

The image features a vibrant background of vertical brushstrokes in shades of yellow and orange. Overlaid on this are several thick, black, expressive outlines that form abstract, organic shapes. These shapes resemble stylized figures or figures in motion, with some appearing to have limbs raised or in dynamic poses. The overall effect is energetic and modern.

**TELOPEA**

**1967**

# TELOPEA PARK HIGH SCHOOL CANBERRA 1967

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

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(Aust.)  
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(Syd. Cons.)

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Mrs. E. PEPPERORN

## School Councillor:

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



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Second Row: Mrs. Sowak, Mrs. Michalak, Miss Binns, Miss Waddell, Mrs. Frost, Miss Platt, Mrs. Peppercorn, Mrs. Power, Mrs. Fray, Miss Wills, Miss Schumack, Mrs. Seneta.

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## EDITORIAL . . . .

With the '67 Sixth Form, Telopea completes the cycle of the Wyndham Scheme. The Prefects and their colleagues have aimed high and accomplished much in the improvement of a pupil-teacher relationship. The establishment of Senior privileges, a new girls' uniform and Seniors' commonroom are a few of these improvements. School interest has grown with successful rowing crews, the newspaper "Smoko" farce, and the co-ordinating of the new building.

Academically, the Class '67 suffered, experienced and gained the effects of being the "guinea pigs". Their results and university records will be indicative of the advantages of a system based on a more independent, responsible student.

The senior year has done much and the Fifth Form has a big responsibility to fill, for there still remains the need for a greater unity among the six forms. Senior relationships and responsibilities have grown (and improved) with the staff, the school and the individual. But, what about the younger forms? How can we, the '68 Seniors, develop a greater sense of identification with the school among the junior forms? By encouraging them to take an interest in their school, we can ensure that they adapt to an ever-widening responsibility.

One system proposed involves the Prefects being the main link between forms. The prefects elect plan to develop school interest among the lower forms by meeting and discussing their ideas in small groups. Or perhaps, a system based on junior representatives, and developing leadership, including these juniors in school activity planning. Ideas like these are seriously being considered and will be put into effect with the '68 First Form.

LOIS CARLSON,  
STEPHEN BISSET



Senior Common Room



### P. & C. Report:

#### PRESIDENT'S MESSAGE

Telopea Park High School has seen many changes since its beginning as the birthplace of education in the A.C.T. and this year has seen the culmination of perhaps one of the most radical of all changes, the full implementation of the Wyndham Scheme. The first Higher School Certificate examination is over and the first sixth form students have left.

We, as parents have watched these changes with great interest, and, it must be admitted, with some anxiety, but the spirit in which you, as the school, have accepted these changes has not only encouraged us, but will also be an example to those who follow you.

You are, of course, fortunate in that you have from your Headmaster and his staff a sympathetic understanding of your problems and a determination to give you the best education that is available. I take the liberty of including you in our thanks to them.

Your school has a proud tradition, we are proud of the way you have upheld it this year and we know that you will add further lustre to it in the years to come.

## THE PREFECTS — 1967

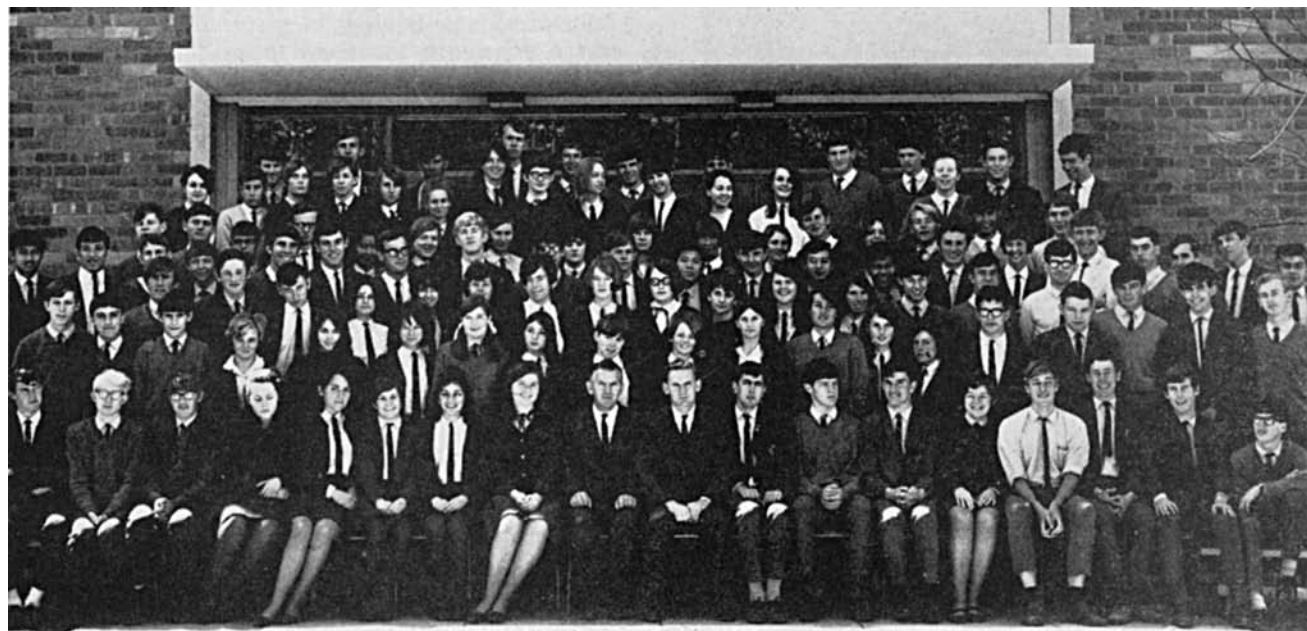


Back Row (L. to R.): Gaspard de Jong, David Brown, Brendon Jones, Graham Moore, Richard Whitelaw, Jeff Bartley, Tony Bandle.

Second Row: Harriet Horner, Francis Hurrell, Judy Preston-Stanley, Janet Horne, Jennifer Ingram, Kerry McKinnon, Leonie Gladwin.

Front Row: Wendy Craik, Angus Hall, Mr. McPherson, Mr. Forster, Elizabeth Maiden, Geoffrey Kingston.

# SIXTH FORM



## GIRLS

Alps, A.  
 Armstrong, L.  
 Arndt, B.  
 Boyle, S.  
 Butler, V.  
 Chamberlain, R.  
 Craik, W.  
 Crockford, J.  
 Crossing, H.  
 Daunt, S.  
 Day, S.  
 Done, E.  
 Elsom, L.  
 Felgenner, A.  
 Gascoigne, H.  
 Gladwin, L.  
 Hill, A.  
 Hoffman, A.  
 Horn, J. A.  
 Horner, H.  
 Hurrell, F.  
 Hyslop, D.  
 Indiana, D.  
 Ingram, J.  
 Loudon, J.  
 Lovasz, A.  
 McCosker, E.  
 McCusker, G.  
 McDonough, M.  
 McKinnon, K.  
 Maiden, E.  
 Moseley, V.

## GIRLS

Oddy, J.  
 Preston-Stanley, J.  
 Price, D.  
 Price, J.  
 Prosser, J.  
 Roberston, N.  
 Saunders, J.  
 Savage, V.  
 Shumack, H.  
 Skarbek, A.  
 Smith, A.  
 Stojanovic, D.  
 Taylor, S.  
 Thompson, J.  
 Tonissen, J.  
 Trevillian, H.  
 Wang, A.  
 Waring, C.

## BOYS

Alexander, P.  
 Atkinson, W.  
 Bandle, A.  
 Bartley, G.  
 Bates, J.  
 Bloye, J.  
 Blumfield, P.

## BOYS

Bowen, P.  
 Brady, W.  
 Brown, D.  
 Burns, C.  
 Caldwell, C.  
 Cardew, R.  
 Chamberlain, K.  
 Clarkson, J.  
 Constance, A.  
 Cooper, R.  
 Cusbert, P.  
 De Jongh, G.  
 Eggins, A.  
 Elliott, R.  
 Flowers, G.  
 Franklin, P.  
 Furlonger, J.  
 Gillespie, J.  
 Hall, A.  
 Harders, G.  
 Harris, A.  
 Haznam, U.  
 Howe, D.  
 Jablon, P.  
 Jeffery, D.  
 Jones, B.  
 Khamhing, K.  
 Khamhing, N.  
 Kingston, G.  
 Knox, J.  
 Lovell, K.  
 McIntosh, I.

## BOYS

Maclaren, B.  
 Marsh, C.  
 Merz, C.  
 Middleton, N.  
 Moon, S.  
 Moore, G.  
 Mokhsain, S.  
 Neumann, D.  
 O'Brien, W.  
 Owens, J.  
 Panya, S.  
 Papas, M.  
 Piper, R.  
 Plumb, L.  
 Pryor, J.  
 Reitbauer, M.  
 Ridge, B.  
 Robertson, C.  
 Rossiter, W.  
 Smith, G.  
 Soemawinata, E.  
 Standovich, T.  
 Stewart, A.  
 Sutton, G.  
 Televantos, N.  
 Tomas, M.  
 Towell, A.  
 Van Reesch, C.  
 Whitelaw, R.  
 Wilson, R.  
 Woodbury, B.  
 Wright, M.

# SCHOOL ACTIVITIES AND CLUB REPORTS

## GOETHE AND ALLIANCE FRANCAISE COMPETITIONS

Pupils from Telopea Park High School brought credit to themselves and their school by their attainments in the 1967 Alliance Francaise de Canberra Competition. Richard Whitelaw gained first place in the Senior Section, in competition with students from all Canberra and Goulburn schools.

Details of the competition are:

### Book Prizes:

SENIOR ..... Richard Whitelaw (1st place)  
Gaspard de Jong (3rd place)  
Michael Reitbauer (equal 6th)  
JUNIOR ..... Catherine Ingram (equal 3rd)

### Certificates:

SENIOR ..... J. Furlonger  
R. Chamberlain  
JUNIOR ..... Anne Pickering  
S. Panjon

Congratulations to the above pupils for their efforts.

Response to the Goethe Society competitions was deplorable. Pupils should realise that these competitions are conducted only at the expense of considerable time and effort by the organisers whose only thoughts are what benefits the participants can gain. The attitude "What am I going to get out of it?" and "How much are the prizes?" are all too prevalent.

