

**TELOPEA PARK HIGH SCHOOL 1966**



# TELOPEA PARK HIGH SCHOOL CANBERRA 1966

Prepared by a Fifth Form Magazine Committee in conjunction with Mrs. R. Newman.

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## P.E.:

Mr. C. B. McNAB, Dip. P.E.

Mrs. K. MILTON, Dip. P.E.

## Office:

Mrs. K. A. PENKETH

Mrs. M. CARMODY

## School Counsellor:

Mrs. D. H. RENWICK, B.A., Dip.Ed.

# PREFECTS REPORT 1966

The difficulties of having the same senior group for two consecutive years were recognised by the introduction of a changed system. The twenty prefects for 1966 were headed by four senior prefects who shared the duties of captaincy. School rules were categorised, prefects duties extended and prefects made more distinguishable by special ties and blazer pockets and as well as the customary badge the prefects prepared several lunches, inviting a few members of staff and other pupils to attend. However, the prefects of 1966 have not found their commitments easy to fulfil.

In the modern school society pupils are less responsive to authority; particularly (to) that exercised by people of their own age group. The prefect himself, finds it difficult to transfer his allegiance from his own group to that very abstract and sometimes remote concept "the school". We realise further adaptations will be needed if we are to preserve that sense of pride and responsibility which is the essence of any worthwhile system.

—PREFECTS 1966



Newcomer arrives



## THE PREFECTS — 1966

Back Row: (left to right): L. Plumb, A. Hall, P. Cusbert, B. Jones, G. Bartley, P. Bowen, C. Burns.

Middle Row: (left to right): H. Horner, J. Preston-Stanley, J. Horn, J. Ingram, F. Hurrell, H. Schumack, K. McKinnon, L. Gladwin.

Front Row: (left to right): Mrs. McElroy (Prefects' Mistress), E. Maiden, W. Craik, Mr. McPherson (Principal), M. Wright, A. Towill, Mr. Donnison (Prefects' Master).

The four pupils in the front row are Senior Prefects.

This year there were four Senior Prefects instead of two Captains.

# FIFTH FORM 1966



# FIFTH FORM (continued), FIFTH YEAR





# THIS YEAR

## P. & C. REPORT

Most parents are concerned with education; those with children at school are directly concerned, and those whose children are attending High School are vitally interested in the problems which face the Headmaster, teachers and pupils in adjusting to the changes in the six-year course to matriculation.

It is essential for us to accept the six-year course and the problems it presents, in the knowledge that we are living through an era of change in the pattern of human living greater than ever before experienced in the history of man. Some of these changes must appear unusual to those of us who passed through High School prior to the last World War; the age classes, the student scale of values, the leisure pursuits and the importance of being earnest have changed, and it is important for us to make our judgements and give our support, or level our criticisms fully cognisant of these changes.

We, your parents and friends, believe that you face life with the opportunity for greater fulfilment than ever before, and for this you need education which calls for discipline, understanding and support. These changes have emphasised the need for training and education, both for existence and the pursuit of happiness, and it is you, the student, who must face the challenge.

S. R. MARGULES

## WARATAH FAIR

The Waratah Fair was held as usual in April. Money raised amounted to over \$2,210, of this, \$780 was the result of pre-fete activities. On the actual day Farrer raised the greatest amount. Moore was the most successful with the preliminary fund raising.

## SCIENCE COMPETITIONS

Telopea students were outstandingly successful this year, taking out first prizes in all three Senior Divisions.

**Section A.** (Entries must be original investigations). Richard Swan was awarded 1st prize in the Senior Division with an ambitious voice-modulated light transceiver. S. Woodward and A. Hine of 3rd Form gained honourable mentions in the Junior Division.

**Section B.** (Models using known scientific principle). David Brown won the Senior Division with his particle counter. Kenny Gratton and Annabelle Rossiter gained 3rd prizes in the Junior Division.

**Section C.** (Report of reading on a particular topic). Gaspard de Jong was awarded 1st prize in the Senior Section for a comprehensive a reasonable standard.

sive report on "noble" gas chemistry. David Brown won 2nd prize with a report on his Section B topic. Another 5th Former, "Wal" Rossiter, won 3rd prize with a report on the hallucinogens. His entry featured the controversial new drug "L.S.D."

Three 3rd Formers, Chris Prendergast, Helen White and Anne Pickering were successful in the Special Section.

## MATHEMATICS AWARDS

The University of New South Wales School Mathematics Competition is of particularly high standard, because students from all over New South Wales compete. Also, private schools have the advantage of flexible syllabuses.

However, Daniel Neumann of 5th Form won 3rd prize in the Senior Section, and Peter Jablon, also of 5th Form, won a Certificate of Merit.

Anne Pickering of 3rd Form, won a Certificate of Merit in the Junior Section.

Recently Daniel gained 1st place in the Canberra Mathematics Association Competition.

## ALLIANCE FRANCAIS COMPETITION & GOETHE SOCIETY AWARDS

Two events of importance to the Language Students examinations are run by the French and German Embassies respectively. Results were:

(1) **Alliance Francais.** Book prizes were received by John Furlonger and Gaspard de Jong (equal 3rd), and Graham Mackay (4th). The following seniors won Certificates of Merit: S. Bennet, R. Chamberlain, P. Flanagan, G. Lade, P. Holland, B. Lanham, H. Legge, M. Reitbauer, R. Whitelaw, M. Williams. Successful Juniors: Book Prizes went to D. Nghiem (2nd) and C. Harris (4th). Certificate winners were: R. Brown, J. Bullock, B. Carron, D. Clark, S. Cranston, L. Davis, C. Falk, A. Hamilton, K. Hargreaves, J. Kerr, V. Lowden, L. McKay, M. Story, H. White, B. Whitelaw.

(2) **Goethe Society Awards.** Open Division Book Prizes: G. McKay (2nd), W. A. L. Rossiter (3rd), G. Lade (6th). Certificates of Merit— B. Lanham (1st); 4th Form Prizes— G. Prindl (2nd), Kerr (7th) 4th Form Certificates— R. Rudowski (4th), L. McKay (5th).

## DEBATING—SPEAKERS' CLUB

The number of inter-school debates was considerably reduced this year, owing to the division of the competition into North and South zones. Organised by Mrs. McElroy, the senior team of Helen Schumack, Wendy Craik, Tony Rossiter and Peter Cusbert maintained a good standard.



Above: Carolyne Furlonger.

## MAGNA CUM LAUDE

Carolyne Furlonger gained 5th place in the State in the Leaving Certificate. She was also awarded three of the prizes given by the A.N.U. for results at the L.C. examination.

The Robert Ewing Prize as the best candidate from an A.C.T. School;

The Alliance Francaise Prize for French;

The Classical Association Prize for Latin.

Graham McKay was placed in the first 200 in the State.

Richard Price was awarded the W. J. Lind Prize for Geography by the A.N.U.

Below: Ex-Students Laurie Nock, David Bisset and Nick Downie in A.N.U. Library.





Officer Hall



Mr. Foley



Genus: 5th Form. Species: Franklin



"Me and you and rain on the roof"



Neil Hawke, test cricketer  
visited us in September



Maths result

The junior team of Anne Pickering, Carolyn le Couteur, Alison Finlay, Graham Paul, Anne Gilby, Linda White and Robyn Frencham defeated Queanbeyan High, but lost its two other debates. The Junior Speakers Club, conducted by Mrs. McFarlane, has been very active.

### CHESS CLUB

Teloepa had a very active Chess group five years ago, but the meetings were discontinued when Mr. Cameron was transferred to Wyong.

This year David Smith, a 5th year repeat, started the Club again with the help of Miss Stevens. Despite the lack of match practice, Teloepa was the most successful school in inter-school competition.

In the A.C.T. inter-school competition, Teloepa was placed 2nd in the Senior Section. Team II came 5th in the same section. In the Junior Section Teloepa's "A" team came 2nd by a narrow margin and the "B" team performed satisfactorily.

### I.S.C.F. REPORT

Teloepa Park High's "Inter-School Christian Fellowship" group is just one of thousands of I.S.C.F. groups throughout the world which all have the common aim of showing how the Christian faith is relevant to every-day life and of living out this faith in the school.

The weekly lunch hour meetings run by a small student body under the guidance of an adult counsellor have attracted a small but regular group of people throughout the year. We have had some interesting discussions and talks given by visitors from various places which include India and New Guinea. We have also held diverse out-of-school activities and functions in connection with other I.S.C.F. groups.

—G. McKAY

### UNIFORM COMMITTEE REPORT

This year, a decision to introduce a new uniform for senior girls was agreed upon by pupils and staff. A committee of 8 was elected from among 5th Form girls to formulate a suitable design, which would meet with the approval of both the girls in the senior Forms and the Headmaster. Although no decision has yet been reached as to the exact nature of the new uniform, the fundamental outfit will probably include the present blazer, a blouse and a skirt. The colour and design of the blouse and skirt are still being debated, but it is likely that there will be a range of several blouses available from which the girls may choose according to their individual taste. A more fashionable form of footwear is also being considered.

It is intended that the completed outfit be one that can be adapted to suit out-of-school wear as well. This would be a practical step, as it would justify the purchase of a new uniform only for the last one or two years of school. The new uniform would not be compulsory, with the former uniforms still being acceptable.

—Uniform Committee

### 5th YEAR REPEATS

#### 5R1

Ian Brown  
John Dean  
David Bullen  
Andrew Deck  
Ian Hardy  
Yvoirin Hingee  
Hugh Legge  
Bill Maiden  
Graham McKay  
Bill Powell  
David Smith  
Dermot Smyth  
Peter Wood  
Koos Jansma  
Maragaret Abraham  
Judith Alexandra  
Elizabeth Alley  
Marina Armstrong  
Shelley Atkins  
Sally Bennett  
Ruth Durie  
Colleen Flynn  
Rosalind Stewart  
Megan Williams  
Deborah Bardwell

#### 5R2

Brian Clarke  
Jeffrey Connell  
Philip Holland  
Ian Johnston  
Ken Jones  
Graeme Lade  
Bruce Lanham  
Richard Llewellyn  
John Marshall  
Andrew Moore  
Quentin Parker  
Peter Shepherd  
Greg Summerhayes  
Tom McDonald  
Anne Blackie  
Gillian Davidson  
Jill Dening  
Margaret Dixon  
Robyn Granfield  
Desiree Peneguel  
Judith Perkins  
Krista Rebane  
Anne Thorne  
Jane Vincent  
Maria Franghidis

#### 5R3

Robert Alexander  
F. Amhad  
David Anderson  
Don Axon  
George Baska  
Graham Brassil  
Ron Butters  
Andre Briedis  
Robin Bryant  
Robin Cayzer  
Tony Crivelli  
Ian Dinnerville

Peter Flanagan  
Geoff Hohnen  
Valdis Jaskevics  
Henry Kolek  
Michael Kriebig  
Geir Mikkeltvedt  
Mark Quayle  
Ian Solin  
Harry Sun  
Brooke Watson  
Richard Hancock  
Syed Mocksain

## PLAY FESTIVAL

During the second term, 1966, 22 plays were rehearsed. For four weeks 9 period days were taught—one play practice was held on each of four days. Every class in the school with the exception of 4th Form and 5th Year Repeat Classes produced plays.

The plays were performed in the Assembly Hall before the school on 13th, 14th, 15th July.

Eleven plays were produced for the general public on the nights of 19th and 20th July.

The plays were as follows:—

Class	Title	Producer
5E1	"School for Scandal"	Mrs. McElroy
5E2	"A Husband for Breakfast"	Mr. Burnett
5E3	"Two Gentlemen of Soho"	Mr. March
5E4	"The Admirable Crichton"	Mrs. B. L. Thompson
3S1	"The Princess in Tartary"	Miss Williams, Miss Chorley, Mrs. D. Thompson
3S2	"Campbell of Kilmhor"	Mrs. Newman
3S3	"The Importance of Being Earnest"	Mrs. Cruise
3S4	"Pyramus and Thisbe"	Mrs. McFarlane, Mrs. Aitkin
3S5 & 6	"A Roman Tragedy"	Messrs. Street & McElroy
2E1	"Happy Journey"	Mr. Wightman
2E2	"The Trial Scene from the Merchant of Venice"	Mrs. Inveen
2E3	"Scuttleboom's Treasure"	Mrs. Canavan
2E4	"A Fruity Melodrama"	Mrs. Henshilwood
2E5	"Matilda"	Mrs. Haig
2EX	"The Diamond"	Mrs. B. J. Thompson
2E6	"The Bushrangers' Christmas Eve"	Mr. Sutherland
1SS1	"Oliver's Island"	Mr. Rooney
1SS2	"The Stolen Prince"	Miss Woodhouse, Mrs. Wilson
1SS3	"The Jackdaw of Rheims"	Miss Walmsley, Mrs. Archer
1SS4	"Queer Street"	Mrs. Mildern
1SS5	"Blue Murder"	Mr. Montgomery
1SS6	"The Forgetful Fosdykes"	Miss Shumack, Mr. Foley

Mr. W. I. Price was in charge of Production assisted by:—

**Backstage:** Mr. R. G. Backhouse, Mr. B. Northam

**Settings:** Mr. N. Murray-Harvey, Ron Butters.

**Costumes:** Miss J. Smith, Mrs. Forsyth.

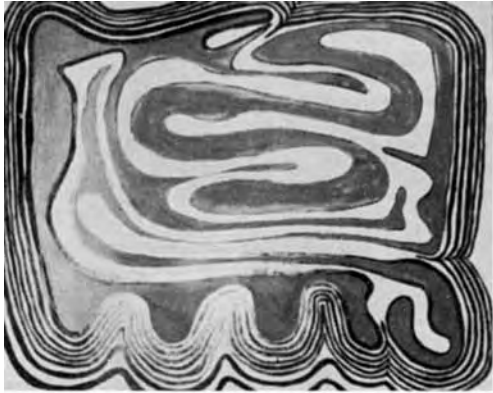
**Box Office:** Mrs. K. A. Penketh, Mrs. M. Carmody.

**Sound Effects:** Mr. W. Delaney.

**Lighting:** Mr. D. Gamble, Greg Rees, Colin Knox.

**Make-up:** Miss N. Norris, Mrs. C. Hinder.

**Front of House:** Mr. A. Thornhill.



**ART 1966**



Steve Bisset



Jenny Fielding



Steve Maitland

## **THE JAZZ BAND**



**Left:**  
Lloyd Hutchins

**Right:**  
"The Musicians"  
—Vicki Butler



## JAZZ BAND

The school's first Jazz Band was formed about April this year, thanks to the efforts of two teachers and a few interested pupils. Mr. Foley of the Maths. Department had previous Jazz experience, and brought up the idea with Mr. Wasson who was a 'jazz fiend' and liked the idea\*.

The original group, consisted of Lloyd Hutchins (trumpet), Steve Bisset (clarinet), Jenny Fielding (piano), Steve Maitland (trombone) and Mark Quail (drums). The name "Take Five" was adopted after the Dave Brubeck tune.

"The group started off with a few ragged rehearsals and a lot of bad music. Gradually, we obtained better musical skills . . . the music sounded a lot better". The band played "Dixieland, arrangements of modern tunes and music we could get music for."

