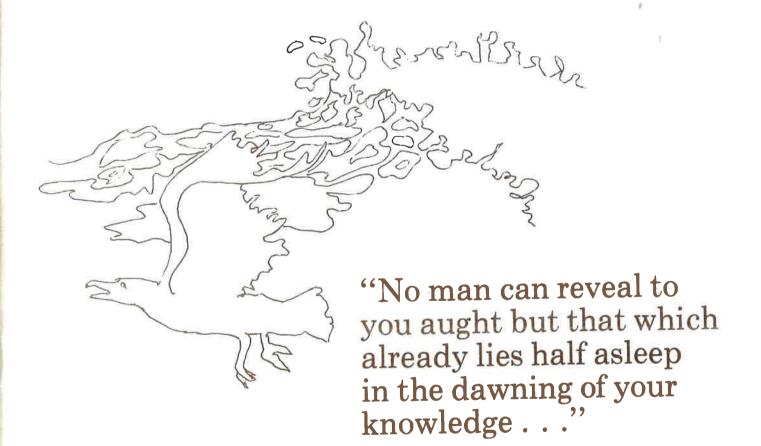
P R O S P I C E ,<sub>7</sub>



Kahlil Gibran

## editorial

Judea, Greece and Rome were the nursing mothers of western civilization; from them we inherit the tradition of western education. During the two thousand or more years since then, for the select few, life has been one of cultured leisure in which energies were mainly concentrated on the pursuit of knowledge for its own sake. However, today's education is available to all - to those who want to learn and to those who, owing to society's strong hold on the accepted standard of education, are forced to continue.

Being at school can come to mean being bound to a building, living in a self-contained environment, wearing a uniform and growing up in a climate of conformity. Students of Camberwell High School can be seen as, to a certain extent, products of such an environment. One of the side effects of this environment is the apathy among students concerning their involvement in extra-curricular activities. school magazine is one of the areas worst hit by the school's general I personally feel that it is apathy. disappointing to see what should be a student's magazine - representing all year levels through the expression of ideas, contributions and organization - become an outlet for a few individuals.



I extend my thanks to all who have assisted in the production of "Prospice" this year, especially those on the Magazine Committee. This small group has spent many hours during lunchtimes, after school and at weekends, putting the magazine together.

This year's "Prospice" has a slightly different character from those of previous years. The underlying theme - the past, the present and the future - is conveyed in the design of the cover. One face could be thought of as looking to the past, to the foundations of our education system. and the other to the future, where an increasing reliance on technology must have an impact on our thinking about education. Also, through the insert, we may experience hostalgia when we see the Camberwell High School of yesterday through the eyes of some past students. The present is represented by an extensive photographic coverage of 1978 at Camberwell High. The future, so difficult to predict, is hinted at in the "What Next?" section.

We have attempted to show the school as it was, is and may be, but within the confines of what is expected and what can be represented in black and white, maybe our impressions are not truly accurate. Inevitably, in editing such a magazine, compromises have to be made. There are, it seems, only a limited number of ways of writing reports and presenting ideas. However, I am convinced that in the future there will be moves towards a closer representation of what the students think.

ARNA CHANCELLOR 110

## overseers

As you read some of the articles in this edition of "Prospice" you will realise how different the Camberwell High School of 1978 is from the Camberwell High School of earlier years. It would be unrecognizable, in many ways, to those who were pupils here years ago.

This is only right. A school is not a lifeless object but a living institution that must grow and develop; it must change if it is to perform its task of preparing young people to take their places in the community. However, like all living things, it grows out of the previous organization and, hopefully, retains what was best in that earlier structure.

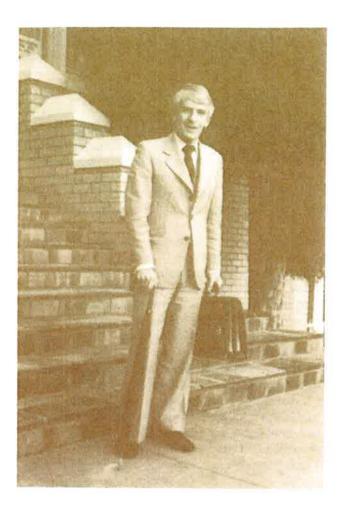
The Camberwell High School of today has been formed by the staff, pupils and parents of previous years. We need merely look at our Assembly Hall to see the truth of this. We have a fine hall today only because of the foresight and the sacrifice of parents who worked hard for its development, even though they knew their sons and daughters would have left the school long before the hall was completed.

The same principle applies in the even more important area of a school's traditions and reputation. Camberwell High School has a high standing in the eyes of many members of the community. This reputation was built up by staff, pupils and parents who strove for excellence in academic work, in sport, and in standards of behaviour. Because of their efforts we have a school of which we can be proud.

However, the realisation of what we owe to those who have preceded us should make us aware of the responsibility that is ours of ensuring that we hand on, in our turn, a school of which the next generation can be proud. This can be done only if each of us, individually, and together with all other members of the school community, strives all the time for what is best. We must never be satisfied with the shoddy or the second-rate whether it be in work, in sport or in behaviour. also means that we cannot leave things for someone else to do; each of us has the task of seeing that the name Camberwell High School is synonymous with excellence; each of us has our part to play in ensuring that the staff, pupils and parents of future years will be happy to belong to Camberwell High School.

M. M. PATTISON '(Miss)
ACTING PRINCIPAL





### HOME THOUGHTS FROM HUNSDON HOUSE

To live in a house built before Australia was first seen by Western eyes; to walk through the gate in our garden wall, the date of its erection, 1593, being inscribed in the arch's keystone; to receive a presentation volume of the history of a nearby school and to find that the school has been in existence for 390 years - all help to increase our perspective of history, our understanding of Man in Time.

But not all about us, here, is old and ancient. We are within a few miles of a recently-opened Motorway which leads you to London's eastern suburbs in half an hour. We are a ten minutes' drive from Harlow, a new town of 80,000 inhabitants, with spacious parklands and pleasant dwellings, established since the New Towns Act of 1948. We are sometimes guests at bright new schools, barely 390 days old!

The good fortune of having been granted this Travelling Scholarship has enabled me to make comparisons between schools at home and here. There are, of course, many differences. The most startling difference is the volatile and irrational public debate continuing in this country concerning the style and standard of public education. And because the debate has become political, all educational thinking is polarized: the 'old' is bad (or good), the 'new' is good (or bad) - depending on the only two points of view expressed.

But what has struck me more forcibly are the similarities. And the most startling similarity is that between the children here and at home. I am convinced that children are the only true constant in Place: no matter where they are, children are always basically the same. Further, I suggest that children are also constant in Time: they must have had basically the same dreams and expectations, fears and problems, 390 years ago as they have now. Shakespeare's schoolboy trudging unwillingly to school is, after all, not unknown today!

We have been living, for a brief six months, in a country with a long and great past. We are returning to a country with little written historical past, but with what should be a great future. The greatness of that future will depend not only on the children of our country but also on the style and standard of education they receive.

One lesson I have learned from my experience here is that because something is old, it is not necessarily better. (Have you ever thought of the problems of plumbing in a 400 year-old house?) Similarly, 'newness' does not automatically guarantee a better product.

By retaining the best of what is old and utilizing the best of what is new, it should be possible to find a happy balance between the old and the new.

D. J. COLLINS PRINCIPAL

## integral parts



We are a hard-working committee consisting of nineteen members (fifteen women and four men). We are the only moneyraising group at the school.

Throughout the year we have provided suppers on several occasions such as Parent-Teacher Nights at the school. Earlier in the year, with the support of several mothers, we catered for the V.T.U. Annual Conference, which was a financial success.

We have a General Meeting once a term with a variety of activities but the attendance at these has been disappointing.

"Working Bees" are held every second month, and though the attendance at these has been disappointing, valuable work has been done by the few.















#### SCHOOL COUNCIL

1978 has been a year of consolidation; of finishing projects and planning new ones.

The main project to be finished is the School Hall loan repayment, which should be completed by the time this is printed. We thank all the parents who, over the past many years, have generously contributed to the building fund so that, at last, we are free of debt.

At this time we should also thank those who, many years before the Hall was built, had the foresight to plan and raise money so that the Hall would become a reality. We have benefited from our predecessors' courage and determination to improve the school.

Because we feel that we should continue this good work, we have initiated a plan to build a theatre and music complex to improve the facilities for drama and music, and to give the school a better gymnasium as well. Council will publish a brochure in the New Year showing what is planned for the future. We hope that all parents will continue to support, with their voluntary donations, the worthwhile improvements to our school.

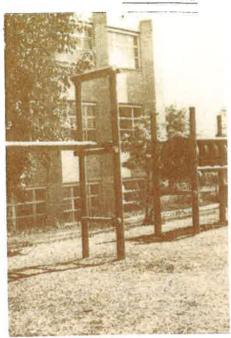
The landscaping project is almost finished, and I'm sure you will agree that the hard work by parents, students and friends has transformed an untidy area into a useful amenity and a pleasant looking landscape. When the trees and shrubs grow, it will be quite beautiful.

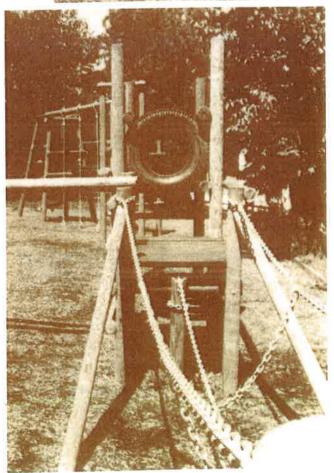
The vacant block of land next to the school in Prospect Hill Road has been landscaped with an outdoor gymnasium which provides recreation for students and many local children. Community use of school facilities is being encouraged by Council.