Successful entrants were Jane Louden in the senior section and Dagmar Albrecht among the juniors.

—G.B.

## I.S.C.F.

The I.S.C.F. (Inter School Christian Fellowship) has been conducting weekly meetings throughout the year and many interesting topics were discussed. Several guest speakers addressed the members during the year, including the travelling secretary of the I.S.C.F. Prayer meetings and Bible studies were also held regularly.

Activities organised by the I.S.C.F. included a house-party at the Cotter Conference Centre in March this year and several hikes and barbecues.

Lesley McKay is the leader of the student committee, which has six members and is advised by teacher counsellors. Each form has representatives on the committee.

## SCHOOL SCIENCE COMPETITION

In fostering an interest in science and to encourage pupils to perform experimental and observational investigations of a nature and complexity determined mainly by the ability and initiative of the pupils involved, the A.C.T. Science Teacher's Association once again conducted a School Science Competition.

Entries were accepted in four divisions of both the junior and senior sections. Cash prizes of significant value were awarded to the winning entry in each division and lesser awards were made at the discretion of the judges.

Excellence, rather than prolificacy would describe the response by the pupils of Telopea Park High School. Regrettably, many capable students did not avail themselves of the opportunity presented by this competition and it is anticipated that this situation will be corrected in succeeding years.

Those to secure prizes were as follows:

### Senior Section, Division A—

"A Report on a Practical Investigation" was won by Tony Rossiter and Richard Swan who presented a piece of electronic wizardry in the form of a functional computer. This was a very fine effort and it gained for both of them a special interview for the A.B.C. national radio programme, News Review.

### Senior Section, Division C—

"A Report on Readings of Scientific Interest" was won by Anne Pickering who presented a lengthy and highly informative account of quasars for which she was highly commended.

### Senior Section, Division D—

"Essay on Wild Life and Native Vegetation". Second place was gained by a joint effort from Anne Pickering and Caroline Le Couteur.

We extend our congratulations to those successful competitors, and to the organisers of this competition.

## MATHEMATICS COMPETITION

Pupils from Telopea Park High School entered in two mathematics competitions in 1967.

One competition was organised by the Canberra Mathematical Association in conjunction with the Pure Maths Department of the Australian National University and is run at the conclusion of a series of Friday night lectures for pupils from 4th, 5th and 6th forms. Prize winners in the Competition were:

2nd Prize ..... Tony Rossiter (6th Form)

4th Year Student Prize ..... Anne Pickering

The other competition is organised by the University of New South Wales on a state-wide basis. Twelve students from Telopea Park High entered the senior section of the competition.

Prizes awarded are as follows—

Cash Prizes ..... Tony Rossiter (6th Form)

Certificate Prizes ..... Richard Swan (5th Form)  
Peter Jablon (6th Form)

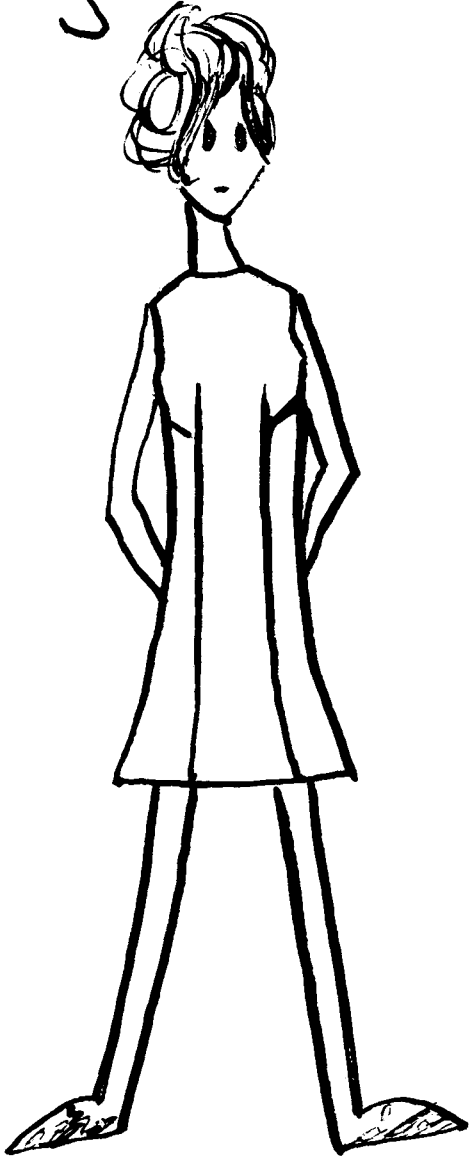


# Uniform '67

"The uniform's changed at Telopea Park"

SUMMER-

Vogue 5814



WINTER-

4e quida A-line skirt



LRC

## THE CHANGING OF THE UNIFORM

(With apologies to A. A. Milne)

The uniform's changed at Telopea Park;  
The girls thought the old one was straight from the  
Ark.

They wanted a dress or a skirt, blouse, and tie.  
"It's all right with me if the hem's aren't too high",  
Said Alec.

So they searched through the shops for material blue,  
With a delicate texture and just the right hue.  
They found it at last—it would wash well and keep.  
"I don't mind what you buy, as long as it's cheap"  
Said mother.

With Twiggy in mind they sewed up the skirts,  
They bought stockings and shoes, new jumpers and  
shirts.  
New dresses from the Vogue (made all the girls slim),  
"We gotta look gorgeous for Physics with Klim"  
Said Sixth Form.

The weather turned cold in the middle of May  
Fifth and Sixth Formers were filled with dismay.  
"What with frost, fog and sleet and maybe some snow,  
More clothing is needed or short skirts must go"  
Said Sixth Form.

The front office shuddered at blue stockings (mod)  
And other suggestions decidedly odd.  
So while a change would be sensible, restful and warm,  
"Let's all now go back to our old uniform".  
Said Sixth Form.

So the uniform changed at Telopea Park  
Now that morning's are misty and afternoons dark,  
With grey tunics flapping and grey stockinged knees,  
"Thank goodness the Head lets us dress as we please",  
Said Sixth Form.

—Christopher Robin



### SENIOR DEBATING REPORT

The senior debating team presented a creditable performance during the year. The team won three debates, lost three and finished equal third in the inter-school competition with six points. The best performance was the win against the visiting Cootamundra High School team and the narrow defeat by only two points by the eventual competition winners, Canberra High.

Wendy Craik made an outstanding effort throughout the year and she was runner-up in the Rostrum Club's Public Speaking Competition. Tony Rossiter and Richard Swan, the other regular members of the team also had a successful year. Christine Waring also made occasional appearances with the team.

### JUNIOR SPEAKERS CLUB

This year we restricted ourselves mainly to debating though several other activities, including a poetry reading were held. The weekly meetings were attended by a large number of enthusiastic sub-juniors, and a smaller group of 3rd and 4th Form "regulars".

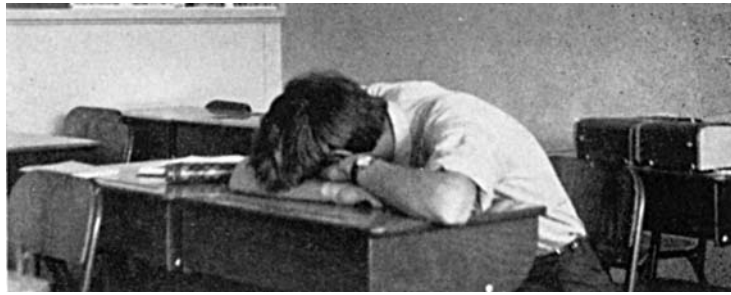
In the inter-school competition the Junior team, which included Caroline Le Couteur, Linda White, Anne Gilby, Graham Paul and Anne Pickering, was captained by Claire Kingston. It won five out of eight debates, two of the losses being by margins of three or less points; and tied for third place. Nevertheless this success was marred by our ignominious defeat by the Seniors when we challenged them.

Though no official inter-school competition was held for the Sub-juniors, they were successful in a debate against Campbell High. There are many promising debaters among them, including Prudence Borthwick, Stephanie Quinn, Anne Gidley and Ian Lambert.





Religious Instruction



French Class



Great Minds . . . .



