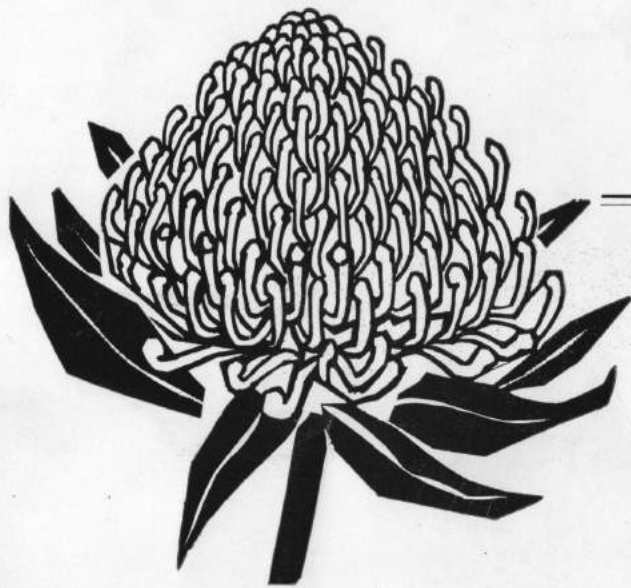


*E.P.H.S. 1965*



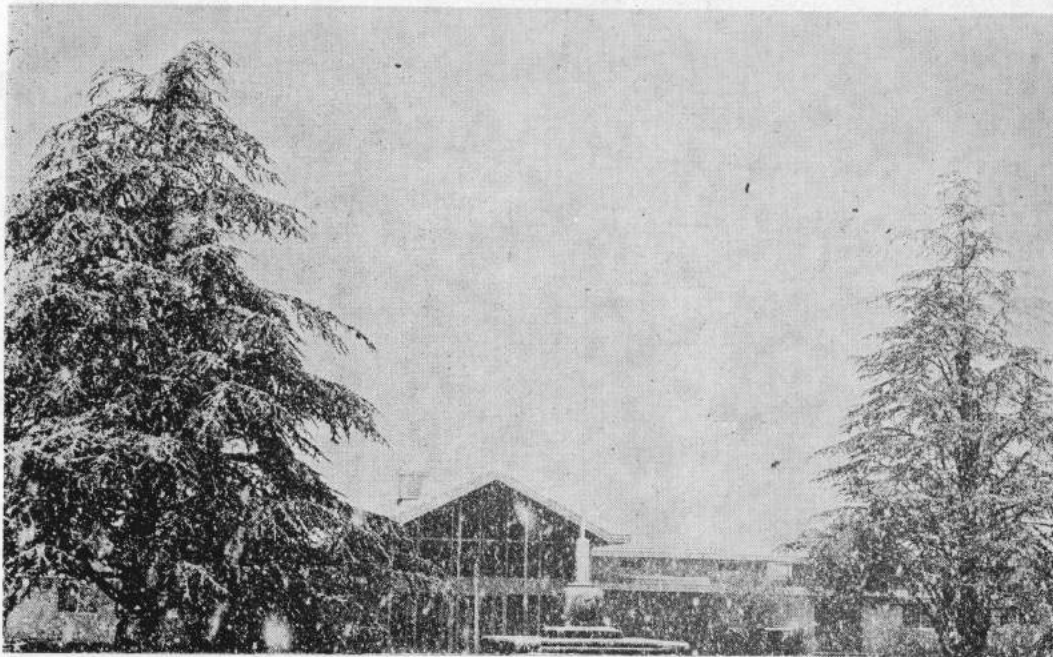
# CAPITOL

TELOPEA PARK HIGH SCHOOL—CANBERRA

Prepared by Third Form Magazine Committee

Editor: Mr. K. R. Montgomery  
Photography: Mr. E. G. Chorik

Business Manager: Mr. J. A. J. Rooney  
Cover Design: J. Pumpurs



FEATURING

"TOWARDS INTERNATIONAL UNDERSTANDING"

(Section prepared by Mr. E. G. Chorik)

No. 7

DECEMBER, 1965

# THE STAFF

## 1965



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The Deputy-Principal: Mr. M. J. Wasson



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## P. & C. PRESIDENT'S REPORT

The Parents and Citizens' Association depends upon the support of all parents for the success of the projects undertaken throughout the year, and upon the headmaster and his staff to provide the time for exchange of information on school problems, and the challenges facing the students and presented by the students. This year, it is my pleasure to acknowledge the co-operation of all concerned.

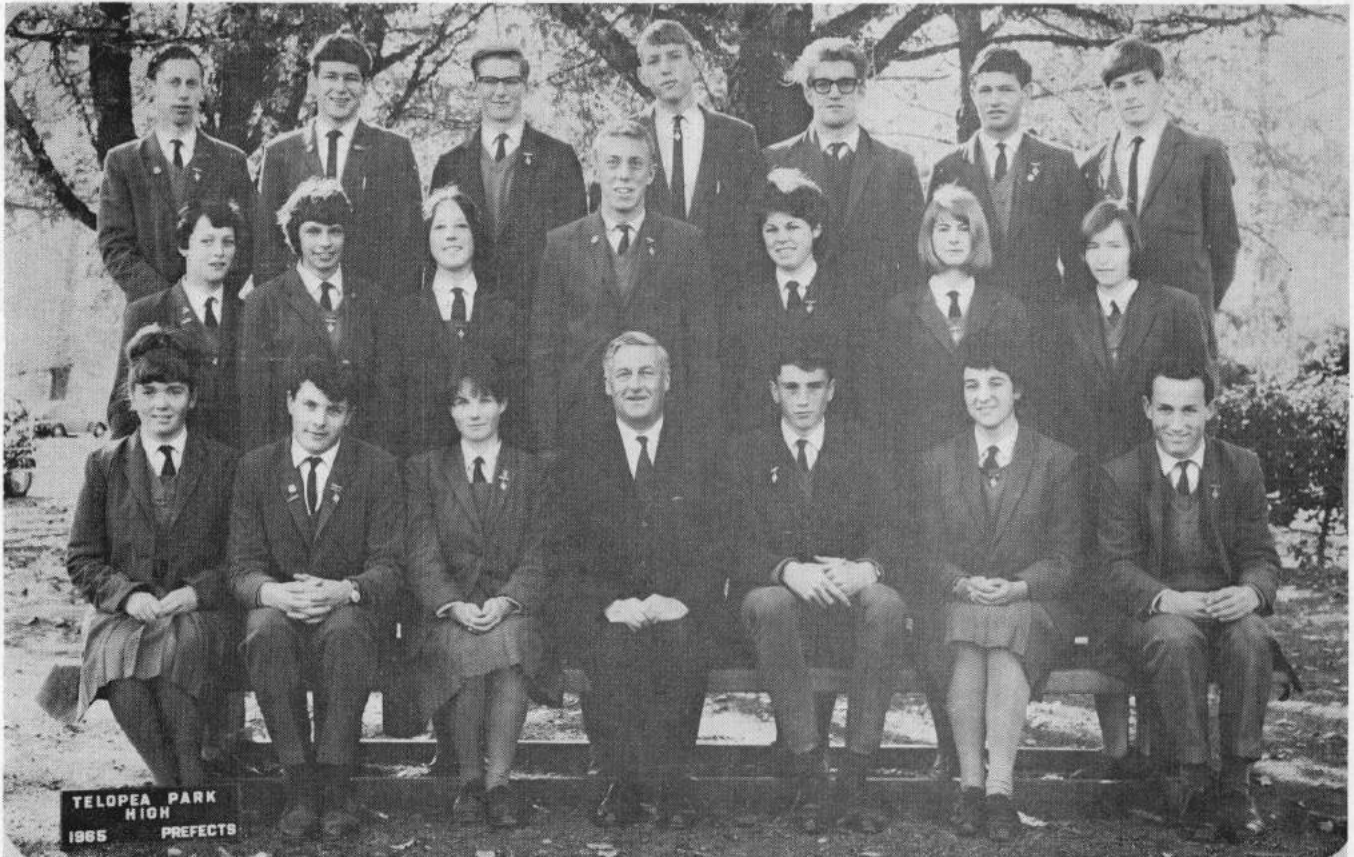
We, the parents, have been concerned with the innumerable problems occasioned by introduction of the new syllabus for the six year course, the need for additional science laboratories, text books, and library books. We have enjoyed organising the Waratah Fair with the usual enormous assistance of Staff. Recently, we christened the new rowing shell "Waratah", purchased by the P. & C., and cheered it on its maiden run.

We, together with the students, appreciate the service of those who have worked so hard in the Canteen.

It is our privilege to acknowledge the editor's theme, "International Students". We welcome the influence of overseas students and the help of their parents, and realise that whatever service we may perform, is no more than they would do for us in their own countries.

S. R. MARGULES





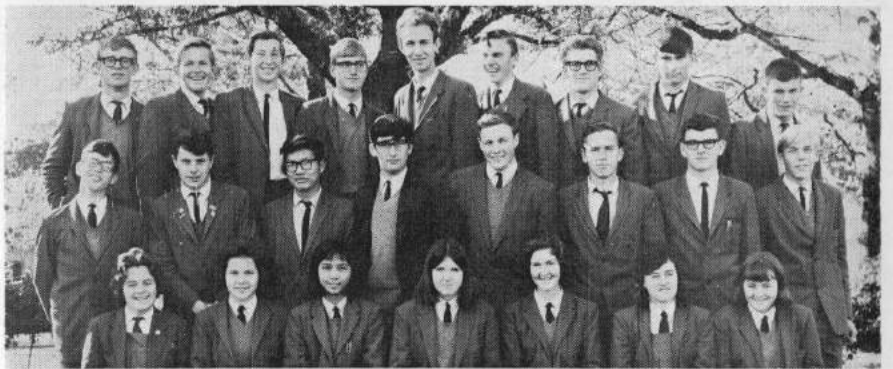
Back Row: D. Shepherd, I. Preston-Stanley, A. Middleton, A. Buscombe, K. Gladwin, I. Towill, M. Berry.

Middle Row: L. Wright, J. Alexander, E. Borthwick, D. Schodt (Capt.), L. Ferguson (Capt.), M. Armstrong, A. Rimington.

Front Row: S. Hill, K. Gill, J. Devine, Mr. Price (Prefects' Master), J. Deane, J. Thompson, P. Aitchison.

(Opposite Page): Captain, David Schodt, chaired from hall by fellow-prefects at his farewell before his return to U.S.A. to attend Cornell University.

*Fifth  
Year*







1965



## MAGNA CUM LAUDE — 1964



Pat Cain—  
22nd in French,  
26th in German,  
81st in State aggregate.



John Horn—  
22nd in Chemistry,  
139th in State aggregate.

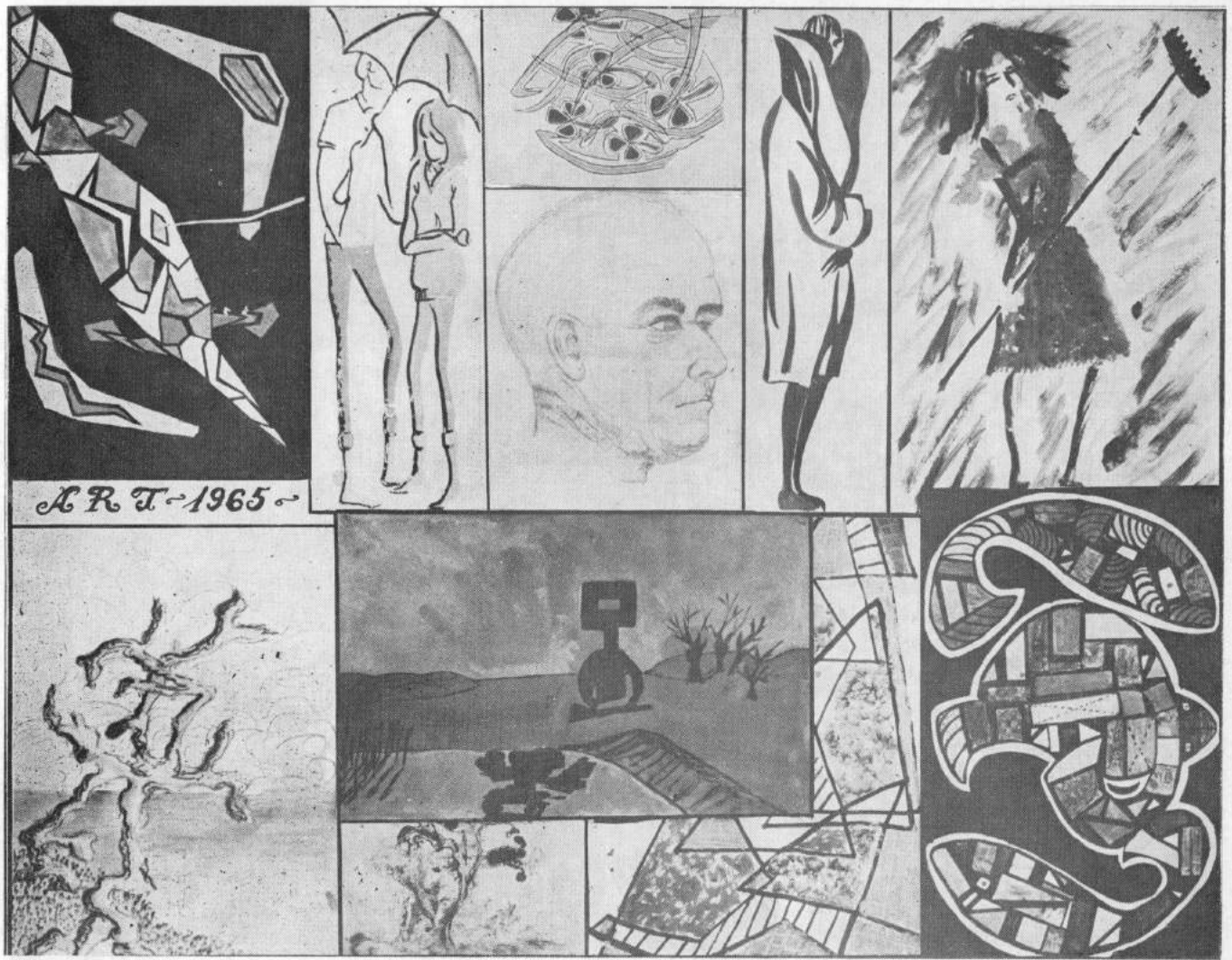
Catherine Borrie—  
22nd in French,  
180th in State aggregate.



