Alcoholism", "Physical and Social Maturity", "Relating", "Student Councils" and "You and Your Parents", the last lecture being attended by parents.

Some very interesting discussions followed questions such as "Can we ever see a person's full personality?" "What is the difference between character and personality?" "What are the effects of drugs on the body chemistry?" "How can we make the public more aware of the dangers of under-exercise?" "What special problems do we as adolescents face and why?"

One notable characteristic of the discussions was their unbiased nature and the students' freedom to express any opinion openly. Our minds, we feel, have been stimulated and broadened, and we have been made aware of the sociological problems confronting society.

Lastly, we sincerly thank the P. & C. for making it possible for us to attend this course.

—GAYLE PORTER, HELEN ENGLERT, 5th Form.

INDONESIAN CLUB REPORT

The Indonesian Club is called "Selamat Datang", which is the Indonesian equivalent of the English word "Welcome". It is organiser by Miss Gugger and is held each Tuesday at lunchtime in Room 20. The members are learning some of the language ("Bahasa Indonesia") and customs of the Indonesian people. This year, with the help of Miss Gugger, we have been endeavouring to read a small book in Indonesian.

Recently, Miss Gugger has been showing the members some slides, which were taken when she visited Indonesia in January, 1967. In April, we were visited by Miss Aziz, a friend of Miss Gugger, who comes from Sumatra. She discussed Balinese Temple-Dancing with us, and her visit was extremely interesting.

The language itself has little connection with Western languages. The verbs are seldom conjugated, and usually there is no change in tense. Miss Gugger has also taught us some Indonesian songs, which are most enjoyable. The club members would like to extend a hearty "Selamat Datang" to all prospective members.

—LOINA TURTON, 4F.

FORT STREET LOCAL HISTORY CLUB

Earlier this year, it was decided that the girls of Third Form should unite to form a local history club to carry on the operations of the original club founded in 1967. An inaugural meeting was convened by the patron, Miss O'Shanassy, whose enthusiam proved catching. Room 9 overflowed with an interested, attendance, including other Third Form history teachers, Miss Ferrier and Miss Moir. An executive committee was formed and the following offices filled:—

President, Deirdre Butler, Vice President, Christine Franks, Secre-

tary, Deborah Giltinan, Assistant Secretary, Athina Touriki, Minutes Secretary, Joy Fulton, Treasurer, Susan Perry, Assistant Treasurer, Jenny Georgidas, Archivist, Fiona Robertson.

The remaining members comprise groups of researchers, recorders aid illustrators. At the request of the Schools' group of the National Trust, the club intends to compile a book dealing with the historic regions of "The Rocks". Particular attention will be paid to our own School.

On the more social side, we will be conducting more of the tours of "The Rocks Area", which prove so popular. This area is soon to be completely altered under a new development plan. The activities included, we believe will arouse and hold the interest, not only of the club members, but of others who enjoy the tours.

MY YEAR AS AN AMERICAN FIELD SCHOLAR

A year abroad is a wonderful experience. My year in Auburn. California, on an American Field Service Scholarship was no exception and I am sure that what I have learnt will not easily be forgotten.

Attending a Californian high school was as happy an experience as it was different. Skirts, blouses, sneakers, a crowded, noisy cafeteria and millions of other impressions rush into my mind. I loved to go to school each day. The subjects I chose varied from Journalism to Psychology, with an hour each day compulsory P.E. The intensity of study is not very high, but the object of education is not only academic achievement, but also citizenship, learning to get along with and be part of a society. There were dances after all home football games, and after some basketball games. Club meetings and activities give a sense of responsibility to the students. All the pent-up physical strength found outlets in tackling on the football field, grappling on the wrestling mats, dribbling on the basketball court and in the many other sports available to the boys. The girls had to content themselves with daily P.E. and cheering on the boys, which we did not mind too much. School was punctuated with long awaited and much enjoyed occasions, such as Homecoming, Spirit Week, Freshmen initiation, Graduation and many more. Looking back on my two Semesters at Placer High School, I remember all these happy occasions, while the weeks in which nothing out of the ordinary happened, fade into the background.

The whole success of my year, however, lay in the hands of my family, the Aimans. For over ten months I lived with them eating, sleeping, discussing, laughing,

AMERICAN FIELD SCHOLARSHIP STUDENT — **JANET CALVER.**

travelling and perhaps I can only now see that the harmony which I enjoyed in this family was the root to my enjoyment in the other aspects of my life in the United States. My mother was careful and conscientious, but with a great sense of fun. My father was open-hearted, generous with a side-splitting humorous quirk and a polished bald head. My brother, Scott, who is now 10, was an over-dose of raucous teasing, sullen then very affectionate little brother. My 18 year old sister, Sue, was a friend at all times. We did everything together. She was very intelligent and well-liked and a truly wonderful girl. The family as a whole was fairly conservative and loved doing things together. There were many times when, with dog Bruce and the caravan, we visited some of the the beautiful sections of California; Yosemite Valley, the Giant Redwoods, Disneyland, Monterey, Napa Valley and many others. We enjoyed one another's company wherever we went and I do not think I could have been happier with another family.

There are so many things about which I could write — my fleeting glimpse of American politics and social problems, a vague description of city versus country life, an American's impression of Australia. However, I think it is most important to convey the uniqueness and experience of my own year in this short space. But there is something which I cannot leave out, the end of the year bus trip.

We, thirty-nine A.F.S. students from twenty-four different countries scattered all over the globe, are sitting together on Bus No. 5, bound from California, the golden state to the legendary New York and then to Washington, where all 3,000 students will meet together. We sing; we dance; we tease our harrassed chaperons; we discuss among ourselves American and world politics; we perform with great gusto our very untalented talent show; we cheer and shout; we grow sad as our days together grow few. There is a small, dark, frail Uganda girl on one side and on the other is a tall blonde, rugged Swedish boy. It is here that the whole aim and meaning of A.F.S. becomes apparent — on a small bus in the middle of the U.S.A., speeding towards the end of one horizon and the beginning of another.

"Walk together, talk together, all ye peoples of the earth, then and only then will ye have peace".

—JANET CALVER.

HOUSE CAPTAINS AND VICE-CAPTAINS
STANDING: S. Pisani (G), D. Rider (K), M. Gillieatt (Y), H. Davies (B).
SITTING: R. Dixon (G), V. Garrick (K), L. Yee (Y), C. Lewis (B).

SPORT

SCHOOL SOFTBALL REPORT, 1969

The school this season was represented by one team in the N.S.W.W.S.A. Saturday Competition. The members were:— E. Hee (Captain), K. Beatty, R. Laverack, N. Murray, W. Mar, L. Holmes, S. Perry, L. Gascoigne, A. Simmons, L. Turnbull, R. Lynden and R. Brown. The team played in the Junior "B" Reserve Grade. Unfortunately, the team was not as successful as was hoped, but nonetheless, they made their presence felt and have gained valuable experience.

Many girls were new to the game, but they have shown plenty of enthusiasm. Kerry Beatty's pitching this year has been of a very high standard and if she continues this way she should develop into a pitcher any of the Senior teams would be proud to have. The team as a whole, was not left wanting; those who played showed versatility, good sportmanship and the spirit of the "Fighting Fortians".

I would like to thank the girls for the co-operation and pleasure that they have given me throughout the season and I wish them well for next season.

—RHONDA BROWN.

SCHOOL SOFTBALL TEAM

STANDING: L. Holmes, K. Beatty, R. Laverack.
SITTING: R. Linden, L. Turnbull, W. Marr, E. Hee, L. Gascoigne, S. Perry.
FRONT ROW: A. Simon, N. Murray.

BASKETBALL REPORT, 1969

This year we have four teams entered in the Saturday morning competition.

However, all four teams reached the semi-finals, with the "C" grade and "A" grade teams reaching the Grand Final. The outcome of the Grand Final was that our "C" grade team were undefeated premiers and the "A" grade team were runners-up.

In Zone selections, Rhonda Tumminello of Fifth Form and Loraine Yee of Sixth Form were selected

for the senior team and Bronwyn Butchard of Second Form for the junior team. Of these, Rhonda was chosen for the Metropolitan team and has since been away for a week with the team.

Our thanks go to Miss Kirby for coaching and helping us again this year. Miss Kirby attends Moore Park every Saturday morning to watch and give encouragement to the teams. We also wish to thank Mrs. Brass for the interest she has shown and the help she has given us.

SENIOR BASKETBALL TEAM

(Runners-up in "A" Grade Competition)

D. Rider, E. Mertens, L. Yee, L. Kerr, R. Taylor, J. Broome, S. Polverino, Miss G. Kirby (Coach).

JUNIOR "A" BASKETBALL TEAM

(Undefeated Premiers in Grade Competition)

STANDING: S. Heiden, B. Butchard, S. Nederost, L. Archer, Miss Kirby (Coach).
SITTING: V. Speros, C. Lollback, J. Kable.

For those interested in the 1970 Competition, trials are held at School in February-March. Matches are played on Saturday mornings at nine, ten or eleven o'clock. The competition begins in May and finishes in August. Matches are not played during holidays or long-weekends.

—ROBYN TAYLOR, 5P, Kent.
BRONWYN BUTCHARD, 2O Bradfield.

JUNIOR "B" BASKETBALL TEAM

STANDING: J. Ratcliffe, M. Kazaglis, Miss Kirby (Coach), K. Maclean, R. Hastie.
SITTING: B. Ware, C. Wanke, C. Setches.

JUNIOR "C" BASKETBALL TEAM

STANDING: L. Farrance, S. Wilkinson, Miss Kirby (Coach), L. Openshaw, J. Wu.
SITTING: K. Marshall, R. Goldberg, R. Morrison.

TENNIS TEAM
Rosalind Rider 3O, Dianne Rider 5P, Lorraine Theobald 3F, Vicki Smith 6F.