The School Hall has been hired out to various organisations this year. The income will provide funds for improvements to the Hall such as the new sound system which has been installed. A sum of money has been given to us by Mrs. Gazzard, the widow of a former CHS Principal, Mr. Ivor Gazzard. This sum,

together with the balance of money in the building fund, will be used to purchase something for the Hall which will also be a memorial to Mr. Gazzard.

PETER RICHARDSON PRESIDENT





## engineers



Being the newest member of the Council, I am by far the least experienced to comment on the events of the past year. However, thanks to John who used some effective words of persuasion, the report is finally written.

During the year, we have seen the development of the "Adventure Playground", now in use by Years 7, 8 and 9, plus the more adventurous devils of the senior forms who have condemned its use in school time, yet have been spotted demonstrating their skills on the equipment outside school time.

The proposed theatre complex should be most practical and benefit the whole school and perhaps the outside community. Here's hoping that the scheme gets under way soon.

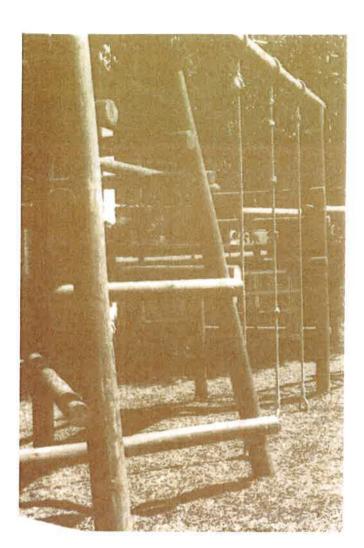
At last the Hall has been paid for and, after months of patient waiting, a new sound system has been installed in it.

The apathetic response of some students to the cries of S.O.S. from the canteen is disappointing. Perhaps next year more of the students will lend their support as most of the helpers are voluntary and devote so much of their time to make sure that we get decent food.

From my experience on the Council, it is an effective organization which turns ideas into reality, discussing important issues which concern the maintenance of the school.

I feel that each Council member should be thanked for their continuous efforts, and finally I'd like to congratulate Miss Pattison who has deputized for the Principal so effectively; she deserves a BIG mention and I'm sure many students agree with me.

FELICITY DRAKE 11A





## THE LIBRARY

This year the library staff were very pleased to welcome back Mrs. J. Gaffy, who had been on study leave during 1977, obtaining her Graduate Diploma of Librarianship at Melbourne State College.

In Term 2, the library held a National Indonesia was the country featured. the library there was a comprehensive exhibition of posters, hand-made objects, clothes and batik. All of these articles were lent by staff and students who had visited Indonesia. lunchtime saw a different activity taking place in the library, for example, music, slides, talks and films. A member of staff, Mrs. J. Ismet, who had taught in Indonesia, was able to give a most interesting talk centred around an excellent private collection of slides. This gave us a most unusual insight into life in Indonesia. This particular National Week created a lot of interest amongst staff and students.

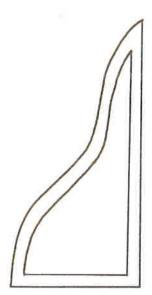
The library committee, composed of Year 11 and 12 students, has worked very closely with the library staff this year, and many valuable suggestions have been made. An enquiry about longer term borrowing gave the library staff the idea of revising the whole student borrowing system. Loan categories have been increased and overnight borrowing takes place during the school day, as well as at the end of last period. This has been a great advantage to staff and students. The long queues of students at the end of the day have vanished. borrowing of hobby magazines on a fortnightly basis will be starting soon.

The Unit System which will be introduced next year for Years 8 and 9 will undoubtedly make heavy demands on library resources and staff.

The library is very fortunate in having Mrs. A. Moore as a regular voluntary worker.

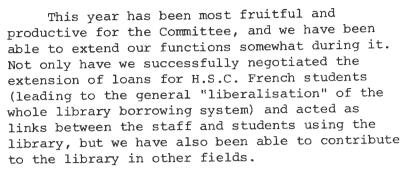
The library monitors continue to give useful service to the school. These students are very active in book processing and work at the issue desk at recess and lunchtime.

L. JEFFERIES (Mrs.)



## informants

## LIBRARY COMMITTEE REPORT - 1978.



We ran a series of book displays about royalty, French authors, alternative education, and other topics, to show students the variety and extensiveness of the Library's resources. A combination of guided tours and an information desk operated most successfully on Open Day. Apparently the parents appreciated meeting individual students involved in library work. Some help was given to the library for Indonesian Week, and other activities are planned.

At the moment the Committee is discussing a new format for future years, possibly including Year 10 students. However, in the present format, elections for official positions have been competitive. We have had three chairmen: Gillian Richardson, Andrew Rossborough and Gillian Polack. The position of secretary was obviously less popular, with only one change, from Gillian Polack to Gan Ming Ming.

Various people have been "persuaded" onto Natasha Adamopoulos the committee this year. and Gan Ming Ming were asked, quite early in the year, to join the committee (temporarily) as Year 11 and Asian Students' representatives They are still here. respectively. member, Joan Coldham, was "forcibly coerced" (her words) onto the committee soon after she joined in a farewell party for Gillian Richardson Previous to (Naturally we all believe her). that, Miss Cole, as Student Welfare Officer, was From this, the committee now asked to join us. boasts seven members.

Lastly, the Committee would like to thank Mrs. Jefferies and the rest of the Library Staff for their encouragement and aid throughout the year.

THE COMMITTEE











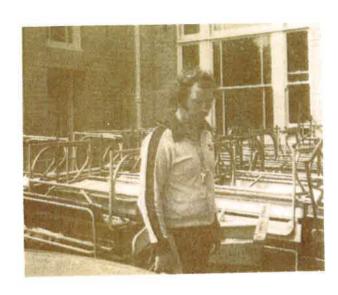




## chain gang





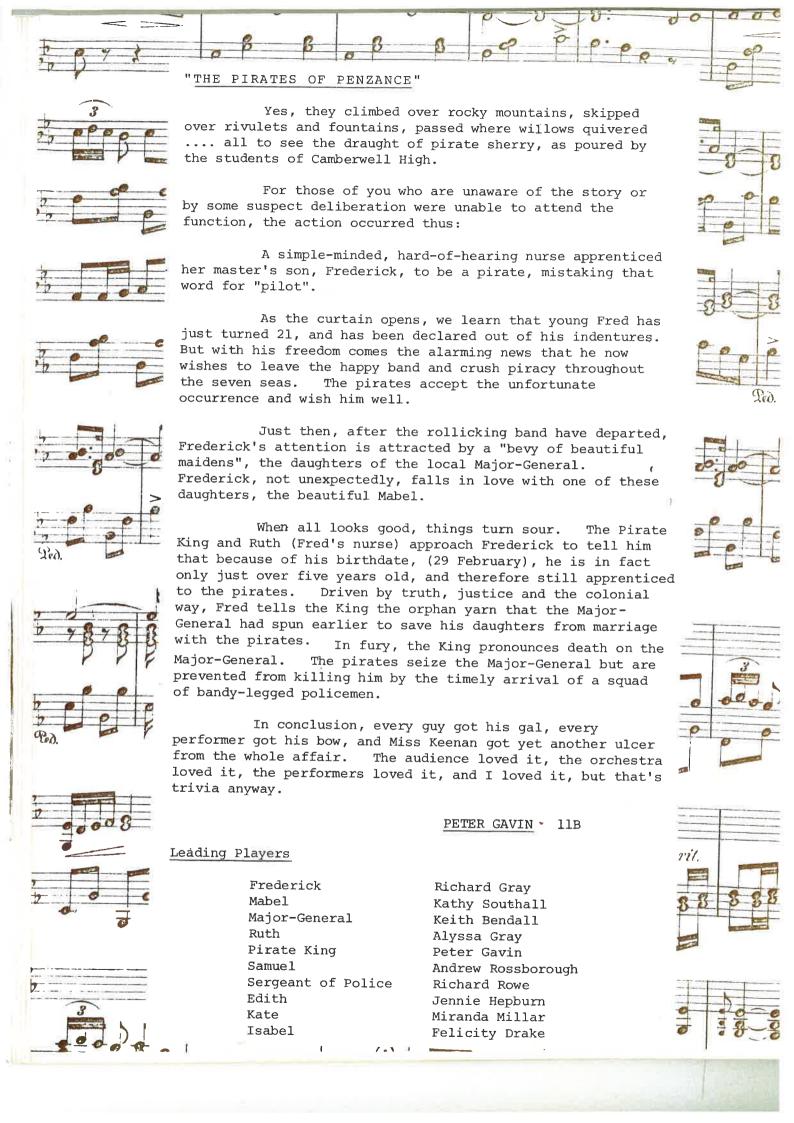














Like the ill-fated "Titanic", this year's school Social was doomed from the start. Unfortunately it was marred by disorganization. There were two groups, from the outset, that wanted to organize the big event. Obviously this led to conflict from the start. However, rather than bicker, a few of the more sensible senior students went ahead and hired a band. The idea was to find a band that had not been over-exposed, was versatile, and not liable to "rip off" the audience just because "Diamond Fortress" seemed to fit in they were school children. with these requirements and were hired on their merits. their woeful performance came as quite a shock to all involved. They certainly did little to contradict the reputation gained by Camberwell's school socials: that they have been rather poor in recent years.