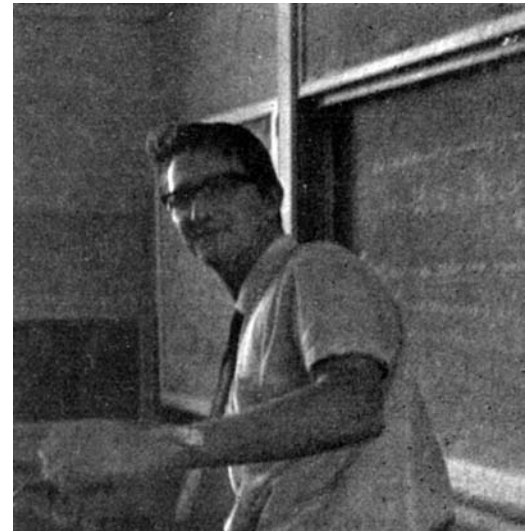
Find the Gardener



Teacher Strain



**ASSORTED  
INDIVIDUALS  
'67**



Caught in the Act



Prefects Meeting



Self-Defence  
Training



C.U.O. Hall and Passing Out Parade

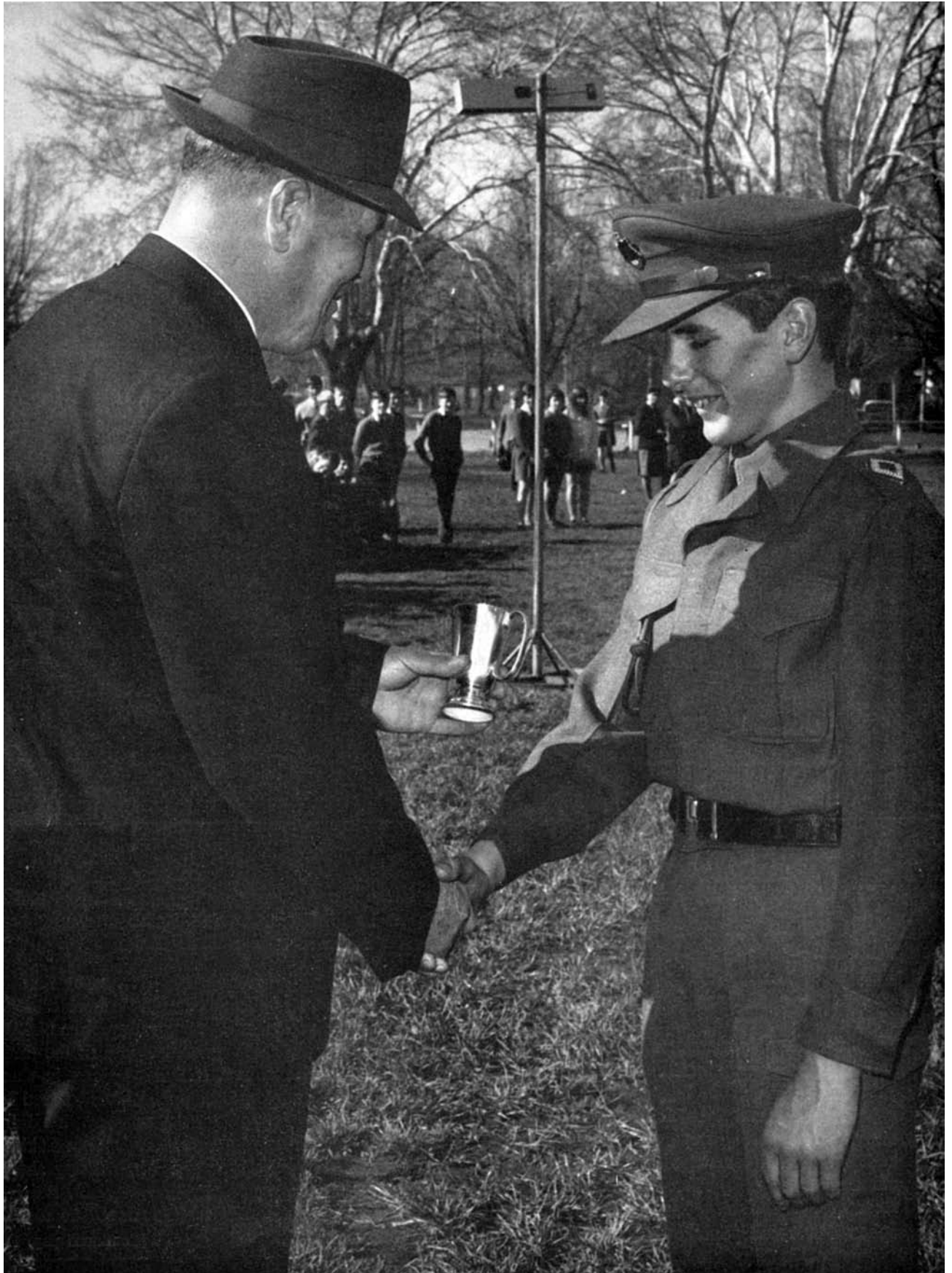
### THE CADET UNIT

The T.P.H.S. Cadet Corps is part of the largest single force in the Australian Cadet Corps which numbers over 40,000 members. The T.P.H.S. unit is attached to the 2nd Cadet Brigade Eastern Command, 13th Cadet Battalion. The aims of the Cadet corps are to give members a foundation of military knowledge and discipline; to develop them mentally and physically; to provide future leaders by developing self-confidence, the acceptance of responsibility and the ability to control themselves and others, and to develop a sense of citizenship and patriotism.

The actual running of the unit is done by the senior boys, C.U.O. Angus Hall, C.U.O. J. Kane and C.S.M. D Drayton, and supervised by Lt. Gamble, the Commanding Officer. The senior boys have qualified at specialist courses at Singleton in May and December.

During the years the cadets are taught subjects including weapons training, survival subjects and field-craft and the knowledge acquired is put into practice at the annual camps at Holsworthy and on field days and bivouacs. Camp is where the initiative and independence are tested because speed and efficiency is essential.

On 4.10.67 a ceremonial parade was held at Telopea Park High. Cadet units from Monaro High School, Canberra High School, Lyneham High School and a band from Goulburn High School were reviewed by Mr. Jim Fraser and the headmasters of the schools participating. In the Quarter Guard Competition, based on drill movements and dress, the T.P.H.S. unit was narrowly defeated by Monaro High. C.U.O. Hall received the Cadet Efficiency Cup awarded each year for efficient and dedicated service.



C.U.O. John Kane receiving Quarter Guard Commanders Trophy



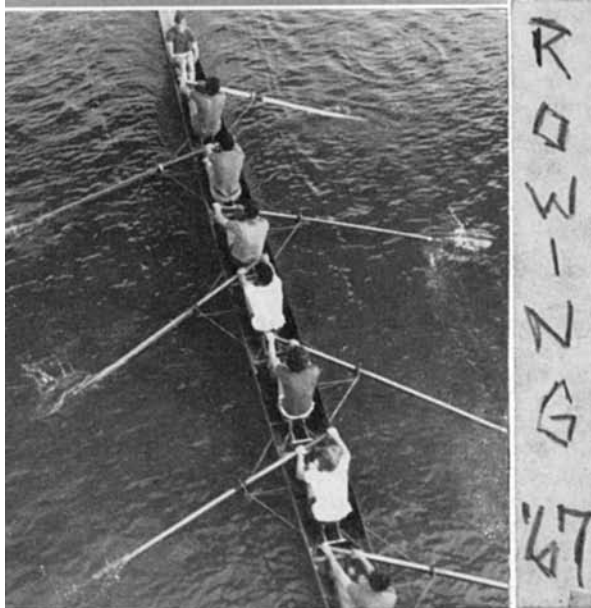
### ROWING 23rd NOVEMBER, 1967

Telopea lost the 1966-67 Head of the Lake to Grammar, our main rivals at the moment. Although Telopea was rowing the more effective stroke, which could be seen in their forceful and full-blooded finish when they almost edged Grammar out, it was probably because Telopea's training was virtually non-existent in the vital pre-race period that they lost this race to a fitter crew. It is to be hoped that a valuable lesson will have been learnt from this by our present VIII. However, our retiring crew, a very interesting one, stroked by Peter Cusbert, and coxed by Rod Cooper and boated bow to stern by John Owens, Lindsay Plumb, Chris Slater, Gas de Jong, Ricki Burns, Stephen Bisset and "Smokey" Bowen is to be

congratulated on two consistent seasons' effort and it is not to be forgotten that it was this crew that beat Grammar in the first Head of the Lake.

Our present VIII has just added another first to Telopea's credit being the first A.C.T. school crew to win at a Canberra Regatta counting towards the N.S.W. point score; and for that matter was one of the three first crews ever to win against Sydney crews in Canberra. This VIII stroked by Stephen Bisset, coxed by Geoff Cannock and boated bow to stern by John Engledow, Peter Thompson, Peter Harris, Stan Bakker, Geoff Pollard, Gary Napper and Chris Slater shows much potential and if its present commendable training efforts continue then it will without doubt be a very hard crew to beat.

(Continued page 15)





## ROWING (Continued)

School Rowing is expanding fast in Canberra. Lyneham have recently acquired an Eight and St. Edmunds two, so that there are now six schools boating Eights; these two as well as ourselves, Grammar, Daramalan and Canberra High. Our own rowable fleet consists of two tired Eights of which "Gosse" is the less shaky, and "Waratah", our Regulation IV, bought new two seasons ago and still in very good shape. The oar situation is only just adequate as far as numbers go, but inadequate as far as blade shape goes, the stronger oarsmen beginning to tear the water with the old-fashioned "toothpicks". Last season's Mini-Art Union enabled us to acquire some second hand equipment, but due to its age this needs constant attention and repair.

Referring back to last year's Head of the Lake Regatta, it can be seen from the results that our standard is well above average locally. Out of the seven events, we won four, were second in two and third in the remaining one. Perhaps the most impressive win was by the third IV, Ian Wood, Philip Ayrtton, Tony de Luca, and David Owens, steered by Martin Barnes. These four oarsmen with four others now comprise our second VIII which will represent Telopea at the 1968-69 Head of the Lake, assuming that each man will prove his worth in the VIII, under their very able coach, Mr. Theo Hirsch.

I would like to end by saying that Telopea's rowing continues to thrive and by wishing all our crews success in their races; success which doubtless they will achieve if they train consistently and hard.

—N. Murray-Harvey, Coach

## CHESS CLUB REPORT

This year the Telopea Park Chess Club entered four teams in the competition, two senior and two junior. The Senior first team consisted of Jeff Harders, Gaspard de Jong, Tony Rossiter, Roger Brown, Bill O'Brien and Geoffrey Kingston. The Senior second team included Tony Percival, Michael Percival, Flavio Verlato, Ken Gratton, Chris Allen and reserve Martin Buscombe.

The first Junior team was Michael Stuart, Graeme Tudor, Peter Pollard, Peter Polglase, Raziuddin and reserve was Alan Rimington. The second Junior team was Adam de Toth, Peter Percival, Chris Rowley, Donald Rogers and Peter Forwood.

Unfortunately none of the teams won their divisions, however, the club has some very enthusiastic members, especially amongst the juniors, and the coming year should be more successful. Transport to and from some of the schools to be played proved quite a problem and we are hoping that next year more parents will be able to assist.

## GYM REPORT

Three major contributing factors make a good gymnast;

- (i) Correct and adequate equipment
- (ii) Enthusiasm of the performer backed by parental interest
- (iii) Plenty of competition and intelligent practice.

This year we have added an Olympic Vaulting Horse and another High/Low bar to our equipment list. Consequently the standard reached in 1967 has been the best yet.

Jan Tonissen again won the N.S.W. State Championship, was placed first in the Queensland Championship and was third in both the Victorian and Australian Championship. Jan has been selected for the Olympic training squad of eight and we wish her every success for Mexico selection.

Alison Pomroy left the junior A grade in order to train with Jan in the senior divisions. Alison represented N.S.W. in Victoria, Queensland and Perth and gave a good performance in all championships. It is interesting to note that both Alison and Jan travelled over 10,000 miles this year to compete in ten championships. The Junior A grade travelled over 7,000 miles and nearly all of the group have exceeded 4,000 miles.

