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PROSPICIE

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Italian Associated Press
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JAPAN ATTACKS

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Early this morning a broadcast message picked up by
stations of the Information Department in Melbourne, Pre
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acked from the air.

PEARL HARBOR
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note to
the
Japanese

24 Pages.

WELCOME TO PROSPICE FOR 1991



12A English 1991

1991 was Camberwell High School's Jubilee year. For this reason a Prospice larger in scale than in previous years was in order. Year 12 English A undertook its production as a class communication project.

After deliberation each student was allocated select areas of school business to pursue and on which to report. Layout, fonts, colours and design were all decided by the bulk of the class and, 1991 being an environmentally conscious year, it was decided that the magazine should be printed on recycled paper.

We hope that this year, due to the involvement of students in the concept and administrative decisions as well as in reporting, that the 1991 Prospice will be absorbing reading.

The cover, designed by David Larter, sets the school Jubilee in the broader context of issues which confronted society in the year of the school's foundation and in its fiftieth year. The title pages and logos were designed by Paul Quaife and Toby Moore.

STEPHANIE BRIGGS

CLASS TEACHER & EDITOR:
MS P. TUCKETT

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ADMINISTRATION





SCHOOL COUNCIL REPORT

A major matter dealt with by School Council has been the request from the Chief General Manager, Department of School Education, Dr. Peter Hill, for a proposal to be put forward by Camberwell High School and Wattle Park Secondary College for amalgamation. School Council's considered response has been to request a private meeting with the Chief General Manager and to set up a working party to canvas views of the school population.

The Golden Jubilee Year has provided a number of significant events to which School Council members have contributed, including the opening of the new wing of the school by His Excellency, the Governor of Victoria, Dr. Davis McCaughey, and the launching of A Jubilee

Retrospective - A History of Camberwell High School 1941-1991, commissioned by the school of Robert Ewins.

A Master Plan for development of the Camberwell High School site has been approved by Eastern Region in principle. The school now has seven relocatable classrooms to cater for the student population. The interview room and the adjoining Bursar's office have been completed and room numbering has been undertaken. Successful working bees have contributed greatly to the general maintenance of the school's buildings and gardens. The campaign to construct a new gymnasium has continued during 1991 through the Mini Fund Raising Appeal, an Appeal successfully launched in 1990.

Financial support has been given to the development of Technology Studies in a number of different curriculum areas, in order that the school offer a full VCE program in 1992.

Many students in the school have been supplied with larger lockers. Green rainproof jackets have become a compulsory part of the school uniform.

School Council has been delighted with the growing support from all sections of the school community in developing the values and culture it wishes to see operating in the school. The Welfare and Discipline Policy and the Integration Policy are products of this growth.



THE PARENTS' AND FRIENDS' ASSOCIATION

The Parents' and Friends' Association is a group made up of parents, teachers, the Principal and Deputy Principal of the school. The Association meets on a monthly basis and has an active membership of forty people. All parents are warmly invited to each meeting via the Newsletter. Meetings offer the opportunity to discuss a wide range of issues relating to curriculum and the organisation of the school. This communication is proving to be invaluable in building a strong school community and good relations between parents and staff.

This has prompted the PFA to organise curriculum evenings for parents with great support from the staff and to become involved with the Year 7 Sausage Sizzle. The Association has supported the staff with their numerous educational evenings with endless cups of tea. It has also enjoyed its involvement with the Year 12 farewell luncheon.

One role of the PFA is to raise money for the school. This year it has done this through such activities as Wellswear, cake stalls, pie drives, the Golden Jubilee

afternoon tea and different social events.

During 1991 the PFA initiated the forming of a support group for the Music department called Friends of Music. It has also become involved in and has contributed to the forming of policy in the areas of canteen, uniform, Welfare and Discipline and health.

The PFA members have had a very busy 1991 and have enjoyed every minute of it.

PROSPICE 1991

Fifty years in the life of a school is an opportunity not only for celebration but a time to review past achievements and to plan for the future.

With the support of the whole school community, parents, staff and students, both past and present, our Golden Jubilee has been most successfully celebrated.

The school was greatly honoured to have at a special Assembly in March, His Excellency, Dr David McCaughey, Governor of Victoria, at which he launched the Jubilee and officially opened the new classrooms and building upgrade completed last year. Among the guests for this occasion were three former principals Mr Hubert Slattery, Miss Joan Essex and Mr David Collins.