Firstly, the group obviously did not have enough material to fill the time required and when they slowed the tempo of their songs to eke out their sets it became obvious that the night was grinding to a catastrophic halt. Then, during the band's breaks, they insisted on playing "disco" music from their own tapes despite pleas from the audience. This , served to "lower the boom" even further on the night.

In a desperate effort to save the night and escape lynching by an angry mob of teenagers, the Social Committee called up their reserve force - the Juke Box. Suddenly people were smiling and old friendships, only recently broken, were mended. This state of bliss lasted exactly four and a half songs before fate reared its head once more. Like the proverbial Middle-Eastern treaty, the juke-box broke down.

So, to many, this year's Social was a "flop", yet I hope next year's seniors are not discouraged. Most people really enjoy the Socials and they are not all that hard to arrange. Staff and Administration are always helpful and co-operative. I add that it depends on co-operation, organization and perseverence. I hope that there will be an extremely successful School Social next year.



## BRADFORD OAKES 1

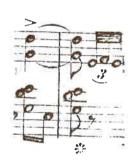
## "PENZANCE" FROM THE PIT

Being in the orchestra was the best place for the performance of the "Pirates of Penzance" ealier this year. I had the advantage of seeing the brilliant costuming very clearly, of hearing even the weakest soloist to my satisfaction, of being involved in the actual performance, and last but not least, not having to hear my own and my fellow players' concerted weaknesses.

During interval, I was able to see my friends in the audience. They enjoyed the singing tremendously and showed their appreciation enthusiastically, but were politely vague about the orchestra. The stage-managing was tremendous, and Miss Keenan's conducting was full of feeling. Altogether the performance was exciting, especially from the pit.













## "AND THE BIG MEN FLY"

Well, here we are, ladies and gentlemen, for the 1978 School Play. The umpire has the ball high in the air. And there's the bounce! And the Big Men Fly with a massive hit out by Achilles Jones, the Crows' power-house ruckman. Now we'll take a short break back to the studios and be with you again in about three minutes' time.

Well, Wobbly and listeners, I think you'll all agree that "And the Big Men Fly" was a great success. An excellent performance by Peter Head who played Achilles Jones, the fanatical footballer from Manangatang. Leonie Trengrove played Lil, the girl from over the hill and the light in Achilles' life (second to Milly of course).

J. J. Forbes and Wally Sloss, played by Simon Head and Andrew Rossborough, were a great team. J. J. was the aspiring coach of the Crows, while Wally played his ever-ready effervescent right-hand-man (I believe he's still looking for the window).

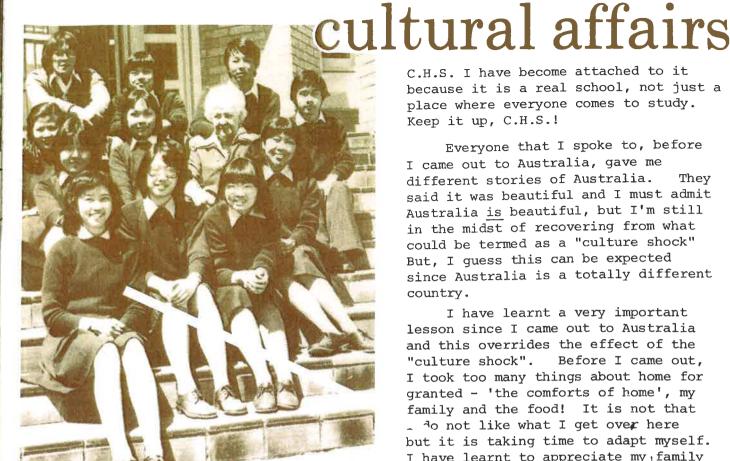
The other players were Mark Hislop as Wobbly Coates, the fearless commentator, Roger Whitely as Les, the grotty lad from the mulga, and Katie Richards as the beautiful T.V. Girl.

Wobbly! If you look hard enough into the crowd, I think you'll see a great personality .... just below the Members' stand ..... And yes, it's been confirmed, we have sighted Mrs. Wantrup (cringing with fear), sitting next to Miss Head. Didn't they play a most important role in producing this great match? Congratulations.

"And so ends this week's broadcast. Hope you enjoyed yourself, and that you'll be tuning in again.

Your commentator,

HARRY HEAD.



This year all the overseas students are from Malaysia (we won't blame you if you don't know where that is!) a beautiful country with beautiful sunshine all the year round so you might think of visiting it during your next Imagine the shock I received at my first taste of Melbourne weather. Also, Malaysia is a food paradise because there is a mixing of so many cultures and races.

I was a bit apprehensive before coming to Australia. It is difficult to leave all things familiar behind and plunge yourself into a strange new land. But I need not have worried for I have found that Australians are a very friendly and helpful people; you have lessened the pangs of homesickness for me. My only regret is that this year has drawn to a close all too quickly and I have not got to know many of you at Camberwell High. Most Year 12 people who are leaving the school this year will experience a sense of loss and nostalgia. I've been through this a few times. During my year at

C.H.S. I have become attached to it because it is a real school, not just a place where everyone comes to study. Keep it up, C.H.S.!

Everyone that I spoke to, before I came out to Australia, gave me different stories of Australia. said it was beautiful and I must admit Australia is beautiful, but I'm still in the midst of recovering from what could be termed as a "culture shock" But, I guess this can be expected since Australia is a totally different country.

I have learnt a very important lesson since I came out to Australia and this overrides the effect of the "culture shock". Before I came out, I took too many things about home for granted - 'the comforts of home', my family and the food! It is not that \_ do not like what I get over here but it is taking time to adapt myself. I have learnt to appreciate my family more through their letters and in my case, the saying, "Absence makes the heart grow fonder" does hold true. And "homesickness" has never left me!

But I am lucky in many ways too. One of them is having Mrs. Allan as our co-ordinator. She takes very good care of us and goes all out to The teachers of Camberwell help us. High are very dedicated and very concerned for all the students. homework! .... It is another long story and not a pleasant one either!! I guess I'll leave "that story" alone! Before I sign off, I'd like to take this opportunity to thank the teachers, especially Mrs. Allan, and the students of Camberwell High for making my H.S.C. year so enjoyable.

#### CHRISTINA TAN 12C

I wish you all the very best for the future and if any of you have the good fortune to visit Malaysia have a nice time there!

> PAMELA TEOH 12D

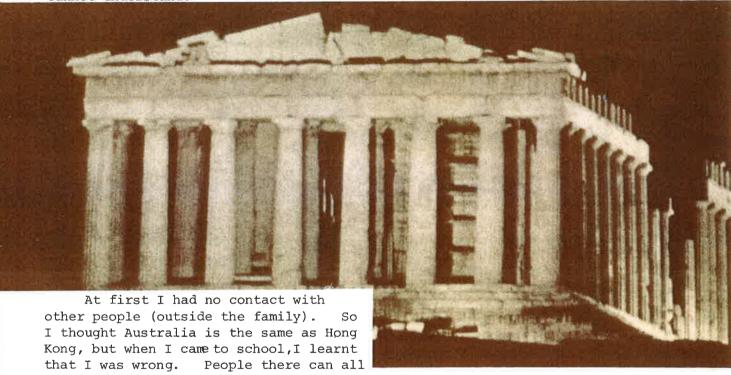
These languages are spoken in the homes of students of C.H.S. 203 out of a total enrolment of 712 in February this year came from homes where a language other than English is spoken.

A great number of these students do very well in English, but there are those, including some born here, who need assistance with English.

Other students arrive having studied English as a foreign language in their own country. In many ways their English can be very good, but usually understanding spoken English is difficult at first. Following a class discussion and taking notes from dictation may be impossible for some time, while jokes leave them blank.

Then we have other students who arrived without any previous knowledge of English. They have a greater chance of success at school if they are twelve or thirteen rather than older, but even so, repeating a year is often necessary.

Most students experience a certain amount of trauma when friends and familiar ways are left behind, and they feel stupid because there is so much they cannot understand.



At first I had no contact with other people (outside the family). So I thought Australia is the same as Hong Kong, but when I came to school, I learnt that I was wrong. People there can all speak English. In the whole school, only myself cannot speak English. The first day I came to the school, I wanted to cry because I can't understand other people. During the lesson, I don't know what the teachers are talking about and I don't understand other students too.

I always tell myself that I must try my best to overcome my language problem. But I believe I will overcome it because teachers and students here are very friendly. They help me to face the problem.

Camberwell High School is different from my school in Cyprus. I attended school for six hours a day for six days a week. We spoke the Greek language there and here we speak English. So at first it was difficult. It is better now.

In Cyprus I liked to go swimming in the sea. I miss going fishing with my father in the boat at night.

GLADYS YU 11A

ARTHUR SAVVAS

POLISH, URDU, SWEDISH, MACEDONIAN

THAI,

The Commonwealth Games in Canada was a very pleasant place to spend four of the coldest, dreariest weeks at the end of Second Term. Camberwell High students raised money to help send Australian team members to the Games. All the money was raised in just one night when nearly twenty people were sponsored to ride exercise bikes in the school hall. They rode until the point of exhaustion, rested by lying down or playing a quiet game of table tennis, and then pedalled some more. Thanks to their efforts and the generosity of their sponsors, over \$480.00 was obtained that night.