The most successful performance so far was at the Junior Social where the band won universal acclaim from the 1st Formers. They were also called on to play during the Drama Week, and so on. By now the band was practising lunchtimes, after school and sometimes weekends.

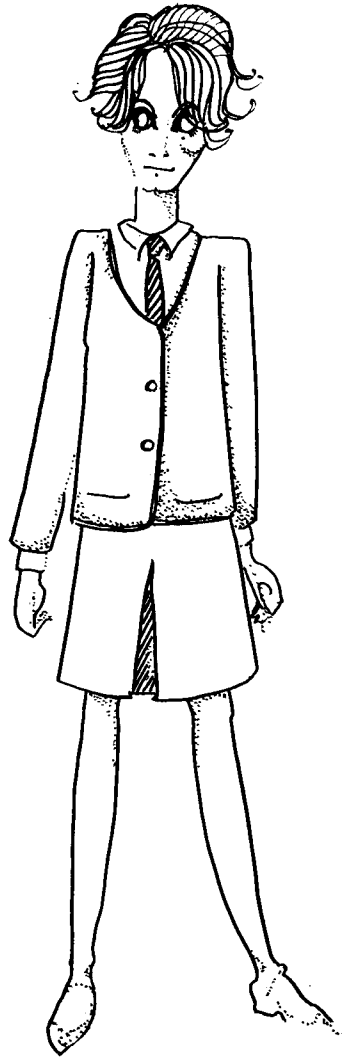
The next step was the departure of Lloyd, the trumpet player, for America. "This killed volume and removed the brilliance of tone necessary for this work". It has also killed off their public performances for the time being.

"The group is in a low at the moment, but is experimenting with compositions in modern jazz style. We do not anticipate public performances for some time".

\* Information from Steve Bisset



## THE SENIOR GIRLS UNIFORM QUESTION



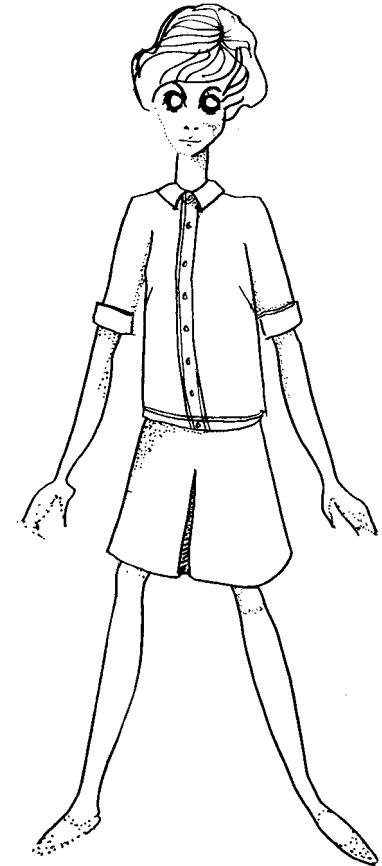
Suggested winter design



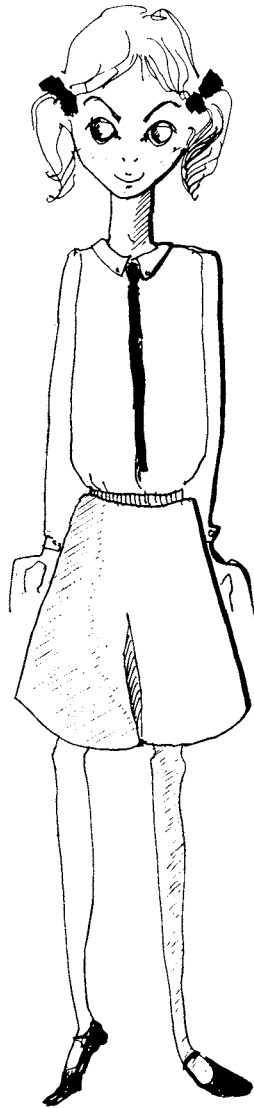
The present uniform

Most girls in next year's 6th Form will be 18 by the time they leave school—as a result, most A.C.T. High Schools favour bringing their senior girls' uniforms more up to date.

With this in mind, Telopea's seniors nominated a uniform committee to discuss new designs, but no decision has been reached between pupils, staff and parents.



Suggested summer design



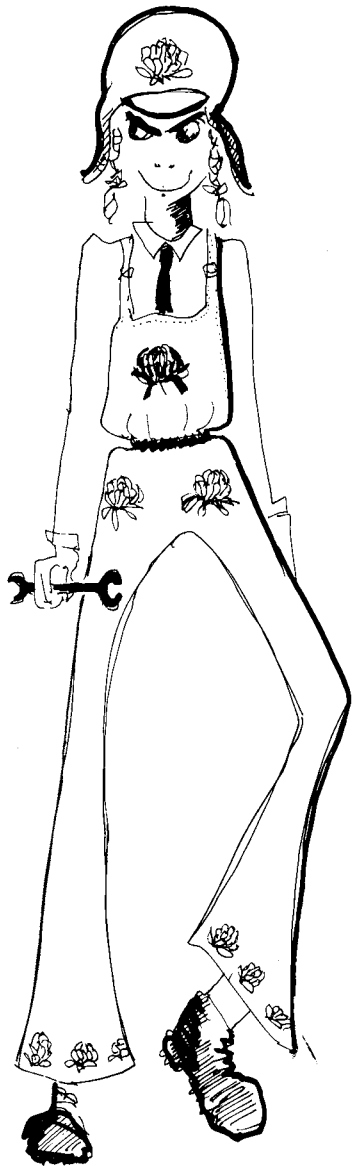
NEAT AND TIDY-  
SHE ARRIVES  
AT 9 O'CLOCK



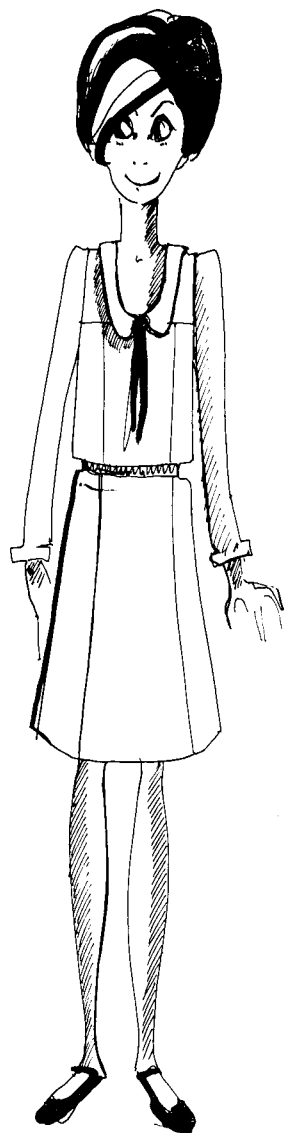
9:40 - AFTER  
ONE EXHAUSTING  
MATHS LESSON!



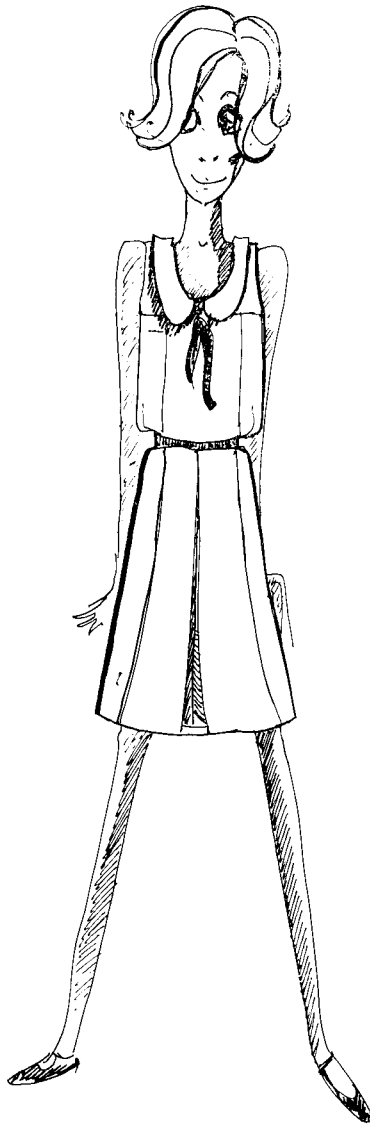
BUT SEE - HOW NEAT  
AND TIDY - EVEN  
AFTER A MATHS LESSON.  
NO ROLLED UP SLEEVES,  
NO SHIRT TO BECOME  
UNTUCKED AT THE  
WAIST



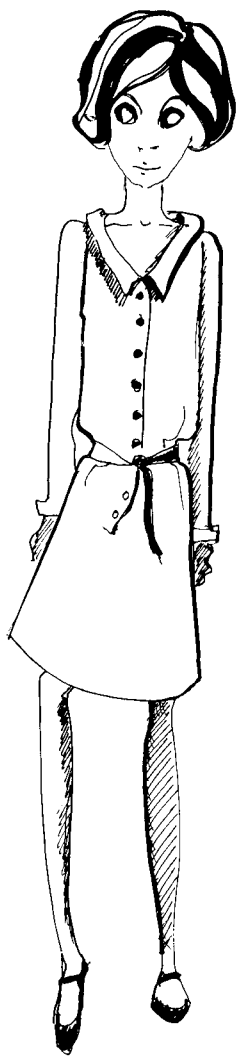
BOILER SUITS  
FOR HONDA  
RIDERS!



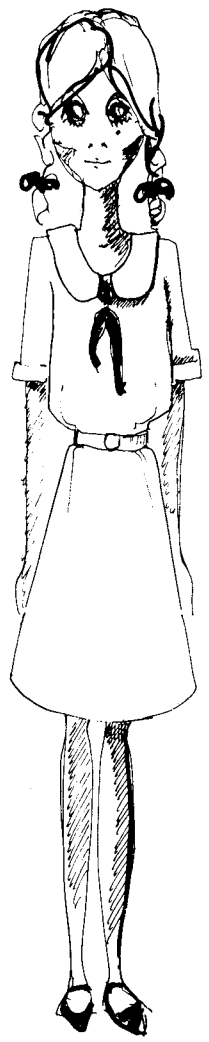
THIS WOULD LOOK  
SO CHIC AS YOU  
POTTER AMONG  
THE TEST TUBES  
IN ROOM 19'



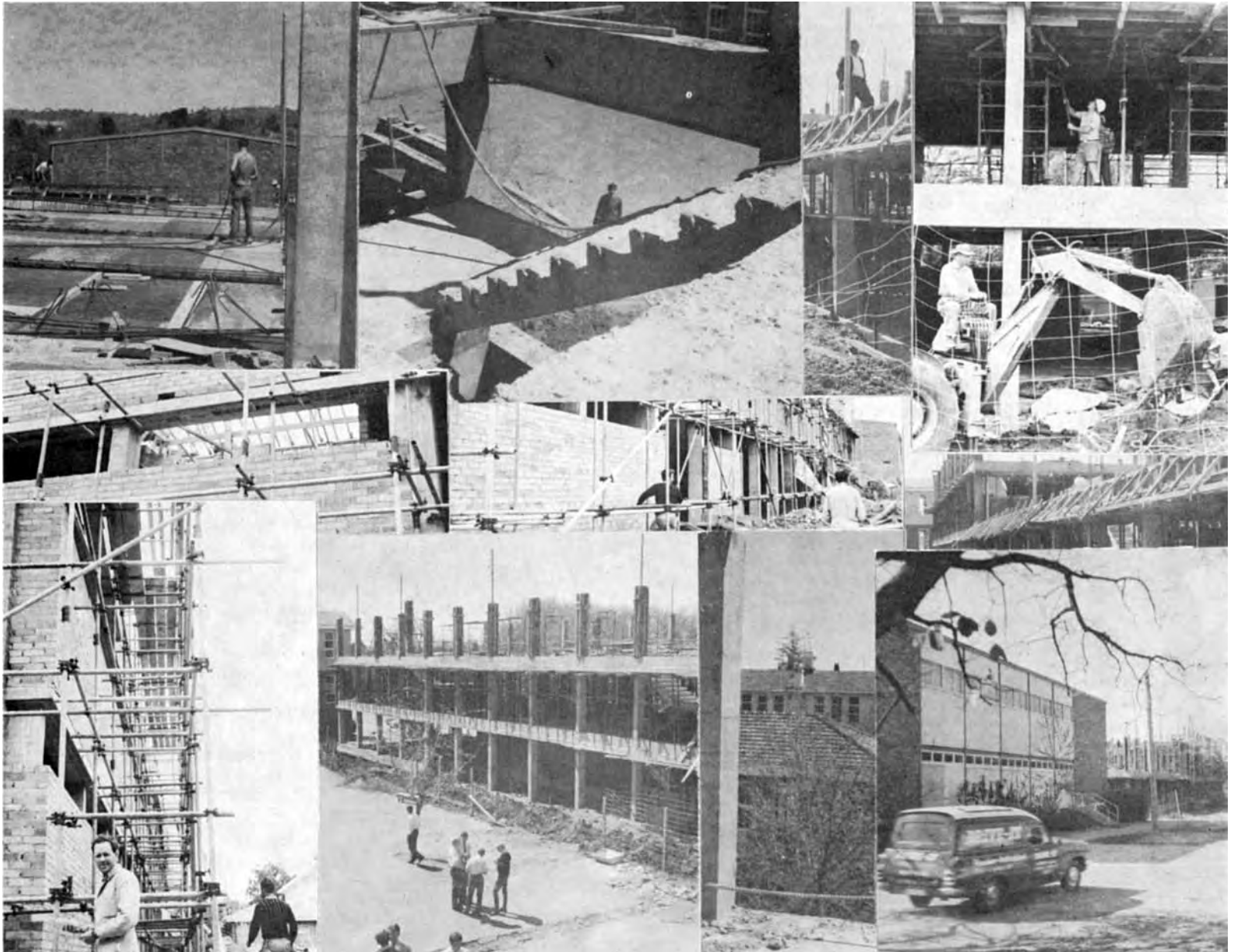
CULOTTES  
PERHAPS?



OR JUST A  
PLAIN ORDINARY  
COMMON-OR-  
GARDEN BUTTON  
THROUGH A LINE?



HOW DEMURE  
AND INNOCENT  
WE WOULD  
LOOK IN THIS  
CREATION



THE NEW BUILDING

# Literature

## DOGS

The dog is mans best friend,  
He has a tail on one end  
Up in front he has teeth,  
And four legs under neeth.  
Dogs like to bark,  
They like it best after dark,  
They dont only frighten prowlers away.  
But also hold the sand man at bay.

—Sandy Stuart

## PERSECUTION

He ran and ran and ran  
Away from the crowds,  
Away from it all.  
By himself, all alone  
Stand them—he could not  
Live with them, impossible,  
Like them, never,  
So he ran  
And ended it all.

## WHAT IS THE UNKNOWN?

What is the unknown?  
For if there is such an object  
It may grant us an insight  
Into the hunch-backed crowd of deformities  
That is the human race.  
I do not understand  
But I must answer all  
All the manifold crimes of the seething masses of humanity.  
The bloodshed gone, slaughter carnage  
And hatred of man for man  
Since time began  
I must answer for all  
The skeletons in the cupboard of humanity  
Hanging in the blue closet.  
The smiling hypocrite that is man.