TENNIS REPORT

Being part of the Eastern Suburbs Zone, Fort Street sent a tennis team to compete against other schools within the zone. Four schools competed in this competition. They were: Dover Heights, Maroubra, Randwick and Fort Street. We sent a team comprising: Dianne Rider 5P, Rosalind Rider 3O, Lorraine Theobald 3F and Vicki Smith 6F. The winners of the doubles and singles would then form the Eastern Suburbs Tennis Team. We were successful in gaining all four places in the team. At a later date, this team will compete against other zone teams for a place in the Metropolitan team and possibly the State team.

—VICKI SMITH, (Kent) 6F.

SWIMMING REPORT

The Annual School Swimming Carnival took place this year at Domain Olympic Pool, on the 3rd March. Once again the day was fine and warm and resulted in many fine performances by the competitors.

The most outstanding performers were Valerie Garrick (K) and Shirley Polverino (K), who tied for the Senior Point Score, Vicky Noon (G), who won the Junior Point Score, and Linda Fanto (G), who won the Sub-Junior Point Score.

House placings were as follows:-

1.—Kent.
2.—Gloucester.
3.—York.
4.—Bradfield.

Congratulations go to Kent on their winning performance and to the other houses for their keen competition. Also, our thanks must go to the staff who contributed time and effort in organising the Carnival and to the spectators who proved to be ardent cheerers. All helped to make the day a rewarding success.

C.H.S. SWIMMING

Vicki Noon, Shirley Polverino, Margaret Turtle, Linda Fanto, Kim Gamble, Sandra Johnston, Julie Pokwap.

RESULTS

Open School Championship: L. Fanto, G.

Open Medley: L. Fanto, G.
Open Backstroke: L. Fanto, G.
Open Breakstroke: J. Pokwap, K.
Open Butterfly: L. Fanto, G.
12 years backstroke: T. Obreza, K.
13 years backstroke: L. Fanto, G.
14 years backstroke: V. Noon, G.
15 years backstroke: G. Hammond, K.
17 years backstroke: L. Butler, K.
12 years freestyle: P. Mills, Y.
13 years freestyle: L. Fanto, G.
14 years freestyle: V. Noon. G.
15 years freestyle: S. Johnston, K.
16 years freestyle: S. Polverino, K.
17 years freestyle: K. Gamble, G.
12 years breaststroke: L. Fanto, G.
14 years breaststroke: J. Pokwap, K.
15 years breaststroke: D. Turtle, B.
16 years breaststroke: S. Polverino, K.
17 years breaststroke: V. Garrick, K.
12 years championship: P. Mills, Y.
13 years championship: L. Fanto, G.
14 years championship: J. Pokwap, K.
15 years championship: S. Johnston, K.
16 years championship: S. Polverino, K.
17 years championship: V. Garrick, K.
12 years butterfly: V. Hammond, K.
13 years butterfly: L. Fanto, G.
14 years butterfly: V. Noon, G.
15 years butterfly: C. Wachholz, K.
16 years butterfly: R. Tumminello, K.
17 years butterfly: V. Garrick, K.
Sub-Junior Relay: Kent.
Junior Relay: Kent.
Senior Relay: Kent.
Open Medley Relay: Gloucester.

ZONE CARNIVAL

The Eastern Suburbs Zone Carnival was held at the Coogee Aquarium, on Friday, 14th March, 1969. Because of the limited space at the pool, only the competitors were able to attend. However, this did not dampen the enthusiasm and the competitors provided an ample supply of barracking, even for their limited number.

Those who gained places in individual events were:-

L. Fanto: Open 100 metres butterfly.
13 years freestyle.
13 years butterfly.
13 years breaststroke.
13 years backstroke.
V. Noon: Open 100 metres freestyle.
14 years freestyle, 50 metres.
M. Turtle: 13 years freestyle.
13 years breaststroke.
J. Pokwap: 14 years freestyle, 50 metres.
14 years freestyle, 100 metres.
14 years breaststroke.
K. Wilcox: 13 years freestyle, 100 metres.
R. Golberg: 13 years dive.
J. Arnold: 14 years dive.
K. Gamble: 17 years dive.

C.S.S.S.A. SWIMMING

The following girls represented the Eastern Suburb Zone at the C.S.S.S.A. Swimming Championships held on Tuesday, 25th March and Wednesday, 26th March at North Sydney Pool and Ashfield Pool:-

Linda Fanto, Vicki Noon, Julie Pokwap, Margaret Turtle, Kim Gamble, Janice Arnold. These girls helped the zone gain first position in the state.

—ROBYN DIXON, 6N.

HOCKEY, 1969

This year has seen a marked change in Fort Street's fortunes as far as hockey is concerned. At the beginning of the year Mrs. Brass joined the staff and as she is a keen hockey player, we have had first-class coaching, with very pleasing results.

The senior team has won six out of eight matches with thirty goals scored. The junior team has not been quite so successful, but this was their first year playing hockey and they are showing steady improvement which bodes well for next year.

One of our girls, Cheryl Corbett, won a place in the under-sixteen zone hockey team.

We would all like to take this opportunity of expressing our appreciation to Mrs. Brass for her coaching, inspiration and enthusiasm.

FIRST HOCKEY TEAM

L. to R: C. Lewis, M. Skyllas, L. Welsh, J. Wyatt, M. Turton, G. Eae, J. Young, M. Cornolo, L. Turton, C. Carmodie.

SECOND HOCKEY TEAM

STANDING: W. Porter, C. Cocks, M. Kyparissis, A. Pavey, S. Commons, K. Cambourn, J. Williams.
KNEELING: V. Hammond, S. Carmudie, R. Baker, C. Coffey.
SITTING: D. Ridge, S. Watson.

FIRST TEAM

Carol Carmudie
Cheryl Corbett
Marisa Cornolo
Mary Lazarou
Carolyn Lewis
Kathy O'Meara
Gail Rae (Captain)
Maria Skyllas
Loina Turton
Merinda Turton
Lynsey Welsh
Jeanette Wyatt
Jacquline Young

SECOND TEAM

Ruth Baker
Kay Cambourn
Susan Carmudie
Carolyn Coffy
Cecily Cox
Vicki Hammond
Mica Kyparissis
Annette Pavey (Captain)
Wendy Porter
Diane Ridge
Jacqueline Williams

—M. TURTON.

ATHLETICS CARNIVAL

A successful Athletics Carnival again held at Rushcutter Bay Oval. Perfect weather made the day enjoyable. First place went to Bradfield, with Kent second, followed by York and Gloucester in third and fourth places respectively.

The senior point score was won by Carolyn Lewis and Julie Williams. Marguerite Stone won the junior point score and the sub-junior was won by Bronwyn Butchard.

This year the captain ball teams were divided into sub-junior, junior and senior. Kent won the senior and junior, with Bradfield winning the sub-junior.

The relays were run in sub-junior, junior and senior, with Kent winning the senior, Gloucester winning the junior and Bradfield winning the sub-junior.

The Sixth Formers brightened up the lunch break by having a tug-o'-war with the staff.

RESULTS

Open Events

Open 100 metres: G. Borwick.
Open 400 metres: M. Gillieatt.
Open 800 metres walk: L. Archer.

12 Years Events

Long Jump: N. Murray.
High Jump: R. Morrison.
100 metres: R. Morrison.
Hurdles: N. Murray.
Discus: V. Hammond.
Shot Put: G. Read.
Javelin: S: Johnston:
200 metres: N. Murray.

13 Years Events

Long Jump: B. Butchard.
High Jump: B. Butchard.
100 metres: B. Butchard.
Hurdles: B. Butchard.
Discus: J. Bretherton.
Shot Put: B. Butchard.
Javelin: J. Bretherton.
200 metres: B. Butchard.

14 Years Events

Long Jump: S. Nedorost.
High Jump: M. Stone.
100 metres: K. Filbee.
Hurdles: M. Stone.
Discus: M. Stone.
Shot Put: M. Stone.
Javelin: J. Pokwap.
200 metres: V. Hobbs.

15 Years Events

Long Jump: S. Hawley.
High Jump: N. Northey.
100 metres: D. Brailey.
Hurdles: S. Hawley.
Discus: R. Rider.
Shot Put: R. Rider.
Javelin: R. Laverack.
200 metres: J. White.

16 Years Events

Long Jump: B. Wood.
High Jump: J. Williams.
100 metres: G. Borwick.
200 metres: G. Borwick.
Hurdles: J. Williams.
Discus: S. Polverino, C. Beattie, aeq.
Shot Put: S. Polverino, R. Taylor, aeq.
Javelin: J. Williams.

17 Years Events.

High Jump: M. Turton.
Long Jump: C. Lewis.
Hurdles: C. Lewis.
100 metres: M. Gillieatt.
200 metres: M. Gillieatt.
Discus: L. Yee.
Shot Put: C. Scott.
Javelin: L. Yee.

COMBINED HIGH SCHOOLS' ATHLETIC RESULTS FOR FORT STREET GIRLS'

Bronwyn Butchard, 2O.
5th place 13 yrs. 80 m. hurdles.
5th place 13 yrs. 200 metres.
5th place 13 yrs. 100 metres.
2nd place 13 yrs. High Jump.
5th place 13 yrs. Long Jump.

Roslyn Morrison, 1F.
6th place 12 yrs. 200 metres.

Nola Murray, 1F.
5th place 12 yrs. Long Jump.

Rhonda Tumminello, 5th Form.
3rd place 16 yrs. Discus.

The following girls from Fort Street created records at the Eastern Suburbs Zone Carnival.

Lyn Archer, 2R.
Open 800 m. Walk in 4.43.6 sec.

Bronwyn Butchard, 2O.
13 years Hurdles in 14.2 sec.
13 years 200 metres in 29.8 sec.
13 years High Jump 4ft. 7 in.