The Games in Edmonton were called "the friendly games", and they lived up to their name. Athletes from all countries stayed in the one village which contained shops, medical centres, a laundry, cafeteria and even a disco. The buildings were surrounded by a high wire fence and entry to them was restricted to people who wore special identity cards, but inside the atmosphere was alive and noisy as competitors met each other and entertainers performed on the surround-Australia did well in ing lawns. athletics, winning more Gold Medals than in the last Games. been able to add just two centimetres to my best jump of 8.04 metres, we would have had one more. Although I was winning for the first four jumps in the six jump competition, an English athlete suddenly took the lead from me and I just missed regaining it on my last jump. A capacity crowd of over 40,000 people watched the action from the stands, exploding into applause whenever they saw a good performance. I returned to Melbourne just four days later and the following day wearily returned to school to start marking the exams everyone had been doing in my absence.

DR. C. COMMONS

Students and teachers of Camberwell High, I must thank you for your hospitality during my stay in Melbourne. My eleven months are up now and I have to go back home to Canada. I am, of course, looking forward to seeing my family and friends again, but I know that there are many things that I shall miss. I'm not saying that I've found Vegemite to be indispensable, but I'll miss coming to school by tram, and other everyday Australian things.

Many of the other students at home are very curious about Australia - especially her beaches, and hot sunny weather. I'll be able to wear my Camberwell High uniform with pride to school at home and tell them about rivers that flow upside down and let them tease me about my Australian accent.

Thank you and goodbye.

## DERELICT

She sits all day, huddled, cowering behind the garbage bins, afraid of the outside world. Hiding blind eyes behind matted hair, she listens to the many sounds of London traffic, cars tooting their horns, children laughing, drivers swearing. They all pass her alley, her home, never giving a thought to her starving being. If only they knew, she would be sent to a place with many others of her kind, all with matted hair and blind eyes, all dying of starvation, turned out of their homes, to die a death of agony.

The wind blows strong, the body quivers and she whimpers. The search for food is fruitless. The scraps from last week are gone. Disease reigns in her bones; the flies, like moths around a light, eat away at her skin. She screams and scratches away at the insects.

A door opens. His silhouette is outlined in the frame. A tower of strength. His shouts echo in the alley, his threats fill her ears. The boot wounds her sides. Moaning, she moves, twisting and withering in pain. A trickle of blood stains the concrete. The door slams on her face, the dust springs into a whirlwind and settles in her eyes. All is still.



Darkness descends. The sky is blackened, and the rain comes down, bouncing off the pavement. Her hair drips the water off to the ground. The blood washes to the drain, and flows away. She is so cold. Her head falls to the ground. The water swishes around her. It fills her mouth, her eyes, her sores. Unrelentingly it beats down upon her, leaving marks like whiplashes. It follows her into the longest night of her life.

Morning comes. The sun smiles down on the wet grass. The blue skies stretch to the horizon. The air smells clean, fresh, and is mingled faintly with the smell of the bakery near by.

But the derelict old dog is dead.

## . . . once upon a time

Long ago - well, not last century - there was a student attending this school whose name was Baker, Ian Baker. He didn't make much of a mark on the place, though keen historians might unearth evidence of his existence on some of the remaining ancient wooden desks. Who knows? Mostly he sat quietly at the backs of classes, drawing aeroplanes - on everything!

Memory is a tricky thing, admittedly, but it seems the school has changed in many ways. I can remember rooms 12 and 20 being created by enclosing what were originally "sun decks", where staff and (presumably) seniors could desport themselves in fine weather. junior then). And I can remember that where the corridor now passes the Deputy Principal's office there was once a Metalwork classroom. Room 20 became the school's first "proper" library, containing, amongst other installations, an appallingly humourless librarian hair in bun stuck with pins and all who would bark "Quiet!" at the slightest disturbance. It was great entertainment when someone occasionally smuggled in something like an alarm clock, set to ring after a little while, and concealed it behind the books on the shelves near her desk. those trick rubber cushions which goes "brrrp!" when you sit on it.

Indeed, it seems there was far less vandalism then, but far more practical joking. For instance, tying string to one of the sliding classroom doors and routing it around the room behind the heaters, in order to gently ease the door open (no-one sitting near it) when we had the teacher who habitually closed it whenever he noticed it open.

There was an occasion when a teacher we called "Bulldog" walked into a class and found an enormous bone on the teacher's table (everyone chuckling silently behind deadpan expressions).

Although there were fewer students in those days, we had more grounds. The school was not fenced-in and all the park around the baths was open to us, to stroll in and eat lunch. The school's canteen was the baths' shop. Yet despite all this freedom, hardly anyone ever went over the road to the milk-bar or smoked or skipped classes by hiding amongst the trees. Something to think about, that.



Mostly, I believe, our teachers did not care so much about us and were not as involved with us personally as your teachers are now. One did not expect to be known by name to many teachers. There were one or two dragons, or dragonesses (there were more male teachers in those days), but mostly they were a pretty decent bunch. I don't remember being scared of them.

Lessons consisted largely - whether junior or senior - of the teacher saying a few words about the topic and then of us writing notes, endlessly, either from dictation or from the board. Very occasionally there would be a diagram, map or illustration, by way of relief. Teachers usually did not ask pressing questions and virtually never initiated class discussions. We rarely had problems of any kind to work out (except in Maths), so provided one kept one's head down there was precious little strain on the brain until Matriculation year (Year 12). However, at the end of each term, all levels had formal, written exams.

There were no class debates, no Drama or Film-making, no Craft, no excursions for at least the first four years of my schooling, no choice of After my first couple of electives. years here, there was no Woodwork or On the other hand, there Metalwork. were a number of days each year which were really picnic days, when all the school would attend athletics, swimming and tennis competitions and we would take our lunches. And there were weekly sports sessions when, for part of the day all the school was involved in team games We would all walk to Highfield Park, Frog Hollow and other locations around the district, depending on what we were Bike riders like myself were playing. permitted to wheel our bikes there, which was excellent because it meant that once the duty teacher had paid his (usually) brief visit to check our names, if the weather looked threatening or if the game was dull, one could jump on one's trusty steed and disappear in the twinkling of an eye!

I guess my overall impression now is of students living their lives and not getting at teachers or hurting the school much, and of teachers doing likewise. Live and let live.

### IAN BAKER



I attended the school as a Third Form student when it first commenced at the start of Second Term in 1941. Unfortunately, at the beginning of 1942, Camberwell High School was disbanded when Melbourne Boys' High School took over the building until 1946, when Camberwell High really got under way.

The main things that come to mind are the confusion and difficulties we experienced as the buildings and grounds were still being completed.

D. WEBSTER



How things have changed at Camberwell in the nine years since I was a student in Form 6! For a start there was no new building - only the noise of jackhammers as its construction commenced. Our canteen was at the back of the gym just below the basketball courts, and two prefabricated rooms stood where the Hall is now. Rooms 5 and 6 were the old Physics and Chemistry rooms and Miss Rusden somehow managed to make an office of that tiny section between the two science rooms.

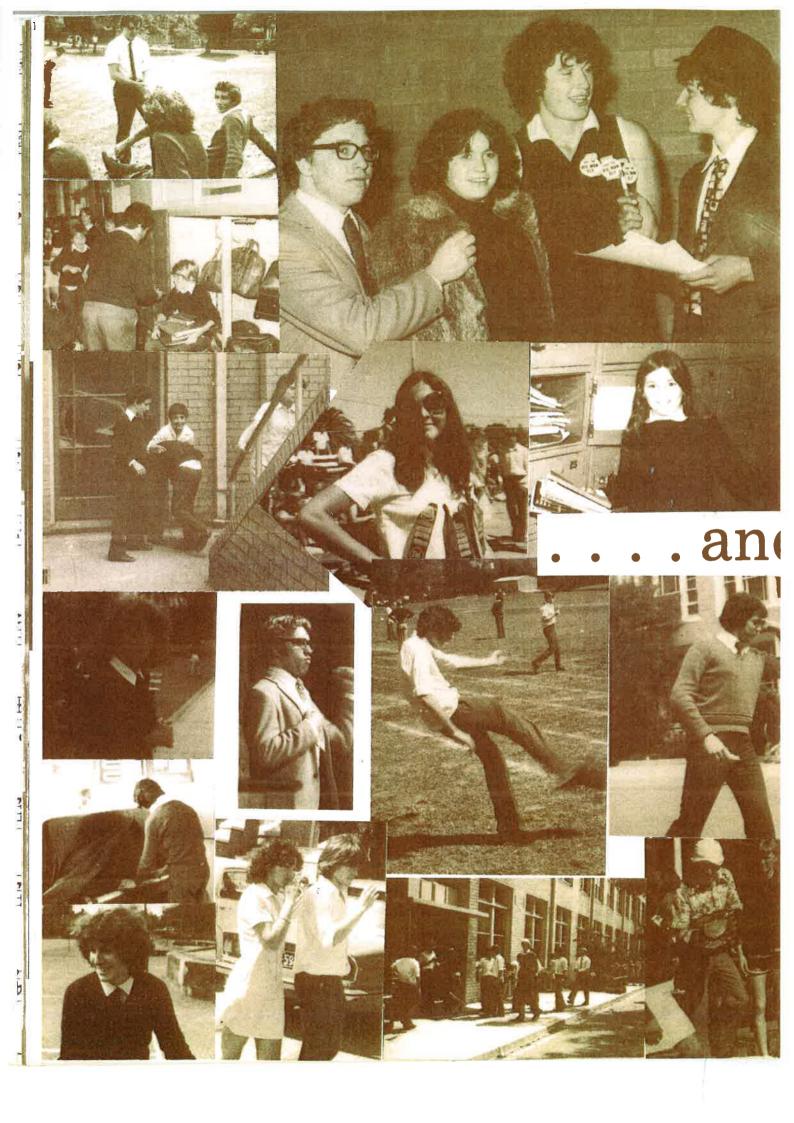
The school's attitude to uniform was also different. Every Thursday there would be separate girls' and boys' assemblies. At the girls' assembly details such as hair length, skirt length, socks and even the colour of underwear were prescribed in detail. Hats, gloves and blazers were essential. The boys had to wear ties with their white shirts and blazers. Uniform was checked by Sixth Form prefects as you left school each day and offenders were punished with a detention.