Our Junior B and Junior C teams remained undefeated, while our Junior A team won the N.S.W. Championship and narrowly lost to Western Youth Centre in the South Australian Championship. The Club Championship held in August saw Wagga and the Athena Club of Victoria represented and next year we expect further expansion. Cake stalls at Kingston added over \$200 to club funds whilst donations added another \$200. Our thanks to all donors and to cake stall helpers, special thanks to Mrs. Woods of Yarralumla for the much needed help that she gave to the Junior C's.

Progress honours go to Helen Malec, Stella Kingston and to Cheryl Headford.

—C. M. McNab



Back Row (L. to R.): J. Smith, E. Klug, H. McNab, L. Margules, R. Dickinson, L. Shields, J. Tonissen.  
Second Row: G. Kirkland, V. Mower, D. Turner, A. Pomroy, S. Kingston, L. Woods, D. Smith.  
Front Row: H. Malee, K. Hanson, W. Van Reisch, H. Fenton, C. Frencham, M. Hall, C. Headford.

# Literature

## "SUNSET"

The sun is setting over the hills,  
Against the folks and everyone's wills.  
The people are leaving their farms and mills,  
And house-cats are sitting on warm window sills.  
Delighted, they view the colours of reds, purples, and  
yellows,  
From the fields they hear the sounds of hungry bulls'  
bellows  
And the rustle of leaves 'neath the weeping willow.  
Whilst into the sunset walks a lonely fellow.

—Catherine Morant, 1E1

## "SUNSET"

Throwing flashes of flame,  
The sun sank home  
O'er the rolling hills  
Silver'd by brooks and rills  
Running betwixt the heather.  
The suffused pink cloud  
Attends the golden orb so proud  
Who, with lessened blazing,  
Glads the shepherd's gazing  
With portent of good weather.  
The fiery hues of glory  
Bring reminiscence gory  
Of armies lock'd in battle  
And the rapid rifles' rattle  
Amid the blood and smoke.  
Now return to pastoral scene  
And gentle descent of re'en  
Where shepherd plods his dreary way  
Back to the light of his home so gay;  
But now the stars have woke;  
And vanquished the fire and smoke.

—Three Relics of the Heroic Age, 5E1

## SUNSET

In the calm of the evening,  
As the sun lay down to sleep,  
I heard a nightingale in flight  
Singing his song in the forest deep.  
The clouds were scarlet in the sky,  
With the sun a dazzling red,  
And while this beauty passed me by,  
My earthly worries from me fled.  
The fleet footed deer,  
The light hearted dove,  
All will sleep while the moon shines above,  
Heaven and earth will join in their love.

—Roslyn Brown, 1E1

## REFLECTIONS OFF THE HARBOUR

Whirlwinds rustling across a fresh swept road . . . .  
Wet cement, its mud gone to gutter.

The ferry arrives from the cove, itching with clam-  
ouring people, yellow ones, red ones, faceless people  
dispersing through the stiles.

Sheep over a fence . . . 1, 2, 3, . . . 4, . . . 5, . . .  
disappear on the other side.

A neon blinks at the Golden rise.

Seagulls dive, alley-cats cringe, fisherman fish. Up  
the street the great buildings wait.

Breakfast starts.

"Steaks and eggs please!"

"Rare?"

Red-nosed milkman in clanking van.

Busmen arrive, their green chariots roar.

Fumes and fog drift across the harbour,  
around the fort to grey steel arches.

Red bricks stand silently in line, observing the  
monotony of life.

Cars flash past, by a blue, white-gloved man directed.

A mop, dispelling last night's dirt.

A greyhound makes his owner fit.

Sandshoes, baggy shorts and lots of sweat, A tattooed  
arm, a swooping pick.

Salted dew glistens on shiny brown brawn,  
Guitars stroll past wearing long black wigs,

That swings.

## GAUDEAMUS IGITUR

In winter wait the ragged old  
For life to shut and lock the door  
And close them out into the cold:  
Beggars, listened to no more.  
And old men wait for death to bring  
A thought and care for him again;  
Should spring return, and summer sing  
And sun replace the chilling rain,  
The petalled blossoms that he sees,  
Or grasses blowing happily  
Among the green and summer trees,  
He knows, will wither presently.  
And we who sing in summer sun,  
Young men who live a rite sublime,  
May not pause to take our breath;  
For, summer gone and autumn done,  
Then, in the winter of our time,  
We shall have time to wait for death.

—Daniel Neuman

## DISCORD

Tap, Tap,  
testily I sample—  
the fruits of life.  
bitter  
poison.  
Languid dreams of a lazy life.  
pass  
—and are forgotten.  
the past is the Past, but will it remain so.  
Great Solomon thought not.  
yet he IS still!  
that which has gone is—  
the future.  
Drip,  
Drip,  
nothing matters now.  
nothing ever will.

—W. A. L. Rossiter

## ADVICE FROM AN EXPERIENCED PUPIL

All flowers are mushy  
Except the waratah,  
For it has a special purpose:  
It can be seen from afar.  
But don't go near this bright red flower,  
For in it lives a bee with power,  
And anyone who challenges him  
Doth receive a vicious sting;  
And they'll let out a mighty "Ahhhh!"  
A symbol of Teloepa.

—Terry Hartman, 1E1

## "STUDYING"

Before the exams every year  
Here are the conversations you're sure to hear;  
"Did you study last night?"  
"No, I didn't, I had a letter to write."  
"No I didn't, I went to sleep early,"  
"I straightened my hair because it got curly."  
"No, I didn't, I'll fail this year."  
"Oh you will not. I will, that's clear!"  
The "brainy ones" mostly talk this way  
It's surely the safest thing to say.  
You say you didn't study (but you did though)  
Because if you flunk you can say "I told you so."  
However if you do well as you will mainly,  
People will smile and say you are brainy.  
But if you say, "yes, I studied last night"  
You will give everybody quite a fright.  
People will say, "Ugh, what a bore!"  
And you'll wish that you had shut up more.  
And especially when the results come out  
For yours, people will be on the lookout.  
If you did well, they'll just shrug,  
But if you did badly, they'll be nasty and smug.  
It's quite a joke to hear pre-exam excuses and wails  
And compare the offender's results with their tales.

—B. Gilby, 2E1

## THE ADVANTAGES AND DISADVANTAGES OF HAIR OIL

By that, or is it . . . No, it can't be . . . yes, by Crikey it's D. Price.

We shall start our tale, yes we, and my hair oil, on the advantages and disadvantages of that blessed stuff.

### 1. Vaseline recommended

When lost in bush, leaves greasy trail (easily followed).

When persued by aggravating things, e.g., bulls with long horns, bees, skunks, and big horney toads, unscrew lid, dig in fingers and with much effort throw into the mists of the enemy. There will be a slight explosion which is to be expected. Then the persuers will have gone.

### 2. Trim

But so much for vaseline, and now for Trim. Trim is very slippery. "Ah, no!", blast it it's gone! got it; not again! there it is; "oh!" CRASH! SPLOB!

### 3. Brilcream

Brilcream is very glamorous, but everywhere you go, you find girls, fat and skinney, but not pretty, all after your scalp. Oh well, that's life!

### 4. Spruso

The best and greatest of them all, but don't put it on your hair, you'll have Simon the hair killer on your tail, or in your hair, or where ever he can squeeze in, the blighter!

### "A Student's Prayer on Eve of Exams"

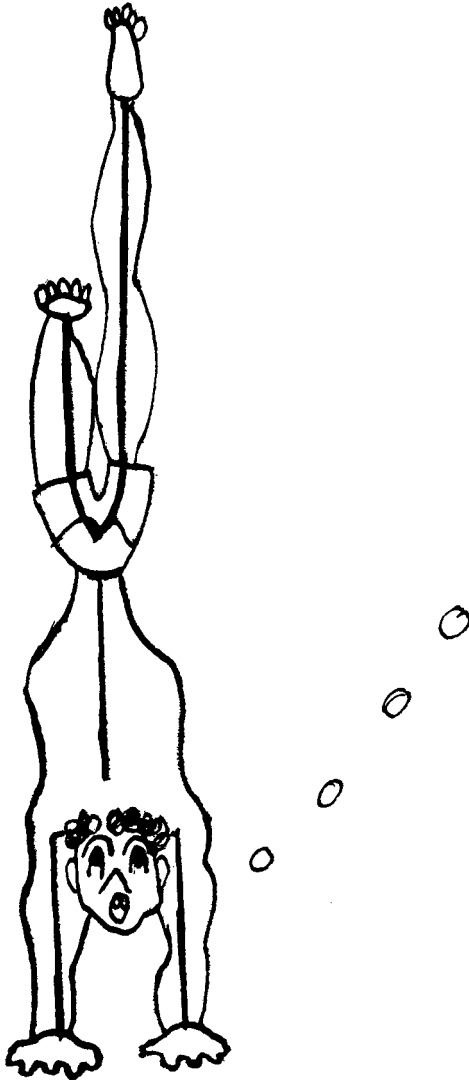
O, God of Exams, steal my exam papers!  
Possess it not with fear. Take from them now  
Their sense of reckoning, if the numbers  
Don't come out well. Not today, O Lord,  
O, not today, think not upon my fault . . . . .

AFTERWARDS:

Friend: O, that we were of  
But one ten thousand of those  
That do no work today!  
Student: Who's he that wishes so?  
Thy friend, Westmoreland? No my fair friend,  
If we are marked to fail, we are enough  
To do our school loss, and if to pass,  
The fewer boys, the greater share of honour.  
By Jove, I am not covetous for land.  
Nor care I who doth copy my answers.  
It yearns me not what garments I wear  
Such outward things dwell in our teachers' desires.  
But if it be a sin to covet an advanced pass,  
I am the most offending student alive . . . . .  
. . . . . He would not fail in that men's company  
That fears his scholarship to fail with us.  
This day is called the feast of Crispian:  
He that shall sit this day, and see old age  
Will yearly in the vigil feast his neighbours,  
And say, "Tomorrow is Saint Crispian".  
Then will he strip his report card and show his marks  
And say, "These marks I had on Saint Crispian's Day!"

—Andy Bisset, 3E1

Apologies to Shakespeare (Henry V)



NEW RECRUIT

## NEW RECRUIT

A little man lay on the beach,  
Peering at the sea,  
Dreaming of all the prizes he'd win  
And what a life-saver he'd be.  
There'd be

The prize of "The Bravest Ever".  
The prize of "The Scourge of the Sea".  
"Best Life-saver Ever Encountered"

And

"For Saving a Hundred and Three"  
"For Swimming the English Channel  
And Rescuing the Queen".