Roslyn Morrison, 1F.
12 years 100 metres in 14.4 sec.
12 years 200 metres in 32.4 sec.

Rhonda Tumminello, Form V.
16 years 100 metres in 13.6 sec.

Roula Batzakis, 1R.
12 years Shot Put, 25' 4".

SCHOOL VOLLEY BALL TEAM
L to R: J. Murray, C. Coffey, J. Morris, P. Mills, N. Murray, K. Beatty, S. Kereopa.

BRADFIELD HOUSE REPORT

This year, 1969, proved to be a year of varying success for Bradfield. Although we gained only fourth place in the Swimming Carnival, we were fortunate enough to gain first place in the Athletics Carnival.

Despite our fourth placing in the swimming carnival, Bradfield had six representatives in the Zone Carnival. They were D. Turtle. S. Perry, V. Graham, L. Moorey, R. Fenn and G. Brittain. Other girls who are to be commended for their fine efforts are J. Arnold, J. Bretherton and J. Clarke.

The success in the Athletics Carnival can be attributed mainly to outstanding performances in the junior and sub-junior sections. The sub-junior relay team; B. Butchard, L. Archer, C. Setches and J. Bretherton, and the sub-junior captain-ball team gained first places. The success in the team performances was due to the time and effort which the girls put into practices.

Outstanding individual efforts also played a major part in Bradfield's victory. B. Butchard gained the sub-junior point score, M. Stone the junior point score and C. Lewis tied for the senior point score. Other successful competitors were J. Bretherton, L. Archer, G. Setches and D. Wyman in the sub-juniors, S. Hawley, S. Nederost and V. Graham in the juniors and R. Brown, R. Parkes and C. Beattie in the seniors.

Bradfield was well represented in Saturday teams; basketball, hockey and softball and in various other school activities including Gym Club, Dance Group, Choir, I.S.C.F. and Debating.

At the end of first term, Glenys Cuthbert, our vice-captain changed schools and we were sorry to lose her as she had always been an active member of the House. She was replaced by Helen Davies.

The House spirit this year was very high, especially amongst the Sixth Formers, who organised Cheer Squads at both carnivals. Let us keep up the spirit next year.

—CAROLYN LEWIS, Captain.
HELEN DAVIES, Vice-Captain.

GLOUCESTER HOUSE REPORT

This year was disappointing for Gloucester gained only fourth place in the Annual Athletics Carnival. However, our successful swimmers achieved second place in the Swimming Carnival.

The performances of individual competitors must be recognised in both athletics and swimming. My thanks to these girls and may their enthiusiasm be an example to fellow members in future years.

The oustanding girls at the swimming carnival were Nola Murray and Linda Fanto in the sub-junior section, Vicki Noon in the Junior section and Yvonne Hennessy, Kim Gamble and Sue Jackson in the senior section. Most of these girls went on to compete in the C.H.S. Swimming Carnival. Congratulations to these girls.

At the athletics carnival the successful girls were Nola Murray, Lauris Jewel, Karen Filbee, Jenny Whitehead, Kim Gamble, Robyn Dixon and Elizabeth Mertens.

Gloucester is well represented in Saturday morning competitions, choir, dance club, drama club, gym club and especially in the debating club. Special mention must be made of the gym club, as two Gloucester members, Kim Gamble and Robyn Dixon represented the school in the senior C.H.S. Gymnastic competition. Success was gained in floor work by Kim who gained second place and Robyn who gained fourth place. Kim has also represented the School in C.H.S. squash.

This year has not been Gloucester's most successful. However, it can be seen from the above that it is not from lack of effort by competitors or individual members. We would like to see a great deal more interest and enthusiasm from Gloucester members as a whole.

—ROBYN DIXON, Captain.
SUE PISANI, Vice-Captain.

KENT HOUSE REPORT

Kent girls performed well in first term, winning the Annual Swimming Carnival, but unfortunately in second term we were beaten by Bradfield in the Athletics carnival. One highlight of the Swimming Carnival was Kent's win in the senior, junior and sub-junior relays. The best Kent swimmers were J. Pokwap, S. Johnston, G. Hammond, C. Wachholz, L. Butler, V. Garrick, S. Polverino and R. Tumminello. Kent excelled in some major events in the athletics carnival and as in past years gained first place in both the senior and junior captain ball games. The sub-junior team was not quite as successful with a third placing. Kent also had a close win in the senior relay.

Outstanding competitors were D. Brailey, R. Taylor, M. Turton, R. Rider and S. Polverino. Credit must also go to the encouraging Kent cheer squad who were active at both carnivals.

Kent was well represented in the softball, hockey and basketball competitions held on Saturday mornings — six of the eight members in the Senior "A" grade basketball team were from our house.

In the Eastern Suburbs Zone Tennis Competition won by Fort Street, all members of the school's team belonged to Kent — Lorraine Theobald, Rosalind and Dianne Rider and Vicki Smith. We hope to see more house members entering in future school competition.

Kent girls were also active in House debates and other school activities.

—VAL GARRICK, Captain.
DIANNE RIDER, Vice-Captain.

YORK HOUSE REPORT

This year has been some ways disappointing for York House, however, we gained third place in the swimming carnival with outstanding performances such as those of L. Farrance, M. Turtle and P. Mills. The sub-junior relay also managed to gain second place.

At the Athletics Carnival, competition was intense and we narrowly missed gaining second place. Successful place getters, who also represented the School in the zone carnival were, G. Borwick, R. Morrison, J. Williams, L. Yee and M. Gillieat gaining first places with second and third places gained by S. Johnson, D. Ridge, A. Theodosi, M. Trotter, V. Speros, J. van Beek and K. Eastlake.

This year York has been represented in school activities such as debating, Saturday morning sport and I.S.C.F.

—Captain: LORAINE YEE.
Vice-Capt.: MICHELLE GILLIEATT.

HISTORY OF "SIBERIA"

During the late 1880's, Fort Street Superior School had accommodation problems. The Kindergarten ("babies") were housed in two rooms under the Training School but because they were inadequately lit the Headmaster requested a more suitable building. He suggested erecting a two-storey building at the rear of the Infants' School. The building was to contain two rooms, each 30 feet by 20 feet.

The Under-Secretary (Johnson), after some prompting from the Headmaster, visited the school and agreed entirely with the Headmaster on the need for the new building.

Johnson forwarded the following submission to the Minister:-

"Subject to the Minister's approval, the new rooms should be fitted up especially for Kindergarten teaching as it is very desirable that the leading school of the colony, placed in juxtaposition to the Training School for teachers, should be so organized as to permit of a proper exposition of the principles of the Kindergarten system".

The Architect felt that the "proposed Babies' School" would be better placed at the front of the Infants' School and plans were drawn up accordingly.

The cost of the building is uncertain for though a tender of £1,276 was accepted this also included some repairs and improvements to the already existing buildings.

The work was completed on 7th January, 1889.

Information by courtesy of Department of Education.

CONTRIBUTIONS

THE END

Rodig looked out across the barren land. He could see no movement, but he knew what was waiting out there — waiting to attack. He could imagine the beings, their eyes glittering, behind their hiding places. They would soon come, and he, Lansor and the whole building would be wiped out.

When Earth had first begun to colonize the distant planets, it was not thought that one day, the once backward peoples would revolt and claim their land. Rodig had not thought it when he had taken over control of the little outpost that was soon to be extinct. Such stations, all over the galaxy, whose function was to collect environmental data for the reference of future colonists, were under direct threat and Rodig felt sure that the attack on his would be within the hour.

Rodig did not blame the alien revolutionaries. He understood that they looked on the Earth-men as dictators and plunderers and wanted once more to rule themselves.

Finishing his routine check on the weather apparatus, Rodig sat down to wait. His routine could never be upset, no matter what the circumstances. He was completely calm, as always, waiting for the inevitable to happen with characteristic lack of interest. He had always tried to remain apart from external happenings. Now it came easily. Rodig could remain calm on the outside indefinitely, but he had to have something to occupy his thoughts.

He thought of the time before he had come to this speck of dust on the other side of the galaxy from Earth, After his scientific training was over, he had wanted to sink into a commonplace little job in an Earth laboratory. Then he had heard that they needed men such as he to man outposts on distant planets. There had been many factors influencing his decision. The salary was good and with nowhere to spend it he could arrive back on Earth with sizeable savings. Then, there was the thought of being a pioneer and doing something to benefit mankind. He had not thought of loneliness and boredom. The years stretched into ten, but Rodig did not think that he had wasted his youth. He had known what he was getting into, he told himself and the experience of living on a strange planet had been, in some ways, rewarding. But he had not thought of death as the end to his stay on the planet. He had always imagined a happy return to Earth and the sight of familiar faces. But it was not to be.

Lansor would be coming up soon. He had been trying to send a call for help, but Rodig knew that, even if the aliens had not disabled the communication device, no help could arrive in time.

There was no routine still being followed by Lansor. He had been worrying about attack for weeks and had been moody and depressed. Lately he had been almost frantic, whereas Rodig never seemed to worry, but appeared calm in the midst of any trouble.

Lansor finally came back, haggard and worn from his useless exertions over the communication devices. He said, "I couldn't get through. There's no hope now".

Rodig looked up. "Did you check to see the water-level in the tank, while you were down there?" he asked.

"No!" Lansor forced the word out. He was about to continue but lacked the energy.

Rodig's face was impassive. He should have known that Lansor would not pretend that nothing was going to happen. He said nothing.

Lansor sat down. His head dropped despondently. He had wasted the best years of his life here, he thought, and all for nothing — all to die.

Lansor had not thought it would be like this. He had been caught up in the glamour of pioneering a strange planet. He had imagined himself battling with monsters, rescuing fair alien maidens and ruling whole planets strongly but benevolently. In all his years away from Earth he had not given up hope that something exciting might happen. His imaginings brigthened the gloomy days among the scientific equipment. But entire days were never gloomy. He and Rodig got on well, despite the differences in the characters and there was news from home and occasional visits from the once friendly aliens.