Sport played an important part in school life and all students spent two periods playing sport (aside from their Physical Education classes). A wide range of sports was offered including tennis, athletics, softball, ten-pin bowling, football, netball and hockey. Every student was keenly interested in the results of the House Competitions and there were frequent inter-school matches.

The highlight of each school term for the senior students was the social. Socials were the subject of endless discussion and speculation. They were held in a hall at the corner of Mont Albert Road and Burke Road. They were organized and decorated by the Sixth Form. Now don't imagine that Sixth Formers only did constructive things like running socials and checking uniforms! They were the prime suspects in an incident in which room 15A was mysteriously filled to the ceiling with And I believe that crumpled newspaper. final Sixth Form assemblies have never been the same since a flour bomb landed at the feet of the principal as he addressed their last gathering.

Despite these differences many things remain the same. It is very interesting to be still associated with Camberwell High through my husband, and to hear of the many changes that have occurred through the years. I just hope students there today find their time as well spent and enjoyable as I did nine years ago.

## PENNY COMMONS





... what next?



## CURRICULUM CHANGE IN 1979

During this year the Staff
Curriculum Committee has been reviewing
the curriculum that is offered to
students in the first three years of
High School. After seeking advice
from curriculum experts and studying
the curriculum of many other High
Schools in the State, the committee put
forward to the Principal and Staff a
proposal for the introduction of a Unit
System at Years 8 and 9.

It was decided to leave the Year 7 curriculum relatively unchanged.

These proposals have been discussed with the parents of students at Years 7 and 8 at meetings held in Terms 2 and 3. The Education Committee of the School Council has also been involved in considering the proposal. The proposed change has been well received by parents and we thank them for their interest and support.

What is a Unit System?

The Unit System is a curriculum plan whereby all courses are divided into term length units, from 2 to 4 periods per week. The units vary in the time allocated to them each week.

26

Some of the units studied will be compulsory while others will be the students' own choice. Students will be able to select with guidance not only the content but the term in which they wish to undertake the unit. It is proposed that there will be compulsory core units in most subjects.

The Staff see several advantages in such modifications of the present curriculum structure.

Firstly, it provides parents and students with a better opportunity to gain the sort of education they want. Secondly, because it involves students and parents in exercising greater choice, student motivation should be greater. Thirdly, such a system encourages students to undertake units which may make possible provision of special help.

Finally, the assessment at the completion of a unit will result in some students being prevented from progressing to more difficult units until earlier concepts have been mastered.

R. WIGG

## S.R.C. REPORT

At the beginning of this year eight senior students were elected to establish the Student Representative Council. This was to involve much work and it culminated in the formation of the S.R.C. in July. Sixteen student representatives were elected and a staff member was appointed to the group.

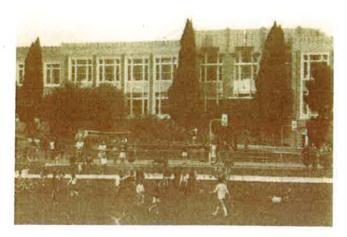
We held our first meeting on 20th July and our immediate objective was to become familiar with the constitution and to decide on activities we could foster within the school.

The meetings which followed were to expose some problems in the efficient functioning of the S.R.C. The fact that meetings did not begin until July meant that some representatives were unable to devote the necessary time to attending This was partly due to the fact that many members had already established positions in other facets of school life and the S.R.C. became an added responsibility. Also we have found a need to improve our communication and our ability to work as an effective body in the life of the school.

After these "bleak confessions", it may appear that the S.R.C. was a council of "futility", but to have that attitude would be unfortunate and an unjust rejection of the work of many of the members and Miss Cole. Some useful discussions, which could form the basis for next year's work, were held, and the sum of fifty dollars was raised for Social Service.

As this was our first year in operation, problems were not altogether unexpected but we hope they will be fewer in number next year. If used properly by all members of the school, the S.R.C. is the best form of representation, we believe.

We invite students who will be returning to Camberwell High School to consider nomination next year and in this way to contribute to the interests of your year level.







If next year's S.R.C. adopts the positive features of this newly-formed group and looks to re-assessing the negative features, it will be guaranteed success in representing the students of Camberwell High School. If these steps are taken, this year's S.R.C. will feel satisfied to have acted as a foundation for the future.

S.R.C.



### THE IDEAL CLASSROOM

Shagpile carpets,
Free lemonade on hot days
Provided by the teachers.
In winter hot coffee and soup,
Free, of course.

Posters on the walls,
Records full blast.
Do what you like,
When you like.
And do as much (or as little) work as you like.

A glass roof, Comfortable chairs, Bright curtains, And mobiles hanging down. This is the ideal classroom.

ELIZABETH CARDELL 7A

## THE IDEAL STUDENT

Teachers would have a boring time if all students were perfect. Who would there be to give detentions to, extra homework and to have bad marks in their reports? But every now and again a teacher will come across the "Ideal Student". The student can be recognized by several habits and forms of behaviour. They are as follows: always has an answer or point to make when the teacher doesn't know exactly what or how to explain something; always has a question that stumps the teacher; never is late for class; never tells lies; always does the homework; when the class is in for detention, the student starts complaining to the teacher about the class's behaviour; never gets a single detention; knows about everything; has very neat books; gets top marks in a test; and of course is very courteous. Anyway, it is good to have one ideal student in a class so that we have (the rest of the class) something to aim for. Somebody's got to get the best report and the highest marks in a test.

MATTHEW FRANCIS 7A

### AUTUMN

Shuffle, crack, whoosh.
We're dancing through the leaves on a cold windy day.

The ground is covered with colourful leaves,

Red, brown, yellow and orange.
The trees are bare and cold, but
Inside we're sitting around the roaring
Fire, drinking hot coffee and eating hot
rolls.

Crackle, slurp, munch.

## ELIZABETH CARDELL 7A





### THUNDERSTORM

At the time of seven

It started to rain.

Hot 
Humid 
Quite insane.

It started to thunder,

There was lightning as well.

It struck several trees,

And they fell

PETER MICIC 8C

## THE SEA AT DAWN

At dawn, when quiet still reigns
And shafts of gold and silver go sliding across the waves,
I walk down by the sea as the darkness floats away
To reveal cottonwool clouds, amid a blanket of grey sky,
Birds like smudges flitting through space.
The sea tears at the shore in a flurry of foam and spray,
Then is sucked back like shaving cream, swirling down a plughole.
Then the misty wreaths of morning entwine and tangle in the
silk-spun spider's web
Leaving a blur of froth, water and sky
And the wild song of the waves as they writhe along the shore.

## ANONYMOUS



senior baseball



intermediate volleyball



intermediate tennis



girls' swimming

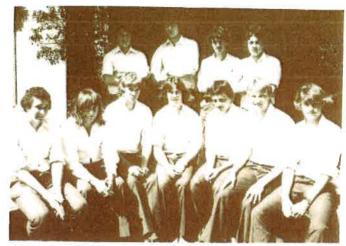


swimming



senior hockey

# physical jerks



senior cricket



senior table tennis



senior table tennis



senior softball



senior volleyball



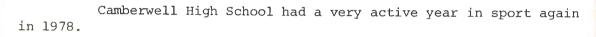
cross country







## SPORT REPORT

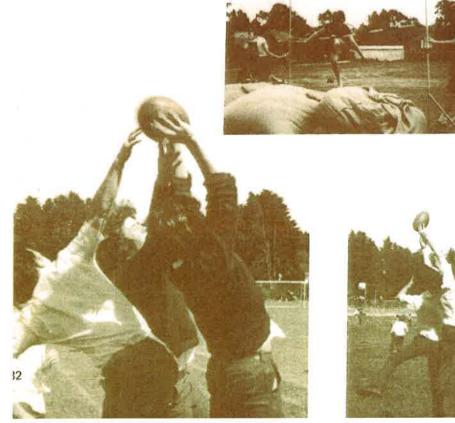


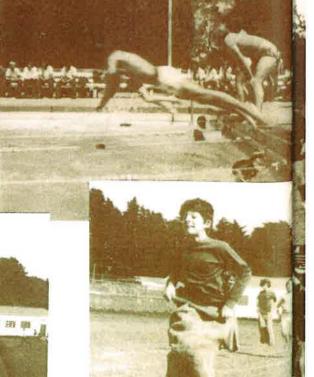
In the Swimming Sports, Montgomery won the House Shield, and Form 12D the Form Pennant.