And even

"For Killing a Whale and Saving  
The Sheik of Sheem".

Then all of a sudden a shriek  
Pierced through his tiny brain.  
"Help, Help" and "Oh please save me"  
Came from the sea again.  
He hurried to do his duty  
And plunged into the sea's cold rim,  
But he never reached the maiden,  
He sank . . . for he could not swim.  
Now though the poor fellow died  
And dreams are left to the meek,  
He did receive one prize for his pains,  
"Most Original Drowning this Week".

—Kathryn Miller, 1E1

## THE CURRAWONG

Black grace slips through the air  
With the ease and forbidding of a shark,  
Black grace that is broken by a sharp yellow enmity.  
Black grace that preys on fellow birds.  
Yet from the uncanny hunt he drifts aloft  
To another world—  
To an exultant stream of wind;  
Where he plunges and dives  
Like a dolphin behind a ship.  
From his throat flows an exuberant cry  
That rings out in the wind to be echoed by another's.  
Why is it that man who preys on fellow mammals  
Finds the same so repulsive?  
Is it that man can only find sufficient sympathy for  
small things  
And cannot suffice for bulk?

—Sue Pickering, 2E1

## "THE ALIEN"

Only his shoes remained. This alien to earth, whose origin was as deep a mystery as was his destination, who emitted a strange powerful force in the form of throbbing music, that created devastation in the minds of normally sane man; whose appearance made the boldest and bravest of men shudder with disgust and horror, had let those shoes lie there, unceremoniously, fifteen feet in length; a grim reminder of his visit.

He, not that I know his gender, arrived on this planet by means of a fantastic machine, spherical and translucent, contrived by the unknown, thriving in our rich atmosphere, he grew from large to colossal size. His force waves drew innocent beings to their doom when their minds, tantalized by the eerie, creeping music, relented and submitted, and they walked as in a dream. They flocked by the thousands into his shadow, never to return to the sunlight. They marched in rows, in the shadow of a one-hundred-foot-high beast.

The alien was humanoid, but from his body glowed a multi-coloured aura. This extended for approximately ten feet. He had no face and his body was semi-transparent, showing no organs. He had journeyed a day (ever onwards), following the sun. Reaching the arms of his humanoid body upwards, he seemed to draw his sustenance from that glowing sphere in the sky.

No one was able to stop this march. As soon as a body, human or otherwise, came within a three mile radius of him, its mind forgot its objectives to destroy this menace and prevent his pulverising cities at a step, they followed their master like disciples.

There was one hope for humanity. In the last sixty miles that the alien had tramped, he had slowed down as if unable to keep up with the sun, his energy had slowly decreased. Each step showed his weariness. Those captured were in dire peril, as they walked in their hypnotic trance. If the alien should topple and fall. There would be no chance of escape—crushed by the weight, they would have given their lives for Earth.

The fatal moment came. The last, long rays of sunlight faded into oblivion, leaving darkness. Would the alien fall? A hush fell upon spectators as they witnessed strange sights and sounds. A strange whirring occurred, piercing, shattering. His spaceship materialised. The alien grew transparent. The aura faded and disappeared.

His spaceship underwent a change and disappeared. At the same moment, the alien vanished.

—Shelley Fraser, 2E1

### THE HEARTLESS ONES

T'was 10 o'clock,  
 She crept along,  
 To their meeting place,  
 Her heart in song.  
 They met,  
 She squeaked in happiness.  
 Her heart went out,  
 He stroked her tresses.  
 Some day they'll meet their end  
 In pails,  
 Filled with Defender,  
 Helpless snails . . . . .

—Merran Fraser

### SHEEP TRACKS

Tracks criss-crossed on the bare brown hill  
 Winding in and out among the tussocks;  
 This intricate spider-webbing of dirt amongst the grass  
 Brings tranquility to my soul.

The wall of solid dust between the fresh mountains,  
 And the ever shifting road,  
 Obscures all but a dream-like glimpse into a better  
 world,

That man in his blindness had hidden.  
 But escape, escape to the timeless world,  
 The world of dumb beasts and forgetfulness  
 It is not enough for man and his knowledge  
 He must learn what he should not know.

—Pat Cameron, 2E1

### "IN THE DARK"

The book falls limply  
 from my hands,  
 It's time to go to bed;  
 The tale I've read  
 chills my spine,  
 While fears spin in my head.

I slowly rise  
 onto my feet,  
 As terror grips my heart;  
 Inch by inch I move  
 through the door,  
 Each sound makes me start.

The light is dim  
 in the corridor,  
 The floor creaks as I tread;  
 My heart is thumping  
 louder still,  
 I wish I was in bed.

A shadow lurks  
 before my foot,  
 I must investigate;  
 Oh Gosh; What's that  
 upon the door?  
 It's just the coat I hate.

I'm drawing nearer  
 to my room,  
 I'll soon be safe inside;  
 I've had a terrible  
 ordeal,  
 And, "Phew", I nearly died!

—Rae Leslie, 2E1

## A REPORTER QUESTIONS BRUTUS— HERO OF THE ROMAN REPUBLIC

Adam de Totth, 3E1

- R. How did you regard Caesar?
- B. I knew no personal cause to spurn him.  
He did much good, yet in the doing  
Undid the greatest of my desires.  
For that he earned my hatred.
- R. Yet he treated you like a son.
- B. It was this that begat my loathing,  
Opponents may be friends,  
Yet when such niceties are brought  
into the relationship  
Then there is the most to fear.
- R. Why did you kill Caesar?
- B. I kill Caesar? I? When there were  
fifty to kill and see it done?  
Killed I Caesar not for gold,  
Yet I had not enough;  
Killed I Caesar not for love,  
Yet Calpurnia was his wife;  
Killed I Caesar not for power,  
For of that I had to spare.  
No, not that I loved Caesar less,  
But I loved Rome more.
- R. In what relationship do you hold honour and death?
- B. Let the Gods so speed me as I love  
The name of honour more than I fear death.
- R. Touching your disagreement with Caesar,  
what was the crux of the problem?
- B. He would be crowned.  
How that might change his nature,  
There's the question.
- R. What was your attitude to the future murder of  
Caesar?
- B. Since Cassius first did whet me against Caesar,  
I have not slept.  
Between the acting of a dreadful thing  
And the first motion, all the interim is  
Like a phantasma or a hideous dream.  
The genius and the moral instruments  
Are then in council, and the state of man,  
Like to a little kingdom, suffers the  
Nature of an insurrection.
- R. Why, before killing Caesar, did you talk to him of  
a long-forgotten man, Publius Cimber?
- B. Words before blows. It is the same  
In the field or the courts.  
Also, it enabled us to come within  
Range for striking.

- R. What was your first thought on knowing that you  
have to combat Octavian?
- B. I filled myself with patience  
To stay the providence of some high powers  
That govern us below.  
My first thought was that of prayer.
- R. What was your first thought at the conclusion of  
the parley with Octavian, directly before the  
battle of Philippi?
- B. My first thought?  
"O! that a man might know  
the end of a day's business ere it comes!"

## THE COLOUR RED

Red is a fiery, old brave colour. Red can mean danger; a large splash of red anywhere means Danger. Red is a dangerous colour, and also an angry one. A charging bull sees red, the red of the matador's cape. But red is also a peaceful colour.

The gentle reds that are seen in a dying fire, or the dying sun, are peaceful and gentle. The red in an electric radiator is warm and friendly. But these reds can be horrible as when the dying fire leaps out destroys millions of acres of forest. Then red is the most hated of colours; it destroys, and then itself dies.

But these things cannot be blamed on Red, since it is only a colour. We cannot say it was Red that destroyed the forest; it was the fire.

Red is a carefree colour. A bright red sports car with a pretty girl in the seat is a heart-warming sight that would cheer up anyone. But, the red that is seen if this car crashes would make one retch. The red is splattered everywhere, dripping from the tree to the ground; it is the red of blood everywhere.

Red is like a dormant volcano, ready to be a symbol of death without a moment's notice. Whenever one sees the colour red, one must be aware of the danger implies of the death and destruction that can spring from a red object, be it a matador's cape or an electric radiator. The red clouds at dusk could mean a howling winter storm the next day.

Red is a temperamental colour and one can often see its different moods, but one must be careful of red. It is a symbol of youth and gaiety but also of death and terror.

## POETRY AND POETRY

(An Examination of Creative Writing at T.P.H.S.)

Four main schools of poetry can be detected in T.P.H.S. The first, though officially disapproved (there is an anti-Romantic tendency among fifth formers) is still strong, predominantly among first and second formers—the “Sunset” school.

Next comes the “Problem” or “Menage” poem. Often embarrassingly sincere it tends towards propaganda, and its themes, war, hunger, poverty, racial intolerance, and the bomb, have become a little stale, no matter how topical. It would be more successful if it was more subtle in table-thumping and the approach was more varied.

“Frustrated” poems form the next grouping. Written mainly by the literary cognoscent; of the upper echelons of the school, their form, if any, is the ‘stream of consciousness’. Futility is their theme, but they are futile attempts of futile poetry. No matter how hard they try, their attempts to persuade the reader that they are nihilists, convinced of the absurdity of life, are futile. So perhaps they do succeed through their very failure.

Finally there are the satirists and rhymsters. Where these are not parodying other forms of poetry, their works are generally intended to be funny, or at least rhyme. And the strong sense of rhythm and rhyme that pervades much of these poems may be due to an attitude that if it rhymes it’s poetry. No matter how brilliant, witty or humorous these poems set out to be, they do not often come off.

However, I would stress that no classification is completely rigid as some poetry has the traits of several types, others of none. For instance, elements of nihilism, satire and obscure meaning or problem are found in this “Sunset poem”—

“As the sun set slowly at the close of day

I wistfully wish that set it would stay.”

The overwhelming abundance of poetry would lead us to expect that there would be a larger amount of Poetry written than there actually is. Perhaps any Poets (as distinct from poets) that there may be are deterred from making themselves known. They are a sensitive breed who dislike being constantly coupled with poetry. For instead of being self-consciously “poems” or “poems for-the-school-magazine” their works are concerned with the distillation of experience into a satisfying literary whole, meaningful in itself. “Lofty expression of deep concern”, “pure realisation” and “messages” have little to do with them. What is essential to a Poem is that it inheres to form a certain effect—each element working together to produce an organic whole.