Lansor thought of what might have been, had he stayed on Earth. He did not even have a future, now. He cursed Fate, but never thought of blaming himself.

The something exciting that Lansor had longed for was happening now, but his reaction was not as it was in his dreams. He was not the hero of the situation and his frantic attempts at saving the outpost had been futile, so far. One more try might do it, though, he thought, the ray of hope brightening him considerably. He rose quite briskly and went to the door.

"I'll try just once more", he called back to Rodig.

Lansor needed to do something, or his thoughts would drive him mad. Rodig just sat there.

Rodig was reflecting on Lansor's regained brightness, when he saw them. At first they were flickering shadows which finally came together to form a formidable army, advancing slowly. Soon they would be swarming all over the building. "I'm glad that Lansor will have his back to them, when they come", thought Rodig. He was calm to the very end.

—SANDRA CHENEY, 5F.

DESCRIPTION: THE SWAN

The swan sits silently on the lake. The calm, shining water glistens beneath the sun and not a drop of water stirs as the swan sits poised and watching.

Its brilliant black feathers are shining splendidly and its long slender neck elegantly supports its head in an erect stately manner.

Its small head with the bright red beak is slightly tilted and without the slightest movement, it watches me with curiosity through a pair of small, dark eyes.

Although, its body is reasonably large it sits as lightly as a leaf, on the water. Beneath the clear water I can just make out a pair of red feet.

Just then a school of fish with shining silver undersides flashes past, but even this does not break that penetrating stare. Try now to make friends with this beautiful, stately bird. I reach into my pocket for some crumbs. I throw them gently out onto the water as an offer of friendship, but, whether through ignorance or arrogance, it doesn't even acknowledge my offer.

It glares at me still and to my surprise, and shame, I find myself shrinking under its cold stare.

Almost covered in shadow, in the far corner of the lake sits its mate. Now it calls in a scarcely audible voice. Its mate hears and giving me one last glance, it glides gracefully away.

—MARIA DORIZAS, 2R.

THE END OF A CIVILIZATION

Being intent on the job of photographing the gleaming walls of the caves, I did not notice a dull, rhythmic, thudding sound. I had left home early that morning to photograph the caves and enter the pictures in an amateur photography competition. After taking five or six pictures, I hesitated, realizing that a thudding noise was coming from underneath me. Then, suddenly, there was complete silence. I walked a few steps forward and then, suddenly, found myself falling into a deep pit.

I didn't hurt myself in the fall, and when I stood up I realized what had happened. I studied the walls of the pit and came to the conclusion that there was no escape. The walls were very smooth, and escape by climbing them was impossible.

Then, suddenly, one of the rocks on the ground slid to one side and a well built body emerged. I had watched enough television to realize that he looked like a Red Indian. "You come with me", he uttered, and I followed him back down the hole.

After a few minutes of climbing over rocks and down primitive ladders, I found myself in a huge underground cave. I was led in and out of the cave and then found myself in a large open space, about one mile square in area.

I was surprised to find that on one side of me an underground river was flowing steadily on. But more remarkable was the moonlight which shone through a huge hole in the rocks. Soon, in the moonlight stretch of the river-bed, we came on to the camp of a tribe. It was shadowed with fig-trees and paperbarks. There were two or three small fires, and the tribe, with their blankets and belongings spread out on the sand and leaves, lay about in little groups with their children. The whole situation was explained to me by a tribal elder His tribe had lived there for centuries and no one had ever found out that they were there, so they lived peacefully. Then he explained that the thudding noise had come from the caves. They dug for gold in these caves and the women of the tribe made ornaments of it. Then he told me that his tribe could not let me go home because I had found out the location and knew all about them. This shocked me very much.

Without hesitation I ran for my life back through the caves, with the tribesmen in close pursuit. Then, I suddenly realized that I didn't know where I was going and that I was lost. I kept running blindly until I came to an opening in the rocks and climbed out through it. It was good to smell fresh air again. The yelling from the tribesmen had ceased so I knew they had lost my tracks and gone back to their camp. Then I witnessed an underground explosion which destroyed the whole civilization. I heard a mysterious rumbling sound and the earth started to shake. There was a deafening explosion and then nothing — nothing but silence.

—CARON WATSON, 2F.

GOING DOWN IN A LIFT

I step gingerly onto the deep red, rubber platform in the lift at the top of Australia Square, a fifty floor building.

The stainless steel door automatically closes with a noise which echoes through my head. A glossy black button is silently pressed by the brass-buttoned lift attendant. The lift starts; a sickly sensation travels instantaneously through my motionless body. My stomach rises while my body seems to be racing away from it. It then settles down

and I enjoy watching the luminous green numbers above the door change as we descend.

At last my destination, the ground floor, is reached and the lift jolts to a stop. The door smoothly glides open, releasing its occupants from a day dream whirling them into a bright and bustling world of reality.

—VIVIEN GRAHAM, 3O.

ART OF THE SPACE AGE

What we are witnessing today in art is the climactic chapters that began in the post-Renaissance world when man first began to explode the concept of a static earth-centred universe. The intense interest in so-called "optical" and kinetic art that has characterised this decade, is nothing more or less than a celebration of man's ultimate victory in understanding the physical nature of time and space.

The Exhibition presented at Australia Square during May was a dramatic demonstration of this. The overall impression was that it resembled an excerpt from a science fiction movie taken to an abstract conclusion and, the general public responded to it with intensity and animation. However, the inevitable question arises — "Is it art"?

Ultimately, an answer to the question will depend on what one understands by the term "art". For those who can only visualise it as as a process of transcriptions of the outside world enclosed in a gilt frame, the answer will probably be "No". But for anyone capable of responding to interactions of lines, light, colours and shapes brought into states of exquisite balance and refined opposition, the answer must be "Yes". So, love it or hate it, exhibitions of this kind make people think, and it should open eyes to a whole new range of visual stimuli which hitherto had either been taken for granted, or not seen at all.

The experiments of artists creating such "controversies" are more than fleeting entertainment. They make us see pure form and pure movement and also teach us to doubt what we are seeing. Their art introduces us to visual thought. A new movement in art never invalidates the worth of what has gone before; it merely gives it a new dimension and perspective. Op and kinetic art take nothing away from the past. But, they do enable us to understand an important aspect of the present and perhaps even point some warning signals for the future.

(Based on pamphlet from Peter Stuyvesant Trust "Art of the Space Age").

—JEANETTE BRADLEY, 5F.

DESCRIPTION OF A SCENE

The old grey stringy bark that reached high for the sunlit skies stood commandingly in the corner of the farmyard. Around its fast decaying roots, tiny spider flowers entwined like worshippers. The flowers' deep pink showed off to perfection the cold grey of the bark.

The tree's multitude of sea-green leaves rustled rhythmically in the soft breeze giving an eerie atmosphere to the quiet scene.

Behind the tree the dark forbidding rocks echoed the sound of the wind in the trees. A lonely sheep, his coat torn by cruel thorns and littered with burrs scampered down the slope into the field behind the quiet farmhouse. As he settled for the night the bright red sun disappeared below the horizon.

—KATHY WHITE, 2R.

THE AUTOBIOGRAPHY OF BENJIMIN THE BOLT

My name is Benjimin. My homeland is Cockatoo Island in Yampi Sound. One morning I was in the cliff face watching the sea pounding against the cliff. Such a peaceful day it was, but soon the peace was broken by the noise of ships crossing the sea.

There were the shrilling of whistles and the shouting of men as they reached the shore. Suddenly I heard a loud BOOM! Then I felt myself falling. As I lay dazed I looked up to see a huge monster it's jaws opened wide and felt myself being scooped up, then dropped into the hold of a ship. Soon the hatch cover was put on tightly. Suddenly I heard the terrible noise of the ship crashing through the waves. What was the destination to which I was headed?

I felt the ship stop and heard the hatch open. Then I was scooped up again and dropped into a big carriage. Now where was I going? At that moment I was carried up and dropped into a huge iron container. Now I was melting fast and soon I was put into a cigar-like container.

After eight hours had passed I was tapped and put into a square mould to cool. When I had cooled off I was taken out to find I was an ingot of steel. Now I was taken to the Rolling Mill and rolled into a rod of steel where I grew thinner and longer. Soon I was cut into small oblongs.

After that I was punched into the shape of a bolt. I was taken to the lathe where they made a thin coil of thread on the outside of me.

Now I am useful to my new world because I am one of the bolts on a ship that carry iron-ore from Yampi Sound to Port Kembla.

—BARBARA WHITEHEAD, 1O.

DEMOLITION

Not only my life but the lives of many other people have been affected by the destruction of four classrooms at Fort Street Girls' High School, Sydney. Demolition, although scheduled for the Christmas vacation of 1968, did not begin until a few week after first term commenced. A large area of the ground was roped off and work began.

Windows were smashed and their frames ripped from the security of the sturdy walls. Bricks that were easily separated from the long dried cement, reached the ashphalt intact. Then work was abandoned. The forlorn building, or remains, looked out at the heavy traffic that occupied the highway. Motorists too, looked to see the remains.

Eventually men from a demolition company arrived and with them came heavy machinery and trucks. With the first days of feeling their way over, the time came for taking away the dignity of the building. The top areas of wall gave in easily to the pull of the heavy equipment, but the remainder was much stronger and fought, it seemed for tradition. Age was the main factor in this struggle and the demolishers won the contest.

Now walls are gone and the bricks towed away. The soft brown earth which once bore the weight is now uncovered, unprotected. The wind it once stopped now whips the loose topsoil, and the rain turns it to mud.

—LEA SUPPLE, 4F.