Anne Bridgeman—  
54th in German,  
79th in French.



Heather Kuskie—  
14th in German,  
22nd in French,  
50th in State aggregate.



## THIS YEAR

During the past year there have been quite a few interesting events.

Two of importance to the language students were the Goethe Society, and Alliance Francaise. Examinations run by the German and French Embassies respectively. Results were—

- (1) **Goethe**—Bookprizes were received by Graham McKay, who came 1st, and Antje Kark, Christine Waring, Wendy Craik, and Rosemary Walters each won a certificate of merit in the Senior section.

In the Junior section, Sybella Daunt and Daniel Neumann received certificates.

- (2) **Alliance Francaise**—Bookprizes (**Snr.**)—Carolyn Furlonger, Lucie Nguyen Ngoe Nhan.

(**Jnr.**)—Andree Lawrey, John Furlonger, Michael Reitbauer.

**Certificates (Snr):** William Craig, Phillip Holland, Srisongham Khamhing, Graham McKay, Dianne Shoobridge, Judy Storey, Beryl Tarlo, Megan Williams.

The Cootamundra visit, with Telopea this year as hosts, was, as usual, the outstanding sporting and social event of the school year. On this occasion Telopea was particularly successful, winning the athletics 157-108, the debating 233-226, the tennis 6-5, the boys' basketball 39-34, the girls' basketball 34-28 and the football 9-3; and losing only the girls' hockey 3-4. All concerned with the visit found it a thoroughly happy and friendly event.

The I.S.C.F. has been meeting on Thursdays and highlights of these gatherings included talks by missionaries from N.G. and Tanzania, screening of film "God of the Atom", a houseparty at Sturt Island, and games, parties and hikes.

The Young Elizabethan Players visited the school and gave professional and much-enjoyed performances of "The Taming of the Shrew" and "Julius Caesar; while visits by history students to Parliament and the War Memorial proved very interesting.

This year the Library celebrated Book Week with a display of posters and pictures done by pupils. French Bastille Day, the 14th of July, was commemorated by a special collection of French books and posters. Once again Mrs. Hughson would like to thank those who have worked on the counters throughout the year.

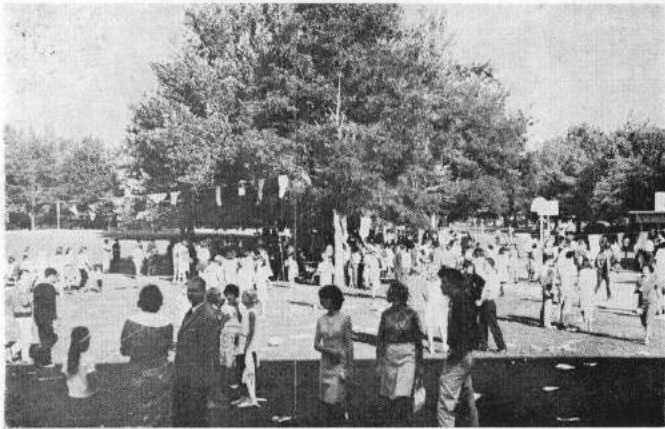
The most universally enjoyed event in the music field was the Jazz Concert, presented by the Ray Price Quartet, which traced the development of Jazz from its origins to the present day. The Madrigal Group and the Junior Choir entered the local Eisteddford and were successful, gaining two firsts and a second place.

Students of art this year visited the Australian Sculpture Exhibition at The R. G. Menzies Library, and an exhibition of a series of paintings on Antarctica by Sydney Nolan.

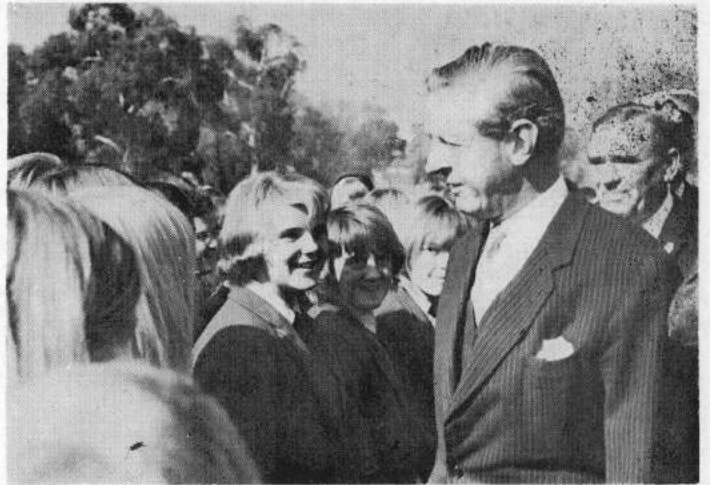
Home Economics students visited the milk factory in August, and the Textile Exhibition held in September at the Albert Hall.

Events in the Science Department were the usual visits of 1st Form to Capital Hill, and 2nd Form to Mud Creek at York Park; plus a visit to the caves of archaeological interest at Wee Jasper by 4th Form; visits to the C.S.I.R.O. and Paddy's River by 5th Form, and a biology excursion of two days to the coast by 5th year Honours students. Pupils learning agriculture visited the Queanbeyan abattoirs, saw sheep shearing at Hall, and visited a poultry farm near Fairbairn airbase.

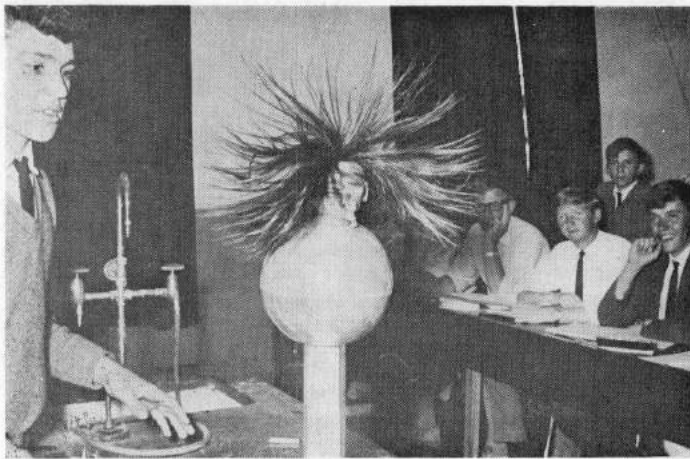
The year has obviously been successful in the events and excursions which many students have participated in and benefited from.



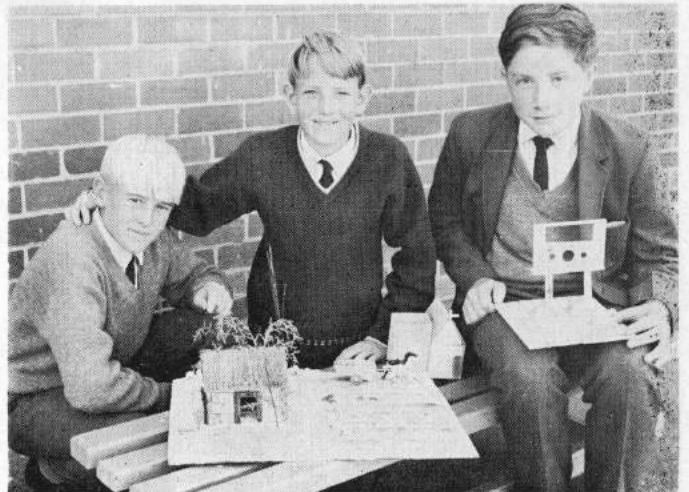
Portion of crowd at Waratah Fair.



Teloepa Children at Governor-General's Farewell.

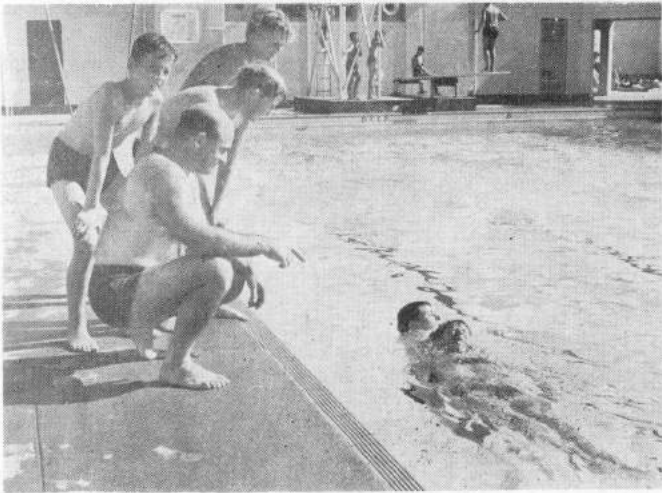


Science Demonstration.

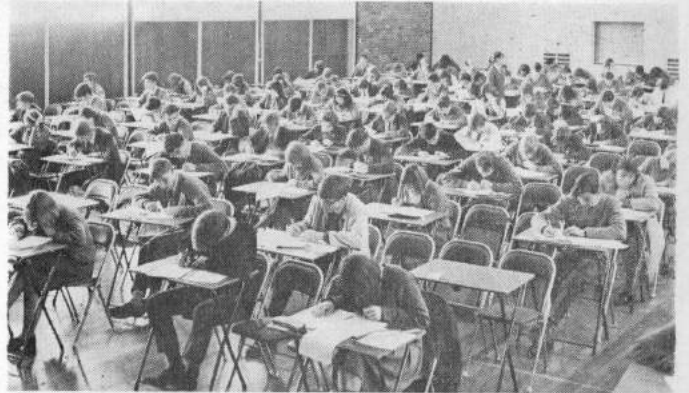


Social Studies Projects.





Life-saving Class.



School Exams.



Senior Debaters.



An Art Class.

# SCHOOL UNIFORM

Here we have an average girl Student oops!!



1

Dressed in her OUT of date school uniform. See those ghastly pleats.... WHAT!! a belt. Clod-hopper shoes What next?



2

So we decided To do away with those UNNECESSARY items.

With the hot weather Who wants shoes + socks! Not her -> THAT'S for SURE



3

With hem lines decreasing Why have a P.E. TUNIC When your UNIFORM does just as well.



4

Hem Line UP blouse Line DOWN ... It looks absurd! so - why have a Tunic? ->



5



6

Long long hair is Now The fashion. Good for disguise when Mac's. around, and it hides the blouse ->



7

Oh! well why have it then. With this new Uniform 'saves the parents plenty of MONEY. Keeps us cool and free. What do you think of it boys..?



8

# Poets' Pages

## "FOLLY IS A FACT"

In this untamed human race  
 Everyone appears, at face,  
 Assigned to have his time and place.  
 Alas, not so—for men there be  
 Deep in such philosophy  
 Each from seals and signatures, great,  
 Who with much solemnity  
 Stubbornness and force do state  
 That none exist, nor can e'er be,  
 All's a state of mind you see.  
 What you cannot prove—efface.  
 In the mind you find all place.  
 (Clearly, there is only space).