The Dr A.V.G. James lecture in June was delivered by Mr Robert Ewins, former member of staff, and author of "Camberwell High School 1941-1991 - A Jubilee Retrospective". This book, written for the Jubilee was launched by Dr Peter Hill, Chief General Manager, Office of Schools Administration of the Ministry of Education, prior to Mr Ewin's lecture. The large audience was deeply appreciative of Mr Ewin's treatment of the Camberwell High School story thus far, not only with his delightful remembered anecdotes, but also his keen perception of educational trends during the life of the school.

The celebratory events culminated in September with a Golden Jubilee Concert given by the students in the Camberwell Civic Centre, a 'Black-Tie' dinner at the Hyatt in Collins Street, and a 'Back To' day at the school. The attendances at these three functions well exceeded expectations and were a great tribute to the staff and

students concerned with the concert, and to the members of the organising Jubilee Committee. The resulting messages of congratulation and thanks were richly deserved.

Many of the Jubilee initiatives will be of lasting benefit to the school. Early in the year the Camberwell High Ex-Students Society (C.H.E.S.S.) was established and already is taking an active part in supporting present students as well as providing a forum for the school's alumni.

The Jubilee Committee has commenced a "Hall of Fame" for the school. This is a framed collection of details of the achievements and careers of some of our eminent ex-students. Twenty have been hung in the school corridors to the present and it is hoped to add to the collection each year.

With the writing of the history and the collection of memorabilia for the displays for the Jubilee a much needed archive section has been established. This will be extended as time goes on.

Members of Council were greatly encouraged by the response from parents to the working bee early in the year to rejuvenate the courtyard gardens following the building programme. The planting achieved will ensure that this area provides a pleasing environment for students and staff for many years.

The school has welcomed back ex-students as speakers at Assemblies this year. All have expressed their pleasure at revisiting their school and in having the opportunity to speak to the present students who in their turn have appreciated and greatly enjoyed these talks.

1991 has been the first year of the complete implementation of the new Victorian Certificate of Education at Year 11 and this will be followed next year at Year 12. This has meant new challenges for both staff and students, as they are introduced to new methods of teaching and learning. Our staff are to be congratulated for the way this new development has been handled and for the encouragement and direction they have given to the students to meet the new objectives. I believe that they continue to provide excellent educational opportunities and inspiration for the students.

As the School moves into its second half century it is well-placed to meet the changes required by current policies of the Ministry of Education. As in the past Camberwell High School will continue to ensure that present and future students experience broad educational opportunities to prepare them for their post-school life.

ANN S. RUSDEN
PRINCIPAL



Miss Ann Rusden



THE VCE

VCE implementation during 1991 has been a great challenge for both staff and students, one which both parties have accepted with determination and the desire to succeed.

The first Mathematics Common Assessment Task took the form of an investigative project which almost sixty per cent of our Year 12 students undertook during Terms one and two. This was a period in which students displayed great ingenuity in examining, amongst other topics, the mathematics of the Sydney Harbour Bridge, the circular shapes of the tiles on the Sydney Opera House, the geometry of the Melbourne Arts Centre spire and the circles of sundials. During this time the community library resources of the entire State were stretched to their limits by the eagerness of senior Mathematics students to maximise their CAT 1 results.

A similar exercise had to be undertaken by all English students as they searched newspapers and periodicals for appropriate material to use in their first English CAT: Presentation of an Issue.

Semester One, in retrospect, was a time of high pressure activity for Year 12 students. The 1992 Year 12 students, having experienced a full year of VCE teaching and learning methods in Year 11,

should be able to make a slightly easier transition to a very demanding period of Work Requirements and Common Assessment Tasks.

In the pre-VCE years, all externally set assessment tasks were marked twice by appointed teacher panels. This year, the double marking process in English and Mathematics has been undertaken by class teachers. The process is now called Verification and is designed to ensure comparability of assessment across the year level.

The staff and student work load has been increased by the new emphasis placed on the value of work in progress; many drafts have been presented for marking and subsequently returned for reworking. As VCE emphasises the process as well as the end product, this will undoubtedly have an impact on pre-VCE classroom approaches.

Support systems for VCE students have been established to counsel VCE students in their workload management. (Staff could say that they deserve the same!)

Both VCE years participated in full day study programs during March. The programs were exciting and challenging and will probably be an annual initiative. The VCE Coordinator's Panel met weekly in Terms one, two and three to

monitor student workload and in some instances awarded a Delay of Decision on Satisfactory Completion. Parent input at these weekly meetings was always welcomed.