BIRTHDAYS

Birthdays play an important part in the lives of small children. Indeed, they begin their lives with one, though this first birthday is more of an experience for the child's parents than for the child himself.

Children do not usually begin to enjoy birthdays until about the third year. This is perhaps due to the fact that before this time a child's powers of speech and understanding are not great enough for him to be able to understand beforehand that he is going to have a birthday, and so there is no joy of anticipation and preparation before the event. However, by about the third or fourth year, a child will be able to understand words like "present", "cake", "candles" and "party". Also, in a family of more than one child, he will be able to remember other children's birthdays.

A birthday party for children between the ages of, say, four and seven, can be a harrowing experience for the adults concerned. The guests frequently have no desire to surrender the host's presents, and are also devoid of table manners, so that a room after a child's birthday party often resembles a battlefield. These facts are often the reasons why children do not have large parties before the age of about eight. The effects on the child and the child's parents are just not worth it.

Older children's parties, however, are different affairs. Children aged between eight and about eleven years are extremely proud of being a year older and take great pains to show their new maturity. Of course, guests at these parties do not want to seem like babies, so these functions are frequently almost painfully correct affairs. They are often attended by members of the host or hostesses' sex only, and parties for girls are, naturally, more restrained occasions than boys' parties, where host and guests alike are apt to forget all about age and conduct as soon as the new popgun is exhibited.

For the twelve-and-over parties, the old birthday routine is now being discarded in favour of outings to the cinema, or picnics, hikes and other forms of outdoor entertainment. As the child grows older, however, birthdays are frequently celebrated with just an exchange of cards and gifts from friends, instead of a formal gathering.

Once a person is past the age of about twenty-six, birthdays are mentioned and celebrated less and less. This is particularly so for women. Men usually do not mind so much until they start losing their hair.

It is not until parents become grandparents that birthdays are openly confessed, and women stop wincing at questions on age. Age then tends to denote wisdom, and when one has grey hair anyway, one might as well enjoy the fringe benefits!

—JULIE FAIRHALL, 4F.

CAMBRIDGE

Cambridge is one of the great universities of the world. Its fame is international. In many countries men and women remember their days there as students and still talk of those who taught them and the friends they made there. Cambridge, like Oxford, holds a special place of renown in Britain. For centuries these two were the only English universities; and though their prestige rests, as the prestige of any university must rest, on their contribution to learning, it also rests on the roll-call of their alumni who continue to fill most of the import-

ant places in the Cabinet, the Civil Service, the City and many branches of the British Establishment. Even though they are now producing only a small proportion of those who graduate each year from the forty-two British Universities, those who graduate well are recognised as an elite. When the Press annually reports the rugger match from Twickenham or the Boat Race, it is only emphasing that these two universities are unlike any other in Britain. No layman has a place in their councils, they are subject to no board of trustees, their tutorial system, operated by the colleges is unique. They are different: and this difference they jealously preserve.

Although the ancient universities resemble each other more than they do any other university, their alumni love to depict the subtle distinctions which evoke in Cambridge an ethos different from that in Oxford. Oxford is said to be worldly, the mother of statesman and public servants: the doors of All Souls', Christ Church, Nuffield and the Union open onto the political arena of London.

Cambridge is not metropolitan and is bypassed by potentates: Oxford is still news: the public is aware of the disputes among the dons, the frolics of undergraduates, the splendid stone buildings of the colleges, each a retreat within the industrial city. At Cambridge the buildings are barer, more austere and life is more tranquil. Impersonality, lack of excess, **nil admirari** are said to be Cambridge characteristics, the tone of voice less playful, witty and mondaine. Oxford is regarded as a centre of political studies and the last inviolable fortress of the ancient humanities; the study of philosophy is integral to three schools and impregnates every discussion of general ideas. Cambridge since the days of Bacon and Newton has been the home of mathematics and science. There, the emphasis scientists place on fundamental research turns social studies into social sciences. Psychology is experimental, the high priests of economics wrestle with abstruse problems of economic theory and econometrics; even in classics Cambridge scholars turn to the dry scientific pursuit of philological and textual criticism, and the departments of modern language research into linguistics.

The intellect of Cambridge sparkles in the labs rather than in the colleges. Ideas become fissile not at the High Table but in the tea break or in the Bun Shop, the pub in Downing Street between the two largest complexes of scientific buildings; and it is in the labs that graduate students work with the dons and talk shop with them. The same is coming to be true of the humanities. At the beginning of the century a handful of more important colleges, by providing posts and Fellowships, enabled a Frazer or a Keynes to make academic life his career; but today, as the faculty buildings rise on Sedgwick Avenue, both the dons and research students tend to make them their home. The colleges have become less important.

But they are still important. The colleges retain their status because they are educational centres. They, and not the faculties, control admissions to the university, their tutors and directors of studies determine what subject an undergraduate should read and what papers he should sit for in his examinations. Above all they arrange the tutorials which he goes to each week. These, in addition, to the lectures, classes and demonstrations in the labs provided by the university, are the pride of Cambridge teaching. The college tutors are responsible for the welfare of the undergraduates in their care. They worry less about discipline but more about mental breakdown among undergraduates. The degree to which college tutors watch over the students never

ceases to astonish European observers accustomed to the anonymity of a continental student's life. But only a minority condemn the tutorial system as a waste of scholar's time and an infringement upon the students freedom to learn on his own as he likes. The Cambridge undergraduate still identifies himself with his college rather than the university, and the colleges enjoy seeing such loyalty expressed in the handsome form of bequests and donations from their alumni. Even more loyal are the college servants, butlers and porters still willing to work for lower wages than they could get in a large industrial city because the colleges, with their circle of Fellows and students and retainers, and their special customs and traditions, resemble families.

The women's colleges have an atmosphere all of their own. Ever since they were founded they have been determined to show that girls could hold their own in the Tripos, and their dons work the girls hard. The air is tense, more dedicated, more pedagogic. Difficult as it is nowadays to get a place at a men's college, the competition for Girton, Newnham and New Hall is even more searing: they and the Oxford colleges get the pick of the girls throughout the country. The examination results show it. Every year the women's colleges appear in the first half dozen of the colleges with the highest percentage of firsts and upper seconds. The atmosphere in the men's colleges is more relaxed. They are freer to work or not to work on their own and an undergraduate is in trouble only if he consistently fails to turn up for supervision. Some people still picture Cambridge as a finishing school, a university in which boys are taught to grow up rather than acquire specific academic skills. There are still traces of the old conception of students belonging to a leisured class whose natural pursuits are assumed to be athleticism and rowdiness which are enshrined in Bump Suppers, the Poppy Day rag and boring jokes about the proctors. But most of the evidence points the other way. The pressure for places forced greater specialisation upon the schools and this in turn enabled examiners to raise standards in the Tripos. Undergraduates in fact work hard because their career so often depends on the class they get in the Tripos.

Who becomes an undergraduate at Cambridge. Over forty per cent of them still come from public schools; and the intake from the direct grant and maintained grammar schools is solidly middle class. In 1955 only two per cent were of working class origin and ten years later this figure had risen only to eleven per cent. Cambridge educates the educated.

Generalisations about Cambridge undergraduates are notoriously unsound, if only for the fact that their activities are not, as at the civic universities, canalised through a Student Union. The Cambridge Union is simply the undergraduate debating society which provides a club for its members, and is only of a prodigious number, political, intellectual, religious, academic and athletic, to which undergraduates belong. The multitude of societies reflects the diversity of undergraduate interests. That is why assessments of the moral complexion of undergraduates are usually so wide off the mark. In every generation of undergraduates a few are passionately concerned with religion, a few decide to make experiments in living, a few are vocal and adept propagandists for some cause or other. As in any community the activists are a minority. There is always among their elders discussion as to what undergraduates ought to be. There are some who hold that they ought to be acquiring positive knowledge, intellectual dexterity and practical tech-

niques: or who think that Cambridge ought to me more deliberately vocational in its outlook. They want the young to participate, become emotionally as well as intellectually involved in the problems of society, and they deplore the tendency which, so they hold, exists in the ancient universities to leave technology to the inferior minds. There are others who believe that a university ought to unfit people for the world; it should hold up in contrast to the worldly values of life in which truth is disinterestingly pursued, in which personal relations are cultivated, in which the young are granted a blessed interim of three year's release from the turgid problems of a compromised and compromising society — a period when they learn to discover what they are, not what their parents and schoolteachers have told them to be. There are undergraduates who conform to each of these ideals. The majority, however, remain what students have always been: greatly enjoying freedom in dress and work and speech; contemptuous of anything which appears to them stuffy; improvident and with too little money, at once idealistic and provokingly cynical, callow yet extraordinarily penetrating and ruthless in their judgements.

Cambridge still lacks the sense of a graduate school and only a few colleges care for their graduate students who number roughly a fifth of the total student population, properly. Graduate students do not fit easily into college life. They are often married and their place is in the department rather than in the college. In the arts faculties some are expected to pick up the techniques of their profession on their own, for there is no compulsory course work and their official supervisor may see them only once a term. But this is changing. Colleges are providing greater facilities for their research students. The most significant change which will take place in Cambridge during the next fifty years is almost certain to be the shift in the relationship between graduate and undergraduate studies. The number of graduate students will rise and they will absorb more of the resources and energy of the university.