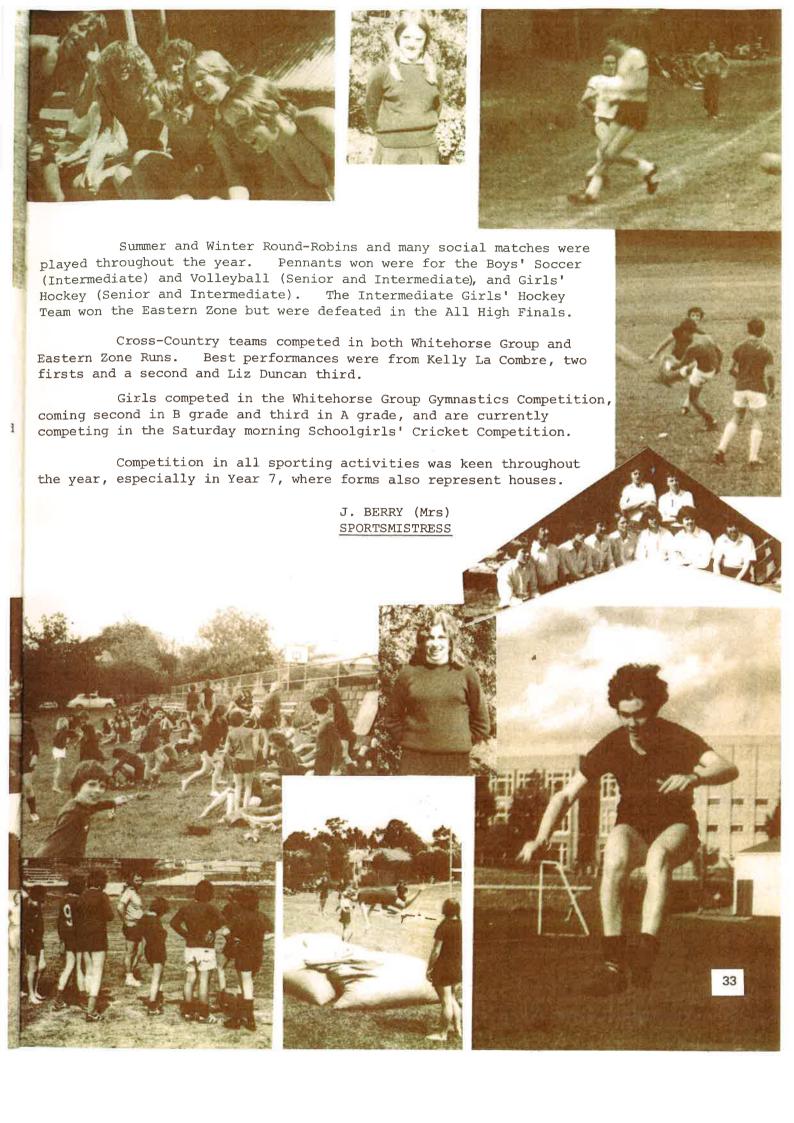
In the Whitehorse Group swimming sports, Camberwell came third in the Boys' aggregate and fourth in the girls' aggregate. Several of our swimmers represented Whitehorse Group at the Eastern Zone Sports.

The series of athletics days for year levels in Term III produced some fine individual efforts, and the following results - Churchill won the House Shield, and Form 7B won the Form Pennant. At the Whitehorse Group Athletic Sports, Camberwell finished fourth overall in the girls' and fifth overall in the boys' competition. Several athletes represented Whitehorse Group at the Eastern Zone Sports. Some went on to compete in the All High Sports.









## "CAMPUS LIFE" REPORT

Our aim this year was to "know Christ and make Him known". Part of the year was devoted to building up and encouraging Christians in the school, through Bible studies led by outside speakers and members of the group. In the other part of the year we concentrated on outreach. This included two films, singers and discussions, all of which created much interest.

"Campus Life" members organized Camberwell High School's participation in the "Forty Hour Famine". One
hundred students took part and \$2,500
was raised. Thanks should go to the
Asian students for collecting over \$500,
Peter Harmer and, in fact, to all "Campus
Life" members. We are grateful to the
office staff for their co-operation.

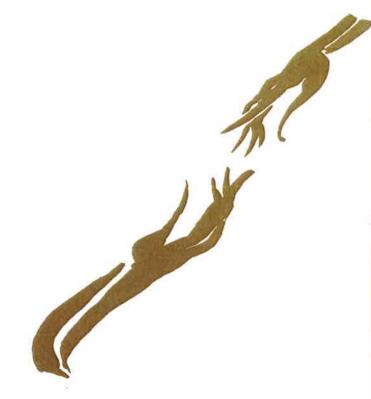
Despite some problems, it has been a good year. Special thanks to members, Al Watson and the school staff.

"Love knows no limit to its endurance, no end to its trust, no fading of its hope: it can outlast anything."

The Bible (1 Cor. 13, V7)

MARK WATT 12C





### SOCIAL SERVICE REPORT

This year we attempted to implement a Community Service programme whereby students from the school would volunteer their services to such organizations as Meals on Wheels, Mont Calm Old People's Home and the Multiple Sclerosis Society. Eight girls from Year 10 volunteered to assist the Canterbury group of Meals on Wheels as a beginning to the programme, but due to Education Department regulations regarding supervision, we had to abandon our proposed plan. ever, we have had a couple of forms raising money for charity and several groups of students have participated in such events as a Readathon to raise funds for research into Multiple Sclerosis, the Give a Meal Appeal for deserted children and the Bicycle Rally, the proceeds of which are to assist Third World countries. The S.R.C. organized a "Casual Day" and donated the money to charity.

In 1979 we hope to continue negotiations with the Education Department with a view to the implementation of the Community Service programme.

J. McLEAN (Miss)

happenings

GYM CLUB

In Gym Club this year there has been quite a disappointing lack of enthusiasm from all those aspiring young gymnasts that exist throughout the Only about nine people have been turning up regularly to Gym Club practices and because of this, Mrs. Berry has been unable to hold inter-form competitions. At the moment we are practising for the inter-school competition which is to be held on October 27 at Nunawading High School. competitions are divided into two sections: Beginners' Section, in which competitors will be performing level three sets on the floor, beam, uneven bars and box, and the Advanced Section, in which the competitors perform four voluntary sequences (or vaults, as the case may be), that they have made up themselves, on each piece of apparatus. We are all hoping to do well in the competition.

CATHY KEFFORD 9A







### FENCING IS FUN AND FITNESS

The clashing of swords rings three times a week from the C.H.S. gym. Fencing is held on Tuesdays, Wednesdays and Fridays, and has a regular attendance. Talks and lessons were held as were competitions between students of the same levels. Next year inter-school competitions are to be held. Once again the fencers must thank Miss Champ for her untiring efforts throughout the year.

JOHN MCKINSTRAY

#### GUITAR CLUB

During the year a club was formed which only a few students in the school know about. This club is the "Guitar Club".

At present, the club is quite small. It consists of approximately seven members, but there are days when only two or three turn up.

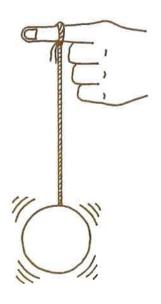
The club would like to expand, and perhaps, in the future, introduce other instruments into the club, and make it an all-round music club. But for now, if you're walking around the school one day, and you hear a strange noise, much like a dog howling or a cage full of excited birds, chances are it's the "Guitar Club" tuning up.

SHARON HARGREAVES 10D

#### YO YO'S

This year, like every other year, there was a yo yo craze. The S.R.C. was kind enough to get an expert to come to school and show his skill. Some students won badges and yo yo's from him. Practically everyone had a yo yo. Shops made lots of money and after a while the craze faded away again.

GEOFFREY ZLABEK 7B





#### BAND

This year the Band has played at several concerts and school functions. These include the Choral Festival and several band evenings collaborating with schools in the area, notably Balwyn High.

There has been a growth in ensemble playing at the school, with groups performing at the Choral Festival and at an ensemble night at Melbourne High. These groups have been very profitable to the students involved, enabling them to gain further experience.

Thanks to the dedicated few who come regularly to practices, and to Mr. Brookes for his organisation and assistance.

KATHERINE LESLIE 11A

## disco ducks

#### DISCO CLUB

Initially the "Disco Club", (as we'll call it for now - a name has not yet been decided upon), started out as the Year 9 Film Making Group practising and learning some dances from the Rock-'n-Roll period for a film sequence they were doing. A few interested students asked if they could form a type of club and do some dancing (disco as well) as a regular lunchtime activity. Miss Pattison's approval, it was formed.

The day of the first meeting of the "Disco Club" finally arrived. one o'clock about 20 people from Year 9 upwards and a few stray juniors turned up, enthusiastically "rarin' to dance". Undeterred by a run of faults with the stereo, they continued, after another was obtained. The lights were down and shyness was forgotten - it was a success!

Now that the club is official, Mrs. Wantrup, the supervisor (and dancer) aims to abolish the shyness and embarrassment caused through dancing. It's just a place to come and learn to dance, to experiment with new dances or just to practise dancing without the worry of people sitting around watching. It is also a great place to meet new friends.

So far the club has proved a success, and we hope it will continue for the rest of the year and perhaps in years to come.















#### HOPETOUN

Following the success of the two previous exchanges, it was decided to repeat the Hopetoun/Camberwell High visit. On the Monday of the exchange week, twenty bodies arrived with gear on Camberwell High's doorstep, and were surveyed apprehensively by the locals. After the week's formal activities, interspersed with plenty of "informal activities", it was a vastly different group of people who farewelled each other, no longer apprehensive, but genuinely looking forward to meeting once again, but this time in Mallee country.

#### ARNA CHANCELLOR 11C

Each year R.O.S.T.A. (Road Safety and Traffic Authority) surveys fifteen hundred males between the ages of seventeen and eighteen years of age. The survey is an effort to compare the driver safety performances of young male drivers on the roads today. It is common knowledge that a very high proportion of road fatalities is caused by drivers between the ages of eighteen and twenty-one.