Curriculum development in Units three and four for 1992 continued apace throughout the year, with staff participating in several regional professional development activities and a number of in-services within the school.

Students have been in-serviced on the nature of the Victorian Certificate of Education and have participated in work education classes. They have also received plenty of information about their post-school choices. The latter half of the year has been a time of major dialogue between students and parents and has hopefully been a time when students have displayed an increased willingness to accept responsibility for their future directions. This character trait certainly needs to be at the forefront during a student's VCE years.

Senior students and their teachers are caught up in the middle of major educational change. It is an exhausting but exciting time!

MS OLWYN GRAY,
VCE COORDINATOR



CURRICULUM

It has been an interesting year for the curriculum. With the full implementation of the VCE, the report format of Years seven to ten was brought into line with the VCE policy of giving an alphabetical grade rather than a numerical mark. A satisfactory level of performance is now graded "A" to "E". An unsatisfactory level of performance is graded "N".

In an effort to provide a broad and comprehensive curriculum to Years seven to ten the Curriculum Committee, having analysed and compared our curriculum with what is recommended in Frameworks (a Ministry of Education publication for a comprehensive curriculum in Years seven to ten), has added two periods of keyboarding to the core at Year seven and two periods of Health and Human Relations at Year eight, with two Creative Arts blocks of two periods each. History and Geography now have five periods instead of six to allow for this change. It is hoped that every student should now be able to experience all Creative Arts subjects during these two years. In Year Nine, English will be reduced by one period to five classes a week which will enable three elective blocks of three periods each. With the introduction of various technological studies at VCE the curriculum must prepare students in the junior and middle school for these new senior subjects.

This year Indonesian has been added to the Languages Other Than English (LOTE) offered at Camberwell High School. Students now have a choice of either Indonesian, French or German at Year seven with the possibility of studying a second language at Year nine.

An important implication for the curriculum in the LOTE area is a ministerial directive this year stating that by 1995 all students in Years seven to ten will study a foreign language.

It was decided by the Curriculum Committee that for 1992 a foreign language will not be compulsory in Year nine. However, all Year nine students in 1993 will be required to study a foreign language.

MS JULIA TRENCHARD SMITH
CURRICULUM COORDINATOR

LIBRARY

1991, being our Jubilee year, has had librarians and staff actively involved in preparing and organising all the Camberwell High School material that has accumulated since 1941. It has been a year long task sorting all the photos and other memorabilia. Ex-students dating back to 1941 gave or loaned us photos and articles to copy, hence our now very good archive collection.

The library was open all day on Saturday during the Jubilee "Back To" weekend and past students were envious of present day students' library resources, as well as being interested in the display of memorabilia from past years.

Beside the Jubilee, librarians have been very busy meeting the demands of resourcing for the VCE, as we must keep up with a wide range of current events and issues.

It is pleasing to see the many students using all the resources at different times during the day, even as early as 7.30 am. The year 7s have become quite confident in searching our files for their essays and debates. As this continues through the years, we should be producing students who are well informed on all current issues in our society.

MS GWEN KUHNE
LIBRARIAN



STUDENT REPRESENTATIVE COUNCIL

The success of the 1991 SRC is undoubted. The SRC is an integral part of the school and so its recent growth and heightened activity are worth being part of. But the SRC needs to increase its influence despite such strong growth.

Elections were held late last year and a full day was given to introducing new members to SRC ways. We discussed the roles and responsibilities of representatives and planned initiatives for 1991.

The costume room was cleared out and old clothes were discarded. New coathangers were found and all the clothes went up on racks, clearing the floor. New wigs were bought and, hopefully, some effort will be made next year to make new costumes.

With the Parents' and Friends' Association we aired suggestions from the students aimed at improving the canteen. The new food is a pleasing result of this. The SRC Fair, in its second year,

was a huge success. The organisation took almost a term and asked a lot from everyone. But stronger student involvement in the organisational lead up would be very welcome as the SRC members, despite our hard work, are just not enough. Eventually, on the day - despite the rain - the Fair's entertainment was a relief for everyone after a term at school. Eventually, just under six hundred dollars was raised.

A canvas backdrop for the school stage has been proposed and the possibilities for its purchase are strong. With the cancellation of the Drama Festival the idea lost momentum, but with the SRC Fair and the Talent Quest over it is high on the agenda again. We hope to see it hanging by next year.

I've measured the success of this year's SRC by the exuberance shown in lower years. By the end of the year the SRC normally consists of older representatives, as

time runs out and the younger years lose interest. But it has been a pleasure this year to see the older years pull back under the strain of work and Years 7, 8 and 9 filling the missing gaps and taking control of SRC direction. With such independent initiative in members the SRC looks to continue its strength in following years.