—Ern Mulley

## THE SUPER MARKET—A Modern Jingle

Slowly the Big Game Hunter stalked through the wilderness of shops and stalls. She paid no attention to the small buildings all round, little shops with no ground to hunt in. She was following the other hunters to the jungle—the supermarket!

There it lay in the afternoon sunlight, the object of any wise woman who desired to bring trophies home to the family dinner table. Lion's meat? Paltry when there is spaghetti, reduced from 2/- to 1/10, and Dutch Cheese, once priced 5/-, now 4/11½!

The Big Game Hunter worked her way slowly into the outer edges of the region. Her eagle eyes sharpened by years of hunting, missed nothing. As she worked her way inwards, the thick jungle closed in on either side, shelves of tins, packets, and bottles in glaring dilemma. Yet our Big Game Hunter yielded not to their temptations. Her nose twitched as she entered the biscuit area. Only a little way to go before she reached her destination!

Her eyes swivelled, roving the shelves, her fingers alert and ready. She stalked past the jam and marmalade section. Tins and more tins loomed all round. The weird jungle lights shone. Faintly came the echo of tom-toms and jungle music. There it was! The practiced fingers caught their prey and swift as lightning four tins of sphagetti disappeared into the bag. A simple smile of satisfaction hovered about the lips, as the hunter pressed forward. At last she reached it, the very core of the jungle—the refrigerator! What secrets did that bland exterior guard? What victim nestling innocently at its heart was concealed from the watchful hunter's eyes? Dutch cheese, of course, reduced from 5/- to 4/11½. What a bargain it was!

Carefully, the Game Hunter laid her plan of attack. Cautiously moving towards the prey form downwind, she inched closer, dodging trailing streamers which hung from above, blocking out the light with their thick foliage. Had the prey spotted her? No—so with a quick movement, she pounced.

Now the Big Game Hunter's smile was very wide as she inched back to safety with her precious bundle. The man-made jungle released her at last as she pushed open the steel bar of the hunting reserve. Yes, here the man-made jungle ended. Our hunter gained the open ground and moved towards the exit where a girl in a grimy white coat, sitting over the cash register said, "Yes please?"

The Big Game Hunter paid for her purchases.

—S. Price, 4E2

## SHAGGY MOUSE STORY

Today's students should be more sensitive to the finer things of life—one of these being the appreciation of poetry . . . . . of life . . . . . one of these being the appreciation of poetry . . . . .

Hickory dickory dock,  
The mouse ran up the clock,  
The clock struck one,  
The mouse ran down,  
Hickory dickory dock.

Without doubt this fine masterpiece of poetic verse belongs to the Victorian age. When it is carefully analysed, its embodiment of many Victorian features is evident.

The expression shows vigour and natural simplicity—take for example "Hickory dickory dock"—no more natural, simple, unornamented phrase could be found. The use of the mouse, in preference to say, a smallish field rodent or a green-backed caterpillar, emphasises the simplicity which is characteristic of Victorian poetry.

Another of the more obvious features of this rather brief epic lyric-tragedy, is the moral purpose which it imparts. Although this may not be immediately clear to some of our less judicious readers, the moral lies in the treatment of emotions—when one climbs to a peak in one's emotions (such as one has never previously reached), one must not immediately run away because one is afraid of the consequences—rather, when "the clock strikes", one must remain and live out the full joys of this gripping and fulfilling experience.

As regards spiritual philosophy (another Victorian feature), that of the mouse is abundantly clear in the lines, "Hickory dickory dock"—repetition of this line serves to stress that this is the sole spiritual philosophy in which this mouse believes.

Animate and abstract imagery marks out this poem as equal to the poetry of such masters as D. H. Lawrence and W. H. Auden. The imagery of the "clock" is reminiscent of Auden's poem, "As I Walked Out One Evening" in which great use is made of the clock as an instrument for measuring time. The animate imagery is obviously the "mouse" and this gives the ballad a sensuous overtone and inspires feelings of loving protection. Another aspect which places this poem among the great works of other Victorians (Tennyson, Swinburne & Browning) is its romantically didactic form. Clearly the little trip of the mouse was quite an exciting adventure (as mice go), and although it does not quite match up to the swashbuckling romances of the crocodile (we must keep to similar breeds of livestock), in Peter Pan, it is nevertheless a romance with a lesson—don't leave your chewing gum on 12 o'clock.

## TOAST

Here's to Canberra's crystal ale,  
Fluorined and divine!  
Fair H<sub>2</sub>O long may you flow,  
We drink your health (in wine).

—Anonymous

## "WHY"

Dangling at the end of a cord  
I clung;  
My eyes streamed downwards.  
And my head I hung  
Palace mighty raised by  
Babe so young.  
Curled around whose neck slept—a rattlesnake.  
And blazened 'cross the wall were these words  
(Which were written by the baby young):  
"Come, and know  
That man's life is fear inside a hollow shadowless shadow.  
A shadow  
With a glum, pale eerie face that wants to look both up and down,  
But can do neither;  
Takes one proud look around its shoulder and somehow feels  
The icy penetrating steel, and the scorching hot iron,  
That mercilessly burst the bubble which it sits on"  
Green clouds, black snake  
The snake awake, but the babe and I were stung.

—"Mr. Poetarian"

How can I express myself,  
How can I put my ideas in words.  
How can I express even an infinitesimal fraction of what I believe.  
When everything has been said before,  
Said more ??? than I ever could?  
How can I ever try to say aught  
Without seeming to plagiarise or copy.  
Without each thought seeming immature and childish;  
How can I conquer the hackneyed phrase,  
The cliché, catching or slogan of the streets,  
How can I overcome all and tell  
Some small fraction of what I wish to say?

—Ann Pickering

## LLOYD

I once had a giraffe called Floyd  
He had a hairy tail  
A lovely chap, an affectionate bloke  
Who was strangled when he  
Tried to mangle the visiting Minister  
For External Affairs.  
My giraffe called Lloyd's neck  
Was eight feet long.  
Oh, what exquisite agony  
Whenever he swallowed a fishbone.

## THE PROBLEM OF MY FUTURE

After I have dragged myself through the last years of education, I would like to become an expert in English Literature with the remarkable ability to appreciate and understand all aspects of English Literature without a second, third and fourth re-reading of a passage.

To be able to read pages upon pages of Shakespeare's riddle-like plays without feeling those two mighty rocks on my eye-lids sending me into a restless day-dream, would be satisfying. To understand the various meanings of his many loquacious soliloquies while at the same time appreciating such artistic writing would mean the fulfilment of my purpose on earth.

To read endless sonnets, odes etc., and immediately spot those hidden metaphors, similes, onomatopaeias etc., without my mind switching to my many personal problems (most of them concerned with English) seems far away now, but by striving and perseverance I expect to be able to accomplish such within my lifetime.

To read early 19th century novels by the many varied English writers and to at least see the plot would let me die in peace while being able to figure out what the relationship is between one character and another would assure my old age being a happy one. The ultimate I could wish to accomplish is to be able to write a summary of one particular character without my having to read the section three times, ask others' opinions or pick up points here and there. My success would result in my giving the fortune I will accumulate through my freakish ability to charity.

Such is the problem of my future and my ultimate goal in life.

—B. Andrews, 4E2

## SLEEP

I drifted off into the wondrous world of sleep. All around me the light was dim as if at dusk. I walked unconsciously among fields of swaying poppies. Onwards ever marching . . . . Onwards with the troop . . . . Onwards to battle . . . .

The battlefield lay empty. The cloudless sky lay waiting for what might come. This sense of disaster had stayed in my mind for ever. Wounded men lay dying, proud that they had died for their country. Wounded horses struggled for survival, some standing over their once loving masters, bewildered at the cold bodies lying beneath them. Some stood on three legs with blood oozing from their wounds. Cries came forth from men in agonizing pain, but the horses bore their pain in silence. I sickened at the sight but did not faint like a few of my companions.

We were too late! Every man lay dead or wounded!

A deeper sleep overtook my repeated dream. Sleep that restores your limbs . . . sleep that replenishes your mind but in a way I didn't sleep. I marched forth to battle.

—by P. Carron, IB

## WAITING

How can the hours drag by so agonizingly slowly? Each second is an eternity, each minute an infinity. How many endless days must I endure, waiting . . . . ?

Waiting in anticipation, nervousness, expectancy . . . . All is indefinite, uncertain, and I am held in suspense. Why can't they balance the scales of fate, or let me know? Surely it would be better to let me know one way or the other, instead of leaving me here wondering . . . ., hoping, yet knowing that it cannot be. Yet without telling me they raise my hopes, for hope will always exist where there is doubt. How can I last at this ceaseless waiting . . . ?

As each separate second ticks away my heart beats slower. This is killing me, this incessant, slow passing of time. My stomach is tying itself in knots, I am getting butterflies . . . . I'm twitching, going into convulsions—A hint, if only I had a hint of my destiny, of whether the 'fates' were being kind or cruel, of anything that might break the ceaseless monotony of waiting . . . . .

I long for the moment of revelation, feeling exquisite torture in its farness, hoping, believing I shall soon be filled with exultation. Yet shrinking . . . . my brow prickling with sweats, because of its nearness. Each second that ticks away, each gyration of the clock is one nearer the moment of disappointment and doom. My small intestine is twisting and I shake as the moment approaches.

Oh when will this agony of waiting cease?

—PAM

## THE DROUGHT

The earth beneath us is parched and dry, the air is stiff and hot; the cattle are just skin and bone and wander alone in the pastures, having to weave in and out through the dead bodies of their brothers for whom the drought has been too much. The farmer's face is grim-toned and browned from the two years of unbroken drought that has turned his once prosperous farm into a parched colourless, seemingly lifeless 2,000 acres. The sun beats mercilessly and incessantly, leaving 2,000 acres. The sun beats creeks and rivers dried up pools of mud and the homes of the flies, mosquitoes and insects which pester even the hardest cattle and sheep.

Every day is met with a prayer for rain without which the grain shall surely perish, be burned up and left whitened, brittle and lifeless by the merciless sun.

It is dusk. The sky is obscured by sullen clouds. The air is tense with expectancy. Suddenly a fork of lightning shatters the gloom, thunder rolls and the life-giving rain pours down in torrents. The drought is broken!

—Steven Wright

## DROUGHT ANALOGOUS

Softly, seeping through the slurry of the earth;  
Into the cavernous mouth of beneath  
Flows life. Much washed through the centuries of time,  
Decreed eternal banishment by those of aquatic opulence  
Now pleading, clawing skeletons of men cry—"Rain"  
Being overly abused it deigns not to descend;  
But rather haughtily retains its lofty pedestal.  
Meanwhile the oaths of men flow like the rain so needed.  
The puny, pouting refugees from nature cry—"Rain!"  
Now, desperation is the note inside their minds;  
Pray they like the fanatics of the faith.  
Once denounced and ridiculed these holy men now become the  
acme of perfection.  
Their blandishment unanswered, they despair,  
Adult thoughts reduced to childish supplication—"Rain!"  
At last the sky empty with turbulent force;  
Like the blood of ancient Roman wars,  
Split on that same parched dehydrated earth  
As before men prayed to God for rain,  
They cry—"Flood!"

—Tom McDonald

## RAINDROPS DAYDREAM

I am a raindrop. I have X per cent fewer impurities than any other form of water found on earth. The life of a raindrop is extremely varied. It might be related to the life of a human, with many ups and downs. I will now describe an average day in my existence.

I'm just floating around all day but sooner or later a few of us drips get together to have a real cool time. Soon our gathering gets bigger and cooler until finally—saturation point!—down we come. We're falling on a suburban area; somebody is having a barbecue—AAHHHhhh!!!! . . . SSSSSssssssss (I fell in the fire). Oh well, better luck next time.

I soon condense myself and this time it looks like I'm falling on a school that is constructing a new building within its grounds. It seems as though I'm going to fall on someone. Yes, hit him. I am glad I didn't fall on that filthy playground.

Oh no, I'm being carried inside. Ugh, sure looks like a school; drab corridors and you should smell the science corridor!

What's that noise? A fire bell? I'm being taken outside where the sun is again shining.

I am being evaporated again. Here goes. I hope my little particles miss the barbed wire on the roof. Ah, made it.

And now back to face the same sort of thing over again.

—1 Raindrop, 2EI

## RAIN

Rain making circles in a puddle  
Beautiful circles  
Changing but always  
the same  
One after the other  
Little sparkling jewels of  
raindrops  
splish splash in the puddle  
Clear round bubbles  
floating then  
pop  
bursting  
a miracle of  
nature  
and  
Rain making circles in a puddle.

—L. Armstrong



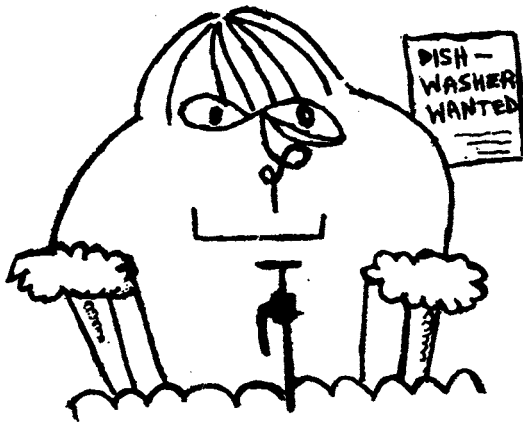
# THE FIFTH YEAR STUDENT — A CASE HISTORY



Fresh from 4th year the student experiences  
a disturbing acceleration in work . . .



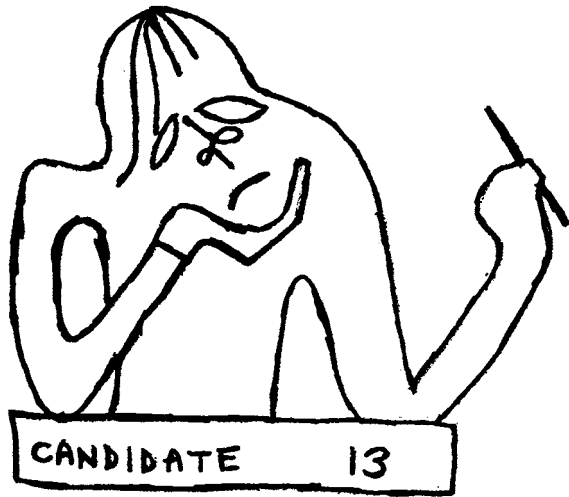
And, unfortunately, hormone activity  
causes a great restlessness



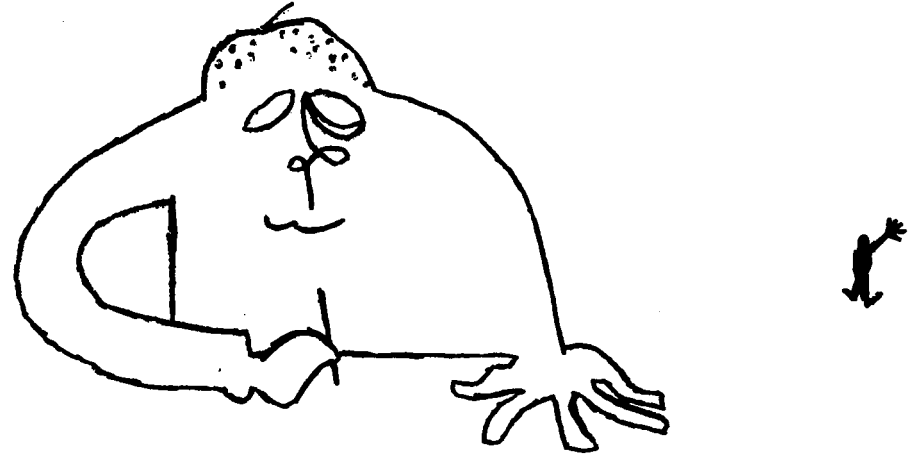
He seeks part-time employment



And vaunts his new independence



Finally academic crises arise,  
leaving the student two alternatives . . .