When confronted with Poetry attempts at classification crumble. For what element shall we select as the basis, if the poem is an integral whole. To select any one characteristic, when all are so closely bound up with one another would be to produce a distorted picture.

It is for this nobler breed of uniting that poetry forms a cheap substitute—a result of the misconceptions about the nature of Poetry and the ever-eager coaxing of school teachers. Children of any age are capable of writing poetry. But imperceptive teaching and an injudicious selection of pieces for study can often lead to mistaken ideas of Poetry. And perhaps the most dreadful thing of all is that when eventually the poet discovers that what he has written is not Poetry he so often moves on to another more avant-garde form of the same thing.

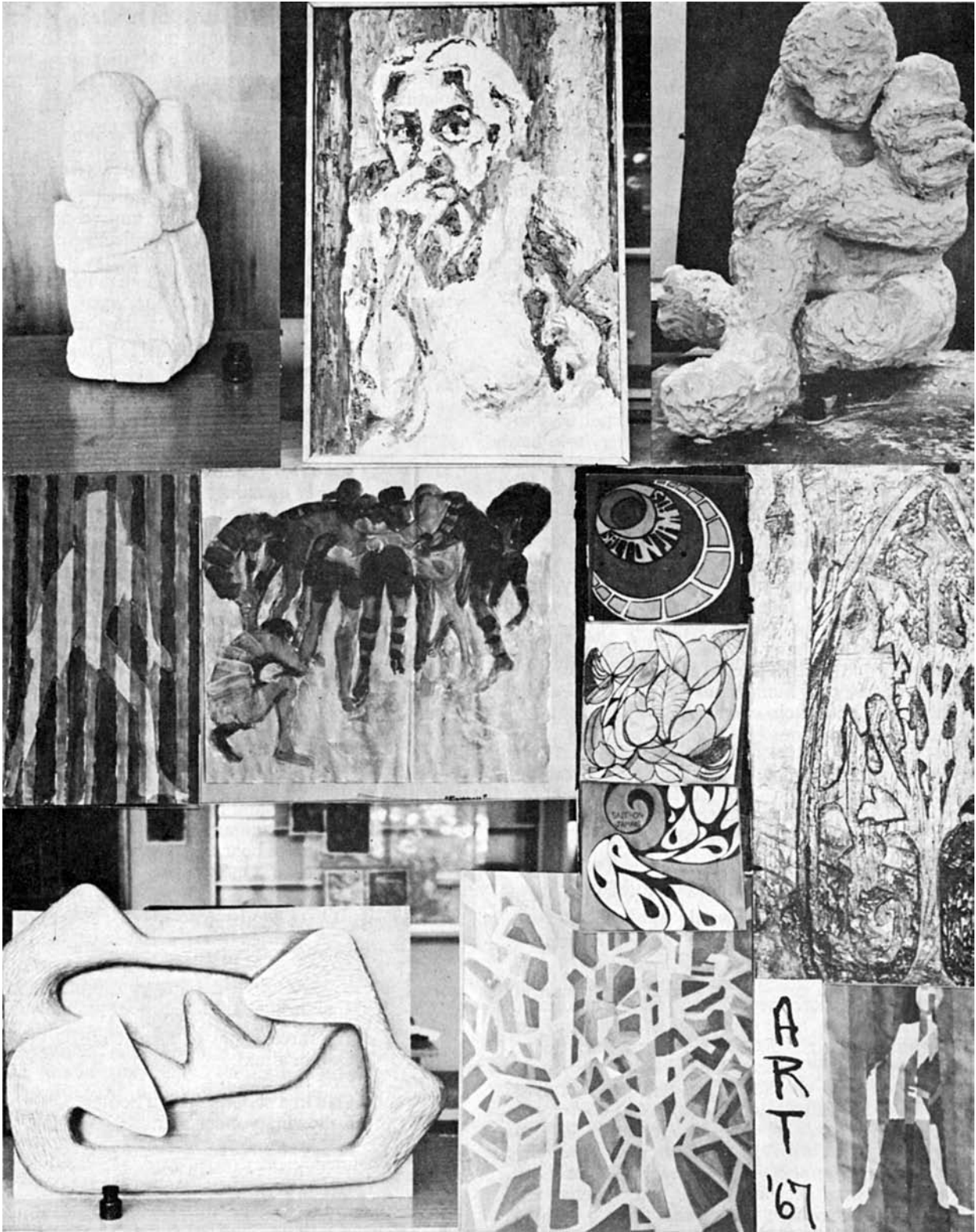
O stranger, where go thou;  
On what errand hastening;  
Who are you who passes,  
And what is your meaning?  
O do not please ask me  
My meaning, my wherefore,  
my purpose and purpose  
have I not any; void.  
Hollow as the wind blows  
hither, nither am I.  
I am in the thunder sound  
The unexpected shriek  
or rippling on a pond  
as a fluttering shadow  
shapeless, insubstantial,  
a hollow nothingness—  
I hasten and hurry,  
Where to, why, I know not.  
O ask not my purpose  
—I have none; nor ask me  
Who I am, for I am  
—if I am such—that I  
cannot bear to ask why.  
O, Stranger, I know you—

BEGONE TO YOU, FEAR!

We three Kings of Orient are,  
One in a taxi,  
One in a car,  
One in a scooter with a hooter  
Following yonder star.

—S. Hewson, 1E3







## BOY'S SPORT

### Rugby Union

The First grade started off quite well but unfortunately they lost their coach mid-way through the season. They won three matches and lost seven. Mr. Street and Mr. Murray-Harvey were the two coaches. The Sixteens won their competition, their coach being Mr. Rogers. They won five out of the six matches played. The Fifteens, with coach Mr. Rooney, won four games out of six. The Fourteens did not fare so well, with a tally of only one out of five games. They were coached by Mr. Montgomery. The Thirteens broke even with three games lost and three games won. Unfortunately the Narrabeen trip which is usually held every year had to be postponed because of rain. Accordingly the first round for the Waratah Shield between Telopea and Narrabeen was not played.

### Basketball

There were no interschool games played this year but a team of American Morina teachers played the first grade at the start of the year.

### Hockey

This year the school had five teams for interschool competition. The teachers were assisted by Graham

Moore and Robert Piper in umpiring and in general organisation of the teams. Team 1 and team 3 won their respective competitions.

### Tennis

Last term the first year students played tennis, using the school courts and the Methodist courts. Many thanks to the Methodist Youth Centre for the use of their courts.

### Ex-Students Day

Ex-students day was again a wash-out. Owing to the rain, all of the events except the football were cancelled. The football was a victory for the ex-students, the score, three-nil.

### Junior Cootamundra Visit

This junior visit took place during the last week in November. This was the first time this visit had been made; Cootamundra brought her two cricket teams. Telopea defeated their fifteen-years-and-under team but the under-thirteens of Cootamundra defeated Telopea. The trip was very successful and did not interrupt the normal school routine. A barbecue luncheon was provided for the visitors. This year Telopea visits Cootamundra on the first of December.

## GIRLS SPORT REPORT, 1967

### Interschool Sport

Teloepa Park High entered twenty-six teams in the Girls' Winter Interschool Sport Competitions this year, having six teams each in tennis and basketball and seven each in hockey and softball competitions. The school was not well placed in the competition but the efforts of many of the teams were very good.

In the hockey competition the second team was placed third and the seventh team finished equal first with Girls' Grammar.

In softball the A2 were second and the B2 were fourth. The fourth team however won their grade in the Grand Final.

The tennis teams 1, 2 and 6 were all placed 2nd in their respective grades.

Unfortunately none of the basketball teams received places in the competition.

As the organisation and training of the girls' teams this year was much improved the competition proved more successful than last year.

### Girls' Cross Country Run

A shortened version of the boys' course was used for the girls' cross country run, the results being organised on house points and form divisions. The first form winner was J. Clarke while S. Pickering led the other forms. Total house points for the Cross Country Run were:

- (1) FARRER 105
- (2) CAMPBELL 92
- (2) THROSBY 92
- (4) MOORE 56

### P.E. EXAMINATIONS

Time using or just consuming?

This could well be asked of all Physical Education periods. Physical Education has been accepted as a non-examinable subject and pupils and parents have felt that it no longer rates as a high school subject.

During the last twelve months pupils have become lax in dress and attendance. Exemption notes from sport and P.E. have flourished. However, departmental instructions definitely state that pupils must prove satisfactory in Art, Music and Physical Education to merit a School Certificate. Therefore we have introduced the Physical Education exam. It is entirely practical for boys and part theory—part practical for girls. A child who fully utilises the P.E. period and sport afternoons can receive excellent marks in these tests of basic physical skills. The pupil who nonchalantly tries and is arrogant about his or her failure is not satisfactory in Physical Education.

If your child is classified "below standard", we urge that he or she take a different attitude and make a greater effort.

Health and physical fitness is a necessity.

### Athletics Carnival

The Schools Athletic Carnival was held in unfortunately bad weather, causing many children to leave the oval at lunch time. But despite the bad conditions Stephanie Quinn, Philippa Carron, Christine Lee, Leonie Gladwin and Jenny Ingram all returned places.

This year Philippa Carron set new records both in Sub-Junior Shot Put (26ft. 9in.) and Sub-Junior Discus (58ft. 10in.).

### Swimming Carnival

1. Form 1, K. Robbins
2. Sub Junior, A. Gidley and R. Lesley
3. Junior, J. Bullock
4. Senior, J. Ingram

House points awarded were:

1. MOORE 523
2. FARRER 365
3. CAMPBELL 326
4. THROSBY 227

Aggregate:

930  
779  
718  
594

At the Combined Carnival, J. Ingram, R. Roberts, A. Gidley, R. Lesley and K. Robbins all received certificates for places.

This year yoga and judo were added successfully to the variety of sports available for girls. House competition was more successful as more time was available and more sports incorporated.

### Champion House Cups

Megan Welsh Cup (Girls Hockey) ..... FARRER  
Dwyer Cup (Girls Winter Sport) ..... CAMPBELL  
Fifth Year Cup 1968 (Girls Aggregate) ....