PAT JABLON—4A.

## "TEMPTATION"

Crag upon crag,  
 Ghostly embattlements of entombing night  
 Fingers of rock, rising, beckoning,  
     away from light.  
 Beckoning? I must follow  
     the grim granite figures . . . .  
 I am a swallow!  
 In a current too powerful to fight  
 Yet I must  
 This evil must be overcome.  
 Who can I trust?  
 Who knows fear?  
 For only fearful courage can win  
 Against Satan and his kin  
 Foolish courage will lead astray  
 And man will grieve the day  
 If the devil takes his trust  
 And his soul to crush.

## THE SNAILS

Four pairs of horns meet, the sun shines.  
 Pause and interrogation; yes.  
 Viscous and tactile they entwine,  
 Entwine in a surrealistic ballet.  
 Barely touching, yet immensely together.  
 Is it two slimy pseudopodia stuck together like bubble-gum?  
 Pops and gurgles, like sighs, escape as air is trapped in the vacuum  
     between them,  
 One blob of pulsating slime.  
 Pulsating, yes, pulsating like a heart,  
 Sexless, yet passionate and intensely hermaphroditic.  
 An alien grace, not knowing of hours and dollars,  
 Inexorable, feathery and beyond, above human passions.  
 It is more than a warped mind's creation  
 And a phantasma in well-chewed bubblegum.

## A POEM

by HEINRICH HEINE—translated by JANICE NELSON

My child, when we were children,  
 Two children, happy and small;  
 We crept into the hen-house,  
 Where the straw hid us all.  
 We crowed like the roosters,  
 And when people came by—  
 "Cockerdoodledoo!" they thought  
 It was the rooster's cry.  
 The neighbour's old cat  
 Often came to call  
 We made a bow and a curtsy  
 And compliments tall.  
 Past are the childhood games,  
 And everything rolls by,  
 Money, the world and time  
 And faith and love and loyalty.

## CATS

Two baleful eyes  
 Staring out of the night,  
 Diabolically cruel  
 Living spite.  
 Witches flitting through the darkness  
 Took these malign creatures too;  
 Of their depravity there is no end,  
 No mischief they won't do.  
 Cats!  
 Scratching claws,  
 Biting teeth,  
 Piercing ululation,  
 Yet the stealth of a thief.  
 Scraping, creaking, felines skulking,  
 Caterwauls and yodelling in the midst of the night,  
 Spitting, hissing,  
 Robbing me of sleep.  
 Cats!  
 For some a purring, playful bundle of fur,  
 For me—fiends-

## BEATLE—NO-HOW!

1. Who made the Beatles? The Pretty Things.
2. Who taught the Beatles how to talk? Ray Brown and the Whispers.
3. Who taught the Beatles how to walk? Gerry and the Pacemakers..
4. Who taught the Beatles their Nursery Rhymes? Twinkle.
5. What did the public call the Beatles before they grew up? The Juniors.
6. Who made the Beatles' fingers and Toes? Dave Clark Five.
7. What kind of baby food were the Beatles given? Heinz.
8. Who coloured the Beatles' hair. Cella Black.
9. Who found the Beatles? The Searchers.
10. Who taught the Beatles how to ground flour? Hayley Mills.
11. Who showed the Beatles the beach? Sandy Shaw.
12. Who told the Beatles to try not to marry? The Bachelors.
13. Who killed the Beatles? The Rolling Stones.

## THE ECTASY OF A SUNRISE

In the stillness of dawn the flowers awake,  
 Birds ascend to the sky,  
 A gentle breeze ruffles the leaves.  
 A laughing brook rolls by.  
 Far on a hill, on dew-fresh turf,  
 New lambs gambol and leap,  
 While far below 'neath the morning mist  
 A still town lies asleep.  
 Oh, idle man, slumber in vain,  
 For while you sleep, it's true,  
 Nature reveals in ecstasy,  
 In a dawn which was meant for you!

DIANNE SHOBRIDGE—5A.

## WHY?

Why is a kiss so magical?  
 For me—young and inexperienced;  
 As I stand at life's risky threshold,  
 I gaze out and wonder—what is it?  
 For I have not felt this touch of lips,  
 This sweep of ecstasy, life's caress;  
 But I, still wondering, take life in sips.

## THE MAN

Man is a two legged animal  
 Who used to be a cannibal  
 But now that he's tame  
 He's won certain fame  
 By killing off others in battle.



## “RIGHTS FOR ALL RACES”

Rights for all races and creeds!  
 Today the Public Voice pleads  
 Everyone's equal in station,  
 Regardless of colour or nation;  
 Everyone has the same needs.  
 Curs'd be these unjust deeds!  
 Now many a coloured one bleeds  
 From fighting for freedom for denominations  
 And rights for all races.  
 Every day everyone reads  
 Of prejudice, selfishness, greeds,  
 Must we, throughout this creation,  
 Have killings from some demonstration,  
 Let us hope everyone heeds  
 Rights for all races!

## THE PLAN

Life, your beginning is lost on Time's broad plain  
 But out of that beginning there are trees and birds and fishes,  
 And, for God's wishes  
 There is Man.  
 Man can live, grow, create—Oh, a multitude of wonders has Man  
 made;  
 Great bridges to cross the great rivers,  
 High buildings whose heads brush the clouds,  
 Beautiful houses, beautiful clothes,  
 And—most beautiful of all—  
 Man can create Life itself—  
 Life which in turn will live and grow and create.  
 So the plan unfolds.  
 I only hope I will remember to thank Him before, Life,  
 He takes you from me.

L. FERGUSON—5A.

## ABSTRACT

I want to write about something  
 ABSTRACT.  
 —Beauty, sincerity, love.  
 ABSTRACT: not concrete;  
 —Ideal, theoretical, vital!  
 I cannot touch.  
 ABSTRACT.  
 But I feel it  
 —Pain, anger, suffering.  
 It's like a riddle—it darts in the dark,  
 and slips around corners and I cannot touch it!  
 I am constantly chasing it  
 —Courage, honour, freedom.  
 But I cannot catch it!

ADELE HOFFMAN

## BLACK EQUALS WHITE

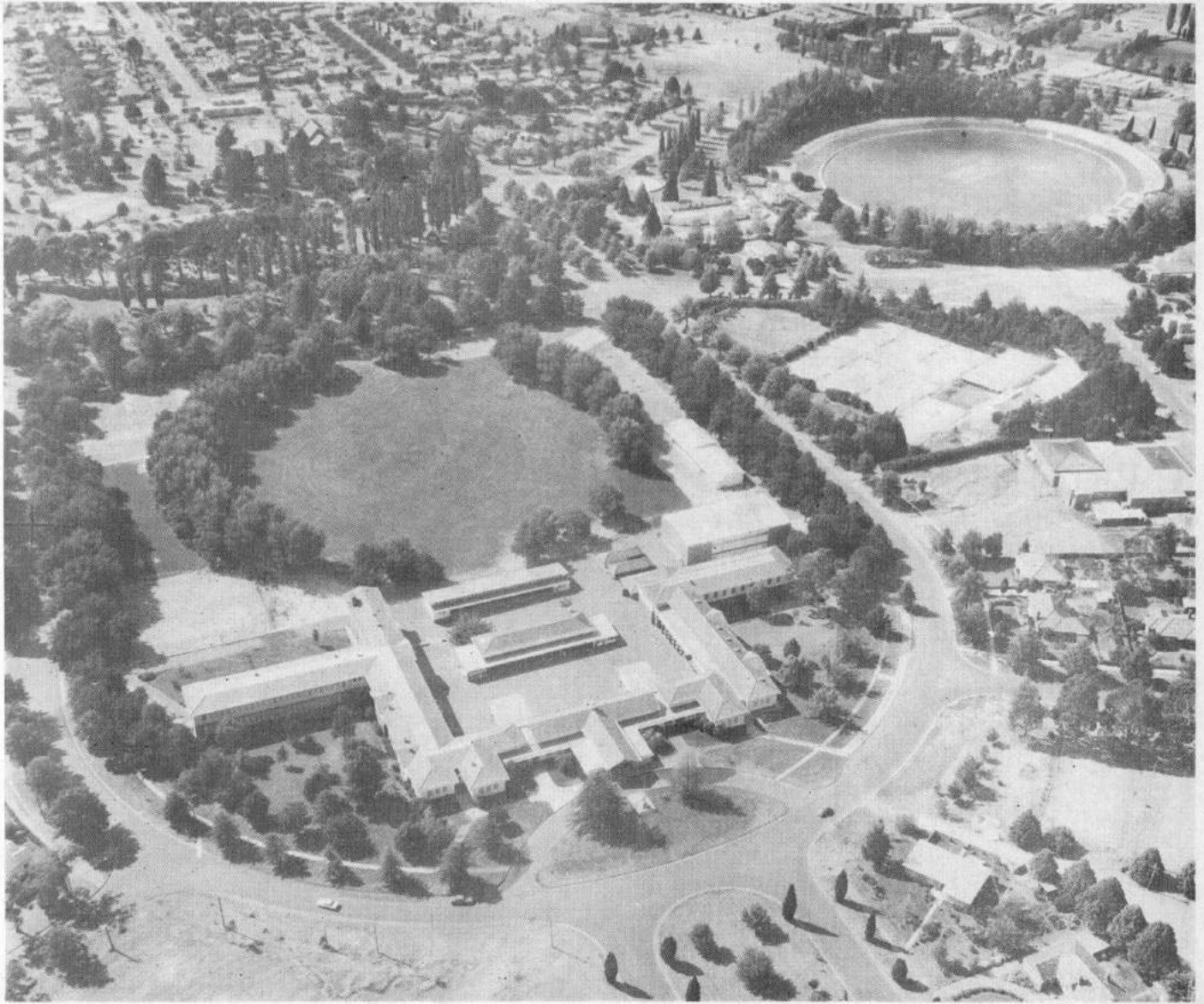
Why is black inferior to white?  
 Why is one above the other?  
 Why when back in the beginning  
 We were all of the same mother?  
 Why is coal beneath the sand?  
 Why when they are just the same  
 Why is the sand always blameless?  
 Why is coal always blamed?  
 Why is black as bad as dirt?  
 Why is white as pure as snow?  
 Why when we are all equal  
 Why are negroes treated so?  
 Who can see that we are equal?  
 Only those who know it's right  
 That the difference is the colour  
 And that black does equal white.

LYNNE ARMSTRONG—4B.

*Telopea Park High School Presents*

A PROJECT

“TOWARDS INTERNATIONAL UNDERSTANDING”



TELOPEA PARK HIGH SCHOOL and MANUKA OVAL, 1965

## NOTES

- \* This project was begun during Education Week, 1965.
- \* 29 countries are represented in this section.
- \* To appear here, the student must have been born overseas of non-Australian parents. There were more than 173 of these students—approximately 18.3% of the total enrolment.
- \* Two pupils were born on board ships on the way to Australia. They didn't quite qualify for this section!
- \* Apologies to those students who were somehow missed during the survey or the photographing, and as a consequence, do not appear here.
- \* Placements in subjects were based on mid-year examination results.
- \* The messages in the various languages were composed by the students and express greetings and good wishes from that particular group to the student body and/or Australia. At least 22 different languages are spoken, altogether.
- \* Limitations of time and space did not permit a complete listing of the students' achievements. Those noted are merely suggestive of the range of their interests, capabilities, and contributions to the school.

## ACKNOWLEDGEMENTS

The success of this project is due to the generosity of many people. We want to express our deep and heartfelt appreciation to the Diplomatic Community, the Parents and Citizens Association, the business houses, the private donors, and the staff of the school for their help in producing this section.

Especially, we'd like to thank the kids themselves, who didn't seem to mind being 'Yanked' out of class, smiling for the photographer (when some didn't really want to), and for buying the pictures.

Our staunchest supporter in this endeavor was THE AUSTRALIAN, which produced all the blocks used in the International Section.

Because of the assistance we have received, not only were our costs covered, but we have a surplus! It was the unanimous decision of the Magazine Committee that these funds (\$10) be donated to the Freedom From Hunger campaign, in the name of the school.



## DEDICATION

"But he, willing to justify himself, said unto Jesus,  
And who is my neighbour?  
(From the parable of the Good Samaritan) Luke x, 29.

Twenty years ago, exhausted by war and awed with the power of atomic destruction, man resolved to consolidate the newly-formed United Nations Organization. The U.N. was instituted to preserve peace and to work towards the betterment of mankind's lot . . . . Since then, 40 different armed clashes have occurred. In a world of "overkill", "brinkmanship", and "mutual terror", nations still glower over uncertain frontiers and rattle the latest sabres—all the while seeking "freedom".