Either he must learn  
new self-discipline . . .

. . . or say bye-bye



Art Class



Peter Winter receives driving lessons from Mr. Rodgers

## A TOOTH IN TIME

The rector is a good man, his type is rare — one which his parishioners kneed, they kneed him desperate to save their soles from the depths of a fiery hell, a murky depth to which they will sink as sure as eggs is eggs.

Our recta is a jolly chap—a man of intellectual depth, a man to whom we owe much, a man bowed as a diseased rhododendrum with the burdenth of hith parith.

The rectorish is a cute lil white cottagey type mansion, with jolly roses growing around the mellowed woodwork. How tweet it looks when the setting sun fwows its farewell beams onto the ancient woodwork riddled wif woodworm.

The recta have a pussy which do not behave as recta-type pussies should. The pussie is a sinner, and one of the rectath greatest problems. Pussy needs straightening out and the recta tries very hard to save pussy but pussy do not co-operate.

Pussy can be very catty (haw haw—here's another one wot needs straightning out). Whom else could be so despicably mean as to hang old kippers in the belfry so that the odorous pong diffuses throughout the church when the bells are rung? Whom else would keep a mouse farm under the organ and sell micys tails to faithful parishioners as book marks and micys skins as furry kneeler covers?

Pussy sure needs saving but whom to do it? Eureka!! The recta have an idea. He will get a cluckle-hen from the Bishop as a fren for pussy. Everbobby knows what a good companion a Bishop's cluckle-hen is.

"Pussy", sa the recta, "Charles your cluckle-hen fren arrive toda. You be nice to him. Show him the garden and the house and in Charles you will fine a troo fren."

Pussy zoom outside and construct 49 bear traps around the garding. He fixed barbed wire over the boards of Charle's bed. Charlie will regret it, sa pussy. He will, he thinks as he fix the tank traps under the garding gate.

But chic horrorz, whom's this daft looking chook driving up the road on a tricycle with five blue suitcases on the back? Pussy open fire with his sub machine gun.

By gum, cri the recta whom's that daft looking bald cluckle-hen zooming down the road? He step outside the house and fall into a bear trap.

"By George," he cri, that . . . . cat. Pussy has now got his tank into action and is bizzy shooting down the bishop.

Wot will happen now?

Listen to the next exciting episode of this gripping drama of human conflict.

—Hester Gascoigne

For beauty and love have fought against man  
Aeaea is fair no longer;  
The gods are shattered and gone.  
The lovers we loved have fought against Man  
But Man was stronger;  
They are trampled on.  
The garden is withered with flowers;  
The day and the dawn are done.  
For Beauty and Love have fought against Man  
—Yes, we have fought against what was ours  
And we have won.

—D. Neumann, 5B

## PANIC

The window banged again, what was it? Who was there? They're coming for me I'm sure, and just because I told a little lie, I didn't mean to, honest I didn't. I'll never lie again, never, so please go away. Billy told me they'd come—now they have. What am I going to do? I'm sure they'll hear my knees knocking if I hide in the closet. What can I do? Why did mummy and daddy have to go out tonight? I can feel the wind as it rushes through the window. Who opened it? What will I do? I spy my softball bat, but, I can't pick it up, my hands are stiff, and numb. With a sudden spurt of courage I grabbed the bat and hit and hit and hit until it slumped to the ground in deadly silence. I could hear my heart beating faster and faster as I hunted for my torch. Where was it? At last I found it, and, I can see it—the thing.

O-H-H-H-H-H daddy, I'm sorry, I really am, but why did you have to forget your front door keys tonight? Why?

—Anonymous

## ON PAIN

Oh pain! Who can feel it?

Shut your eyes and grit your teeth and cry.  
And yet there is no torment.

A half-touched, synthetic gripping,  
And nothing real.

And then the curtain passes,  
The dark-red spots on your brain are by.

Yet who would not be ready,  
In one excruciating second,

To give the dearest moment,  
The half-felt, happy moment,

To wash the hour of torment by  
And pass it with no more than a half-groaned sigh.

—Peter Jablon

I've been told that I must write  
 Something for the mag. to-night.  
 Just a simple contribution  
 Nothing grand or high falutin'.  
 I need a stupendous idea,  
 That anyone will claim to hear,  
 Just a little inspiration,  
 When all I have is pure frustration.  
 Ever felt your minds a blank  
 And all school magazines just stank?  
 Well that's exactly how I feel,  
 And now my head has started to reel.  
 Oh, good heavens, what a peck,  
 I'll just have to risk my neck.  
 I will say . . . . — hey, I've got it!  
 I'll just say that I forgot it.

## EPITAPH

Oh dying child, with black skin shrivelled now.  
 Why do you weep?  
 Aren't I the mourner here?  
 To see you die,  
 And offer prayers  
 Why do you cry?  
 Oh dying child, with little sagging flesh,  
 And protruding bones now  
 Why do you sigh.  
 Is it not enough that a white man sees your death  
 And hears your bell?  
 Why do you cry?  
 Oh dying child, with leprous sores and starving mother now  
 Why do you weep?  
 Is not the knowledge of millions like you enough?  
 And the kuarantee of generations death.  
 Why do you cry?  
 Oh dead child now, with all hope gone and filthy body,  
 Why didn't I weep?  
 Was it because I like your plight?  
 It profited me to ignore your life and bury you with a careless  
 shrug.  
 Why did this world not cry?

—Kate Hamilton

My name is Jonathan Jones. My father is Mr. Jones. My mother is Mrs. Jones. When I was little my father and my mother called me Johnny. Now I am not little. I am big. My father and my mother do not call me Johnny. My father and my mother call me John. My father and my mother are my parents. My parents and my brothers and my sisters and my grandmother are my family. I love my family.

My father lives on a farm. My father is a farmer. My mother and my brothers and my sisters and my grandmother and I live on the farm also. My mother and my brothers and my sisters and my grandmother and I are not farmers.

Today we go for a picnic. We get in our car. The car does not move. My father starts the car. The car moves. It moves because it has an engine. We go in the car to the big river. Is the big river deep? Yes, the big river is very deep.

We get out of the car. We play on the sand. We eat our lunch. What do we eat for lunch? We eat sandwiches and cakes. We swim in the river. It is late. We drive home. Are we tired? Yes, we are very tired. We go to bed.

That is the end of our story. Was the story nice? Yes, the story was very nice. Au revoir Jonathan. Au revoir, the family of Jonathan. Au revoir, everybody.

—Mme. Berthe Grands-Pieds (L.es.L. Monte Carlo)

## ONE TOO MANY

A man was driving home one night  
 With his wife who was called Jenny,  
 His mind and heart did not feel right,  
 'Cause he'd had a few too many.  
 The car was swerving on the road,  
 His head was feeling dizzy;  
 He saw the headlights, BUT too late,  
 His insides were all fizzy.  
 So the scene of the crash is a mangled wreck,  
 The witness's hearts are a-flutter;  
 The bodies are strewn all over the place,  
 And spectators gape by the gutter.

—Yin-Sun Wu, 2EI

The night is silent, soft, as though the black blanket of night has smothered all sound. But wait! a child whispers in the undergrowth, a little girl with flaxen hair. Her brother comforts her though he stares around fearfully through saucer-eyes.

Towering trees look down on them and laugh silently while shrubs grovel at their feet. They are lost in the Black Forest of Germany. After leaving their home that morning to go walking the children passed the forest. The twittering birds and the sun which played on the leaves made the forest look like a fairy glen which seemed to beckon the children to come and play. They went.

A questioning footstep on the damp leaves made the children look up fearfully. The boy springs up and stands in front of his sister in a pathetic but touching show of courage and love for his sister. In front of them stands a tiny little man—a dwarf with long, long white hair. He is joined by another, and another, and another until twenty or more stand in front of the children.

"Do not be afraid", says one. He is smiling, but the children do not speak. To himself, the boy thinks. "They are—they are—long-haired ones"

"Come with us" says another old man in a thin pitched voice. "We can take you to a paradise".

The little girl is afraid and cries. "Take us home", but her brother is fascinated by these dwarfs. "Where do you live, long haired ones?" He questions them but to show his sister he will not desert her he puts his arm around her and wipes her brimming eyes.

"Let's just see their home and then they can help us find our home", he coaxes—for he could just imagine himself proudly telling his friends of their adventure.

But the little girl is frightened; she fears these long haired ones who tempt her brother with morsels of paradise. She is not tempted.

Her brother is insistent so she finally resigns herself to the fact that her brother is determined to go with the long haired ones.

"Let's go quickly then so we can soon go home".

They follow the dwarfs through winding paths and round high rocks until they are standing in front of a huge cave. How the little girl dreads entering the cave but with the thought that she'll soon be home she enters the gaping mouth of the cave.

Many, many days have passed. Now the mother weeps, and the father prays, for the children have not been found. Where are the children? Ask the long haired ones.

—N. Kavunmenko

It is surprising how characteristics of the human face remind one of the animal face.

First, there is the bird face. The aquiline nose reminds me of a bird—the protruding beaky profile of the nose of a human's face, particularly reminds me of the beak of the bird. With its shiny look and thin bony structure and having almost the same pinky orange colour of the bird, it bears a particular resemblance.

Then there is the monkey face that is much like the human. Similarities like a small broad nose with large nostrils, prominent wide mouth and teeth, small ears, high cheek bones and small deeply set beady eyes make some humans look like the monkey humans.

Then there is the Basset Hound look. Big dark brown eyes, set in a longish flabby face — it is particularly the human's kindness and sadness of the eyes in a face that convey the image of the Basset Hound to my mind.

In contrast, heavy jowls and a squashed up nose (reminiscent of the determined Winston Churchill look) reminds me of a Bulldog.

The hair on the woman's head has much similarity to the Koala Bear. It must be very white, short, slightly curly and very wiry. This, as well as small black eyes, and a small rounded nose adds to the Teddy Bear look.

### THE EXECUTIONER

The Executioner clothed in white,  
Aimed his axe at the victim's head.  
His feverish face looked grey with fright,  
His aim was good, his axe went true.  
Aid now we can go on with our Biology Lesson.

—Carol Frencham, ISSI

The land is green,  
My cattle are fat,  
My life has been seen  
By the people that  
Work in the cities—  
The shops and the stores  
They, they have my pities,  
For living by laws.  
On my station, I live alone,  
I slave like a dog, working all day,  
I have no litigation, to myself beknown  
This is the life to the people I say.

—by P. Le Couteur, 1A

## ELEPHANTS

Elephants are funny things,  
They flap their ears and wave their trunks;  
They never did have any wings,  
And all white elephants are junk.  
They always dress in sombre grey,  
And never wear red socks  
The cream of fashion? Never they!  
But no-one ever mocks! Why?

## "A MECHANIC TELLS"—THE STORY OF THE WORLD

A tiny sphere. It stood on a very solid diamond base and on its surface lay chalk dust of different colours, each grain a diamond studded with the colours of the rainbow, each colour in turn made up of many smaller grains in countless patterns. Especially the deep blue, which felt chillier than the rest, melted everything it was on but soon itself melted—became invisible and came down again in glistening molecules or flakes. On top of all the other colours machines moved. This was all quite beautiful and even. And after many years came a strange, new machine. It "grew" like a plant, and looked like a mechanical kind of animal, but it was a little too dumb to have instinct. Its central motor made "Meeness" seeds. These were invisible, but tended to make the machines suddenly take a swat at one another at the most inconvenient times. Whatever a machine touched became covered with them, and shook sometimes, so that the sphere shook a little too. Soon one after the other started to put its head upside down and then to bury it. Its central motor started to make small paper bags full of air. Some used them properly and functioned well. But most filled themselves with air and threw away or swallowed the paper bags and made themselves full of nothingness inside, so that they tried to get more air but could never get enough (most of it used to escape anyway).

Finally, strange things began to happen. Half the machines had been pink and half had been dark blue in colour.

But now many were a drab grey-green or rusty brown. Many became more thirsty for oil. The parts that had held them together began to fall apart in large numbers, and the machines forgot what they were made from—and how. Suddenly something horrible started to happen to the ones with their heads buried (that was nearly all of them now, too). They became attacked by disease that changed parts of them into nothing. Slowly it spread, and then they just vanished. More and more—but they . . . Fare—well!

## THE SCHOOL CARNIVAL

The school rooms are empty  
There is not a sound  
To break the still silence  
In the school-rooms around.  
But what is that sound  
In the background I hear?  
Was it someone's soft clapping;  
And was that a faint cheer?  
It comes from the oval,  
I think . . . yes I'm sure  
There's girls and boys clapping  
And cheering some more.  
And as I rush down  
To the oval with haste  
The cheering gets louder  
And quickens my pace.  
And there is the oval,  
And see over there  
The javelin's been thrown  
And it glides through the air.  
I sit down and watch  
All the athletes at play,  
They throw things and run  
Till the end of the day.  
And then all the judges  
Add up all the scores  
Will the cup be for Farrer  
Or will it be Moore's.  
The cup goes to—Moore  
And a great cheer goes up.  
Farrer comes second  
And Throsby comes third.

—Graham Earnshaw

## A NORMAL DAY'S CRICKET

The bowler to his mark walks back,  
A wicket he hopes to gain,  
He grips the ball, comes thund'ring in,  
And then it starts to rain.

—L.B.W., 2EI

## REGARDING HOLIDAY JOBS

Everyone is talking jobs as the Christmas holidays get nearer, and this article has been compiled to give students an idea of the sorts of holiday jobs that are available to them in Canberra.

Most of the sources of information are the more obvious ones, but for the ambitious student, information on rural work in Victoria has been included, although this may be appreciated more by university students-to-be.

In every section except that about rural work, all the information offered by the various shops or firms has been given.

In the sections dealing with hotels, pharmacies and garages, I hope enough examples have been included to give a student a fair idea of the position regarding employment in these places.

For the student who has time to spare, some information on voluntary work has been given.

This survey is not a comprehensive one, but it could act as a nucleus to which students could build, since the problem of vocational employment is a constantly recurring one, a dossier might usefully be kept in the library or careers office; then students could refer to it and add their own experiences for the benefit of others.

HESTER GASCOIGNE

### BOOK SHOPS

**VERITY HEWITT'S**—has a full staff and therefore does not employ any students.

**GREEN SQUARE & CHESHIRE'S**—Generally these shops employ regularly (usually university students). However, you may be lucky—apply in the Spring vacation or earlier.