Following the survey, twelve senior students and Mr. Morrison spent the last week of Term One at the Goulburn Valley Driver Training Complex. We were all instructed in defensive driving techniques and driving skills in general. No student at the time had a driver's licence.

Defensive driving is the avoiding of potential accident situations, not, as many proud drivers would boast, being able to avoid a near accident. All the students who participated in the week found it very interesting and most beneficial to our future driving needs.

## down to earth

#### HARRIETVILLE TRIP

The Harrietville trip was enjoyed by all and sundry. We went to about a dozen places. These were the more interesting ones: Mt. Bogong, where we had a snow fight and bombarded the teachers; Mt. Buffalo, where we went tobogganing and came back soaked; Kiewa Power Station, where we were told all about the Kiewa Hydro-Electric Scheme; and Snobs Creek Fish Hatchery, where we were told all about the growth of fish (sounds fishy).

Pandemonium reigned several times throughout the trip, especially when ABBA was heard on the radio; then there were shouts of "Turn it off", until Bob, the driver, turned it up; the shouts then changed to "Turn it down".

SUZANNE POLACK 9C



The 1978 United Nations Human Rights Camp was designed to enlighten Australian youth on the subject of Human Rights throughout countries that are not supported by the U.N., as well as those that are.

It proved to be a most enjoyable conference. We were able to voice our opinions on topics such as employment, women's role in society and school curriculum. We also benefited from guest speakers such as the Attorney-General, Mr. Haddon Storey, and Cecile Storey, and the Amnesty International representative, Mrs. Woinowski.

It also gave us a chance to socialize with other students from throughout Victoria and we hope next year's Year 11 delegates will enjoy the camp as much as we did.

ARNA CHANCELLOR 11C FELICITY DRAKE 11A JOHN HEARN 11A





## mr. chairman

1978 was a most successful year for the Camberwell High School debating teams who competed in the inter-school debating All the teams, bar one, competition. came close to being state-wide finalists, with the Year 9 'D' grade team only missing out on the finals due to technicalities in scoring. The Year 12 'A' grade team had a good year with three victories out of five debates, as did the Year 11 team that also scored three out of five. The highlight of the 'A' grade debating competition was the winning of the "Swannie" award, the award for the best debater in Victoria, by Gillian Polack, the third speaker in Camberwell High's 'A' grade team. Gillian consistently scored the highest in every debate.

The Year 10 'C' grade team unfortunately lost all their debates; however they will no doubt improve next year with the introduction of debating as an elective.

The 'D' grade team did very well and will surely make an impact on future inter-school debating competitions.

Overall our school had very good debating results. Much of the success must be due to the hard work and effort put into our teams by Mr. Jay who consistently helped us with our debating skills, spending countless hours hearing us, and organising and going to our debates.

On behalf of the Camberwell High School debaters thank-you very much, Mr. Jay.





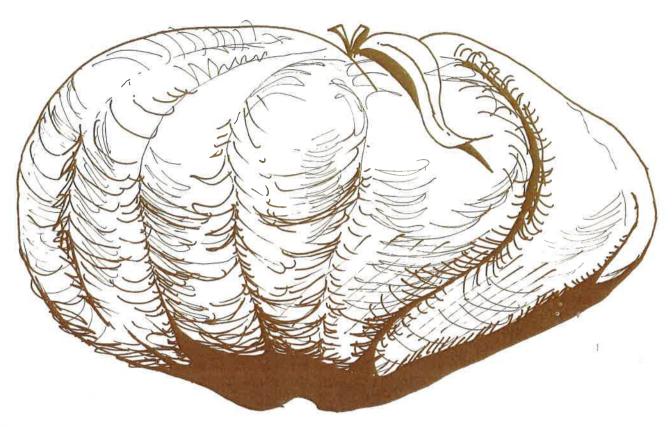








# the complete works



#### THE PRIZE PUMPKIN

They seized it, they squeezed it,
They gave it funny looks,
They teased it, they eased it,
They looked it up in the books;
They tethered, they weathered it,
They even tarred and feathered it,
And when they could, they measured it,
It came to seven feet long.

They gave it a prod, they gave it a poke, They sang it a song, they told it a joke, They ran to it, they walked to it, They then began to talk to it, They lathered it, they rathered it, Was clean as it could be, They smothered it, they mothered it, They fathered and brothered it, They watered it, they daughtered it, And sat it on their knees.

They gave it a slap, they gave it a punch, They cut it in bits and had it for lunch!

Grown by BELINDA MOODY

#### DON ANDERSON AWARD

Thank you to all those students who contributed entries for consideration in this year's competition. However, as none of the contributions reached the standard required, no award has been made.

#### ICY DEFEAT

The Alien space-liner was being attacked by Spartan micro-attack boats. It was a hard battle, both sides needing desperately to win. The liner's infalazer guns were able to keep the attack boats at bay, but they were running short of lazer tablets. The six attack boats would launch themselves all at once at the liner, at full speed. Weaving and dodging the lazer fire, the boats would come within the ten scarles (twenty miles) range limit of their gas-powered guns, and then all hell would break loose as the black lunar sky was lit by exploding shells, scattering mini-bombs over an area of one scarles.

The battle was taking place in the area round Extoin, a planet in the Galaxy of Galligantus. The battle was being fought for the planet. If the Aliens won, they could land their space-ship on Extoin and unload their Gaul-troopers. Once landed on Extoin, they could never be expelled from the planet. If the Spartans won, they would call their own space-ship and would land on Extoin. The planet was important because it was SOLID URANIUM which both sides needed desperately to power the craft they flew round the galaxies.

Inside the Alien ship the temperature was dropping slowly, because a Spartan mini-bomb had penetrated the liner and exploded.





The attack boats were running short of fuel. The pilots of the Spartan craft discussed the situation over radio. The decision was that boat No. 5 should dive straight at the liner, while all the other boats drew the liner's fire. Boat No. 5 would then crash into the Alien ship and both would be blown to smithereens. The pilot of No. 5 did not mind dying for his country.

The plan was working well, and all the Alien's guns were firing at the Spartan boats. No. 5 was sneaking up on the liner and was only about twenty metres away when it was spotted by a Gaul-trooper. The trooper cried out in alarm and opened his port-hole. At that short range, the attack boat stood no chance. Bullets poured into the boat and it was blown into oblivion. But it blew up with such incredible force that the space-liner was riddled with debris. The insulation was excellent, but nothing could withstand that sort of treatment. Half the crew were dead. The engines stopped and the liner began to spiral downwards. Then suddenly the icy lunar temperature struck, and in fifteen seconds the ship was an ice block.

The Spartan leader called his space-ship and gave the All-Clear to land on Extoin.



#### THOMAS BIGFORD

Thomas Bigford began his life, Living with his quiet father and his spoilt wife, He was expelled from a private boarding school, For breaking a very minor rule. At first he was rather upset and sad, But his next school's influence was very bad. Whenever he felt depressed, he took a puff Of a cigarette which made him feel tough. He was never at home on weekends; Instead he went out with his rowdy friends; If only he knew his friends wouldn't last, They wanted his money and would soon be past. For two short years his money they used, Then they left Tom feeling very confused. He wanted to get away and leave school, But he knew if he did he'd seem like a fool. Overcome by depression and loneliness, he Discovered hard work was the only key. He hoped the key would open the door Of the better life he'd been looking for, A life where he has friends who care, And don't use his money and always share. During those next two years he managed to Give up smoking and struggle through. He studied hard and passed his H.S.C. And went on to take a B.A. Degree. He got a job out Dandenong way, And has stayed there till this very day.

BELINDA ROBSON 8A

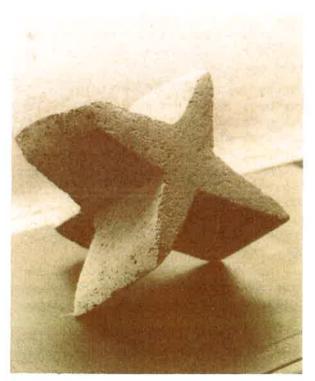


#### GRASS

Fresh green grass shoots sprout, The morning dew glistening, The sun gives out warmth.

VICKY MOORE

7A



#### THE LIGHTS AT CAMBERWELL JUNCTION

It is dawn. We awake from our sleepy, all-night vigil, after standing guard on the various corners of the Junction, and alternating between watching and blinking through the night.

Now the green and yellow beasts with black antennas linked with the lines above, and a 'Cyclops'-like beam of light protruding from their foreheads, wait nearby. On my green signal, they grind and lurch forward, their wheels lumbering on the tracks, gaining speed, then rattling through the intersection with lone driver and conductor into the empty morning.

Greasy fish and chip papers flap at my ankles, waiting for the all-consuming Council street-sweeper. The sun, with its brilliant rays illuminating the sky, competes with my lights, firstly orange, then red. The glow spreads and lies hunched over the Camberwell buildings, fading to a pink fluffy souffle mixture, which becomes softer and softer until only a brilliant blue is left.

Fashionable ladies in high heels totter unsteadily towards the kerb, lean momentarily against me, whilst fumbling in handbags to check lipstick, purse and cheque-book are not forgotten, then quickly hitch their skirts to smooth the creases before stepping warily onto the road and clicketty-clacking off to work.

Drivers behind the wheels of cars stare with gimlet eyes at the set of our faces opposite.