On the other hand, the specter of nuclear annihilation HAS been avoided and we know much more about the problems of poverty and population. Nations are gradually becoming aware of their responsibility beyond immediate expediency, and hopefully, are learning that their ultimate destinies are intertwined. Distance, economic independence, and isolation are no longer operative terms in our shrinking world.

The U.N. designated 1965 as International Co-operation Year in the hope of furthering international understanding. To that end this Project on International Understanding is a small contribution — but a significant one in terms of our future citizens. Our thesis is simple; through the work of our school we have learned from and about youngsters from all over the globe, PERSONALLY.

International understanding, as such, cannot be taught. It can, however, be learned. This school, and others like it have been host and home to hundreds of young people of diverse national origin. Day after day the close association of these students with each other and with Australians has shown them that they are more alike than they are different. Distinctions of accent, color, and background tend to blur as comradeship, friendly rivalry and tolerance develop.

Most of the students are unaware of this process. Perhaps it is here that the strength of this idea rests, for when they review their school experiences the subtle realization will dawn that they have, indeed, learned about international understanding.

It was not always easy to group these students by nationality. Some were suspicious that this was some sort of plot to distinguish them from the others. Some stoutly maintained that they were — indeed ARE — Australian. This eloquent fact speaks for itself.

Our immediate goal, on the other hand, is more direct. We want to point out the contribution that these students have made to our school, as individuals in studies and sport, and collectively, on the tone of the school. This, in spite of the fact that they have had to face the awesome challenge of mastering our peculiar idiom and a whole new way of life.—Often they have served as "resource material" for lessons, lending a colorful and authentic note. We salute them all.

Separated by almost 2000 years, the quotations on this page express the theme of this project. There is a message in them that applies to us all.—It is to that message and to our students that this undertaking is humbly dedicated.

E.G.C.

"He (the child) shall be brought up in a spirit of understanding, tolerance, friendship among people, peace and universal brotherhood and in the full consciousness that his energy and talents should be devoted to the service of his fellow men."

Principle 10 of the DECLARATION of the RIGHTS of the CHILD.

# UNITED STATES OF AMERICA

We hold these truths to be self-evident, that all men are created equal . . . . The DECLARATION of INDEPENDENCE



Representing 6 States and a variety of backgrounds are (l. to r.) Miles Roberts (Germany), Shawnee Dee Chambers (Idaho), Martin Buscombe (California), Suzie Burns (Washington, D.C.), James "Fred" Gerard (Kansas), Patricia Ann Linthicum (Virginia), Richard Burns (Omaha), Barbara Burns (New Mexico), Lloyd Hutchins (Virginia), and Roberta Jo Zwald (South Africa). Barbara's work in art shows exceptional promise. There are many similarities between Australians and Americans which makes the transition into the Australian way of life relatively easy.

The thoughts of youth are long, long thoughts.—Henry Wadsworth Longfellow

Photograph contributed by the EMBASSY of the UNITED STATES  
Page sponsored by friends and S. & A.M.S.

# THE UNITED KINGDOM OF ENGLAND, SCOTLAND, WALES, AND NORTHERN IRELAND

Since 1945, 1,250,000 British immigrants have come to Australia to make a new home and a new life. Pictured here are 49 of the 60 boys and girls who were born in Britain.



Standing (from l to r): Jennifer Graneek, Marie Taylor, Mavis Hunter, Anne Wakelam, Terry Woolcott, and Susan Woodward.  
 Seated: Janet Thompson, Bernard Elphick, and Alan Hamilton.



Back row: A. Berneville-Claye, G. Aikman, P. Harris, H. Duffy.  
 Centre: C. Taylor, J. Ewing, S. Downie, I. Dodsworth.  
 Front: S. Hunter, R. Croft, B. Hamilton, P. Hogg, B. Watts, S. Taylor.

Youth and white paper take any impression—John Ray

Sponsored by a friend



The British students find many parallels with their former way of life. They merge into the school pattern and contribute to the academic, social, and athletic programmes in many ways too numerous to mention.



A. Rawlinson, R. Wilson, J. Knox, J. Horn, Myra Connell, J. Shiels, C. LeCouteur (1st in 2nd Form Maths and Science), and Monica Connell. Centre: J. Gillespie and P. Shiels.



On the basketball court are Tina Arndt, Ann Hill, Judy Prosser, Jacqueline Beddoes, and Helen Hutchison. Tina is in the Speaker's Club.



Back row: N. Downie, D. Sheppard, M. Berry.  
 3rd row: I. Rooney, N. Haines.  
 2nd row: T. Wilson, J. Vincent, J. Hamilton.  
 Front: M. Croft, R. Grancek, D. Neumann (Certificate winner—Alliance Francaise, and 2nd in 4th Form Science). D. Sheppard and M. Berry are prefects in the school.

Photography contributed by THE BRITISH HIGH COMMISSION  
 Page sponsored by the students



# REPUBLIC OF ITALY (Italia)

Pacem in Terris

—ENCYCLICAL of John XXIII.



From sunny Italy's shores are (standing) Anthony C. DeLuca, Anthony DeLuca and Frank Martone. In front are Flavio Verlato, Carmelina Carrabs, Sonia Pieroni, and Peter Tallarida.

"Tante aguri all' Australia"

Sponsored by the ITALIAN EMBASSY

# KINGDOM OF GREECE (ΕΛΛΑΣ)

Nature may be strong, yet education is more powerful still.  
—Lycurgus



Nicholas Televantos, Marie Franghidis, and George Lyrstakis.

Sponsored by the GREEK ORTHODOX COMMUNITY CHURCH  
of CANBERRA

## HOLLAND (Nederland)

It is no light task to educate our children aright—Erasmus of Rotterdam



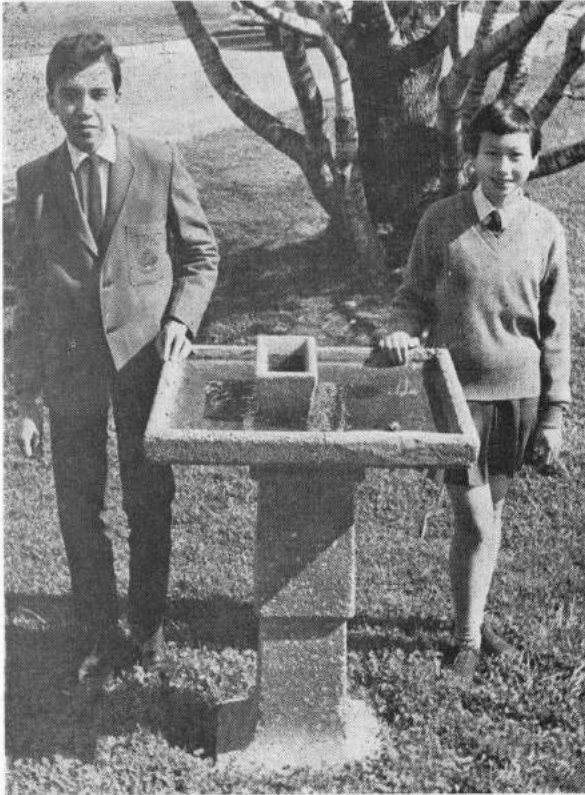
From Holland's fog to the warm Australian sun are (l to r) Dirk Jansen, Annah Preller, Peter Jansen, Ingrid Baas Becking, Gaspard De Jong, Catherine Mulder, Ron Mulder, Sylvana Elink Schuurman, Stanley Bakker, Therese De Jong, Onno Simons, and Rennie Van der Heuval. Languages are the specialty of these students: most speak two; several three, Gaspard speaks four, and Sylvana knows five (English, Dutch, French, Spanish, and Portuguese)

Sponsored by the DUTCH COMMUNITY and the ROYAL NETHERLAND EMBASSY

"Met hartelyke groeten van de Hollandse Kinderen"

" . . . as a mark of appreciation of the opportunities provided for the Dutch children . . . at the Telopea Park High School"

# FEDERATION OF MALAYSIA



Ishak Bin Ahmad and Adeline Lim bring together two different cultural worlds.

恭祝進步 「馬來西亞」

"As Salaamu Aleiki ya Australia."

Sponsored by the HIGH COMMISSION for MALAYSIA

# KINGDOM OF LAOS



Srisongham, Khamsouk, and Nammavong Khamhing join together in sending their Australian friends greetings. Srisongham has won a certificate in the senior section of the Alliance Francaise competition.

ຂໍສະແດງຄວາມຕັ້ງໃຈຕໍ່ມິຕູພາພັດຊາວອົສຕຣາລີຍ

Sponsored by the ROYAL LAOTIAN EMBASSY



**INDIA**



David Atkinson (1) finds Hindi useful in elucidating the finer points of Australian Rules Football to Rajindar Jasrotia.

**CEYLON**



කේදිවෙත් සුභ ලැබුණි

William (James) Thiedeman, Babette and Winnifred Kellar.

**JAPAN (Nippon)**

グリーチデ  
フォーム  
ニッポン



Susumu Inujima asks a question about a painting made by his sister, Kumiko.

**SWITZERLAND (Helvetia)**



Catherine and Christine Vuilles.

Sponsored by D. L. DWYER PHOTO STORE



## REPUBLIC OF FRANCE



Hold childhood in reverence . . . . Rousseau, EMILE

Representing the irrepressible French are Jeanine Simakoff and Desiree Peniguel. Jeanine's brother, Alain, is the third-highest ranking NCO in the school's Cadet Unit; CSM Company Sergeant-Major.

"Avec les meilleurs vœux des Français."

Sponsored by the EMBASSY of the REPUBLIC of FRANCE

Who heeds not the future will find sorrow close at hand. Confucius, ANALECTS

## REPUBLIC OF CHINA

公為下天

The ancient characters above are translated approximately as "the world belongs to the public", and are related to the idea of international interdependence. The ideographs on the right express good wishes to all the students.

中  
澳  
友  
好  
之  
篇



Yin-Sun Wu, Sophie Hsing, and Harry Sun all hope to complete their education in Australia.

Sponsored by the EMBASSY of the REPUBLIC of CHINA

**REPUBLIC OF VIETNAM**

Bringing a touch of Oriental charm are Lucie Nguyen Ngoc Nhan and Danielle My Hanh. Both of these girls are tri-lingual; conversing in Vietnamese, French, and English. Lucie was a prize winner in the Senior Alliance Française Competition.

**NỮ-SINH VIỆT-NAM GỬI LỜI  
CHÀO THÂN MẾN CÁC BẠN ÚC.**

Sponsored by the EMBASSY of the REPUBLIC of VIETNAM

# UNION OF BURMA



Standing are Michael Sein (1) and Bonny Tha Hla.  
Seated are Mirabelle Sein, Diane Barrington, Rose Marie Tha Hla, and Peter Tha Hla. Besides Burmese, and English (in which they are all making good progress), Diane speaks French and Peter speaks Malay and Indonesian.

မြန်မာပြည်မှမေတ္တာ ပို့လိုက်ပါသည်။

Sponsored by Mrs. Haig and the Bank of New South Wales

# NEW ZEALAND

In the back row are Tony Stanners, Quentin Parker, Richard Elliott and Jeremy Stanners. In the front row are Judy Honnor, Jane Rose, Cathy Elliott, Robyn Coombs, Roger Brown, David Bullen, and David Brown. The group is posed in front of the World War II Memorial.



Sponsored by the HIGH COMMISSIONER for NEW ZEALAND

## REPUBLIC OF AUSTRIA (Osterreich)

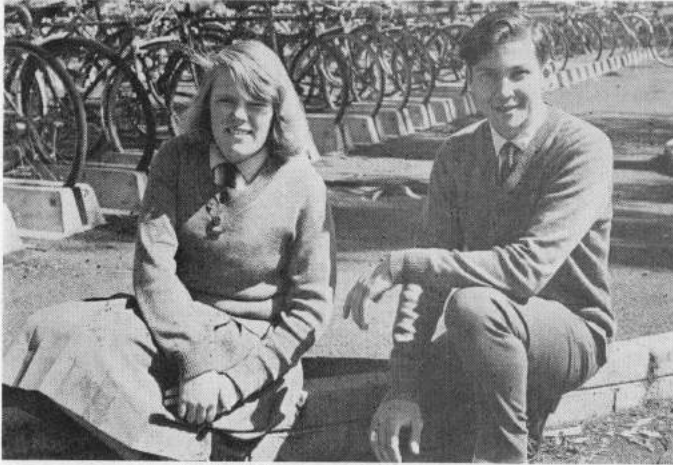
Written many years ago on a cold and frosty night, the words and music that have warmed men's hearts the world over are Austria's gift to all of us:

"Silent night, holy night,  
All is calm, all is bright . . ."