But, however much Cambridge changes with the times, it remains an ancient place. Each period, each generation of teachers and scholars sows some seed which after germinating lies for long dormant and then adds its own peculiar quality to the spirit of Cambridge. Cambridge's austerity and unworldliness are, for instance, the legacy of Puritanism, and the origin of many of the university's subcultures can similarly be tracked back in time. But there are records more tangible than traditions. Cambridge is one of the world's architectural treasures. From the Saxon tower of St. Benet's there is a record of visual achievement over the centuries. The names of many of the medieval and Tudor masons and architects are now forgotten. Some survive and are remembered with gratitude; pre eminently Reginald of Ely who planned Kings College Chapel and the magnificent engineer, John Wastell, who constructed its fan vault. Each Cambridge graduate will have his own nostalgic memory of his university; of a light burning late into the night in a lab in Downing Street where a scientist was setting up an experiment; of a library or a lecture where illumination first dawned; of a room in a college, of talk and the gaiety of friendship; of sunset on the river while rowing in an eight back to the boathouse; of a play, or a concert, or a poetry-reading, or of teachers and preachers. But it would be odd if he did not associate these memories with the tender beauty of the place, and with the dignity and domesticity of its buildings. As Lord Adrian, sometime Master of Trinity and currently

Chancellor, once said; "The time may come when the colleges may become alms-houses for the old and cafeterias for the young; but it will always be something to have fallen asleep to the sound of the fountain playing in Trinity Great Court".

—L. ALEXANDER.

YURI'S PLAN

Devastation everywhere.
The bombers had gone,
Leaving behind them a nightmare
Of rubble and bodies.

Yuri wandered along the street,
Or what was left of it,
Walking carefully in his bare feet.
No shoes for a homeless orphan!

The house had fallen in
And he had run away,
Away from the noise and din
Of whistling bombs and falling walls.

Where was Ernst, his brother?
He knew his father was dead,
But what of his mother,
Had she been killed too?

"So this is what war means",
He thought as he looked round
At the stark, pitiful scenes
Of ruins and ragged children.

Why did all this happen,
The killing and the bombing?
Was it a slip of God's pen
Or a deliberate warning?

Yuri thought of man's wrong deeds,
Of war and its consequences.
If man had taken heed
The war may never have started.

His parents would be alive,
As would those of other children.
Families could all survive,
Living together; not torn apart.

Although still a young boy,
And the policy he would employ
Yuri had found the answer
To avoid a war.

But what use was that today?
People were already dead.
Yuri stopped to pray,
Standing alone in the ruins.

—GAIL BORWICK, 4F, York.

EAGLE

I look on her with some disdain and think
How dreaded—
I can see her now swooping down
  on some innocent prey.
Oh how I hate the sight of an
  animal's slow, agonizing death.
But then I feel a little guilty,
For this display was only to feed her
  helpless young.

—MARIA DESPINIDIC, 2F.

THOUGHTS ON A CLEAR NIGHT

Night's dusky shadow
Spreads over
The earth,
Blotting out the blue
And white puffs
Of day.

Little white specks
Of light
Peek cheekily through
The moth holes
They have gnawed
Through the darkest folds
Of night's protective obscurity.

The yellow cheese moon,
Now on the rim
Of the horizon,
Will soon secure a more obvious position
As a smaller silvery ball
As it reaches the summit
Of its path
Across the blackness.

And, finally,
Only noises from below will shatter
The perfect peace
Attained by the heavens.

LEAH LEVI, 3F, Bradfield

"MOON VOYAGE"

Time and space,
Together their whirling pool
Sweeps the petty down its vortex,
Engulfed in the magnitude.
Together our feeble graspings they view
Then smiling indulgently,
They pass over and forget—
Wrapped in their mantle of invulnerability
Revealing no secrets of infinity.

—M. SZABO, 6th FORM, York.

REFLECTION

Man is aware of the eventual penalty
For his indolence,
And yet does nothing.
His young are constantly feeding
The great War Machine;
And Scavenger Death
Avenges his thirst
With the sweet blood of youth;
Yet nothing is done.

Must man wait until he is threatened
With complete self-obliteration
before he chooses to act?
Or will he destroy himself
Before he finally decides
To make that choice?
Perhaps this is the price
That he will have to pay for peace.

—LEAH LEVI, 3F, Bradfield.

A CIRCLE ON A SAIL

The flood recedes now,
She knows not how
The time was passed —
But at last the absorbing dies,
And comes before her eyes
A circle of dust on a flower-blue sail
On a pile of magazines;
And the smell of wartime packaged scents
On the shelf above
Reaches her senses
Undulls, revives, relieves, oppresses, absorbs
Again the girl.

—LISA LARK, 6F.

LIFE

People stare and sneer
They point at her — "the germ" they say.
Thrust into a world of damnation
Eternal torture from human lips
Plagues her, will never let her forget —
She's black.

She tries to forget, pretends not to care,
But how much longer can she pretend,
When will she accept that her world consists
Of herself and her shadow — it follows her, she follows it.

With her sorrows embedded in her soul,
She goes through life —
A continuous cycle of resentment and rejection
Of wishes and hopes — but no fulfilments.
What can life offer to girls like her?

—P. JOHNS, 5P.

MYSTERIOUS

Seeking, asking, searching,
Is there no end in the stillness of silence.
Cringing, crawling from its shadowy stable.
Its grey face hallow, wailing,
A shadowy mist covering its victim,
Sleeky, slimy, sallow,
Locked in limbo forever.
Black, thick, eerie,
Hanging like velvet on the finger tips of evil
Its name, — mystery.

—JACKY CLARKE, 2O.

DAWN

In the damp morning air,
She rises.
Her rays are dazzling as gold itself.
And flowers waken.
Their petals beckoning her as she grows higher.
Higher, into the blue sky.
The darkness is fading
It is the beginning of the new day.

—JENNIFER BOLAND, 1R.

BIRDS

Like bullets shot from a pistol,
Speeding from tree to tree.
Grinning at us, the earth bound, with a jovial glee.

—JACKY CLARKE, 2O.

TOO LATE

Time — heartless murderer!
Crushing beauty and life;
Driven uncontrollably on —
Not looking back
As you set yesterday adrift.

Time — addict of destruction
Leaving nothing unchanged
Men, women, the world at your mercy,
Take pity time!

How many decades have you witnessed?
How many wars? How many battlefields
have you buried.

Spread your wisdom — time,
Don't weave the future from the
wrongs of the past.

—RONELLE BLAKENEY, 3O, Kent.

ALLIN AND MORELL

Down in the brown ship Allin waited,
Waited for his lady love.
From her wood she came belated,
Morell, fated from above.

Matril, her steed, dappled greyly,
Sprightly like a fawn was he,
Onward, to Allin, they cantered daily
He threw her 'fore they reached the sea.

Allin left the ship and long he sought her
Through the wild lands travelled he.
Dying, he found her at last and brought her
Down to the grey and moaning sea.

She died in his arms just ere they reached it,
His cry of grief was heard by me.
In the end, 'tis told as it is writ,
He dived into the hungry sea.

—SUE COMMONS, 3O.

TRAFFIC LIGHTS

Traffic lights stand straight and tall,
Keeping a watchful eye on all,
Winking at cars on their way,
And wondering who they'll catch today.

—ANN GRAY, 3R, Bradfield.

A RIDIN' WE WILL GO

A country lane,
A summer's breeze,
A horse well groomed and fair.
A gentle trot,
A sense of ease,
A heaven beyond compare.
Let's both together
Wend our way,
Through wood and over lea.
A sunny day, a happy day,
A day for you and me.

—ANNETTE PAVEY, 3R, GLOUCESTER.

HUNT

The day dawned with dew dripping
Run deer or ne'er again
O'er the bare green plain
No breath, no time, no thought,
But panic
And the foe
The friendly stream is safety,
He hopes.

Charging down the same burning trail
Death. In his yellow coat.
Minutes pass, eternity begins
The ground is bloody
Red droplets mingle with the cold water
He stalks away
Satisfied
Until the next drop of dew.

—PUXY FONG

A HAUNTING DREAM

It was cold and oh so gloomy,
The house was old and very roomy,
In and out the windows clattered
And curtains were all torn and tattered,
But then so very, very soon,
WE saw a ghost walk through the room.
Our hearts thumped like the beat of drums
When we heard the ghost give haunting hums,
WE shouted and screamed and ran home fast,
But it was just a dream at last!

—VIVIEN PETAK, Bradfield, 1O.

THE HORSE

Like a bird across water-colour skies,
His head held high as if king of all,
He canters with pride. He dare not fall.
But thoroughbred he,
With all races won,
Still has an air of mischief and fun.

—MEREDITH SHIPWAY, Bradfield, 1F.

TRAVELLING

Movement of machines;
The mind floats in the ratio backwards to future . . .
Past churns the present to the tune
of forever going on.

Movement of emotion;
Vehicles of speed turn to angry weapons . . .
Life excels — the pitch of existence
is reached at the critical pace —
The race for life conquers the
mere machine.
Man overcomes automation by controlling
his brain, and the machine his brother built
powerful enough to kill.

Movement through life;
Existence travels the diverse paths of life
Life fades when the travelling is done
Movement in reality dampens life's vitality.
Live vitally by surpassing truth — believe in
the existence which traverses the state of being
in peace and love.

Move with love;
Conquer worlds and live travelling, content in love.

—SUSAN DAY, Kent, 5F.

WARNING

Wait . . . That's all we can do. It's too
late to do anything. Any minute now . . .

Oh, why did it have to happen? Why did
one man have to gain so much power? Why
did he press that lifeless button?

It all comes back in a flash now. Sweet
memories — walking along a silver beach
at dusk, pondering life; laughing so hard
that tears would roll endlessly down my
face; my first high school dance; my first love —
all my life in a flash.

I wonder what it would be like to see Mama
again; to be home again — secure. to be
free. I want to run. Run forever and ever.
I want to run away from all this. Funny —
I can still remember that poem I learned
when I was small — Dad taught it to me:

"Last night I had the strangest
dream I ever had before,
I dreamed the world had all agreed
to put an end to war.
I dreamed there was a mighty room,
and the room was filled with men,
And the paper they were signing said
they'd never fight again".

I remember how I wondered how grand it would be
if that really did happen, if it really . . .
There was a deafening explosion and then
nothing — nothing but silence.