### Cootamundra Visit

Teloepa won all but Athletics

	C.	T.
Athletics .....	187	113
Debating .....	212	226
Basketball .....	9	49
Girls Hockey .....	1	3
Tennis .....	38	49
Girls Basketball .....	21	22

Junior Visit — December, 1966

Softball .....	1	1
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# SCHOOL PRIZES — 1967

## SIXTH FORM

### DUX OF THE SCHOOL

2nd in year  
3rd in year  
4th in year  
5th in year  
6th in year  
7th in year  
English  
Mathematics  
Latin  
German  
Science  
Modern History  
Geography  
  
Economics  
French  
Ancient History  
Agriculture  
Manual Arts  
Textile and Design  
Home Economics  
Art

Peter Jablon  
Richard Whitelaw  
Wendy Craik  
David Brown  
Tony Rossiter  
Geoffrey Kingston  
Gaspard de Jong  
Wendy Craik  
Peter Jablon  
Peter Jablon  
Peter Jablon  
David Brown  
Harriet Horner  
Frances Hurrell  
Michael Wright  
Jane Saunders  
Richard Whitelaw  
Jane Lowden  
Craig Robertson  
David Howe  
Anne Hill  
Jenny Ingram  
Nerrida Robertson

## FIFTH FORM

### FIRST IN FORM

Roger Brown  
Stephen Bisset  
Catherine Falk

Christine Harris  
Bridget Whitelaw  
Deborah McFarlane  
Leonard Whyte

## FOURTH FORM

### FIRST IN FORM

Anne Pickering  
Sally Bridgman  
Jennifer Craik

Linda Hurrell  
Barbara Jeffery  
Emma Whitelaw

## THIRD FORM

### SCHOLARSHIP PRIZES

Anita Byrnes  
Patricia Crisp  
Deborah Davis

Julie Harders  
Linda White  
Yin-Sun Wu

## SECOND FORM

### SCHOLARSHIP PRIZES

Prudence Borthwick  
Stella Kingston  
Penelope Le Couteur

Susan Pickering  
Stephanie Quinn  
Philip Smith

## FIRST FORM

1SS1

Roslyn Brown  
Lucy Buscombe  
David Calaby  
Katherine White  
Ian Lambert  
Kevin Squair  
Jennifer Welch  
Theo Walker

1SS2  
1SS3  
1SS4  
1SS5

## SPECIAL PRIZES

The J. R. Randall Special Prize for Outstanding Achievement—  
Wendy Craik  
Richard Whitelaw  
The Senger Prize for Achievement  
Lois Carlson  
The Trowbridge Prize for School Service  
Geoffrey Bartley  
The J. R. Fraser Prize  
Faye Colless  
The Bank of N.S.W. Prize for Geography  
Peter Jablon  
The E. Hoffman Prize for Senior Mathematics  
Peter Jablon  
The Good Neighbour Council Prize  
Cheshire's Special Prize  
Peter Jablon  
Contribution to Music  
Brendon Jones, Judy Prosser  
Evans Cadet Efficiency Cup  
Angus Hall  
School Service Prize  
Graham Moore  
Library Service Prizes  
David Hubbard, Ross Kirchner  
Captains' Prizes  
Angus Hall, Elizabeth Maiden

## 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)	Campbell
Ally Nish Cup (Boys Winter Sport)	Campbell
Fifth Year Cup 1956 (Boys Aggregate)	Moore
Fifth Year Cup 1958 (Girls Aggregate)	Moore
Gordon Strutt Cup (Combined Aggregate)	Moore

## INDIVIDUAL CHAMPIONSHIPS

J. B. Young Cup for Athletics (Boys)	Gary Napper
J. B. Young Cup for Athletics (Girls)	Leonie Gladwin
Boys Junior Athletic Championship	Ross Gustafson
Girls Junior Athletic Championship	Ann Pickering
	Randi Fristad
Boys Sub-Junior Athletic Championship	Wayne Hewson
Girls Sub-Junior Athletic Championship	Stephanie Quinn
Boys Senior Cross Country Championship	Richard Whitelaw
Boys Junior Cross Country Championship	Angus Hall
Boys Sub-Junior Cross Country Championship	Ian Gratton
Girls Senior Cross Country Championship	Randi Fristad
Girls Junior Cross Country Championship	Sue Pickering
Girls Sub-Junior Cross Country Championship	Jenny Clarke
Boys Senior Swimming Championship	Alan Towill
Boys Junior Swimming Championship	Gordon Duffus
Boys Sub-Junior Swimming Championship	Tony Duffus
Girls Senior Swimming Championship	Jenny Ingram
Girls Junior Swimming Championship	Judy Bullock
Girls Sub-Junior Swimming Championship	Anne Gidley
	Rae Leslie

## SPORT BLUE

JAN TONNISON (Gymnastics)

## HONOUR BLUE

JENNY INGRAM (Swimming, Basketball, Athletics)

# 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 Examination Board)
- 18 Ceramics
- 19 Weaving
- 20 Art Metalwork
- 21 Graphic Arts and Craft
- 22 Bootcrafts & Leather Bootbinding
- 23 Sheep Husbandry & Wool Science
- 24 French—Paper I
- 26 German—Paper I
- 27 German—Paper II
- 28 Latin
- 29 Greek
- 30 Russian
- 31 Dutch
- 32 Hebrew
- 33 Chinese
- 34 Japanese
- 35 Italian
- 36 Spanish

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 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.

- Aitchison, J. P. 1A 2A 3A 6A 17C 25A 27A
- Andrews, W. M. 1A 2A 3A 6A 26A 28A
- Bailey, L. J. 1P 2P 3P 5P 6P
- Bain, R. K. 1A 2C 5C 6C 24C
- Bakker, S. E. 1A 2C 5C 6C 24C
- Ballard, B. C. 1A 2A 3A 5A 25A 27A
- Barnes, I. M. 1A 2A 3A 6A 24A 26A
- Beaumont, G. M. 1P 2L 3P 5P 7P 9C
- Beaumont, M. K. 1C 2P 3P 5P 6C 10C
- Bisset, S. J. 1A 2A 3A 5A 11A 17A 24A
- Borthwick, M. A. 1A 2A 3C 5A 6A 24A
- Bourchier, J. S. 1A 2A 3A 6A 17A 24A 28A
- Brigden, J. M. 1A 2C 3C 6A 17A 24A
- Brooks, V. J. 1C 2C 3C 6C 9A 25P
- Brown, J. H. 1A 2C 3P 6C 8C 25C
- Brown, R. A. 1A 2A 3A 6A 24A 26A
- Brown, S. W. 1C 2C 3C 4C 9A 25A
- Bullock, J. J. 1A 2A 3A 5A 24A 28A
- Burns, S. B. 1C 2C 3P 5C 8C 25C
- Cannock, G. G. 1C 2A 3C 6A 15A 25P
- Carlson, L. R. 1C 2P 3C 5C 7P 25A
- Carron, B. M. 1A 2C 3C 5C 6A 24A
- Cassin, M. E. 1A 2A 3C 5A 6A 24A
- Clark, D. M. 1C 2A 3C 5A 6A 24A
- Clark, H. R. 1C 2P 3P 5P 6C 8P
- Clark, V. J. 1C 2C 3P 4C 7P 9A
- Cook, I. S. 1A 2A 3C 5C 24A
- Cottingham, K. L. 1C 2C 3P 5P 6A 10A
- Craig, J. T. 1A 2A 3A 5P 13A 25A
- Cranston, S. J. 1A 2C 3C 6A 24A 28A
- Crisp, L. D. 1C 2A 3A 5A 11A 25A
- Curran, C. M. 1P 2P 3P 11P 13L
- Cutts, E. M. 1C 5P 6P 25P
- Darville, S. C. 1P 2P 3L 5P 12P 15C
- Davis, L. M. 1A 2A 3A 5A 24A 28A
- Deane, I. R. 1A 2A 3A 6A 24A 28A
- Dee, M. E. 1C 2C 3L 4P 8C 9C
- Dickie, A. D. 1P 2C 3C 5P 11C 12C
- Dodsworth, I. 1C 2C 3C 5C 11C 13C
- Downie, S. H. 1C 2C 3P 5C 6C 25A
- Dowthwaite, G. F. 1P 2C 3P 4P 11C 13A
- Duffy, H. 1P 2P 3L 5P 13P
- Dukic, M. E. 1L 3P 4P 9P 10P
- Engledow, J. B. 1A 2A 3C 24A 26A
- Ewing, J. A. 1A 2A 3C 5C 6A 25A
- Falk, C. A. 1A 2A 3A 6A 24A 28A
- Fenton, J. A. 1L 2P 3P 5P 7L 15C 17A
- Ferguson, A. S. 1P 2P 3P 4P 15P
- Freeman, P. 1A 2C 3A 5C 6C 25P
- French, B. R. 1C 2L 3P 5P 11P 12C
- Frenchman, D. N. 1A 3A 5A 6C 25A
- Fry, A. L. 1P 2P 4P 13P
- Goodwin, P. A. 1A 2A 3C 4C 8A 25A
- Griffiths, R. 1P 2L 3P 5P 12P
- Guppy, M. 1A 2A 3C 5C 6A 24A
- Haldane, S. C. 1C 2C 6C 8C 25C
- Hamilton, A. P. 1A 2A 3A 5C 24A 28A
- Hammond, A. S. 1C 2L 3P 4C 8C 10C
- Hanfield, M. M. 1C 2C 3C 5P 6C 25A
- Hargreaves, B. K. 1A 2A 3A 5A 8A 24A
- Harris, C. M. 1A 2A 3A 6A 8A 24A
- Harris, P. 1A 2A 3C 5C 6A 24P
- Hay, C. M. 1C 2P 3P 5P 6P 7P
- Hill, I. V. 1A 2A 3A 5A 6A 24A
- Hills, S. C. 1A 2A 3C 5A 24A 28A
- Howe, M. C. 1A 2C 3C 5C 9A 25C
- Hutchison, G. K. 1P 2L 3P 4P 7L 11P
- Ingram, R. E. 1C 2C 3C 5C 6C 25A
- Jansen, P. P. 1P 2P 3C 6P 7P
- Joyner, R. G. 1P 2P 3C 4P 11C 12A
- Kark, H. 1P 2C 3P 5C 11C 26A
- Kavunenko, N. M. 1A 2C 3C 4C 8C 25A
- Kellar, W. I. 1C 2P 3C 4P 10C
- Kerr, I. L. 1A 2A 3A 6A 24A 26A
- Kidd, M. W. 1P 2P 3P 4P 12P 15C
- Knox, C. H. 1A 2A 3A 5A 12A 24A
- Krastins, V. A. 1C 2C 3C 5C 6A 8A
- Long, R. W. 2P 3P 5L 13P 15P
- Lowden, V. A. 1A 2A 3A 6A 24A 28A
- MacDonald, P. 1P 3P 4P 11P
- MacFarlane, D. 1A 2A 3A 6A 26A 28A
- Maitland, S. J. 1A 2A 3A 6A 24A 27A
- Markus, C. 1P 3P 4C 10A 25A
- Marsden, R. J. 1P 2P 3C 4C 8P 11C
- Mathias, E. D. 1P 3P 5P 6P
- McAppion, P. N. 1P 3C 4P 11P 13P
- McKay, L. R. 1A 2A 3A 6A 24A 28A
- Mundy, K. A. 1P 2P 3L 5P 6P
- Murphy, P. J. 1A 2A 3A 5A 24A 28A
- Nelson, J. L. 1A 2A 3C 5A 6A 27A
- Nghiem, D. M. 1C 3C 5P 6P 24A
- Nichols, R. J. 1A 2A 3A 6A 24A 28A
- Norris, R. H. 1C 2A 5A 6P
- Olliffe, P. J. 1A 2C 3C 4A 7C 25A
- Parish, A. R. 1C 2P 3P 5P 9A 10C
- Pechey, I. D. 1A 2A 3C 5C 6A 25C
- Pendergast, C. 1C 2C 3C 5P 6C 10A
- Perkins, B. F. 1P 3P 6P 9P 10P
- Ploy, G. A. 1P 2P 3P 4P 11C 13C
- Pollard, J. L. 1L 2P 3C 13P 15C
- Price, S. 1A 2A 3C 6A 8A 24A
- Prindl, G. M. 1A 2A 3C 5A 24A 26A
- Pumpurs, J. 1A 2A 3A 5A 26A 28A
- Pylvanainen, M. J. 1P 2C 3C 5C 6P 13A
- Redfern, R. B. 1P 2C 3P 5C 11C 13A
- Rees, G. J. 1A 2A 3C 5C 12A
- Riess, L. 2P 3P 4P 8P 11P