EIN WEIHNACHTSLIED  
Stille Nacht, heilige Nacht,  
alles schlief, einsam wachte  
nur die traute, heilige Paar.  
Holder Knabe im lockigen Haar,  
schlaf' in himmlischer Ruh.

## NORWAY (Norge)



Randy Fristad and Geir Foksteun

"Hjaertelig hilsen til alle lesere av dette skolebladet"

Sponsored by the FINANCE CORPORATION of AUSTRALIA



From Austria are Joseph and Dorothy Konrad, Gabrielle Prindle, Guenther Ploy, Michael Reitbauer, and William Huber. Gabrielle came first in 3rd Year German in the May exams and Michael was a prize winner in the Alliance Francaise Competition.

"Nearly all events of European history during the last two thousand years have remained alive in Austria because they left visible traces in this country; to discover them may become quite an experience."

"Viele Grusse an unsere australischen Freunde"

Sponsored by the AMBASSADOR of AUSTRIA



# KINGDOM OF THAILAND



Posed before the sleek VW are Chavena Chavanich and Kitachi Charuvastra

อันแน่น้องตัว

Sponsored by the THAI GOVERNMENT STUDENTS' OFFICE

# SWEDEN (Sverige)

Standing smartly, while his unit departs on a night exercise, is Cpl. John Isoncimi. John has the support and comradeship of the boys in the Cadets.

"Halsnigar til Australian"



Sponsored by the CADET UNIT

## REPUBLIC OF INDONESIA

"The whole of the Indonesian people should worship God in a cultural way, that is, without religious egoism, and the State of Indonesia should be a state which has belief in God."  
—(President Sukarno)

The Ambassador's Residence



"Selamat Belajar" dan "Salam Hangat" dari teman-teman Indonesia.



Standing behind Nuke Nugraha Kosasih are his sister, Dewi, and Dina Jusuf, Netty Masjhur, and Rita Soebardi. These students are from Java, except Netty, who hails from Sumatra. They are all enjoying their stay in Australia.

Sponsored by the EMBASSY of the REPUBLIC of INDONESIA

**FINLAND (Suomi)**



In back are Anna Pylvanainen, Juanita Blomberg, and Loretta Rif. The boys are Heikki Nurmi and Matti Pylvanainen. Loretta is doing well in German 4.

"Terveisia Australiaan Suomesta"

**SPAIN (Espana)**



Elvira Vasquez taking lunches to the staff  
"Con mis mejores deseos de prosperidad y felicidad para Australia"

Sponsored by the Spanish Latin American Society

And hath made of one blood all nations of men  
For to dwell on the face of the earth.—ACTS, xvii, 26

**GERMANY (Deutschland)**



Standing are Dagmar Albrecht, Annegret and Johanna Schmidt, Angelika Haemmerling, and Antje Kark. In front are Hinrich Kark, Mario Tomas, and Matthew Klippan. Antje won a book prize in the Goethe Gesellschaft competition.

"Viele Grusse an unsere australischen Freunde"

**CANADA**



Andrew Buscombe is keenly interested in world affairs.

Sponsored by the PARENTS and CITIZENS ASSOCIATION



The dogmas of the quiet past are inadequate to the stormy present —ABRAHAM LINCOLN

### IRELAND (Eire)



Hiding from the camera is Beryl Tarlo (centre), a Certificate winner in the Alliance Francaise competition.

### REPUBLIC OF SOUTH AFRICA



Robert Ewan, Carla Markus and Muriel Story

### LATVIA



John Svanfelds, captain of the 16 yrs. football team

### JUGOSLAVIA

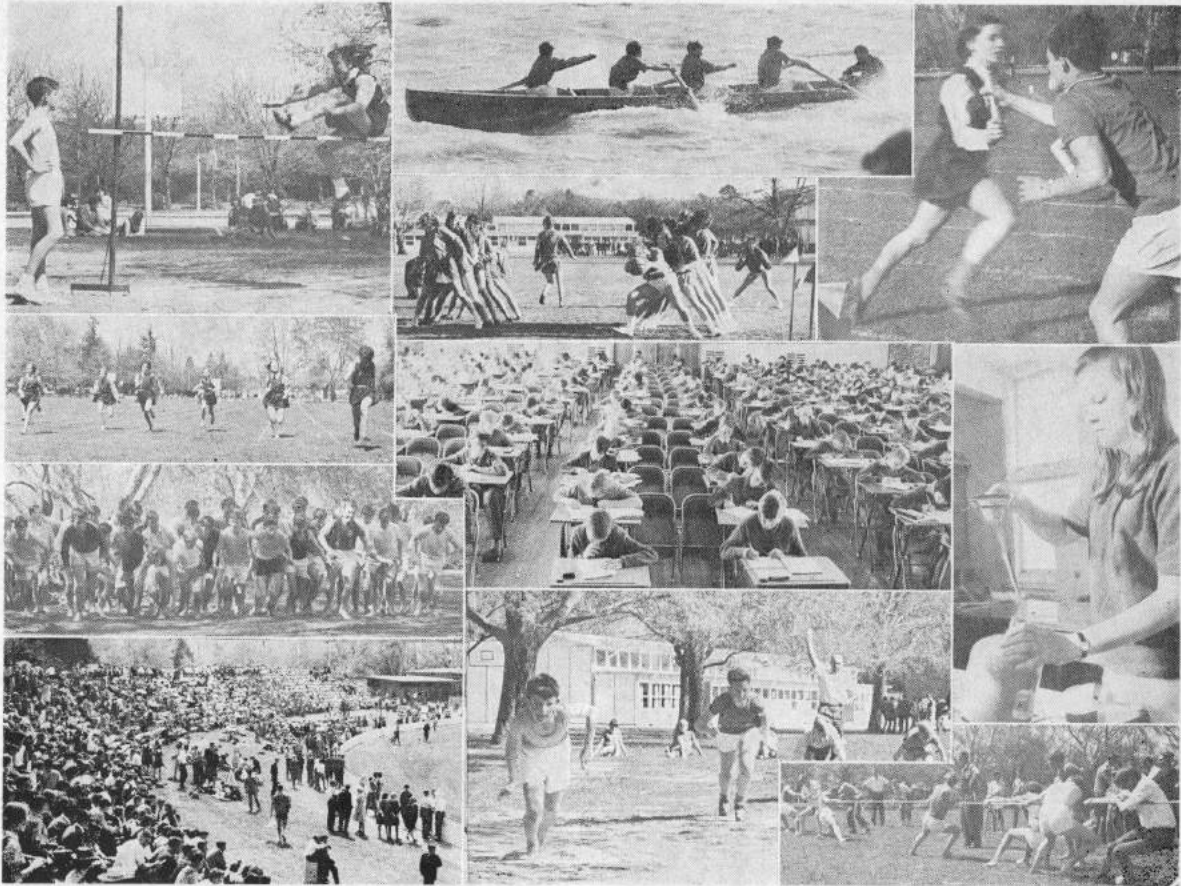
СВЕ НАЈ ЛЕПШЕ АУСТРАЛИЈИ



Miriana and Liliana Mihajlovic

Page sponsored by STUDENT BODY through photograph purchases



**HERE AND THERE**

Showing a few of the activities in and around the school, the pictures suggest some of the ways teamwork and individual effort are promoted in one way or another. The International Students are a part of this training for responsible citizens today, and tomorrow.

● END OF INTERNATIONAL SECTION

## FRIDAY

The morning dawned, bleak and foreboding; the skies were streaked with purple and yellow clouds and fingers of sunlight touched the cold, jagged mountains. This was no ordinary Friday!

A multitude of people could be seen hastily making their way up the dusty, winding road; the sun was now directly overhead and its fiery heat hung over the earth. Among these people three could be distinguished from the rest. They were carrying crosses and were prodded along by the goads of the soldiers and the mocking of the people who crowded round like vultures ready for the kill. One man, overburdened by his cross, and fatigued by the heat of the day, dropped. Regardless of the proddings of the soldiers he lay there in a crumpled heap in the dust. A man was chosen from the crowd by the soldiers to carry this man's cross. The procession then continued, past a confluence of two roads and up a hill.

The crosses were set upon the summit of a hill and the three men were bound and nailed mercilessly to the crosses. They emitted no sound but their anguish and pain were reflected in their full, dark, liquid eyes. Blood caked around their pierced flesh and a revolting smell of blood, sweat and putrefaction hung in the air. The three men's heads bowed upon their chests. They hung lifeless. The night came, cold and chilly. The three bodies were taken away and buried.

The hill was deserted; only the crosses remained. The sun had slipped behind the mountain and the crosses were silhouetted, black against the golden haze. This was no ordinary Friday. CHRIST had died to expiate our sins.

## "LOVELY WEATHER"

The surfer sits on his board and watches the great yellow ball of fire rise over the flat, shining expanse of water, the water which shimmers under him in smooth, glassy ripples. He sees the beauty of the day, the blue sky, the green water and the life-giving sun as it brings forth another day—for the surfer, a relaxing, carefree day—a day with the happiness of a pastime in which he revels. In the beauty of the sea, he relaxes.

Two hundred miles inland another man watches the same sunrise. He sees a stark land, hardened by years of relentless sun. He sees the parched earth, cracked in ugly black lines and the trees, few as they are, stand in lonely harmony with the land, writhing and black, begging for rain. The farmer gazes hopefully at the sky for a sign of a cloud but, as always, there is none.

## A CONUNDRUM

Every rule is either (a) an exception to itself or (b) not an exception to itself.

There is a rule—"There is an exception to every rule." If this is true:—

(a) It, itself, has exceptions; and

(b) There exist rules with no exceptions (unless, of course, it is an exception to itself and has no exceptions).

So it is either, as stated above, an exception to itself, or not an exception to itself.

The question naturally arises: 'Is it an exception to itself or not if it has no other exceptions?'

If it has no other exceptions and it is not an exception to itself then it has no exceptions. Thus as it has no exceptions it is an exception to itself. It can quite readily be seen that this is wrong as it can't be both one and the other.

Thus, by this reasoning we are led to the conclusion that it is an exception to itself.

However, if we examine this assumption we see that if it is an exception to itself and has no other exceptions, it has exceptions and therefore because every rule including it has an exception it has no exceptions. It cannot have no exceptions, and yet be an exception to itself so it obviously is not an exception to itself.

My question now becomes:—"If it is not an exception to itself (which we have seen by proof) and if it is an exception to itself (which has also been proved) and it has no other exceptions then what on earth is it?"

—AN EXCEPTION TO THE GENERAL RULE

## SOMETHING TO THINK ABOUT

In a certain town lying on the border between Mexico and the United States a peculiar currency situation exists. In Mexico a U.S. dollar is worth only 90 cents of their money; while in the U.S. a Mexican dollar is only worth 90 cents American. One day a cowhand strolls into a Mexican cantina and buys a 10 cent beer. He pays for it with a Mexican dollar, receiving for change an American dollar, worth just 90 cents there. After drinking his beer he crosses the border to an American saloon and orders another. This he pays for with an American dollar, receiving a Mexican bill for change. He takes this back across the border and repeats the process, drinking beer merrily all day, and ends up as rich as he started, with a dollar. The question: Who paid for the beer? The Moral: Visit sunny Mexico.

## ON WRITING FOR THE SCHOOL MAGAZINE

At some time in our earthly sojourns we must, of necessity, write. Whether this literary outpouring is in the form of a tender sonnet to a far distant maiden or whether it be squeezed from us, as a lemon's juice, in the form of a magazine-contribution, by a slave-driver in the guise of a teacher; whatever the form, it always demands intense thought, much biting of finger nails and tearing of hair. The latter category is obviously less rewarding. The resulting masterpiece will probably be squeezed between two offerings of doubtful merit beneath the waratah-besmeared covers of the magazine.

The whole neurotic procedure can be divided into four separate phases.

"Inspiration" is the first phase. It is then that the unfortunate realizes for the first time that he has some awe-inspiring message for the world. He will edify many souls; or perhaps arouse much anger. He sits down, and prepares to dash-off his few well chosen words. His mind is a picture of clarity. The page is ruled, the heading confidently added, perhaps with a flourish—but then.

O anguish, mental blockage!

Then follows the second phase, "Frustration". For forty-seven minutes our misguided youth sits.

The shoulders droop, the eyes blur. Momentary hope! He jerks, and scribbles a hasty opening sentence. But just as hastily he rejects it. Then self control is lost and papers and pencils fly.