**DYMOCK'S**—Sometimes employ extra staff but never know until the beginning of December whether they need assistants.

### COMMONWEALTH EMPLOYMENT AGENCY

#### Ainslie Avenue, Civic

Apply about two weeks before you want to start work. If a job is offered and there are not many available, it could be anything from gardening to waitressing.

### C.S.I.R.O.

The C.S.I.R.O. employs a considerable number of students during the Christmas vacation. These positions are best negotiated by writing to the particular Division in which you wish to work.

Write to the Divisional Administrative Officer of—

The Division of Plant Industry; The Division of Entomology; The Division of Land Research; The Division of Wildlife Research; or the Computing Research Section.

The address for each Division is—

P.O. BOX 109, CANBERRA CITY, A.C.T.

In your letter give as full details as possible of your schooling and your plans for future study—write in during the August-September holidays or earlier and your name will be put on a list. The demand for extra staff is not known until near Christmas, so you will not be notified until about the end of October if a job is available.

## DEPARTMENT STORES

The personnel officers in most shops agreed that an applicant for a vacation job must have a neat and clean appearance and be polite and well mannered.

The shops marked with an asterisk were Civic Branches—I assume that their information was the general policy for the firm.

**DAVID JONES**—Preference is given to older students of 17-18 years and university students. Generally, applicants should possess the School Certificate at least.

Apply during the August-September holidays. If accepted, you will be expected to work from the end of November to Christmas Eve.

The pay for a 17 year old boy is approximately \$24 and for a 17 year old girl approximately \$21.50. Pay varies with awards, age, etc.

As in all other Department Stores, an assistant is assigned to a department, and usually receives a discount on any article purchased in the shop. It is taken for granted that an assistant shows tact towards customers and has a head for figures.

\* **ROGERS**—Students should be between 15 and 17 years old. Apply during the August-September holidays. Work starts in the first or second week of the holidays to Christmas Eve and hours are from 9 to 5.30, plus Friday nights and Saturday mornings.

**MARCUS CLARKS (now a WALTON'S STORE)**—Preference is given to university students, but some High School students may be employed. Apply in about October.

If accepted, you will receive preference in following years in regard to vacation jobs.

\* **YOUNGS**—Applicants of school Leaving age are preferred. Apply in late November.

\* **WOOLWORTH'S**—Woolworth's have 15-17 year old students working Friday nights and Saturday mornings throughout the year. Usually there are enough trained students to meet demands for extra staff at Christmas. Occasionally there are a few jobs available—apply for these in early December.

**COLES**—Their policy is the same as Woolworth's and there is usually no need for extra staff.

### VOLUNTARY—KOOMARRI HOUSE

In February, 1967, it is hoped that a residential hostel for the people working at the Koomarri Workshops will be opened. If this comes about, there will be many openings for students to organise holiday and weekend activities with the residents of the hostel. In any case, the supervisors of the Workshops are grateful to students who will spend time with a group of people from Koomarri, sharing in an activity with them.

Anyone interested should get in touch with Koomarri House.

**HOSPITAL AUXILIARY**—During the holidays the Auxiliary is often short-handed and appreciates any help a reliable teenager can give for a few hours each week—this would include serving in the Kiosk and helping with the toy trolley.

## GARAGES

On the South side — Caltex, Gregory's and Commonwealth Motors Garages employ boys who work at weekends and in the holidays if necessary. There are usually long waiting lists for these positions.

## HOSPITAL

**DIETARY AIDES**—As with Nursing Aides, university students are given preference because their vacation is longer. However, some High School students are employed. Apply to the Head Dietitian early in the August-September holidays.

Although the day starts at 7.45 and finishes at 6.30, the hours off in between, result in an eight hour working day.

Pay is \$28.40 per week, with penalty rates for weekend work and broken shifts—an aide has two days off per week, usually not at weekends, and often works a broken shift.

The work is mostly on the wards—serving meals (breakfast, morning tea, lunch, afternoon tea, dinner and any extras), setting trays, clearing away and there is some dish-washing in the ward.

**NURSING AIDES**—Applicants must be at least 17 years old. Not many students are employed.

Apply in writing to the matron in the August-September holidays or earlier. Application forms including a health questionnaire will be sent, and if these are satisfactorily completed you will be interviewed by a staff member.

Hours of duty are 80 per fortnight, usually worked in straight shifts, with 2 days off per week. Hours are from 7.15 to 3.55 or 12.35 to 9.15. Uniforms are supplied but regulation brown shoes and stockings must be provided by the aide (this applies to dietary aides also).

The minimum salary is \$26.66 with penalty rates for week-end duty.

The work involves the very basic and simple nursing duties.

Other jobs in the administrative section, X-ray department etc., are available only to medical students.

## HOTELS & RESTAURANTS

**HOTEL CIVIC**—Waitresses. Apply in early December, the work is in broken shifts—7.30 to 11.30; 12.30 to 2.30 and 6 to 8; and will probably include Christmas Day and Boxing Day.

Pay with weekend work is \$35.20—without weekends it is \$29.30.

**HOTEL ACTON** Some girls are needed for waitressing and some boys for potwashing. Apply near December when the management knows if extra staff is needed.

**BEAUCHAMP HOUSE**—Apply shortly before you wish to start work. Usually there is no shortage of untrained staff and the management never knows how many, if any, it needs.

**HOTEL CANBERRA**—The Hotel Canberra advertises if extra staff is needed.

The Hotels KINGSTON and WELLINGTON employ regular staff only.

**MOTELS**—Usually Motels have a regular staff over Christmas and advertise if needed.

**RESTAURANTS**—The ESQUIRE and GAREMA PLACE CAFE do not employ students, LUMBY'S sometimes does.

On the South side, the MOGAMBO and OASIS Cafes will employ students — apply to the former about 3 weeks before Christmas.

## PUBLIC SERVICE

Applicants should be of school leaving age, but no educational certificate is necessary. A comprehensive exam is held.

Apply at the Reception Desk at the Public Service Board behind the National Library. A form (to be filled in) will be supplied, and the applicant will be notified near Christmas if a job is available.

Usually, not many students are employed for vacation work. If, however, an applicant is accepted, he or she will be allotted to a Department as a clerical assistant. Duties include filing and writing letters.

No current pay rates were available.

## PHARMACIES

Most pharmacies find it unprofitable to employ students during the holidays because it takes an assistant several weeks to learn where and what everything is. Some employ girls on Friday nights and Saturday mornings, and these girls work in the holidays if necessary.

Possibly there are more opportunities for employment in the suburban Pharmacies.

**DAVIES PHARMACY (Kingston)**—Sometimes employs an assistant. Apply very early—before July.

**ROBERT'S, LEGGOTT'S, THE GAREMA PLACE and GRAY'S PHARMACIES**, all of Civic, do not employ girls on a Friday night, Saturday morning basis—nor in the holidays. The same applies to the CAPITOL and MANUKA PHARMACIES in Manuka.

## SLENDERETTE

Apply to the manager at the Civic Studio. If you are accepted, your name will be taken and the studio will contact you, usually at very short notice when required.

Applicants should be of shape inspiring to clients and should be reasonably familiar with ballet or other dance forms, or gym.



## RURAL WORK

VICTORIA—The main harvests are:

1. The grape harvest in the Sunraysia area, mid-Murray Valley and Robinvale district;
2. The soft fruit industry in the Goulburn Valley;
3. The berry harvest in the Silvan and Monbulk districts;
4. The Tobacco harvest in the King and Ovens Valleys — (This is not very rewarding work for students).

The Berry Harvest (including Strawberries, Elderberries, Raspberries, Loganberries, Cherries etc.), begins late in November. In recent seasons growers have come to prefer senior students from High Schools and Universities, and most labour arranged by the Commonwealth Employment Bureau last season was from these groups.

As grape harvesting begins in the first week of February, information on them has been excluded.

The soft fruits harvest begins in January and ends in mid-March. The picker, wearing an apron-type bag which holds 20 lbs. of fruit uses an 8 foot ladder which must be carried from tree to tree over cultivated grounds. The bags are emptied into boxes and tins.

The weather is usually very warm and the work is continuous and fairly heavy. For these reasons fit, male pickers are preferred.

Accommodation is provided, but pickers must batch and provide their own blankets, linen and eating utensils. No pay rates were available.

Further information can be obtained through the Commonwealth Employment Service.

FRUIT PROCESSING in the Goulburn Valley is available to women and girls only. Girls under 18 must have their parents written approval.

The work includes peeling, slicing, stoning or coring fruit, inspecting, filling cans or operating machines.

Pay for juniors (under 18) is \$19.30 with penalty rates for overtime, weekends and prescribed holidays. Overtime is customary during the processing season, so earnings are considerably in excess of this sum.

Accommodation is available in Cannery Hostels from \$9.50 to \$10.50 per week.

N.S.W.

Payment is on a piece work basis i.e., so much per case or bushel picked—the earnings of pickers vary greatly according to their skill and the type of crop. It usually takes some time for a new picker to acquire the necessary speed to earn a good wage.

The disadvantages of this type of employment are that the work is strenuous and usually carried out in hot and often dirty conditions and to earn a good wage long hours must be worked.

Pickers usually have to supply their own accommodation in the form of a tent or caravan. A car or other means of transport is of great assistance in moving from farm to farm. Young people are well advised to go to harvest areas only when accompanied by parents or older friends.

Before going to any of these areas student's who wish to work on a harvest should call at the nearest District Office of the Commonwealth Employment Service to obtain further particulars on the availability and conditions of employment in the area.

### HARVEST PERIOD

Commence	Peak	Complete	Crop	District	Nearest Employment Office
NOVEMBER .....	Late November	December	Apricots	Hills District	Windsor
NOVEMBER .....	December	January	Cherries	Orange	Orange
NOVEMBER .....	December	March	Peas	Oberon, Bathurst	Bathurst
NOVEMBER .....	December	March	Beans, Potatoes	Windsor	Windsor
NOVEMBER .....	December	Mid-March	Cotton Chip	Narrabri, Wee Waa	Narrabri
DECEMBER .....	December	January	Apricots	M.I.A.	Leeton
LATE DECEMBER .....	January	End February	Apples	Hills District	Windsor
JANUARY .....	—	January	Tomatoes	Windsor	Windsor
JANUARY .....	—	January	Tomatoes	Griffith, Leeton	Leeton
JANUARY .....	—	March	Potatoes	Guyra Ebor	Armidale



Peter Blumfield has the looks of a future champion



Christine Dukic

## CONSERVATION

There are two fundamental questions concerning conservation. Firstly **What is Conservation?** Dr. Webb writing a chapter. "The Rape of the Forests" summarises the essential ideas of conservation. "Conservation is not a passive idea or the private hobby of a few enthusiasts, not a pedantic obstruction to progress — to protect something against somebody. Conservation is positive in outlook and technique and is inseparable from the continued productivity of the land; it is a system of rational exploitation, renovation and protection of natural resources in their entirety".

### Why bother to have a Conservation Week?

Dr. Webb—"Conservation is the responsibility of the whole community because we all stand to benefit or fail by the future use of the land". Consequently Conservation Week is to make Australians aware of their collective and individual responsibilities to the preservation of our natural resources—soil, water, forests, flora and fauna.

When the first settlers arrived in Australia in the late 18th Century, they found a huge Island Continent with limitless resources—a striking contrast to the overcrowded European countries they had just left. As a result the necessity to apply any principles of conservation to their new environment did not occur to them. However, little harm was done until settlement became widespread and well-established, and man began to exploit these resources.

## SOIL

By the turn of the 19th Century, sheep farming was firmly established as a profitable activity and as farm holdings expanded existing trees were cut down to grow more grass for the sheep. The settlers had little respect for these unusual trees—trees which were evergreen (or grey) and shed their bark instead of leaves. Pastures were badly overstocked and when the first drought struck it left disaster in its wake. The few trees left provided little shade, and the starving cattle and sheep ate all the available grass down to the soil. Farmers watched their soil drifting away and properties in more arid regions were reduced to dust bowls.

When the rains did arrive, great gullies were opened up and sheet and rill erosion was widespread. Ignoring the detrimental effect that bad farming, coupled with drought and then flood waters had on the land, many people continued to farm unsatisfactorily and gradually in the more arid areas, miles of sand dunes have taken over from the sheep and cattle and have never been able to be reclaimed, especially in N.E. Victoria and South Australia.

## WATER

The precious nature of water in Australia was realised early by the settlers and various schemes with conservation in mind were discussed. The idea of harnessing the waters of the Snowy Moun-

tains is not new and was discussed long before the 20th century. Much has been done with regard to water conservation but there is still a great deal to be done as the recent drought demonstrates. As yet however, man has no control over the irregular cycles of drought and flood which seem to be the capricious pattern of this continent. As only 8.6 per cent of Australia received more than 40" rainfall per year, conservation of floodwaters is essential not only to prevent damage and possible ruin at the time, but for storage in dams and reservoirs for gradual use in irrigation.

## FORESTS

The modern affluent society might excuse the coastal pioneers who took forest timber for building their essential requirements.

However, when the geography of the whole continent became known it was found that good forests only occupied a small fraction of the total land mass. The arid and semi-arid climate of inland areas barely supports grasses and shrubs, let alone forests, and this fact if known has been ignored by timber-getters until recently.

The idea of replacing the many beautiful and useful hardwoods of the coastal regions was not even considered. But trees do not grow in a season or two and as none were planted, the search for good forests became harder.

In the northern areas, whole rain forests were cleared to provide pastures for the sheep, cattle and dairy farms and with the forests went not only the timber but populations of birds and animals, specifically adapted to their environment were wiped out. Often it was found that the expected rich soil which was able to support forest growth proved disappointing for farming purposes.

**What can be done to correct past mistakes and to prevent similar situations occurring in the future?**

Soil conservation boards are active in all States and research establishments pursue new and better techniques. Of primary importance is the education of landholders. They must be made to realise that soil is a resource belonging to the whole nation not just the landholder. Widespread educational programmes illustrating that the long term venture is eventually more profitable than the temptation of a quick return from heavily stocked pastures, must be introduced. New species and techniques are constantly being introduced and these enable greater stocking and retention of soil.

Water conservation plans are already widespread from the construction of simple earth dams on private properties to the large complexes of dams and diversion tunnels of the Snowy Mountain Scheme. This is a field to which the individual can contribute. It may take a considerable amount of time for a gallon of water carelessly wasted to find its way back into the reservoir from which it came.

## REAFFORESTATION

Forestry Departments are now well established in all Australian States. Specialised training required by expert foresters is available at several universities including the newly established Chair of Forestry at the A.N.U.

Although future forests can be planted and timber supplies assured, extinct species cannot be brought back and so care must be taken to guard against mishandling of rare varieties.

The devastating effect of bush fires is obvious and it takes years for a forest to become re-established—re-generation is often brought about by a less desirable species than the original. Often a more tragic effect is the annihilation of many animal and bird inhabitants which will definitely not re-establish themselves.

As the vast majorities of bush fires are man-made, bushfire prevention is something in which all Australians can play a vital role.

Before any tree is removed thought should be given to its possible functions. Is it providing a home for some bird or animal? Is it providing shade, food, perhaps leaves or nectar or berries for some unusual animal? Is its root system helping to hold soil together which might otherwise wash away—might it provide a useful amount of timber in the future—is it really worth chopping down? Seriously considered, the answer will probably be NO!