**School Certificate Results  
(Continued)—**

Roberts, J. A. 1A 2A 3A  
5A 8A 25A  
Rudowski, R. 1A 2C 3C  
6A 26A  
Scollay, M. J. 1A 2C 3C  
6A 9A 25A  
Scott, K. E. 1C 3P 5L  
6P 25A  
Sein, 2C 3C 5P 13C  
Sheilds, V. L. 1P 2L 3L  
4P 7P 9P  
Skinner, L. A. 1A 2A 3C  
5A 9A 24A  
Slater, C. J. 1A 2A 3A  
5C 12A 24C  
Smith, C. A. 1C 2L 3C  
6C 25P  
Smith, J. A. 1P 2P 3P  
5P 8C 15C  
Solomon, C. J. 1P 2P 5P  
9P 10P  
Somosi, L. R. 1P 2C 3P  
5P 6P 25C  
Starke, B. W. 1P 2P 3C  
5P 6L 7P  
Stenbourg, V. 1P 2P 3P  
8L 9P  
Stone, J. J. 1P 2P 5P  
10P 15P  
Story, M. 1A 2A 3C 5A  
24A 28A  
Street, J. A. 1P 2P 3P  
5P 6P 7P  
Suffolk, E. D. 1P 2P 3C  
4P 11C 13P  
Swan, R. J. 1A 2A 3A  
6A 28A  
Tate, A. E. 1A 2A 3C  
5A 6A 8C  
Thompson, P. 1A 2A 3A  
6A 11A 26A  
Thompson, P. T. 1P 2P  
3C 4P 8L 13P  
Thompson, R. L. 1P 2P  
3C 5L 6L 13P  
Vanderglass, A. 1P 2P  
3L 5P 8P 11P  
Vincent, M. W. 1P 2C  
3P 5P 6P 25P  
Walker, I. A. 1P 2C 3P  
5C 8P 11L  
Walsh, J. W. 1A 2C 3A  
5A 24A 26A  
Watson, P. J. 1C 2C 3C  
5C 6C 25A  
White, H. S. 1C 2C 3C  
6A 24A 28A  
Whitelaw, E. B. 1A 2A  
3C 6A 24A 28A  
Whyte, L. C. 1A 2A 3A  
24A 26A  
Winter, P. 1P 2P 3P 5P  
13L 15P  
Woodyer, R. A. 1C 2A  
3A 17A 24A 26A  
Woollcott, T. E. 1C 2C  
3P 5P 8C 15A  
Wright, A. A. 2C 3C 5C  
8C 25A  
Yeats, B. A. 1C 2A 3A  
5A 24A 28A  
Tubman, I. Q. 1C 2A 3C  
5P 15C 23P  
Odekerken, P. N. 1P 2C  
3C 5C 11P

# Leaving Certificate Results 1966

**SUBJECT KEY LIST**

- 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 Home Economics
- 36 Descriptive Geometry & 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. A "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 numeral 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.

Abraham, M. P. 1A 6X  
8 9 26H1  
Alexander, J. A. 1A 2  
4A 5A 7 26H1  
Alley, E. J. 1H1 6AX  
8 9 22  
Anderson, D. M. 1 2H2  
8 9 23A 31  
Armstrong, M. 1A 6X 8  
9 21  
Atkins, S. E. 1H2 2A  
6AX 12A 26A  
Bardwell, D. E. 1 2 5  
27  
Baska, G. M. 2 3 7 23  
Bennett, S. J. 1A 2A 6X  
26 34A  
Brassil, G. J. 1 5 7 23  
36  
Briedis, A. 1 2 4 36A  
Brown, I. E. 1 6 8 9 21A  
22  
Bryant, G. R. 1 2 4 5 7  
23  
Bullen, D. E. 1A 5 8 9  
21A 22A  
Butters, R. 1 5 26A 28  
34 37  
Cayzer, R. S. 1 6 8 9  
21 22A  
Clarke, B. D. 1 2 3 4 5  
Connell, J. 1 2 7 36  
Crivelli, A. M. 1 2 7  
12A 16H1X 23  
Davidson, G. M. 1A 5H2  
6 10 21  
Deane, J. P. 1A 8A 9  
21A 22 28  
Deck, A. J. 1 5A 8 9  
21 22A  
Dening, J. F. 1A 2A  
6H2X 10 14A  
Dinnerville, I. G. 1 2 3  
4 5 26  
Dixon, M. J. 1A 2A 5A  
6 26A  
Durie, R. T. 1A 2H2  
4H1 6A 10  
Flanagan, P. J. 1 6X 8 9  
21 22  
Flynn, C. P. 1A 2 6AX  
10 12A  
Franghidis, M 1 2 5 26  
Granfield, R. S. 1 6AX  
10 12A 14 23  
Hancock, R. S. 1 4 5 7  
23  
Hardy, I. G. 1 2 4H2 7  
22

Hingee, Y. G. 1A 6 8A  
9 21H2 22H2  
Hohen, G. G. 1 5 10 23  
36  
Holland, P. A. 1 6AX 7  
12 26  
Jensma, L. K. 1A 6AX  
7A 12 21A 22A  
Johnston, I. D. 1A 5 8  
9 21A 22A  
Jones, K. J. 1 5 8 9 23  
36A  
Juskevics, V. A. 1 2 8 9  
23 36A  
Kolek, H. 1 2 4 5 7  
Kreibig, M. I. 1 2 4 5  
10 26  
Lade, G. F. 1A 6H1X  
10A 12A 14A 23A  
Lanham, B. A. 1A 6H1X  
7 12 14A 23  
Legge, H. Mc. 1A 2  
6H2X 7 12  
Llewellyn, R. L. 1A 2H2  
4 6  
Maiden, W. B. 1A 2A 4  
26  
Marshall, J. A. 1A 6AX  
8A 9 21 22  
McDonald, D. T. 1A 6X  
7 12 22  
McKay, G. R. 1A 6H1X  
10 12H2 14H1  
Moore, A. R. 1 2 4 5 7  
Mykkeltvedt, G. 1 2 8 21  
Parker, Q. S. 1A 6 8 9  
21  
Peniguel, D. P. 1 2 5  
6AX 26  
Perkins, J. A. 1 2 5A 26  
34A  
Powell, W. 1A 6A 8 9  
21A 22  
Quayle, M. C. 1 5A 26A  
28 29  
Rebane, K. 1 2 3 5  
Shepherd, P. T. 1 6X 8  
9 21A 22A  
Smith, D. C. 1A 8 9A  
21A 22A  
Smyth, D. M. 1A 6 8 21  
22  
Solin, I. 1A 2A 5 9 23  
Stewart, R. 1A 2 5A 6X  
26A 34A  
Summerhayes, G. S. 1A  
2A 4 5 7  
Thorne, A. C. 1A 2H2  
6X 10 14 22  
Vincent, M. J. 1 2A 5H1  
6 26H1  
Watson, B. 1A 2 4A 5A  
34  
Williams, M. L. 1A 2A  
4 6H2X 7A 14A  
Wood, P. N. 1 6 8H2 9  
21H2 22A

## ACKNOWLEDGEMENTS

The School is most grateful to the Business Houses who have so generously supported the production of the 1967 Telopea Park High School Magazine. We ask you in turn to support these businesses who have helped make the production of the Magazine possible.

We are also grateful to our Parents' and Citizens' Association and other supporters who also contributed towards the publication. And particularly to our publishers, National Printers.

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MANUKA—Arcade Pharmacy; The Antique Centre; J. L. M. Barnes; Canberra Fish Supply; Capitol Butchery; Capitol Supermarket; Capitol Theatre; "Down Under"; Forrest Motor Lodge; Freeman's Radio; Mrs. Gabb; George's Dress Fabrics; Ideal Snacks; K. S. Lellich and Associates; Lotus Chinese Restaurant; Manuka Pharmacy; Martinique Hairdressing Salon; Mogambo Cafe; S. H. Nicholson, Grocer; Ruby's Accessories; S. M. Stenborg, Dressmaker; Vogue Beauty Salon

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