O anguish, mental breakdown!

The third phase is "Determination". Determination not to be stood up in front of class on the morrow and humbled. Determination to succeed. His mind begins to clear. With renewed zeal and heaven sent inspiration his pen speeds across the notepaper. And finally the masterpiece is completed.

O joy, mental fulfilment!

The final phase, "Satisfaction" has been reached. But is it the final phase. Doubt emerges. Is this classic really destined for a mere school magazine, and no further. Will it not be printed between the photograph of an unsuccessful first grade football team (strangely wearing the smiles of victors) and a pedantic report of ex-student' day?

O grief, misplaced masterpiece!

DAVID SHEPPARD—5A.

## "AND THIS WAS JOE'S GREAT GRANDFATHER"

"HELP ME UP, LAD!"

What's that? Help you up—I Won't. You can walk, old man, selfish old man. You can hear more than the pale sound of your breath as it climbs up your body and flits through your young mouth. You have only seven teeth now, each a delicate white—not like your white hair, but hollow, rigid and chunky, are still gleaming. Into your scalp climb imperceptible splashes of silver, or rather, of white; or from closer, of white foam with vague hints of rusted gold and of purple rippling in the sunlight. But that head has forfeited your customary bearing. You give an insipid sigh; too innocent.

Here on the ground you crouch.

## MILITARY TRAINING IN THE SCHOOL

Compulsory military training is escaped by no-one. Included in the wide course are these aspects of the basic techniques:—

### Missile Propulsion

- (a) P.E. lessons provide instruction in the use of bat, ball, discus and javelin as lethal weapons.
- (b) Rulers and paper planes provide a grounding for hand grenade throwing, aircraft recognition and elementary ballistics.
- (c) Practice with water-pistols makes the aim unerring.
- (d) Other missiles used—ink pellets (by peashooter or rubber bands), chalk, and the pens, books, &c. of others.

Spying, tracking and stalking are most highly developed by the spy ring, though all are exponents of these arts.

Improvisation and Ingenuity are encouraged, because in war vital commodities run short.

Communications are excellent, only 10% of messages sent being intercepted, though 75% are indecipherable.

(a) Thus "man's best friend," alcohol, can be made in well-disguised still using the science recipe. This knock-out brew is potent.

(b) Edible food is rare, but Home Economics provides one with a cast-iron stomach.

To conclude I thank all members of staff, whose tender mercies caused this course.

STROPHIUS



## FEAR

The unknown approaches: starless night: alone: alone: utterly alone in the impenetrable blackness. A live hating blackness. Soft and velvety, a strangling blackness: suffocation. Sentient blackness and live, to kill, to crush, to hate me, to envelope me. Driven mad with its subtlest nuances of blackness. Psychic regions of blacker black. An entity, blacker than black, against me, me alone. Alone and black.

Slow, slithering movements. Serpent-like and poisonous. Just beyond my range of consciousness, indefinable. Sliding, icy cold over my naked body. A cold breath down my back. I can't turn round. Stuck, immovable. Paralysed: a floor board creaks.

Unspeaking terrors. Writhing, clutching hands of destiny dragging me relentlessly to a cold death: darkness: alone: death. Cold, illimitable emptiness draws near. The utter nothingness of beyond. Horror of death approaches. Slow unceasing ticking of the clock takes away my life. I won't be stowed underground to rot and moulder.

"Rats or maggots, sir?"

"No! No!"

"Snakes, worms and lice are also to be recommended. We believe, sir, in simple old-fashioned things. No new-fangled incinerators. Dreadful things, if I may say so, sir."

"I won't!"

Earth. Six feet of earth: ticking of the cosmic clock: ticking of the clock.

The cold, steely light enters.

N.A.D.

## A POLICE NOTICE

A reward is offered for information leading to the arrest of Eddy Current, charged with the induction of a ten-year-old coil called Milli Henry, found half-choked and robbed of valuable Joules.

The unrectified criminal, armed with a carbon rod, escaped from Weston primary cell where he had been dropped in ions.

The escape was planned in three phases. First he re-fused the electrolytes, then he climbed through a grid, despite the impudence of the wardens, and finally went to earth in a magnetic field.

He has been missing since Faraday. It is probable that he stole an A.C. motor. This is of low capacity, and he is expected to try to change it for a megacycle and return ohm by a short circuit.

He may offer serious resistance and is a potential killer.

CAROLYN FURLONGER—5A.

## DETERGENT DETERRENT

Congratulations to all detergent users in N.S.W. What a wonderful year it has been! Over 20 m. more gallons went down the drain and countless more tons of dirt, a truly noble achievement of which we can all be proud.

We look forward to seeing all of you at our annual Rinso Reunion: Although many of our old fellow washers will not be with us, they will not be forgotten in the final rinse. At the pulling of the plug we will remember them. The survivors will always honour their dirty heroism and reckless nonchalance which has at last brought just reward. Regardless of cost to themselves and others they continued to use soap, tipping the packet freely, using steel wool and striking terror into the hearts of all those with beautiful soft hands. At greasy dishes and filthy pots and pans they never hesitated. They are inspirations to us all.

Looking back on 1965 no one can deny that it was a really splendid year. As a result of our conscientious efforts, the cleaning power of soap powder was lowered and our campaign against suds continues to hold its own. The success of illegal dealings can be seen in the continuing policy of allowing us to make outrageous claims about detergents. The attempts to increase the wasteful production of more unsynthesised soap have been thwarted, and our opposition to making soap powder more mild has commanded gratifying support from a wide section of the community.

But this is no time for us to rest on our laurels. Our plans for 1965 include heavier plastic for containers, thus decreasing the volume of contents; introduction of more diluted products; strategic placement of advertisement signs on blind corners and restocking outlying suburbs with more grease and grime.

Make 1965 your year. It's so easy to make your contribution by being just a little more careless and aggressive with your detergent. When in doubt always act upon the basic rule of our association. Hand firm and squeeze! And remember, one for the sink may mean one more clogged drain towards our target. Every single drain counts, so use some detergent now and feel the satisfaction of having helped a cause.



## EXTRACT FROM

RECENT REPORT FROM "ARCHAEOLOGIA" JUNE, 2207, ON THE EXCAVATIONS AT THE SEMI-LEGENDARY SITE OF CANBERRA, MYTHICAL CAPITAL OF ANCIENT AUSTRALIA, DURING THE MING DYNASTY

"Owing to the excessive cold of the climate in this region, though wood eventually rots away, varnish remains preserved and it is possible, by pouring plaster into the varnish to reconstruct what wooden objects of this era looked like.

Mysterious objects, supported on aluminium legs and hollow in the middle have been found in one area only so far, in a number possibly exceeding 1000, if recent estimates are correct.

Upon these it is believed, business documents were carved, with a pen or stylus not unlike our present hairpin. The symbols used were quite unknown and baffled scholars for a long time but at last tentative values were assigned to a few.

BEATLE BOB, ROBERT, CATHY LOVES PHILLIP, MUR—(here writing was obscured) is a fat old man, are some of the words deciphered. However, the meaning baffles us and it is believed by one authority that these represent wool tallies of those distant days where the sheep-raising industry was so important."

SIR LEONARD MULLOONS

## THE IMPORTANCE OF BEING AN INDIVIDUAL

I feel that it is extremely important in this age of mass teaching, mass political indoctrination, mass hysteria, that each person, every member of the population should retain his own personal individuality.

There is a real possibility that members of the coming generations will lose their individuality when thirty or more pupils are taught exactly the same things in exactly the same manner by exactly the same teacher, and wear exactly the same uniforms, and travel home in more or less the same manner, and when at home eat the same type of food and do precisely the same home work, and have all the same hobbies and sports. Each night they watch the same television programmes in the same type of home as every other member of the city.

Of course one or two of the children may have slightly more individualistic hobbies or may live in a slum or in a twenty storey house. But in the main each pupil of the school leads very much the same life as every one else.

A person's personality and character are greatly influenced over a period of time by the environment of the person. When this environment is identical for many thousands of pupils it tends to produce a population very much alike in many respects.

Conversation becomes boring. Everyone agrees with everyone else. No one has any new ideas to put forward. Life is no longer worth living, people begin to sulk around with blank expressions, some break under the strain of the boredom, suicide is frequent. It is a world of unimaginative dull-witted humans, with no personality that they can call their own.

R.S.

## CUSTOM

Why have I stirred from my conservative niche  
and sown the seeds of discontent

Which flower more rapidly than man can tell?

Why am I the one to rebel?

Why do I resent authority to guide me back  
To the cobwebbed fold of tradition

Where men are blinded with venerable custom  
And children follow as though in wisdom?

Why do I reject past friends and acquaintances  
Nestled in cosy suburban retreats

Clouded by convention from time immemorial  
Protected from anomaly by a shield of prescription?

Why won't I return to the home, filled with  
repentance

Beg them to pardon their prodigal son?

I have no repentance for I am still outcast

No, my anger and bitterness have not passed.

Resentment at society, and all its connotations

Puppet-like mimicry, steeped in conformity

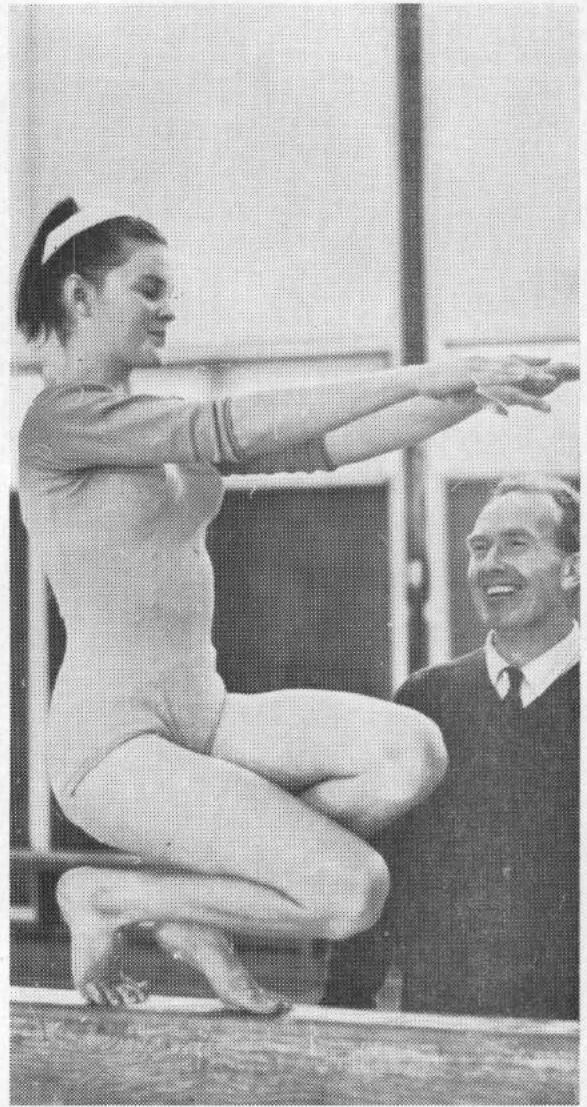
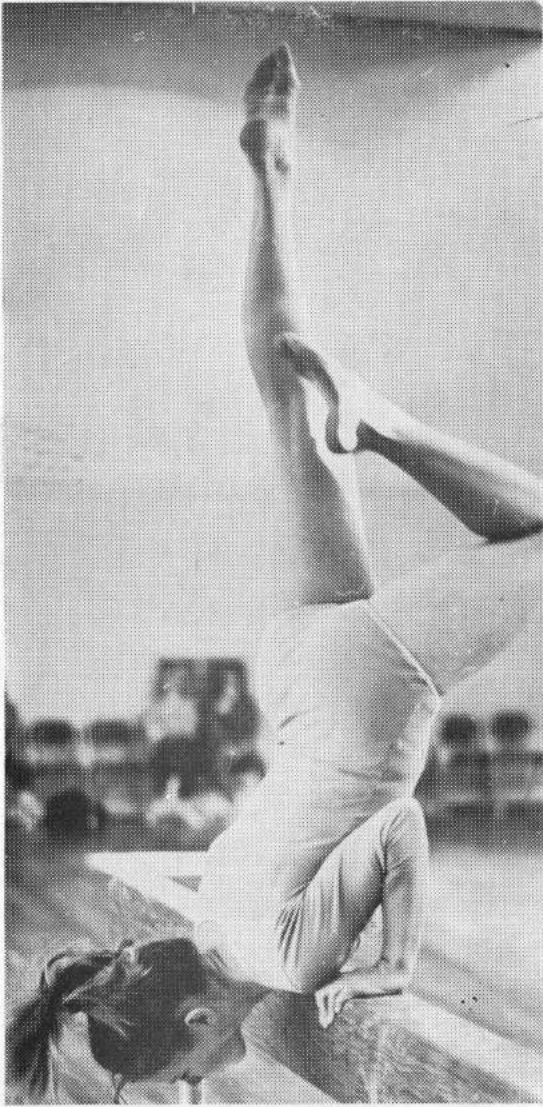
No individuals, only duplicate effigies

'Tis Eden for fools, no room for the wise.