—BELLA CONSTANTINIDES, Gloucester, 2F.

GENESIS

A single red ray of light
Strikes the flower,
Stirring her out of the deepness of sleep
Which had overcome her in the twilight.

The red turns to orange,
And she stretches her petals,
Coaxing them to open
So as to capture and trap
Every miniscule drop of warmth and light
Pouring from the fiery ball overhead.

The orange turns to yellow,
And her rich, deep hues
Which she jealously hides in her heart
During the black, long, lonely night,
Are revealed
For all to see.

Her day has begun.

—LEAH LEVI, 3F, Bradfield.

MY TRAIN

My train is like a tin soldier,
Winding up,
Slowing, Stopping,
Winding up,
While it reaches then its destinations —
Lonely little stations
Specked with people all about.

—MARGO FIELD, IR.

THE BALLARD OF SIBERIA

Siberia! still in her prime!
Had well withstood the test of time.
Siberia! the heroine!
She suffered in silence 'til the bitter end.
Tall and rigid, solid and high,
Seemingly to touch the sky.

The wheels of progress turn slow but sure,
They'd tackle this as others before.
Fast the rumours spread around,
Siberia! she's coming down!

The demolishers came, their tools they brought,
It was Siberia that they sought.
Unmercifully they tore apart,
The core of many a person's heart;
There was nothing anyone could do,
Siberia just had to go.
The new expressway will spread around,
On what is truly sacred ground.

Soon there'll be a busy road, many a bus and car,
But Siberia is not forgotten,
Siberia has left her scar.

—JILL MURRAY, 1F.

VIGNETTE

The old stone building stood in the warm
rays of the setting sun.
Inside the young woman sat with her
head in her hands,
While the clock on the mantle-piece ticked
steadily on,
Never ending.
Soon she would hear the happy voices
of children;
Voices of her own childhood
Lost in the curtained folds of her past.

VICKI DRAPALA, 3F, York.

SNOW

Snow-flakes softly falling
Silently on distant mountains,
Covering the foliage,
Destroying summer's green.
Creating deathly silence,
Unfolding winter's tale.
But this will soon be gone
When spring returns once more
To melt the snow away,
And cover winter's damage
With a multitude of flowers.

—ROBINA EVES, 4R.

WAVES

Cold and icy, wet and wicked menacing curls,
The waves break with vicious crashing.
Then crawling, — die upon the sands.

—MERRILEE McKAY, 2F, Gloucester.

L'OURS et L'ABIELLE

Un jeune ours arriva a un arbre-hotel,
Et vit la, au-dessus, une grande ruche de miel,
Ayant faim cette boule brune se mit a grimper,
Grognant et soufflant et jurant au ciel.
La frugale reine abeille n'epargnerait guere
Un seul aiguillon pour ce nez en plein air,
Et d'ailleurs parce qu'elle etait mere d'un million
Souvent les jeunes affameux la toucherent.
Il y avait du pollen, parce que c'etait le printemps,
Elle decida de lui en donner en present;
Elle en laissa tomber quelques grains jaunes et lestes
Sur le nez noir . . . . quel eternuement!
Ebranlee, alarmee, la mere abeille vit
La vitesse avec la quelle son convive descendit,
Las! Sa tendresse n'avait ete a rien:
L'ours, sur un vieux porc-epic s'atterrit.

—ANNA LEZYNSKI, 6th Form.

THE CHOICE

"I am Noah!" cried the Piper
"Yea! . . . Fearful Children . . . Pray!"
We will obey, we will obey,
Call us, pull us, from our play,
To the Ark, on the sea . . . peacefully.
"Please ascend my staff and stave
One by one, note by note
Along my singing stepping stones;
To the Ark, by the sea —
But do not miss a single One —
Or you'll surely miss the whole,
You will surely miss the point,
You'll break the flow, you'll shirk the sense,
You shall never see the Way".
We will obey, we will obey,
Only take us far away.
Chain our feet to moving stones
That we may walk.
"My moving stones are soft, you see?
As flexible as parmesan", the Piper said.
"Little brave tailors! Shipmates all!
Squeeze the stones and lighten them
Or else their weight will sink this crate.
, , , the whole, the point, the flow, the sense will
not be yours to contemplate.
Let my priests — Green Froth and Sharp Wind
Shave the warmth from cheek and mouth,
Chant the chant of Can and Can't
Till Adam wakes and flees and
With fear of Second Judgement shakes,
And Eve braves the pounding waves
That rush forth from my magic staves".
"We did obey, we did obey,
In the Ark the priests took care.
Proud Piper taught his hymn
But failed to teach his master's prayer".
—Immobile feet upon the shore,
The player's lips are hard and sore,
They'll wait, pray; bait, play;
For ever
More.

—ANNA LEZYNSKI, 6th Form.

BEACH

Crashing, Pounding, Spraying,
The waves break upon the beach.
On the chilly, damp morning.

A solitary board and rider
break the stillness of the horizon.
Rising and falling with the waves travelling shoreward.

Faint, bright, brilliant,
The sun rises over the stretching horizon.
Changing damp to dry and chill to warmth.

With the sun, come people,
From all directions, bringing noise and movement
To the place where sea and sand meet.

Gone is the time to think,
Gone is peace and solitude,
And clamour fills the air.

—YVONNE VALBUSA, 4F, Kent.

EPITAPH FOR AN OLD HOUSE

Pity me here,
I am not there,
My roof is fallen
My windows bare,
The trees my friends
Are felled to the ground,
And from the stillest creek
There is no sound.
Progress has killed me,
I am dead
Destroyed, murdered,
All is said.

—BRONWYN RUSSELL, 4F, Bradfield.

VISIONS

Did God intend Mankind
To be truly impeccable?
Had God visualized
Contemporary Man?
Is Man too blind
To Seek the ways
Of Eternal happiness?
What gave him
A blackened soul
And caused his virtues
To be replaced
By lust and greed?
How did the pugnacity
Develop and erupt?
Man is never satisfied
Till he finally annihilates
Not only himself
But all Mankind.
What entices man
To condone temptation?
Man is ruthless and rebellious
No reluctance is shown
In the paths
Of vengeance.
His killer instinct
Thrives in the ceaseless wars
Will God relent
And show man
The virtuous paths?
Or watch
And wait?

—SUSAN YIP, 3F, Bradfield.

LIST OF SCHOOL PUPILS, 1969

FORM VI

ATHANASAPOULOS, Ourania
ALLARD, Elizabeth
ARRIGO, Maria
ATKINSON, Beverley
AUSTIN, Janet
BARNES, Judith
BEAUMONT, Christine
BOORIAKIN, Irene
BROWN, Irene
BROWN, Rhonda
BRUCE, Linda
BUTLER, Denise
BUTLER, Leonie
CALNAN, Dominique
CHAN, Rhonda
CHEESEMAN, Anne
CHIN, Winifred
CORNOLO, Marisa
CZARNECKI, Gail
DIXON, Robyn
DUDLEY, Glynis
DUKE, Suellen
EVES, Angela
FARMER, Mary Ellen
FERRINGTON, Margaret
FONG, HELEN
GAMBLE, Kim
GARRICK, Valerie
GEORGE, Susan
GERTS, Sandra
GOOGAN, Rhonda
GOUDIE, Anne
GUTHRIE, Carolyn
HANCOCK, Janette
HENNESSY, Yvonne
HUNTER, Robyn
IBLE, Denise
JACKSON, Sue
JANSSON, Theresa
JEFFREE, Sue
KALNINS, Sondra
KANIC, Helen
KERR, Lynette
LEZYNSKI, Anna
KHOR, Ai Chea (Nellie)
KLUDAS, Beverley
KOLLIAS, Mary
KOLLIAS, Sylvia
KWOK, Stephanie
LARK, Lisa
LEWIS, Carolyn
MARTIN, Susan
MERTENS, Elisabeth
MOOREY, Lorraine
MURPHY, Janine
O'DONNELL, Carolyn
PADMORE, Denice
PALMER, Christine
PAVLIDIS, Catherine
PROOS, Anne
PROUDMAN, Louise
QUAY, Denise
RAE, Gail
RANIERI, Connie
RUTUPS, Maija
SCOTT, Christine
SKYLLAS, Maria
SMITH, Alyssa
SMITH, Vicki
SPILL, Caroline
STEPHENSON, Jan
STUVE, Frances
SZABO, Madeline
TERENTY, Janelle
THEOBALD, Kay-Ellen
THOMAS, Colleen
TREANOR, Vicki
TURTON, Merinda
WEARN, Lynnette
WEBB, Pamela
WEST, Karen
WELSH, Lynsey
WILTON, Janis
WRIGLEY, Stella
YEE, Loraine
YOUNG, Jacquline

FORM V

ADAMS, Barbara
BARTOLA, Sonia
BORRER, Camille
BRADLEY, Jeanette
BROOME, Jeanette
BROUNE, Lynden
BROWN, Janet
BURMAN, Andrea
CALVER, Janet
CARAMALIS, Angela
CARROL, Michele
CARTER, Lynne
CASH, Narelle
CHAPPLE, Everil
CHENCHOW, Mary
CHENEY, Sandra
CUTHBERT, Glenys
DAVIES, Helen
DAY, Susan
de CARLE, Susan
DEVANEY, Antoinette
DOLING, Elaine
ENGLERT, Helen
FAIRHALL, Lee
FAULL, Elizabeth
FISCHLE, Jeanette
FONG, Helen
GALE, Roslyn