\* \* \*

## Telopea Park High School Ex-Students' Association

### EX-STUDENTS' NEWS

There is very little in the way of news to report this year. Our ex-students have scattered far and wide, to university, teachers' college, overseas, and to jobs inter-state.

One item of interest is that the former President, Peter Hargreaves, has moved to Melbourne to work and live, and has resigned his position—the office of President, and of other vacant positions on the Committee will be open for election at the next general meeting of the Association.

The only social function held by the Association during the past year was a get-together, barbecue-style, held at the home of one of the Committee members. Although only a few ex-students came along it was a most enjoyable afternoon.

In ex-students news this year it was decided to make a feature of last year's 5th year students and what they were doing this year. As a result the following list has been compiled including as many people as possible.

Those who have gone to University include Nick Downy, Andrew Buscombe, David Shepherd, Bill Craig, Carolyn Stanton, Elizabeth Bullock, Pat Thompson, David Bisset, Deirdre O'Brien, June Bradley, Dianne Shoobridge, Judy Storey, Rodney Stone, Richard Price, Alan Middleton, Ian Towill, Peter Aitchison (now in America) Vicky Downy, Ilsa Alps, George Anderberg, Laurie Nock, Russell Miller, Mirabelle Sein, David Lee, Ian Preston-Stanley, Robert Stanton, Eve Borthwick (all at A.N.U.); David Schodt (Cornell University, U.S.A.), Beryl Tarlo (Queensland), Carolyn Furlonger (America), Miles Roberts (America), Martin Berry (Sydney), Alan Crossing (Adelaide), Bill Muddle (Sydney), Srisonghani Khaming (Sydney), Robert Grieg (New South Wales), Tony Wearne, Ian Betts.

In the Public Service are Janeen Devine, Greg Hoskins, Philip Ritherdon, Matthew Clippen, Keith Gladwin, Ron Houston, Barry Jeffress, Kevin Gill, Eric Nelson, Helen Lample, Frank Doble, Christine Nixon, John Hamilton, William Huber, Bruce Hellier, Rowan Rafferty, Paul Ryan, Lorraine Watterson, Ian Rooney, Ann Remington, Lynece Morris, Rodney Stone.

Some returned to school— Philip Holland, Graham McKay, Marina Armstrong, Elizabeth Alley, Bill Maiden, Harry Sun, Don Axon, Ian Johnson, John Deane, Judy Alexander, Megan Williams, Dermot Smyth, Roslyn Stewart, Ian Brown, Ian Solin, Peter Wood, Greg Summerhayes, Henry Kolak, Ian Dinnerville, Ishak Bin Ahmad, Quentin Parker, Yvoir Hingee, Desiree Peniguel, Jane Vincent, Andrew Moore, Richard Bullen and Ron Butters.

Nursing attracted quite a few girls— Linda Golding, Carol Scott, Lesley Wright, Nancy Haines, Jenny Whyte, Judy Cassidy, Gloria Goodwin, Sue Mossop, Robyn Gowing and Anje Kark.

Those at Tech or doing secretarial courses include Janet Robinson, Jan Ainsworth, Ray Reevely, Anna Pylvanian, Sue Hill, Margaret Croft, Jane Crawley.

Amongst the others not listed above are James Thiedemann (Jervis Bay), Roger Hamilton (labourer), Richard Habgood (South Australia), Tom Wilson, (Wagga Teachers College), Fred Johnson (C.S.I.R.O.), Ron Dickenson (plumber), John Clark (David Jones), Miles Morgan (A. V. Jennings), Richard Baker (Bank), Robert Woolcott (apprentice), Ken Sweeney (plumber), Sue Ballard (Sydney Teachers College), Philip Paddison (apprentice mechanic).

Finally those who ventured overseas—Chavena Chavanicin (Indonesia), Fred Gerard (U.S.A.), Tony Stanners (New Zealand Agricultural College) and Pat Linthicum (U.S.A.).



## EX-STUDENTS' DAY

### Ex-Student News—(cont.)

#### ENGAGED:

Susan Read  
 Robyn Amos  
 Joan Chapman  
 Ken Roberts  
 Karin Ernst  
 Sue Hawke  
 Ted Dunham  
 Deirdre McDonald  
 Linda Bancroft  
 Dianne Summerhayes  
 Caramia Robbie

#### MARRIED:

Judy Thompson  
 Rosalind Doig  
 Helen Capp  
 Lynne Amoss  
 Dianne Pickup  
 Kym Dwyer  
 Elizabeth Armstrong  
 Karen Beaver

#### NATIONAL SERVICEMEN:

Tom Gascoigne (deferred)  
 Jim McIntyre (deferred)  
 Douglass Cribb

Rod Gilholme has been awarded a  
 Blue at the A.N.U. for Australian  
 Rules



Facing Camera: Carol Watson, Barbara Walsh, Sheralyn Rose



Back Row: (1. to r.): Junior A Group—Jan Tonissen, Lyn Margules, Janette Deans, Kristie Macfarlane, Kerry Deans, Alison Pomroy.  
 Second Row: (1. to r.): Junior B. Group—Michele Hall, Gail Kirkland, Mary Dukic, Christine Dukic, Rebecca Johnson, Heather McNab.  
 Front Row: (1. to r.): Junior C. Group—Carol Frencham, Rae Leslie, Lynne Shields, Eva Klug, Stella Kingston, Cheryl Headford.

## GYMNASTICS 1966

### STATE CHAMPIONSHIP

Jan Tonissen entered the N.S.W. Open Gymnastic Championships held in Sydney in July. She competed against all gymnasts from N.S.W. as well as the Queensland team and won the competition by a comfortable margin. She scored top place in the High/Low Bar Vault and Beam.

Jan was chosen to represent N.S.W. at the Australian National Gymnastic Championships held in Melbourne during August, competing against Australia's best gymnasts, she was placed 10th — an excellent performance for a girl of 16.

In the Junior N.S.W. Championships held in Sydney in September, Telopea won the Junior A and Junior B

sections for the third successive year and also won the newly arranged Junior C section.

Cheryl Headford gave an outstanding performance to win the Junior C Overall Championship from 47 competitors from 14 different clubs. Rae Leslie of Telopea finished second in this division.

At Easter six girls travelled to Perth for the Junior Interstate Championships and Kristie Macfarlane gained 2nd place in these championships with Jan Tonissen 3rd.

In January, 1967, four girls will compete in the Junior Interstate Championships to be held in Adelaide. They are Janette Deans, Kerry Deans, Alison Pomroy and Lyn Margules, and will compete as an A.C.T. team against forty competitors from all other States.



# BOY'S SPORT REPORT 1966

## RUGBY UNION

The First XV, due to lack of co-ordination found themselves outclassed by more systematic opposition in the earlier part of the season. However, due to experience gained in match play, Telopea's teamwork and general play improved considerably during the season, even to the extent of surprising many of the more highly rated teams with fierce opposition. This was due in part to the goal kicking of Graham Brassil and the almost uncontrollable enthusiasm of many of the players. Although the team won many of its later matches, Telopea failed to gain a place in the Final Four. The competition was eventually won by Lyneham.

A good understanding between coach, Mr. Montgomery, captain Janis Svandsfelds and team provided a memorable season.

Telopea was more successful in the other grades gaining one premiership and two seconds.

The sixteen years team had an excellent combination, finishing the season undefeated, thus winning the premiership. It is hoped this is a pointer indicating our first grade chances for the next two seasons.

The fifteen and fourteen years teams did well to finish runners-up in their respective competitions.

The traditional Telopea Park High-Narrabeen High Rugby Union exchange visit was repeated this year. Our fourteen and sixteen years teams travelled to Sydney, and the Narrabeen first grade and fifteen years team came to Canberra. The honours were shared — Narrabeen winning the first grade and the fourteens, Telopea winning the sixteens and the fifteens.

As usual the spirit of sportsmanship and co-operation was maintained on and off the field throughout the visit.

## ROWING

During the last Rowing season the teachers organising Rowing and the parents of the rowers combined to form the Telopea Park High School Rowing Club, which, independent of the P. & C. Association, intends to raise funds for rowing equipment. The P. & C. Association had already donated an excellent new Four and a second-hand Eight. The T.P.H.S.R.C.'s first project was an Art Union designed to raise enough money for a new Eight. At this stage however, it seems unlikely that this objective will be realised.

Telopea's rowing crews enjoyed much success throughout the season, dominating the Fours in Canberra and gaining some success in Sydney, including a first and a second in the Mosman and Haberfield Regattas respectively. The First IV however, found itself outclassed in the C.H.S. regatta at Sydney Rowing Club, failing to gain a place in the final.

The VIII which started training late in the season, won Canberra's first Head of the Lake Regatta after a gruelling race in

which the crew only just managed to fend off a determined challenge by the Grammar crew. Telopea was awarded for its effort with an impressive trophy donated and presented by Mr. Jim Fraser, M.H.R.

Also at this Regatta, the Tub Pair event resulted in a win for Lyneham High. The first Regulation Fours and Tub Fours went to Grammar and the Second Regulation Fours were won by Telopea.

## BASKETBALL

Although they finished the season low on the list, the Telopea Open Basketball team, under the capable guidance of coach Mr. McElroy, showed much improved form this year.

However, Telopea is somewhat handicapped as it is restricted to basketball on a purely summer basis, whereas all other schools play basketball competitively in both seasons. Many players would like to see Telopea compete in winter as it would obviously bring Telopea basketball to a higher standard.

Three players have gained selection in representative teams in the past season, two—Peter Franklin and Andrew Harris; in the Southern Region I U18 Team and one—Ewan Roberts, in the A.C.T. U14 representative side.

It is hoped that the enthusiasm shown by junior players shall result in further successful seasons.

## HOCKEY

The A Grade Boys Hockey team played well to reach the Grand Final against Canberra High. Canberra High duplicated last years result by defeating the Telopea team in this match.

The No. 2 team finished third in the competition and almost toppled the No. 1 team from the runner-up position by defeating it twice in successive encounters. This surprised the first team which entered neither game with an accurate estimation of their opponents strength, resulting in a half-hearted effort on their part.

The first team was coached by Mr. Backhouse, whose half-time words of wisdom often inspired the team to greater efforts.

The present organisation of Hockey has two disadvantages which lower the standard of play. Since all matches are played at Majura, the poor condition of the fields result in scrappy play, and the long distances travelled cause the games to be shortened extensively.

## BOYS CROSS COUNTRY RUN

The Boys Cross Country Run was held over a course of approximately four and a half miles. The whole school competed and the boys ran around the edge of the Lake to the Canberra Yacht Club on Lotus Bay and back to the school across Capital Hill.

The place-getters in each Form were:

Form II: (1) E. Roberts; (2) T. De Luca—Time: 35 mins.

Form III: (1) I. Hill; (2) I. Kane—Time: 32 mins.

Form IV: (1) P. Berry; (2) G. Cannock—Time: 32 mins.

Form V: (1) A. Towill; (2) C. Clayton—Time 29 mins.

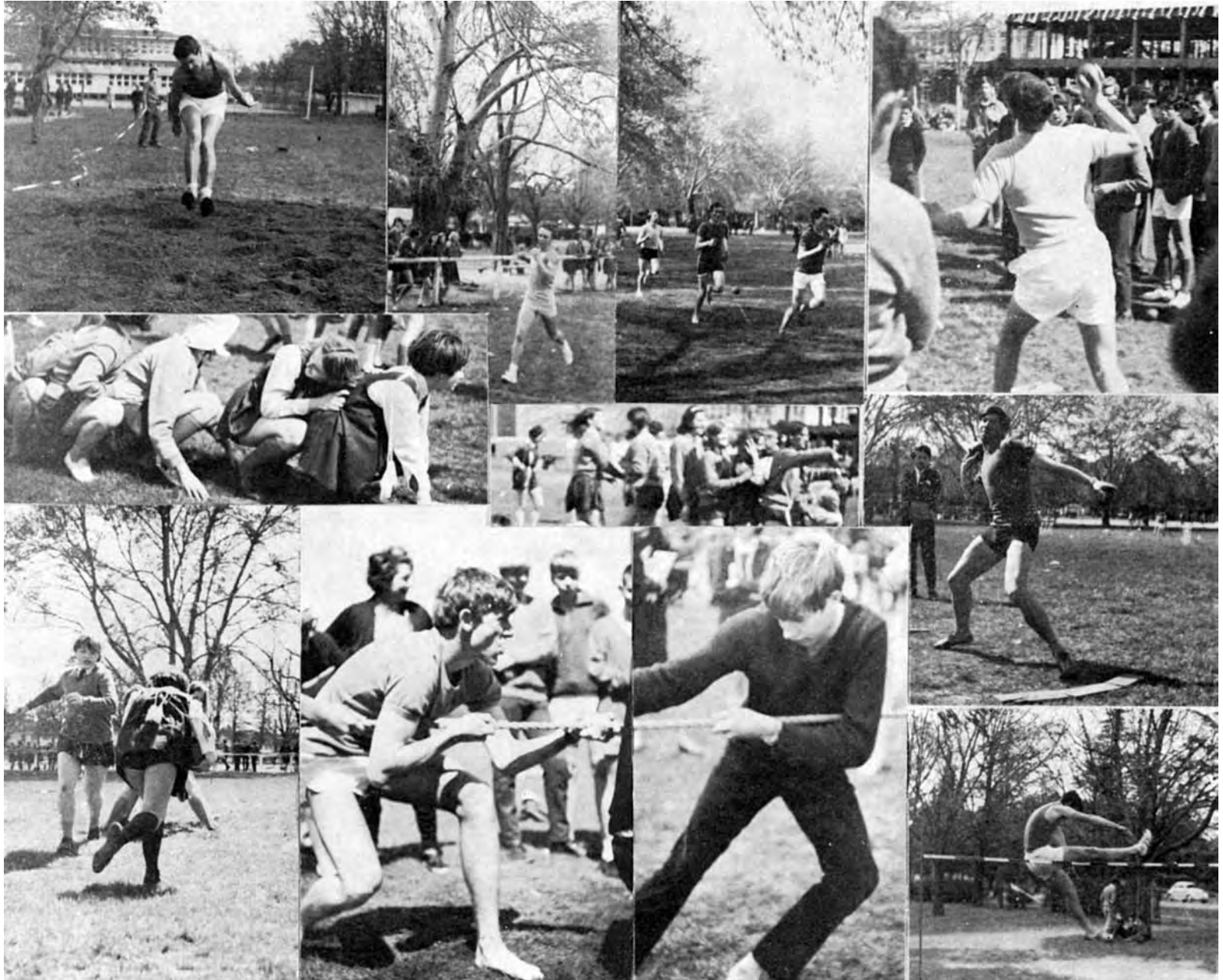
5th Year Repeat: (1) Y. Hingee; (2) D. Axon—Time: 32 mins.



The Successful VIII Crew







THE ATHLETICS CARNIVAL

# GIRL'S SPORT REPORT 1966

## INTER-SCHOOL SPORT

Teloepa Park High entered twenty four teams in the Girls Winter Inter-School Sport Competitions this year, having six teams in each of the hockey, basketball, softball and tennis competitions. These teams returned varying results. Overall, however the results were very good and Teloepa gained one more first place than Lyneham High School, its nearest competitor. This was due to excellent efforts by both the tennis and the softball teams.