WENDY CRAIK



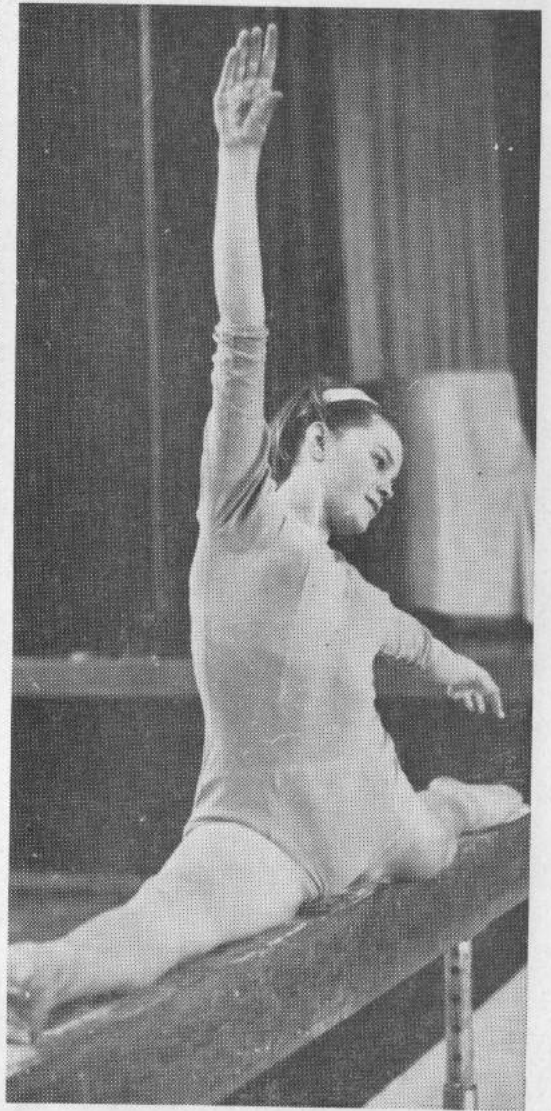
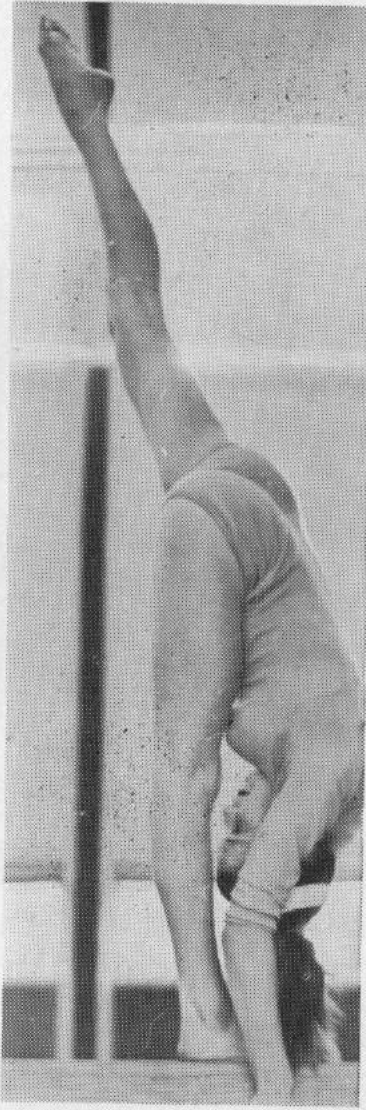
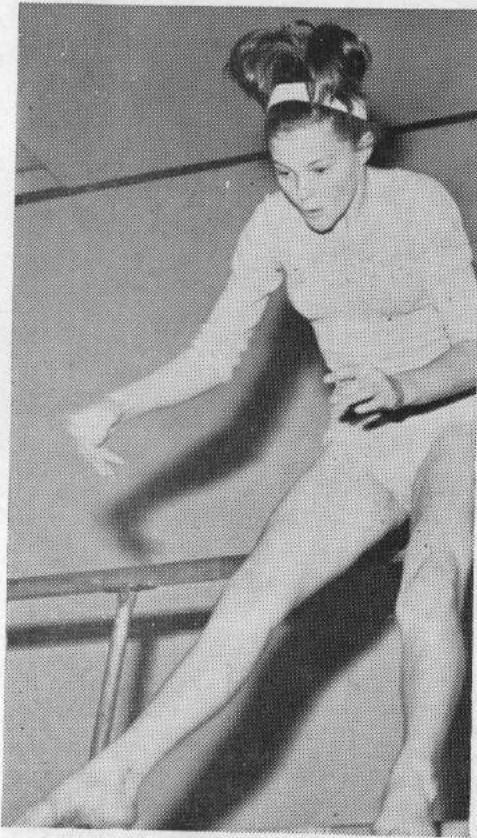
Mrs. Rehak with some members of the School Band.





THE GYMNASTS

(Blocks by courtesy of The Canberra Times)

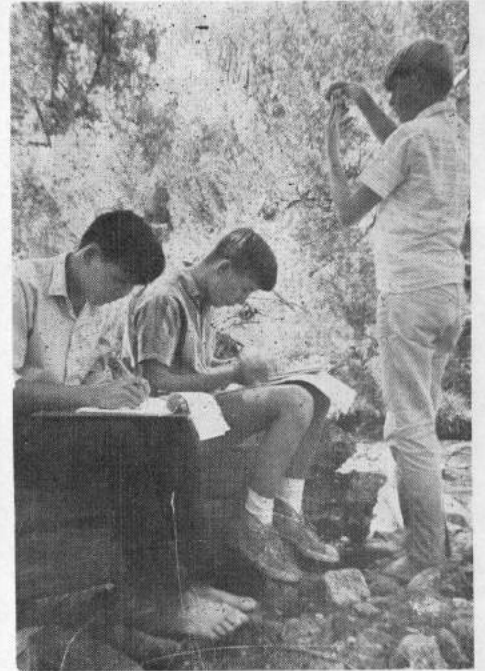






Play in Cootamundra Game.

(Block by courtesy of Canberra Times).



Biology Excursion.



Second Year Pupils at Yarralumla Nursery

(Block by Courtesy of Courier)

## GIRL'S SPORT REPORT 1965

This year has been successful and exciting in the field of sport. The girls have entered in several Inter-School winter sport competitions and taken part in an interesting variety of sports within the school, including cricket, vigoro, softball, tennis, basketball, hockey, recreational activities, volley ball and swimming. The girls entered twenty-four teams in the winter sport competition. Competition was keen and in some grades

results very close. The A1 Basketball team played outstandingly to reach the Grand Final and after a well-played game obtained second place in their grade. The highest positions were reached by the tennis teams, as first place in their grade was obtained by A2, B1, and B2. A special mention is made of the 6th Basketball and 6th Hockey teams who were 2nd and 1st respectively in their grades. Congratulations go to all teams for their successes and displays of good sportsmanship during the season, also to the teachers who spent a great deal of their own time training teams.

We held three separate swimming carnivals this year, a Sub-Junior, Junior and Senior, on consecutive sport afternoons. Competition was keen and results of a high standard. Farrer was successful in winning the Sub-Junior, Junior and total points score. Sub-Junior champion was Lynne Trevillian; Junior, Judy Bullock; and Senior, Jenny Ingram.

In the Combined A.C.T. Carnival, Jenny Ingram was the most successful swimmer. She won two events and broke the 220 yards medley record. Congratulations go to Jenny for her outstanding performances in sport this year. Eleven girls were chosen to represent the A.C.T. in the Combined High Schools Carnival in Sydney and performed with credit.

The school Athletic Carnival was held on the 22nd of September, and proved to be both successful and enjoyable. Farrer again was the winning House, followed by Throsby, Moore and Campbell. Sub-Junior champion was Elizabeth Nuissen-Smith; Junior, Vivien Shields; and Senior, Leonie Gladwin. Special congratulations go to Leonie for her success and good sportsmanship in athletic competitions in the school, the A.C.T. and Sydney this past season.

The system of devoting two sport afternoons to sport was continued during 1965, and First Form particularly has benefited from this system of learning basic skills in major sports. The sports covered during the year included softball, cricket, tennis, gymnastics, athletics, folk dancing, hockey and basketball. During inclement weather a course of ballroom dancing was undertaken by First Form girls and boys. We feel that this was one of the most beneficial and enjoyable sections of First Form sports and hope to continue with this next year.

Finally special thanks go to all members of staff who have acted as officials at carnivals; House Mistresses and Masters for their hard work, and teachers who have spent time in training sporting teams.

V. M. ROBINSON,  
Sportsmistress

## EX-STUDENTS' NEWS

### FAREWELL TO FIFTH YEAR, 1964

The Ex-Students' Association was represented at the Farewell to Fifth Year by Peter Hargreaves and Pamela Hill. Our thanks are extended to the School for this invitation.

### EX-STUDENTS' DAY, 1965

Ex-Students' Day was the most successful held to date. Many Ex-Students returned to participate and encourage the teams despite a rather cold day. Our thanks are extended to Mr. MacPherson, staff and pupils for an enjoyable afternoon. Special thanks are also extended to the Home Economics Department for the afternoon tea.

### GIRLS' SPORTS RESULTS

Basketball—Pupils (14) Ex-Students (14)  
Hockey—Pupils (1) Ex-Students (1)

### BOYS' SPORTS RESULTS

Basketball—Pupils (30) Ex-Students (36)  
Hockey—Pupils (1) Ex-Students (0)  
Football—Pupils (9) Ex-Students (12)

### WHAT PEOPLE ARE DOING

#### University

Patricia Cain	Tommy Wharton
Heather Kuskie	John Scott
Barbara Walsh	John Trowbridge
Margaret Craig	Clive Scollay
Gail Howard	Peter Collins
Gabrielle Hyslop	Chris Rawlinson
Julia O'Brien	Willie Wilson
B. McDonald	John Dunning

#### Teachers' College

Margaret Turnbull	Carol Pegrum
Patricia van Reesch	Kay Allmand
Vicki Strutt	Alison Piper
Monica Bates	

#### Art College

Ilona Lasmanis	Pam Bickle
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#### Nursing

Sheralyn Rose	Robyn Simmons
Linda Adriannse	Janet Maxwell

### College—Metropolitan Business and Canberra Technical

Robyn Dook	Soondari Tatiyakorn
Anne Stone	Nadia Peterson
Anne Bridgeman	Susan Brown
Dorelle MacDonald	Merrin Thomas

### Public Service

Helen Heming	Robert Kingston
Robyn Goldthorpe	Harley Ridgewell
Vivian Greene	Ray Mullins
Stirling Meredith	Brian McDonald
Mick Curtis	Bill Spence
Geoff Apps	John McGregor
Clive Matthews	Graeme Jeffress
Robert O'Brien	Ross Reynell
David Murrell	Don Roberts
Ray Dickinson	

### Police Force

Paul Cliner	Bob See
Arthur Brown	

### Agricultural College

Anthony Preston Stanley

### Overseas

Joanna Barnes	Polly Dunham
Kathryn Borrie	Kim Dwyer— (Govern-
Elizabeth Aitchison —	ess to Australian Am-
(American Field	bassador's children in
Scholarship)	Saigon)

### Matrimonial Status

#### Engaged

Vicki Hearne  
Jean Skerry  
Beth Armstrong

#### Married

Peter Webster and Mary Gillespie  
Janet Miller  
Penny Palmer

The Committee members welcome all enquiries for increased membership for 1966.