By lunchtime, it is quieter. The cars have ceased to dash madly through my lights, and the shop-girls appear with four-inch platform shoes and tight, too tight, thigh-length uniforms, faded clutch-bags pressed close under their arms and a mask of pinkish powder-base outlining their faces, stopping just below the chin-line. They walk in groups talking, laughing, chatting all together.

And out of hibernation come the Grannies, attired, whatever the weather, in ill-fitting coat, hat, and gloves. The bony fingers feebly push my button, and black shoes shuffle across the road.

I pause as long as I can to allow them to reach the other side. It saddens me to see the old ladies' looks as they 44 turn wrinkled, lined faces upwards towards mine. Their eyes cry out for a little compassion, for we machines to slow down, for this fast, zing, hurried, zap, automated world to care a little.

They hark back to the days long gone when the meeting of these six roads was a leisurely affair, with horses clip-clopping down the main streets, and wide shady shop verandahs lazing in the sunshine - indeed, when gas lamps were the only source of light at Camberwell Junction. But now, their eyes become downcast. They shake grey heads and push slowly through the gradually swelling throng.

Peak hour, and shiny ribbons of multicoloured cars stretch out in all directions, crawling slowly in the oppressive heat.

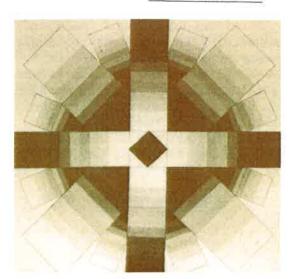
Little newsboys, a bundle of papers stuffed over one arm, and a money-bag slung over the other, dodge in between the snorting cars cunningly pressing my button constantly in a bid to sell more papers.

A thunderstorm freshens the air and rain for several seconds drums heavily on the roofs of cars, pours down the windows of trams and washes me clean.

But now is the time that I enjoy most. Nighttime, after the rain, when my colours mingle and merge, forming opaque patterns, fuzzy and blurred, on the wet bitumen. The white-painted lines on the road frame the patterns reflecting all the car headlights, and those of the twinkling, deserted shops.

A last tram rattles into Camberwell Depot and, as it turns the corner, its lights disappear, one by one. The surface of the road becomes a black mirror in which I can see myself, and the patterns that dance in my eyes wink on ....

KATIE RICHARDS 12A



#### EVENING TO NIGHT

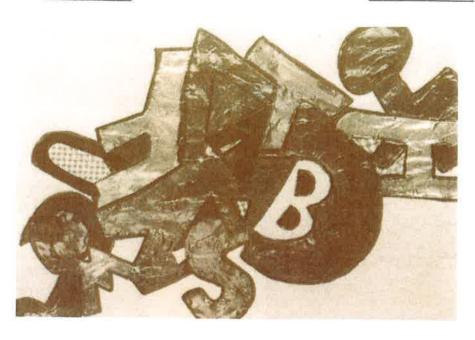
Cold,
And bleak,
Bare, windswept and lonely,
Trees reflecting in the calm grey water,
Evening slowly turns
To night.

#### VICKY MOORE 7A

#### I OPENED THE DOOR ....

I opened the door and gazed in horror, As fear struck me I stared in terror .... For there they stood, as still as darkness, Ready to kill, without a witness. Out on the pavement they stood so still, Ready to mutilate, ready to kill.

#### MARTINE MACEL 8C



#### THE OLD FISHERMAN

On the lonely surf beach the old fisherman slowly tramps through the sand towards the rocky shore. Further along the beach the sun is making the waves look golden as they crash on the rocks, endlessly.

The fisherman casts his line in the wildest and most dangerous water. The water is churning and whirling and turning like a whirlpool in between the huge waves foaming at the top that crash on the rocks, making them tremble under the great mass of white salt water.

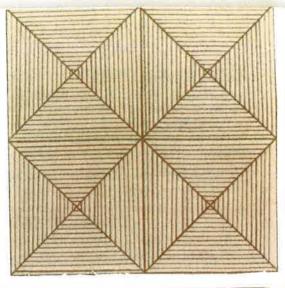
But the next wave beats them all. It is superbly made: gold and green and red mixed together. It slowly rolls in, and the foam and water start to spray before it has even hit the rocks. The wave slowly curls, crestfallen, and throws down an avalanche of water on the weather-beaten rocks.

The water sounds like a clap of thunder as it covers the rocks, and the fisherman. The fisherman is dragged off the green, slimy rock on which he was fishing, and is sucked down to the gloomy depths of the ocean.

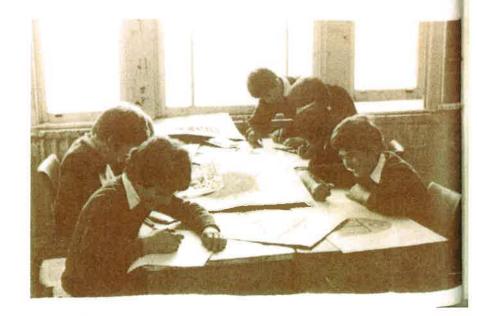












jane alderton rosy antonucci alison beck christopher berryman antony bruno keo jye chang hock lik chieng kin peng chiong

anita choi john chrisikos gregory clancy time's up

time's up....

judith cobb joan coldham leigh conder marilla cooper graham corlass martin cox marc davison peter davy roman domansky susan dormer bruce fenwick lachlan fenwick diana fitzgerald helen fitzgerald beng beng gan theodora gantinas ronald gazdowicz emily giannias james glenn stephen gough stephen gower richard gray peter harmer rebekah haskell peter head paula henderson john ioannou kate kemp stephen klepner sevasti kosmas oldrich kozak anne lacey john laird michael lam tiziana larobina ronald lau stuart lee craig lonnee mary malavazos elizabeth malelis alison mappin monique mascas graeme meddings leonie miller suzanne moysey claire nagy kim hua ng lillian ng bradford oakes matthew olle stephen onley antoine papadopoulos julie pastars peter pastars antony paul damian perry mark petty albert phang gillian polack bronwen power venje psimas katrina richards heather robson andrew rossborough frederick rowan malcolm simpson guy smithers sonya stamer maria stefanou andrew strauss christina poh tan pamela hooi teoh alistair thew david thomas simone thornely helen topp victor vannini irine vela yuit meng vong fiona wallace mark watt carolyn webb marion wiles jennifer wittingslow sau seong wong leanne wright seok hooi yeoh lek zoupani

The examiner,
The academic Satan.
Hair is grey, robe is black,
teeth are white, his eyes are
large and spiteful, they may jump
out and eat you!





He ponders around the Exhibition block waving his cane, sorting the weak from the strong like a mother cat. His biro is like a spear or fang dipped in blood. When it touches paper, poison is drawn. The killer mark has been made 6/20, a person's future is dead.

The examinee,
The academic slave.
Such a poor, young, bewildered, little
fellow.

He may be young and tender or old and just a little rough around the edges. On a hot, cruel December afternoon he sits crouched like a fearful little rodent, his view obscured by paper. Poor little man, he spends h - o - u - r - s looking at the vain attempts to outline, discuss, evaluate, interpret and analyse a tract of useless historical and scientific rubbish!

By the time his painful ordeal has terminated, thousands of pieces of irrelevant material have been marked down, a million grammatical errors have been corrected, oh, and even the everso-occasional spelling mistake!

ALASTAIR THEW

### SNOW WHITE FEVER - 1978 H.S.C. SNOW TRIP

Snow, skiing, ice and tobogganing are things foreign to most people in Australia. Rarely do any of us get a chance to go and see what snow and skiing are all about.

Late in August, snow fever caught on at Camberwell High and a group of enthusiastic H.S.C. students took off for Mount Buller on what could easily become a tradition - our annual exodus to the snow. We left the school at 5.45 a.m. only 1½ hours late, on a Wednesday morning.

We arrived at the bus parking area on the mountain by about 9.30. Our bus driver, Tony, told us that he would be leaving at 3.30 that afternoon - we had six hours to do what we liked on Victoria's biggest snow resort. group divided into roughly halves when about twenty people walked up to the Alpine Village where about ten potential skiers were fitted out with skis and boots for a mere \$7.00. About five students could be classed as intermediate skiers and these helped the rest to get started with an informal lesson showing the basics of turning, stopping, falling and, don't laugh, getting up again!

The rest of the group who weren't ski-inclined went tobogganing. There were many "prangs" but no-one was seriously hurt although James Glenn has earned himself a reputation for owning a hard head. "Dimmies" abounded on the tobogganing slopes and I was told by some terrified persons that they were like "kamikaze" pilots in that they seemed bent on self-annihilation as well as destroying everything else in sight. Still they seemed to enjoy the snow trip as much as we did.

We headed back to Melbourne at 3.30 p.m. as scheduled and reached Camberwell at 7.00 p.m. No-one got hurt or even sick, everyone was tired, happy and even the most reluctant skiers were rapt in the sport - so much so that Michael Lam, Tony Bruno and Chris Berryman returned

to Buller the following Wednesday for another go! We all enjoyed ourselves, none of us missed the \$7.00 bus fare and we're only sorry that more people didn't want to come. This excursion must be repeated next year.

#### STEPHEN GOUGH 12B











## thanks to.

Lesley Branton Miss D. Campbell Arna Chancellor Zac Christofas Joan Coldham Lisa Dedman Felicity Drake Sharon Hargreaves Mrs. E. Lacey Kelly La Combre Andrew Mezei Paul Murray Miss R. Patch Damian Perry Suzie Polack Mrs. M. Roberts Andrew Rossborough Robert Seeley

Geoffrey Zlabek . . . and all others who have helped with the production of this year's "Prospice".