In the Softball competition the A1 team finished equal first with Queanbeyan High School, the A2 team was first by a clear margin of six points and the B4 team also won their grade.

Although the A1 Tennis team finished well down the list, the B4, C5, and C6 teams all won their respective grades.

The Hockey competition finished with our A1 team equal second behind Canberra High School. The A2 and B4 teams were also runners-up in their grades.

The Basketball teams fared badly, the A1 team finishing second last. The best Basketball result was an equal fourth place gained by the A2 team.

Whether they won or lost all the girls playing inter-school sport for Teloepa in 1966 played with spirit and displayed the best type of sportsmanship.

## HOUSE SOFTBALL COMPETITION

Sportsmistress Mrs. Milton organised a one day House Softball Competition, involving all the girls in the school, at the close of the winter season.

Campbell ran out winners, scoring 162 home runs and compiling 10 points. Seven points and 148 home runs secured second place for Moore, and Throsby with five points and 175 home runs, came third. Fourth was Farrer with two points and 107 home runs.

## GIRLS CROSS COUNTRY RUN

The girls ran a shortened version of the boys Cross Country Run course and the race was organised on a house points basis as well as Form divisions.

The winners in each Form were:

Form I: A. Gidley—Time: 25 mins.

Form II: B. Watts—Time: 29 mins.

Form III: A. Pickering—Time: 25 mins.

Form IV: R. Ingram—Time: 27 mins.

Form V: L. Gladwin—Time: 26 mins.

Total House points awarded for the Girls Cross Country Run were:

- (1) FARRER—197 points
- (2) THROSBY—147 points
- (3) CAMPBELL—145 points
- (4) MOORE—116 points

# ATHLETICS CARNIVAL

The School Athletics Carnival was held in rather doubtful weather, spectators being forced to scatter for shelter in moments of inclemency. However, the organisers managed to get through the programme and in spite of the heavy conditions several records were broken.

Wayne Hewson won the 13 years 60 yards hurdles in record time of 10.1 seconds. Don Axon set a record of 16.6 seconds for the senior 120 yards hurdles. H. Minty set a new record for the girls sub-junior shot put of 25ft. 1½ins. The girls sub-junior discus was won by K. Wellard with a record throw of 52ft. 9ins. M. Abraham won the girls senior shot put with a record (27ft. 8ins.) Anne Hill broke the senior javelin record with a throw of 57ft. 11½ins.

The Girls Championships were won by:

Sub-junior: F. Bootes (Moore)

Junior: E. Burgess (Farrer)

Senior: L. Gladwin (Throsby)

The Boys Championships were won by:

Sub-junior: W. Hewson (Farrer)

Junior: R. Gustafson (Moore)

Senior: D. Axon (Farrer)

House points awarded were:	Girls	Boys	Aggreg.
FARRER .....	253	234	487
MOORE .....	194	244	442
THROSBY .....	155	125	280
CAMPBELL .....	154	93	247

## COOTAMUNDRA VISIT

On Thursday, July 21st at 9.00 a.m., a busload of 24 girls and 23 boys from Teloepa Park left on the hundred mile journey to Cootamundra.

On Thursday afternoon, Teloepa was victorious in a closely contested Athletics Carnival, winning 153 points to 147 points.

The Debate on the Thursday night was convincingly won by the better prepared Cootamundra side—661 points to 573 points.

The next morning, Teloepa boys Basketball team won a low scoring match by one point, beating Cootamundra High School for the second time.

Cootamundra evened the score by winning the girls Hockey 3-1. A difference of two games won the Tennis for Teloepa, but Cootamundra won the Girls Basketball 29-24.

Thus the winners of both the Wattle Cup and the Waratah Shield were to be decided by the outcome of the last match, the Rugby League on Friday afternoon. In a fast exciting game of a particularly high standard, Cootamundra emerged victorious 11-4, giving them the Wattle Cup and the Waratah Shield for the Aggregate 4 Rubbers to 3.

# School Certificate Results 1966

## SUBJECT KEY LIST

- 1 English
- 2 Science
- 3 Mathematics
- 4 Social Studies
- 5 Geography
- 6 History
- 7 Commerce
- 8 Art
- 9 Needlework
- 10 Home Science
- 11 Technical Drawing
- 12 Metalwork
- 13 Woodwork
- 14 Farm Mechanics
- 15 Agriculture
- 16 Music Secondary Schools Board
- 17 Music (Australian Music Examinations Board)
- 18 Ceramics
- 19 Weaving
- 20 Art Metalwork
- 21 Graphic Arts and craft
- 22 Bookcrafts & Leather-Bookbinding
- 23 Sheep Husbandry & Wool Science
- 24 French—Paper I.
- 25 French—Paper II.
- 26 German—Paper I.
- 27 German—Paper II.
- 28 Latin
- 29 Greek
- 30 Russian
- 31 Dutch
- 32 Hebrew
- 33 Chinese
- 34 Japanese
- 35 Italian

An "A" indicates a pass at Advanced Level.

A "C" indicates a pass at Ordinary (Credit) Level. The absence of a letter next to the subject numeral indicates that the candidate passed at Ordinary Level.

An asterisk indicates that the candidate either has not qualified for the certificate or that his eligibility has yet to be decided by the Secondary Schools Board.

Alexander, P. L. 1A  
2A 3A 6A 24A 28A  
Alps, A. R. 1A 2A 3A 4C  
10A 25.  
Armstrong, L. E. A. L.  
1A 2C 3C 4A 8A 25C  
Arndt, B. M. 1A 2A 3A  
6A 24A 26A.  
Bandle, A. J. 2C 3C 5A  
26A.  
Bartley, G. R. 1C 2 3C  
4 7.  
Bates, J. D. 2A 3C 5A  
11A.  
Beddoes, J. E. 1C 2C 3C  
4C 7C 9C.  
Blumfield, P. D. 1C 2C  
3 6C 7C 15A.  
Bowden, R. L. 1A 2C 3  
4C 9A.  
Bowen, P. S.G. 1 2 3 5  
11C 13C.  
Boyle, S. L. 1C 2A 3C 5A  
6A 24C.  
Brown, D. A. R. 1A 2A  
3A 5A 24A 26A .  
Burns, C. F. 1 2 3 5 11C  
13.  
Butler, V. F. 1C 2 3 5  
15C 25.  
Caldwell, C. Q. 1A 2C  
3C 5A 6A.  
Chamberlain, K. D. 1A  
2A 3C 4A 24A 27A.  
Csambers, S. D. 1C 2C 3C  
5C 6C 10C.  
Conway, B. J. 1 2 3 4  
12C 13C.  
Cooper, R. J. 1A 2C 3C  
5C 6A 24.  
Craik, G. J. S. 1A 2A 3A  
6A 24A 26A.  
Crockford, J. M. 1A 2C 3  
5A 6A 25.  
Crossing, H. J. 1A 2C 3C  
5C 25A 27A.  
Cusbert, P. J. 1A 2A 3A  
6A 26A 28A.  
Daunt, S. G. M. 1A 2C  
3 5A 6A 24A.  
Dawson, D. V. 2 4 12 15.  
Day, S. B. 2A 3 4A 25 28.  
Dickinson, B. S. 2 3 4 12.  
Done, E. A. 1C 2C 3 4.  
Eggins, A. J. 1A 2A 3C  
5A 11A 24A.  
Elliott, R. W. 1A 2A 3A  
5A 6 24.

Elsom, L. E. 1A 2C 3 4 7  
8C.  
Felgenner, A. J. 1C 3 6C  
25.  
Flaherty, K. B. 2 3 5 13  
15.  
Flowers, G. H. 1A 2A 3A  
6A 24C 27A.  
Franklin, P. G. 1A 2A 3C  
6A 24 28A.  
Furlonger, J. R. 1A 2 3C  
5C 6C 24A.  
Gascoigne, H. L. 1A 2C  
3C 6A 24C 28.  
Gillespie, J. 2 3C 8C 11C.  
Gladwin, L. D. 1C 2 3  
5C 8A 15.  
Goldsworthy, C. A. 1C 2C  
3A 27A 28A.  
Gratton, R. B. 1 2C 3  
11C.  
Griffiths, G. E. 1 3 4 9A.  
Groeneveld, H. M. 1 2 3  
6.  
Gurnett-Smith, A. G. 1A  
2A 3C 5A 6A 26A.  
Hall, A. D. 1 2A 3 4C  
11A 14A.  
Harders, G. C. 1A 2A 3A  
6A 24A 28A.  
Harris, A. 1A 2A 3A 6A  
24A 26A.  
Hawke, M. G. 1 3 4 15.  
Hill, A. C. 1A 2A 3C 5  
9A 24.  
Hoffman, A. R. 1A 2C 3C  
5A 6C 24.  
Horn, J. A. 1A 2A 3A 5A  
6A 24A.  
Horner, H. M. B. 1A 2C  
3C 6A 24A 26A.  
Howard, I. G. 1A 2A 3C  
5A 6A 24.  
Howe, D. C. 1A 2A 3C  
5C 11A 13A.  
Hurrell, F. I. 1A 2A 3C  
5A 8A 24A.  
Hyslop, D. M. 1A 2C 3  
5A 6C 24C.  
Ingram, H. J. 1 2C 3C 5  
10C 15C.  
Jablon, P. 1A 2A 3A 5C  
26A 28A.  
Jack, H. C. 1 3 6 7.  
James, D. R. 1 2C 3 5  
11C 13A.  
Jeffery, D. J. 1 2A 3A 5  
11A 25.  
Jones, B. C. S. 1A 2A 3A  
5A 11A 17A 24.

Kingston, G. H. 1A 2A  
3A 6A 24A 26A.  
Know, J. A. 1C 2C 3C 5A  
6A 25.  
Koorey, N. M. 1 2 3 5 6  
13.  
Lawrey, A. L. 1A 2 3 6A  
24A 28A.  
Loudon, J. N. 1A 2C 3  
6A 15C 27A.  
Lovell, K. J. 1 2C 3C 6A.  
Maclaren, B. D. 1 2 3 12  
13.  
Mahalm, D. H. 1 2 6 25.  
Maiden, E. J. 1A 2A 3  
6A 24A 28A.  
McCann, L. M. 2 3 9 10.  
McIntosh, I. G. 1 2A 3C  
4 11C 12C.  
McKinnon, K. M. 1A 2C  
3C 5C 6C 24.  
Merz, C. R. 1 2C 3C 12A  
15.  
Middleton, N. I. 2C 3C  
5C 6C.  
Moore, G. S. 1 2C 3C 4C  
12 15A.  
Naylor, J. A. 1C 2 3 6 7 9.  
Neumann, D. R. 1A 2A  
3A 6C 24A 28A.  
Nevin, B. J. 1 3C 4 11C  
12.  
Oddy, J. K. 1 2C 3 4C 7  
8C.  
Owens, J. E. 1C 2A 3C  
5A 6C 13.  
Papas, M. 1 2 3 6C 7 8A.  
Piper, R. P. 1C 2C 3 6 12.  
Plumb, L. M. 1C 2A 3C  
5 8A 11A.  
Pollard, R. G. 1 3C 5 12.  
Preston-Stanley, J. J. 1A  
2C 3C 5C 6C 25.  
Price, D. H. 1A 2A 3A  
6C 24A.  
Price, J. S. 1A 2C 3C 6A  
10C 17A 25.  
Prosser, J. V. 1A 2C 3C  
4A 10A 24A.  
Pryor, J. F. 1A 2C 3 6A  
24C 28A.  
Rawlinson, A. J. N. 1 2 3  
4 11C 13A.  
Reitbauer, C. M. 1 2C 3C  
6C 24A 28A.  
Rif, L. 1A 2A 3C 6A 24A  
26A.  
Robertson, C. 1 2A 3 4  
12C 15C.  
Robertson, N. R. 1A 2A  
3C 5 8A 24A.

Saunders, C. J. 1A 2A 3A  
6A 24A 28A.  
Saunders, P. C. 1 2 3 11.  
Savage, V. B. 1 2 3C 4 7  
8.  
Schmidt, J. E. D. 1C 2C  
3 4C 8A 10A.  
Shiels, P. 1 2 3C 6 24C.  
Shumack, H. J. 1A 2A 3C  
6A 15A 24A.  
Simpson, K. N. 1 2 3 4  
9A.  
Smith, A. J. 1C 2 3 4C 7  
9.  
Smith, G. J. 2A 3C 5 12C  
15A.  
Stanners, J. L. 2A 3C 5  
25.  
Stewart, A. P. 1A 2A 3A  
5A 24A 28A.  
Stewart, W. J. 1 2 3 5.  
Stojanovic, D. 1C 2 3C 6C  
10 25.  
Stuart, K. A. 1A 2C 3 4C  
10A 25.  
Sutton, G. H. 2 3 6 8C  
13C.  
Svanfelds, J. 1 2 3 12 15.  
Taylor, M. 1C 2 3 6 7C  
25C.  
Televantos, N. 1C 2C 3  
6A 15 24.  
Thompson, J. E. 1A 2 3C  
5A 6C 24A.  
Tomas, M. 1 2C 3 5C 6C  
26A.  
Tonissen, J. E. 1 2C 3 4  
10A.  
Towill, A. G. 1C 2C 3C  
5A 6A 24A.  
Trevillian, H. I. 1C 2 3  
4C 7 8C.  
Van Reesch, C. R. 1C 2 3  
5 11C 13.  
Walker, M. M. 2A 3 11A  
12C.  
Walsh, A. P. 1 2 4 9C.  
Walters, R. A. 1A 2A 3A  
6C 24A 26A.  
Waring, C. 1A 2A 3C 6A  
24A 26A.  
Wheeler, J. A. 1C 2C 3 4  
7 9A.  
White, L. L. 1 2 3 10C  
15C.  
Wilson, R. L. 2A 3A 6C  
24A 27A.  
Woodbury, B. H. 1 2A 3  
4C 12A 13A.  
Wright, M. G. 2C 3C 5A  
6A 25.

# Leaving Certificate Results 1965

## SUBJECT CODE KEY

- 1 English
  - 2 Modern History
  - 3 Ancient History
  - 4 Economics
  - 5 Geography
  - 6 French
  - 7 General Mathematics
  - 8 Mathematics I
  - 9 Mathematics II
  - 10 Mathematics III
  - 11 Applied Mathematics
  - 12 Latin
  - 13 Greek
  - 14 German
  - 15 Hebrew
  - 16 Italian
  - 17 Russian
  - 18 Chinese
  - 19 Japanese
  - 20 Dutch
  - 21 Physics
  - 22 Chemistry
  - 23 Combined Physics & Chemistry
  - 24 Geology
  - 25 Botany
  - 26 Biology
  - 27 Physiology & Hygiene
  - 28 Agriculture
  - 29 Sheep Husbandry & Wool Science
  - 30 Accountancy
  - 31 Music Theory & Practice.
  - 32 Music Theory & Practice Board Course
  - 33 Music (New Syllabus)
  - 34 Art
  - 35 Economics
  - 36 Descriptive Geometry and Drawing
  - 37 Woodwork
  - 38 Metalwork
  - 39 Farm Mechanics
  - 40 Theory of Music
  - 41 Needlework
- The absence of a letter next to the subject numeral indicates that the candidate gained a "B" pass in the subject.
- An "A" indicates a pass at A standard, while "H2" or "H1" denotes a pass with second or first-class

honours respectively.