(P. HARGREAVES)  
(S. MILLER)

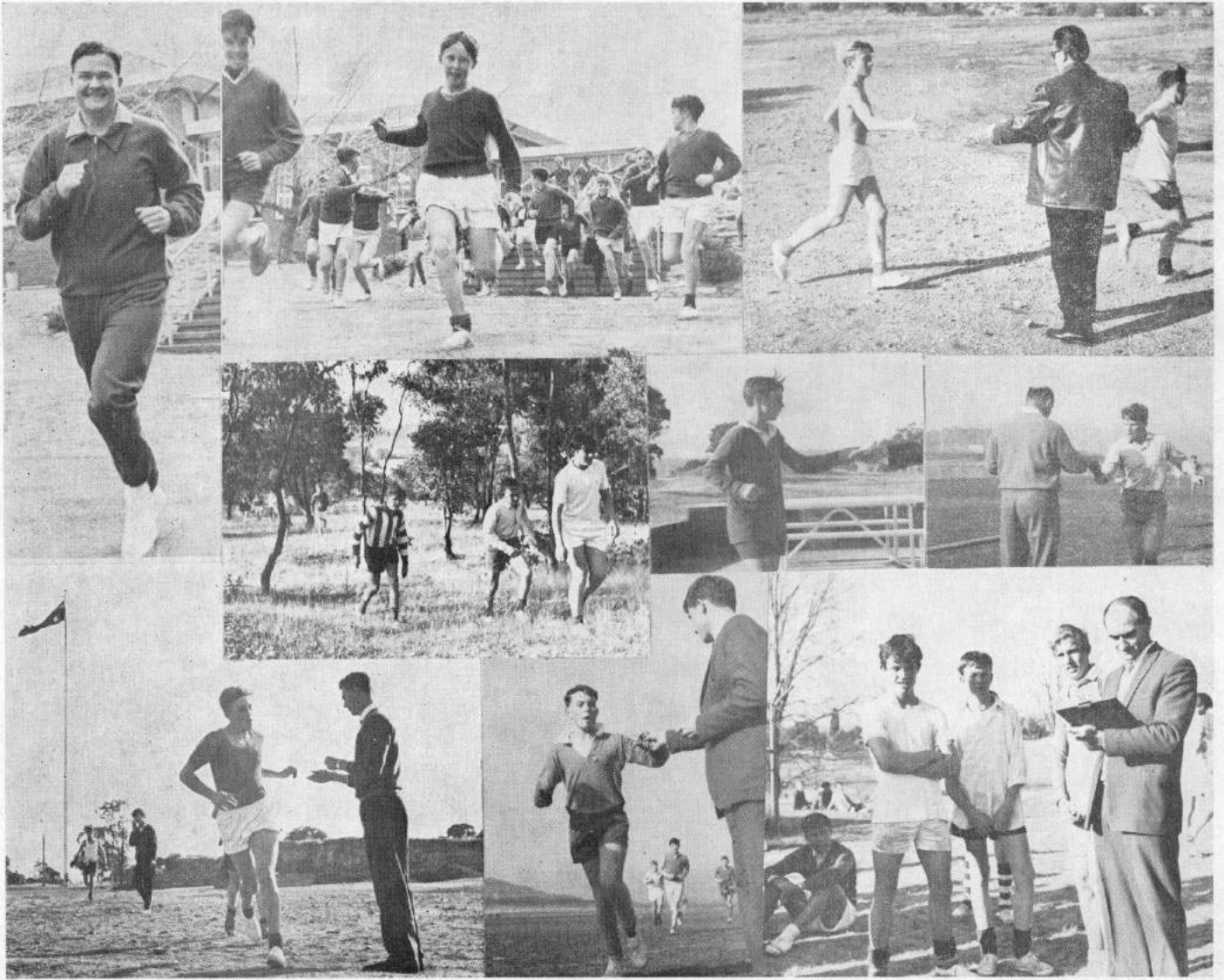




Winning Try in Cootamundra Game.  
 (Block by courtesy of Canberra Times)







The Cross-Country Run.

## LEAVING CERTIFICATE 1964

### KEY TO SUBJECTS

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; 12 Latin; 14 German; Physics; 22 Chemistry; 23 Combined Physics and Chemistry; 26 Biology; 28 Agriculture; 34 Art; 35 Home Economics; 36 Descriptive Geometry and Drawing; 37 Woodwork; 38 Metalwork; 41 Needlework.

Adriaanse, Linda Louisa, 1B, 2B, 5B, 6B O, 20A O 26A  
 Aitchison, Elizabeth, 1A, 2B, 5B, 6A O, 10B, 23B.  
 Allmand, Marion Kaye, 1A, 12B, 6B, 10B, 21B, 22B  
 Arndt, Nicholas Thomas, 1A, 6B, 8B, 9B, 21B, 22B.  
 Ashley, Gweneth Marion, 1B, 4B, 26B, 35B.  
 Ballard, Susan Virginia, 1B, 3B, 6A O, 26A, 41B.  
 Barritt-Eyles, Susan Jane, 1B, 5B, 7B, 26B, 35A.  
 Barsdell, Paul, 1B, 2B, 3A, 5A, 6B.  
 Bartholomeusz, Christopher, 1B, 2A, 4B, 5A, 7B, 23B.  
 Bates, Monica Margaret, 1A, 2B, 4B, 5B, 26A.  
 Berry, Martin Philip, 1A, 5A, 8A, 9A, 21B, 22A.  
 Bickle, Pamela Ailwyn, 1B, 5B, 26A, 34B, 41B.  
 Borrie, Catherine Ann, 1H2, 12A, 6H10, 14A, 10B, 23A.  
 Bridgman, Rosalind Anne, 1A, 12H2, 6H10, 14H1, 10A.  
 Bullen, Richard John, 1A, 2B, 5A, 6A, 10B, 23B.  
 Buscombe, Peter William, 1A, 6A O, 8A, 9A, 21A, 22B.  
 Butters, Terry Allan, 1B, 4B, 7B, 37B, 38B.  
 Cain, Patricia Margaret, 1A, 12A, 6H10, 14H1, 10A, 23A.  
 Callaghan, Douglas, 1B, 2B, 4B, 5B, 7B, 26B.  
 Cobban, Murray Alexander, 1A, 2A, 4H1, 8B, 9B, 23B.  
 Craik, Margaret Robin, 1A, 2A, 6A O, 8A, 9A, 23B.  
 Crossing, Allan Edward, 1B, 5B, 9B, 22B.  
 Currie, Robert Ernest, 1B, 6A O, 8A, 9A, 21B, 22B.  
 Dook, Robyn Lawson, 1B, 2B, 4B, 7B, 26B.  
 Dorey, Roderic Allan, 1B, 5B, 10B, 21B, 22B, 28B.  
 Dunham, Mary Huntington, 1A, 2B, 3B, 5B, 6B O, 26B.  
 Elsom, John Harold, 1A, 6B O, 8B, 9B, 21B, 22B.

Fallick, Darrelle Gai, 1B, 2B, 3B, 5B, 35B.  
 Gillett, Geoffrey Lee, 1B, 2B, 5B, 7B, 36A.  
 Goldthorpe, Robyn Ann, 1A, 2B, 3B, 5B, 6B, 26B.  
 Graneek, Caroline Ruth, 1B, 4B, 7B, 26B, 35B.  
 Green, Vivienne Amelia, 1A, 2B, 4B, 5A, 7B, 23B.  
 Hays, John Peter, 1A, 2A, 4B, 5H2, 10B, 23A.  
 Heming, Helen, 1A, 5B, 6B, 10B, 23B, 31B.  
 Hieser, Karl William, 1A, 6B, 8B, 9B, 21B, 22B.  
 Hingee, Gerin Wayne, 1A, 4B, 8H2, 9A, 21H2, 22A.  
 Hohnen, Murray Andrew, 1B, 2B, 4B, 5B.  
 Horn, John William, 1A, 6A O, 8H2, 9A, 21A, 22H1.  
 Howard, Gail Jennifer, 1A, 2A, 5A, 6B, 7B, 26A.  
 Hubbard, Peter Antthony, 1A, 2B, 5B, 7B, 23B.  
 Hutchison, Joan Barrowma, 1B, 5B, 26B, 28B.  
 Hyslop, Gabrielle Dorothy, 1A, 2A, 12A, 6A O, 10A, 23A.  
 Johnson, Ian Guy, 10B, 21B, 22B, 36B.  
 Kenney, John Bruce, 1B, 7B, 23A, 36B.  
 Kingston, Robert Ernest, 7B, 36A, 37B, 38B.  
 Kover, Bela Stephen, 1B, 2B, 4B, 23B.  
 Kuskie, Heather Forbes, 1A, 12A, 6H10, 14H1, 10A, 23A.  
 Lample, Ian, 1B, 2B, 5B, 26A, 28B.  
 Lasmanis, Ilona, 1A, 5B, 26A, 34A, 35A, 41B.  
 Lightly, Edward John, 1B, 2B, 4B, 7B, 23B.  
 Macdonald, Brian, 1A, 4A, 8A, 9A, 21A, 22B.  
 Maxwell, Janet, 1B, 2B, 4B, 5B, 7B, 26A.  
 McArthur, Ian Grant, 1B, 2B, 5A, 23A, 28B.  
 McKay, William James, 1B, 4B, 8B, 9B, 21B, 22B.  
 Meckiff, Philip Gordon, 1A, 6B, 8B, 9B, 21B, 22B.  
 Medway, Brian Terence, 1B, 5A, 10A, 21B.  
 Nixon, Christine Edith, 1A, 4A, 7B, 35A.  
 Nock, Lawrence John, 1B, 8B, 21B, 22B.  
 O'Brien, Julia Margaret, 1A, 2A, 3A, 5B, 6B O.  
 Page, Gwenda Mary, 1A, 5B, 9B, 21B.  
 Parker, Katrina Mary, 1H2, 2B, 4B, 5B, 26A.  
 Parkins, Graham Lloyd, 1B, 10B, 23B, 36A, 37A, 38A.  
 Pegrum, Carole Linda, 1A, 2B, 6A O, 10B, 26A, 41B.  
 Peters, Ian Arthur, 1B, 7B, 26A, 36B, 37B, 38B.  
 Piper, Alison Ruth, 1A, 2B, 4B, 5B, 26B.  
 Plumpe, Janet Marie, 1A, 2A, 6A O, 8B, 9B, 23A.





**1st FORM****First in**

1A .....	Ann Pickering
1B .....	Kirstie MacFarlane
1C .....	Helen Gaskett
1D .....	Elvira Vazquez
1E .....	Irene Papas
1F .....	Robyn Cocks

**SPECIAL PRIZES**

P. & C. Prizes for Leadership and School Service .....	Anne Bridgman and Philip Meckiff
The J. R. Randell Special Prize for Outstanding Achievement .....	Heather Kuskie
The Senger Prize for Achievement .....	Elizabeth Aitchison
Senior Mathematics Prize donated by Mr. E. Hoffman	John Horn
A.C.T. Engineering Prize for Metalwork .....	Graham Parkins
Hortons' Builders Supplies Prize for Woodwork .....	Graham Parkins
School Service Prize .....	Barbara Walsh
Mr & Mrs. H. Trowbridge Prize for School Service	Peter Hubbard
J. R. Fraser Special Prize .....	Dawn McIntosh
German Embassy Prizes .....	Cynthia Margules
	Heather Kuskie (5th Year),
	Matthew Klippan (4th Year),
	Hanna Von Caemmerer (3rd Year),
	Christine Harris (2nd Year)
Good Neighbour Council Prize	Elvira Vazquez
Library Service .....	Milica Dukic, Janet Burgess and Heather Goodwin
Evans Cadet Efficiency Cup .....	Kevin Gill
<b>MAGAZINE PRIZES</b>	
Senior Prose .....	Katherine Watson
Senior Verse .....	Lynette Armstrong
Junior Prose .....	Frederick Schodt
Junior Verse .....	Susan Hosking
Honour Blue: Hockey, Athletics	
Swimming .....	Alison Piper

**Blues**

Tennis (re-award) .....	Barbara Walsh
Athletics .....	Keith Gladwin

**1964 INTERMEDIATE CERTIFICATE**

Aldons, Pauline S.	Guppy, Peter D.	Perkins, Ronald J.
Barkas, Graeme W.	Hammond, William F.	Preston, William G.
Bates, Carolyn J.	Hancock, Rosina A.	Rowe, Phillip K.
Birkett, Marianne	Harker, Michael S.	Sedaitis, Alga G.
Brock, Christine	Hayes, Wendy J.	Staples, Alan
Cargill, Susan M.	Jones, Beverly L.	Thompson, Robyn K.
Casey, Francis	Kent, Colin R.	Thomson, Judith L.
Davis, Christine J.	Masters, Colin J.	Tonkin, Helen M.
Dukic, Peter R.	McMaster, Rodney G.	Vest, Ross
Elliott, Joan M.	Megee, Gregory C.	Vreckamp, Hendrika C.
Fleming, Robert A.	Moore, Kay E.	Wilson, Paul G. A. T.
Ginns, Michael A.	Muckle, Patricia M.	
Gladwin, Janette E.	O'Brien, Ronald J.	

**ACKNOWLEDGEMENTS**

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