GILLIEATT, Michele
GOWING, Sharon
GRAHAM, Frances
GRIFFITHS, Leonie
GUNN, Rita
HAIMANN, Judith
HALL, Cheryl
HARPER, Lesley
HEARSCH, Michele
HEWITT, Kay
HILL, Wendy
HOUGH, Judith
HOWELL, Julie
JAMES, Margaret
JOHNS, Poppy
JOPSON, Debra
KEYS, Judith
KOETTIG, Christine
LEWIS, Diane
MACAROUNAS, Katina
McKAY, Brenda
MORGAN, Yola
MURRAY, Christine
NEWELL, Cathy
O'KEEFE, Suzanne
PALONIS, Roslyn
PERRETT, Linda
PISANI, Sue
POLVERINO, Shirley
PORTER, Gayle
RAWLINS, Desnee
RIDER, Dianne
SERGEANT, Janet
SHARPE, Diana
SKORDOULIS, Alexandra
SKYLLAS, Thelma
SOZANSKI, Christine
STEIN, Denise
SUTHERLAND, Barbara
TAPRELL, Jan
TAYLOR, Robyn
TRILIVAS, Cleo
TUMMINELLO, Rhonda
TURNBULL, Denise
WALESBY, Tara
WASIEWICZ, Anna
WATTS, Karen
WING, Lillian
ZAFIRIOU, Sophia
ZAHARIAS, Anna

CLASS 4F

BORWICK, Gail
BULOVAN, Vera
BUTLER, Cherie
CONSTANTI, Rita
DAVIS, Leonie
FAIRHALL, Julieanne
FERRINGTON, Cheryl
FILBEE, Jan
FLECK, Jennifer
HUNT, Elizabeth
JOHNSTON, Lesley
KISS, Hedy
LEAL, Adrienne
LENNON, Jane
LINDON, Maria
LUNG, Caroline
McPHERSON, Christine
MOORE, Beverley
MOORE, Patricia
NACKOU, Catherine
PAYNE, Julie
PERKINS, Susan
PERRY, Hilary
PHILLIPS, Margaret
RUSSELL, Bronwyn
SHCHUPAK, Irene
SMITH, Karen
SUPPLE, Lea
TURTON, Loina
VALBUSA, Yvonne
WARD, Bronwyn
WHITE, Johanna
WHITEHEAD, Jenny
WOOD, Barbara
YING, Ninny

CLASS 4O

ANTON, Louise
BEGLEY, Linda
BOWDEN, Heather
BRADY, Lynette
BROWN, Virginia
CARMICHAEL, Robyn
CRIPPS, Margot
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DEBENHAM, Jan
DICK, Roslyn
FRATER, Josephine
GILLING, Vicki
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HAMMOND, Maria
HAYWOOD, Julie
HORAN, Robyn
INGHAM, Robyn
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KNIGHT, Christine
MABARDI, Nicole
MIELCZAREK, Lynette
MILLETT, Wendy
MITCHELL, Deborah
NEWTON, Margaret
SCOTT, Leslie
SMITH, Lorraine
TAUBER, Dorith
TAYLOR, Ronita
TURTLE, Deidre
WADE, Veronica
WALSH, Kristine
WATSON, Janice

CLASS 4R

ASHMAN, Kerran
BEATTIE, Christine
BEKIARIS, Tina
BRANDNER, Desma
BYRNE, Maureen
CLARKSON, Anne
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ELLIOTT, Christine
EVES, Robina
FORD, Robyn
FOSTER, Leonie
FRANKS, Elizabeth
COOGAN, Sandra
HAIGH, Angelique
HARRIS, Elaine
LALIS, Eleanor
LAYTON, Deborah
LEVITT, Michelle
MACDONALD, Susan
MAY, Christine
MILNER, Helen
MORGAN, Frances
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ROWE, Dorothy
SMITH, Jennifer
TAYLOR, Janeen
WARD, Robyn
WILLIAMS, Julie

CLASS 4T

ASTILL, Julie
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PATCHETT, Debra
RADLEY, Christine
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HAYWARD, Susan
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HOWELL, Melva
KOSTAKIDIS, Mary
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LEVI, Leah
LOVASZ, Gisella
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MURPHY, Deborah
O'KEEFE, Kim
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RYMILL, Jennifer
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YIP, Susan

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FOX, Robyn
GASCOIGNE, Gina
GRAHAM, Vivien

GROENING, Judith
HATZIPETROU, Mena
HOBBS, Virginia
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LANYON, Diane
LEAVERS, Julianne
MACDONALD, Linda
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McKENNA, Kim
MAY, Janet
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PERRY, Susan
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PRESTON, Hilary
REID, Olwyn
REID, Vicki
RIDER, Rosalind
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WARR, Rhonda
WHITE, Anne

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CORNELL, Kim
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FANARA, Mene
FRANKE, Christine
FULTON, Joy
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GIANNINI, Victoria
GILTINAN, Deborah
GRAY, Ann
GRIFFITHS, Valerie
HAGAN, Joanne
HAMMOND, Gail
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HILL, Anne
IBLE, Carol
IKIN, Simone
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JOHNSTON, Sandra
KING-GEE, Leonie
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MARKWELL, Particia
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VASSILIADIS, Cevasti
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WATTS, Margaret
WYATT, Jeanette

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YIP, Sandra

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GRANGER, Kathryn
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PARKER, Carol
PAYNE, Helen
PONZIO, Rachele
PORTER, Wendy
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RYMAN, Susan
SETCHES, Cheryl
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WHITE, Kathryn
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BANNISTER, Rhonda
BARTLETT, Helen
BOURKE, Gail
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CAMPBELL, Susan
CHARLES, Karen
COWAN, Robin
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DINIA, Nicki
FUENTES, Beatriz
GIBSON, Jennifer
GREGORY, Penny
HEE Elizabeth
HERMANN, Brigitte
HOCKEY, Nancy
HORNERY, Jennifer
ISTED, Helen
KRATOCHVIL, Catherine
KWOK, Debra
LADAS, Anna
LESLIE, Leigh
LEWIS, Susan
LYONS, Wendy
MAR, Wailyn
MARANGAKIS, Sally
RODIER, Michelle
ROWE, Helen
SMITH, Catherine
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STUDDERT, Lorraine
VATNER, Michelle
VENTOURI, Rena
WAGNER, Martina
WESTON, Elizabeth

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BAKER, Ruth
BEATTY, Kerry
BORG, Linda
BOURNE, Debra
BROOK, Jennifer
CAIN, Cherie
CARMUDIE, Susan
CHURCHES, Megan
COFFEY, Carolyn
CROWLEY, Deborah
EASTLAKE, Rae
GRIFFITHS, Lynette
HANSEN, Rosalie
HAYDEN, Julie
HEIDEN, Sjaan
JAMES, Yvonne
KEREOPA, Sheree
KOOREY, Ferial
LAIDLAW, Susan
MARSHALL, Jocelyn
MERTENS, Linda
MILLS, Pauline
MORFITIS, Za Za
MORRIS, June
MORRISON, Rosslyn
MURDOCH, Anne
MURRAY, Jill
MURRAY, Nola
OBREZA, Tanya
OESPER, Ilona
OTTO, Marion
SHIPWAY, Meredith
TATE, Judith
TSEMBIS, Jean
VARDY, Jo-Anne
WILLIAMS, Deborah
ZAVRAS, Litza

CLASS 1O

ALLAN, Janet
BOROVNIK, Nada
BYRNES, Jo-Anne
CHADWICK, Jennifer
CURTIS, Kerrie
DAYKIN, Ronlynn
GALASSO, Pamela
GIANNOULIS, Piyi
HASKELL, Denise
HUGHES, Carol
JOHNSON, Lynette
JOHNSTONE, Stephanie
KERR, Catherine
LANCE, Margaret
MARSHALL, Karen
McFARLANE, Jennifer
MacLEAN, Karen
MOODY, Helen
NEDOROST, Sonja
PENNINGER, Alba
PEPPA, Georgia
PETAK, Vivien
PETRIDES, Dorothy
RATCLIFFE, Julie
RAY, Alison
READ, Glenda
ROSS, Jan
SACKETT, Dawn
SANDERSON-EDMUNDS, Mary
SEEHO, Pamela
STIPCEVIC, Alis
THEAKER, Kerrie
WANKE, Christa
WARE, Brenda
WETHERED, Barbara
WORRALL, Kim
WRIGHT, Vivienne
WYMAN, Dianne

CLASS 1R

ASTILL, Debra
BARRATT, Anne
BATZAKIS, Roula
BELTON, Toni
BOLAND, Jennifer
BRENNAN, Julie
CANE, Pauline
CHAN, Hilda
FARDOULIS, Violet
FIELD, Margo
FOX, Lynette
HALLUM, Vicki
HAMILTON, Karen
HAMMOND, Vicki
HATZIPETROU, Maria
HAWKINS, Cathryn
HILLIAR, Wendy
HOLMES, Linda
IVANTCHEFF, Catherine
KOROBILIS, Vicky
KYRIAKOPOULOS, Barbara
LINDEN, Rhonda
LOCK, Helen
McGREGOR, Judith
McKENZIE, Peta
MOORE, Teresa
OLDRIDGE, Rita
RETSINIAS, Maria
RIDGE, Dianne
ROBERTS, Lynn
ROBEY, Sandra
ROGERS, Lynette
ROUX, Genevieve (Jennifer)
SIMON, Ann
STAMOS, Angela
TURNBULL, Lesley
WATSON, Sheryl
WILCOX, Kim
WRIGHT, Patricia

NEWS FROM PAPUA

A letter was received late in October from Maria Kipie, one of the students from New Guinea who visited the school during "Papua-New Guinea Week".

Maria mentioned the Island's beauty, the ceremonial "Sing Sings", the native trading boats, and the brilliant birds. She concluded with a personal note to you.

"Can you send a badge of the school to me please".

"Maybe some girls can remember my face when I was introduced to them".

"Warm regards to everyone and pleased that I have met you all".

Our school badge that was promised is now at Port Moresby Teachers' College.

TIPPER & CLIFF, PRINTERS, MAITLAND

Autographs