The letter "X" immediately following the subject symbol or grade of pass denotes that a pass has been secured in the oral tests in French, Italian, Russian or Dutch.

The letter "p" following the subject number or grade of pass indicates that a pass has been secured in the Special Practical Test in Music.

- Ainsworth, J. 1 6X 26 41A.
- Aitchison, P. J. 4H2 8 9 21 22.
- Alexander, J. A. 1A 2 4A 5 7 26A.
- Alley, E. J. 1H2 2 6 8 22.
- Alps, I. R. 1 5 6X 10 14 23.
- Anderberg, F. G. 1 6 8 9 21 22.
- Ballard, S. V. 1 2 3 6AX 26H2 41A.
- Berry, M. P. 1 5A 8A 9 21 22.
- Betts, I. C. 1A 2 6X 8 9 23A.
- Bisset, D. K. 1A 8A 9A 21A 22H1.
- Borthwick, R. E. 1H2 6AX 8 9 14A 26A.
- Bradley, J. J. 1A 2 5A 7 23 28.
- Brown, I. E. 1 6 8 9 21 22.
- Bullen, D. E. 1A 2 5A 8 23A.
- Bullock, E. A. 1 6AX 8A 9 14A 23H2.
- Buscombe, A. E. 1A 6X 10A 21 22.
- Butler, R. K. 1 4 5A 7.
- Cassidy, J. L. 1A 2 5A 6 7 26A.
- Clark, J. W. 1 4 5A 36 34.
- Cottingham, E. A. 1 2 3 5 26A.
- Craig, W. J. 1 6AX 8 9 21A 22.

- Crawley, J. M. 1 2 8 9 23A 28.
- Croft, M. J. 1A 2 5A 6AX 7 26A.
- Crossing, A. E. 1 5A 8A 9 21 22.
- Deane, J. P. 1A 8 9 21 22 28.
- Devine, J. 1A 6AX 8 9 21 22.
- Dickinson, R. W. 5 26A 37 38.
- Dinnerville, I. G. 2 3 4 5 26.
- Doble, F. B. 1 4A 5 21 22.
- Downie, N. A. 1H2 6H2X 10A 12A 21A 22A.
- Downie, V. L. 1 5 6 10 22.
- Ferguson, L. L. 1A 2 6 7 26A.
- Furlonger, C. A. 1A 6H1X 7A 12H1 26H1.
- Ganter, D. 1A 2 4 5 7.
- Gerard, J. A. 2 4 5 7 26.
- Gill, K. J. 1 2 3 5 26 28.
- Gladwin, K. W. 8 9 23 28.
- Golding, L. M. 1A 2 5 6AX 7 26.
- Goodwin, G. H. 1 5 7 26 35 41A.
- Gotzinger, P. 1 3 5 26 37 38.
- Gowing, R. E. 1 2 4 5A 26A.
- Graneek, C. R. 1A 4 5 7 26 35.
- Grieg, R. N. 1 4 10 22 26.
- Habgood, P. H. 1 2 5A 8 9 23.
- Haines, A. J. 1A 2 4A 5 10 26A.
- Hamilton, R. L. 1A 2 5A 6X 7 23A.
- Hansen, W. G. 1 4 26A 35.
- Hellier, R. B. 1 5 37 38.
- Hill, S. R. 1 4 5 26 35.
- Hines, J. S. 1 2 4A 5A 7.
- Hingee, Y. G. 1 6 8 9 21 22A.
- Hosking, G. S. 1A 2 4A 22.

- Houston, R. G. 1 2 5 26.
- Howe, L. D. 1 4 7 26A 37.
- Huber, W. P. 1 8 9 14A 23A.
- Huntley, P. R. 1A 2 5H2 8 9.
- Jeffress, B. I. 2 5 7 23 36A.
- Johnson, F. R. 1 2 5 10 23, 36A.
- Johnston, I. D. 1 5 21 22.
- Kark, A. C. 3 6X 14H1 26.
- Khambing, S. 1 6AX 8 9 21 22.
- Lample, H. 1 4 5 7 26A.
- Lawson, R. L. 1 8 9 26.
- Lea, D. A. 1A 2 5A 7 22 28.
- McKay, G. R. 1A 6H2X 10A 12A 14H1 23A.
- Meech, C. J. 1A 5 6AX 10 14 22.
- Middleton, A. D. 1 5 8 22.
- Miller, R. V. 1A 2 8A 9A 23A.
- Moore, A. R. 1 2 4 5.
- Morgan, M. 1 4 5 7.
- Morris, Lynece 1 2 5 26 34.
- Mossop, S. J. 1 4 5 26A.
- Muddle, W. R. 1 2 5 7 28.
- Mulder, R. 7 23 28 37 38.
- Nixon, C. E. 1A 4H1 5H1 7 23A 35A.
- Nock, L. J. 1 6X 8 9 21 22A.
- O'Brien, D. E. 1A 6AX 8 9 14A 23A.
- Parker, Q. S. 1 6X 8 9.
- Paul, A. S. 1 2 5A 6 7 26A.
- Preston-Stanley, I. M. 1 2 4 5 10 23.
- Price, R. C. 1A 5H1 8 9 21A 22H1.
- Pylvanainen, A. M. 1 2 5 41A.
- Rafferty, G. R. 1 2 7 26A 28.
- Reed, S. 1A 5H2 8 9 23A 35.
- Rimington, A. 1 6 9 23.
- Ritherdon, P. 1 2 4 5 26.

- Robertson, J. L. 1A 2 6X 8 9 26A.
- Roberts, M. S. 1 4 5 7 26.
- Ryan, P. J. 1 2 5A 7.
- Scott, C. E. 7A 26 35 41.
- Sein, M. 1A 4A 5 7 26A
- Sheppard, D. A. 1A 4H1 8 9 21 22.
- Shoobridge, D. C. 1A 2 6AX 7 12 23.
- Simakoff, A. A. 1 2 5 6 7 23.
- Smyth, D. M. 1A 6 8 9 22.
- Stanton, C. J. 1H2 2 6 7 26A.
- Stanton, R. F. 1A 6 8A 9A 21A 22.
- Stewart, R. 1A 2 5 6 26.
- Stone, R. J. 1A 2 4 5A 7 26A.
- Story, J. 1A 5A 6AX 10 14A 23.
- Summerhayes, G. S. 1 2 4 7.
- Sweeney, K. E. 1 2 4 5 7 23.
- Tarlo, B. J. 1A 2 6H2X 10A 12A 23A.
- Thiedeman, W. J. 1A 6X 8 9 21 22.
- Thompson, P. 1A 4H2 8 9 21 22.
- Thurbon, R. J. 1 5 7 26A.
- Towill, I. R. 1A 2 6AX 8A 9 21.
- Vincent, M. J. 1 2 5A 26A.
- Watterston, L. E. 1 2 4 5 7.
- Wearne, A. H. 1 2 5A 10 23A 28H2.
- Whyte, J. A. 1A 2 5A 6A 7 26H1.
- Williams, M. L. 1A 2 4 6AX 7 14.
- Wilson, T. S. 1 6X 8A 9 21 22A.
- Woodward, I. F. 1A 2 4A 5A.
- Wood, P. N. 1 6X 8 9 21A 22.
- Woolcott, R. 26A 36 37 38A.
- Wright, L. A. 1 2 5 6 7

# SCHOOL PRIZES — 1965

## 5th YEAR

DUX OF THE SCHOOL	Carolyn Furlonger
2nd in Year	Beryl Tarlo
3rd in Year	Martin Berry
4th in Year	Graham McKay and Richard Price
6th in Year	David Bisset
English	Roger Hamilton
History	Beryl Tarlo, Rosalind Stewart
Maths. III	Beryl Tarlo
Physics/Chemistry	Beryl Tarlo
French	Carolyn Furlonger
Latin	Carolyn Furlonger
General Maths	Carolyn Furlonger
Biology	Carolyn Furlonger
German	Graham McKay
Ancient History	Susan Ballard, Kevin Gill, Elizabeth Cottingham
Maths. I	David Bisset
Maths. II	Lawrence Nock
Physics	Lawrence Nock, Robert Stanton
Chemistry	Yvoirin Hingee
Agriculture	Anthony Wearne
Economics	Patricia Thompson
Geography	Martin Berry
Woodwork	Ron Mulder
Metalwork	Robert Woolcott
D.G. & D.	Barry Jeffress
Home Science	Susan Reed
Needlework	Anna Pylvanainen, Susan Ballard
Art	Philip Ritherdon

## 4th YEAR

1st in Year	Wendy Craik
2nd in Year	Peter Jablon
3rd in Year	Daniel Neumann
4th in Year	Peter Cusbert
5th in Year	David Brown

## 3rd YEAR

1st in Year	Christine Harris
2nd in Year	Roger Brown
3rd in Year	John Pumpurs
4th in Year	Ian Deane
5th in Year	Catherine Falk
6th in Year	Leonard Whyte

## 2nd YEAR

1st in Year	Ann Pickering
2nd in Year	Alison Finlay
Scholarship Prizes	Sally Bridgman Faye Colless Philippa Jockel Ian Wood

## 1st FORM

1A	Linda White Anita Byrnes Julie Harders Deborah Davis Patricia Crisp
1B	Penelope Brown
1C	Onno Simons—Anne Gilby
1D	Sylvana Elink-Schuurman
1E	Catherine Vuilles
1F	John Protas

## SPECIAL PRIZES

P. & C. Prizes for Leadership and School Services	John Deane and Lindsay Ferguson
The J. R. Randell Special Prize for Outstanding Achievement	David Shepherd
The Senger Prize for Achievement	Mirabelle Sein
The J. R. Fraser Prize	Elvira Vazquez
Senior Mathematics Prize (Donated by Mr. E. Hoffman)	Robert Stanton
A.C.T. Engineering Prize for Metalwork	Ron Dickinson
Hortons' Builders Supplies Prize for Woodwork	Robert Hellier
School Service Prize (The Trowbridge Prize)	Russell Miller
Library Service	Maria Franghidis Christine Meech Richard Price
Evans Cadet Efficiency Cup	George Lyrstakis
Special Prize (Good Neighbour Council)	Michael Wright
The Bank of N.S.W. Prize for Geography	

# SCHOOL PRIZES — 1966

## 5th YEAR

Dux of the School .....	Graham McKay
2nd in Year .....	Graeme Lade
3rd in Year .....	Ruth Durie
4th in Year .....	Shelley Atkins
5th in Year .....	Yvoirin Hingee
6th in Year .....	Megan Williams
English .....	Elizabeth Alley
History .....	Ruth Durie
Chemistry .....	Yvoirin Hingee
Physics .....	Peter Wood
Biology .....	Judith Alexander
Agriculture .....	John Deane
Languages .....	Graham McKay
Commercial Department .....	David Bullen

## 5th FORM

1st in Form .....	Richard Whitelaw
	David Brown
	Wendy Craik
	Peter Cusbert
	Peter Jablon
	Geoffrey Kingston
	Clas Reitbauer
	William Rossiter

## 4th FORM

1st in Form .....	Christine Harris
	Stephen Bisset
	John Bouchier
	Roger Brown
	Catherine Falk
	Beverley Hargreaves
	Ian Kerr
	Viviane Lowden
	Deborah MacFarlane
	Lesley McKay
	Gabrielle Prindl
	John Pumpurs
	Elizabeth Whitelaw
	Leonard Whyte

## 3rd FORM

SCHOLARSHIP PRIZES—	Elizabeth Bridgman
	Jennifer Craik
	Alison Finlay
	Phillippa Jockel
	Ann Pickering
	Emma Whitelaw

## 2nd FORM

### SCHOLARSHIP PRIZES—

Anita Byrnes  
Patricia Crisp  
Deborah Davis  
Gordon Duffus  
Julie Harders  
Linda White

## 1st FORM

1SS1—	Penelope Le Couteur
	Stella Kingston
	Robert Calaby
	Barbara Gilby
1SS2—	Philip Smith
	Roger Taylor
	Julianne Wight
1SS3—	Brenda Kindon
	Janet English
1SS4—	Emil Pieroni
	Eva Klug
1SS5—	Robyn Dickinson
	Ronald Dickinson
1SS6—	Eric Haltiner

## SPECIAL PRIZES

The J. R. Randell Special Prize for Outstanding Achievement .....	Janice Tonissen
The Senger Prize for Achievement .....	Geoffrey Kingston
The J. R. Frazer Prize .....	Gaspard de Jong
School Service Prize (The Trowbridge Prize) .....	Daniel Neumann
School Service Prize .....	Alison Cannell
Library Service Prizes .....	Alison Cannell
Evan's Cadet Efficiency Cup .....	Robyn Laycock
The Bank of N.S.W. Prize for Geography .....	Graham Earnshaw
Senior Mathematics Prize (Donated by Mr. E. Hoffman) .....	Don Drayton
Good Neighbour Council Prize .....	Kathleen Cottingham
Cheshire's Special Prize .....	Yvoirin Hingee
	Carmelina Carrabs
	Graham McKay

### HOUSE PENNANT WINNERS

Swimming	Boys	Farrer	Girls	Farrer
Athletics		Moore		Farrer
Basketball				Moore
Ball Games Shield				Moore
Softball				Campbell
Cross Country				Farrer

### CHAMPIONSHIP HOUSE CUPS

Megan Welsh Cup (Girls Hockey)	Farrer
Dwyer Cup (Girls winter sport)	Farrer
Ally Nish Cup (Boys winter sport)	Moore
Fifth Year Cup 1956 (Boys Aggregate)	Farrer
Fifth Year Cup 1958 (Girls Aggregate)	Farrer
Gordon Strutt Cup (Combined Aggregate)	Farrer

### SPORTS BLUES

Athletics	Don Axon
Girls Hockey	Judy Alexander

### INDIVIDUAL CHAMPIONSHIPS

J. B. Young Cup for Athletics—Boys	Don Axon
J. B. Young Cup for Athletics—Girls	Leonie Gladwin
Boys Junior Athletic Championship	R. Gustafson
Girls Junior Athletic Championship	Edna Burgess
Boys Sub-Junior Athletic Championship	Wayne Hewson
Girls Sub-Junior Athletic Championship	Jane Bootes
Boys Senior Cross Country Championship	Allan Towill
Boys Junior Cross Country Championship	
Boys Sub-Junior Cross Country	J. Gratton
Boys Senior Swimming Championship	Allan Towill
Girls Senior Swimming Championship	Jennifer Ingram
Boys Junior Swimming Championship	R. Gustafson
Girls Junior Swimming Championship	Rhonda Roberts
Boys Sub-Junior Swimming Championship	Tony Duffus
Girls Sub-Junior Swimming Championship	Anne Gidley
Girls Senior Cross Country	Leonie Gladwin
Girls Junior Cross Country	Anne Pickering
Girls Sub-Junior Cross Country	Anne Gidley

## ACKNOWLEDGMENTS

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We ask you in turn to support these businesses who have made the production of the magazine possible.

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