Finally, the SRC is something good, but too many students avoid it. I believe you are wasting your time if you can't involve yourself in the school. I'm not asking for people to join the SRC, but how about using its financial or organisational resources for your own ideas? Use the SRC to promote your interests. That's what the SRC intends to do.

Thanks to all members of the SRC and the students who helped us during the year.

BEN SIMPFENDORFER,
PRESIDENT



ANCILLARY STAFF

As the 1991 year slowly winds down there will be many faces departing from Camberwell High School. Two such faces are those of Bill Ollington and Len Duncan. The names may not be as familiar as the faces to many students. However, throughout the past few years Bill and Len have devoted their time to maintaining the facilities that span our school.

After working for over twenty-eight years in the building industry, Bill decided to undertake the job as cleaner prior to his retirement. He found the most rewarding feature of his job to be the development of many

friendships with members of both staff and students at the school.

Eight years may not seem an exceptionally long period of time, but in that time Bill has seen Camberwell High School develop in both a structural and academic sense. From a spectator's point of view Bill believes that the development of facilities such as the overpass and the computer room has complemented the change in attitude that students have shown towards their education, an attitude that seems more adapted to the process of learning. Bill's children may have already completed secondary schooling, but he is

adamant in his belief that if his children were of schooling age he would have no hesitation in sending his children to the school due to these developments.

Now that Bill has retired he plans to enjoy a holiday in Tasmania and, possibly, New Zealand. Furthermore, he hopes to be able to concentrate on his hobby of carpentry.

Although there may not be penants in the Hall nor photos in the overpass, evidence of the contributions of Len Duncan and Bill Ollington can be seen not only in the appearance of the school, but also in the friendships fostered.

STUART WINSTANLEY



Mr Len Duncan



Mr Bill Ollington



SCHOOL COUNCIL MEMBERS

PARENTS:

Mrs Jeanette Botham, Dr Peter Gronn, Mr Graham Henderson (Treasurer), Mr David Hughes, Mr Timothy Marshall, Professor Barry Sheehan, Mr Ralph Simpfordorfer (President), Mr Kenneth Winter

STAFF:

Mr Geoffrey Sinclair, Mrs Adrienne Kavonic, Mr Paul Kennelly, Mrs Gwen Kuhne, Mrs Anita Michell, Mrs Denise Taylor

STUDENT:

Stelios Aidonopoulos, Lai Dancer, Jeremy Prien

PARENTS' AND FRIENDS' ASSOCIATION COMMITTEE

Ms Jeanette Botham (President), Ms Valerie Arnold (Secretary), Mr Iain Andrews (Treasurer), Ms Gai Woolhouse, Mr Peter Taylor, Ms Barbara Lee, Mr Gawdat Ibrahim, Ms Sue Simpfordorfer, Ms Margaret Counihan, Ms Vincey Montesalvo, Ms Sheridan Tyzack, Ms Karen Kennon, Ms Jo Prior, Ms Rosemary Leong, Mr Ken Winter, Mr Errol Firminger, Ms Jenny Stone, Ms Carolyn Wignall, Ms Mary Henderson, Ms Helen Elliot (Wellsweat), Mr David Stewart, Ms Maron Edwards, Ms Dianne Henderson, Ms Peta Humphery, Ms Birgit Dean, Ms Denise Taylor, Ms Barbara Gronn

GOLDEN JUBILEE COMMITTEE

Mr Chris Atkins, Ms Lucy Bombaci, Mr Ed Botham, Ms Jeanette Botham, Ms Julie Campbell, Ms Penny Commons, Ms Anna Cooper, Mr Bernard Corser, Ms Jean DeNeef, Mr Neville Duff, Mr Robert Ewins, Mr Wally Fordham, Mr Barry Garnham, Ms Ann Griffiths, Mr Peter Gronn, Ms Gwen Kuhne, Ms Jane Leech, Mr Kwong Lee Dow, Mr Roger McGhee, Ms Caroline Oswin, Ms Diane Passamani, Ms Anne Scerri, Mr David Segall, Mr Geoffrey Sinclair, Ms June and Mr Rex Thompson, Mr Don Webster, Ms Lesley Whitehead, Mr John Worcester, Ms Marilla Cooper

CAMBERWELL HIGH SCHOOL EX-STUDENTS' SOCIETY INTERIM COMMITTEE

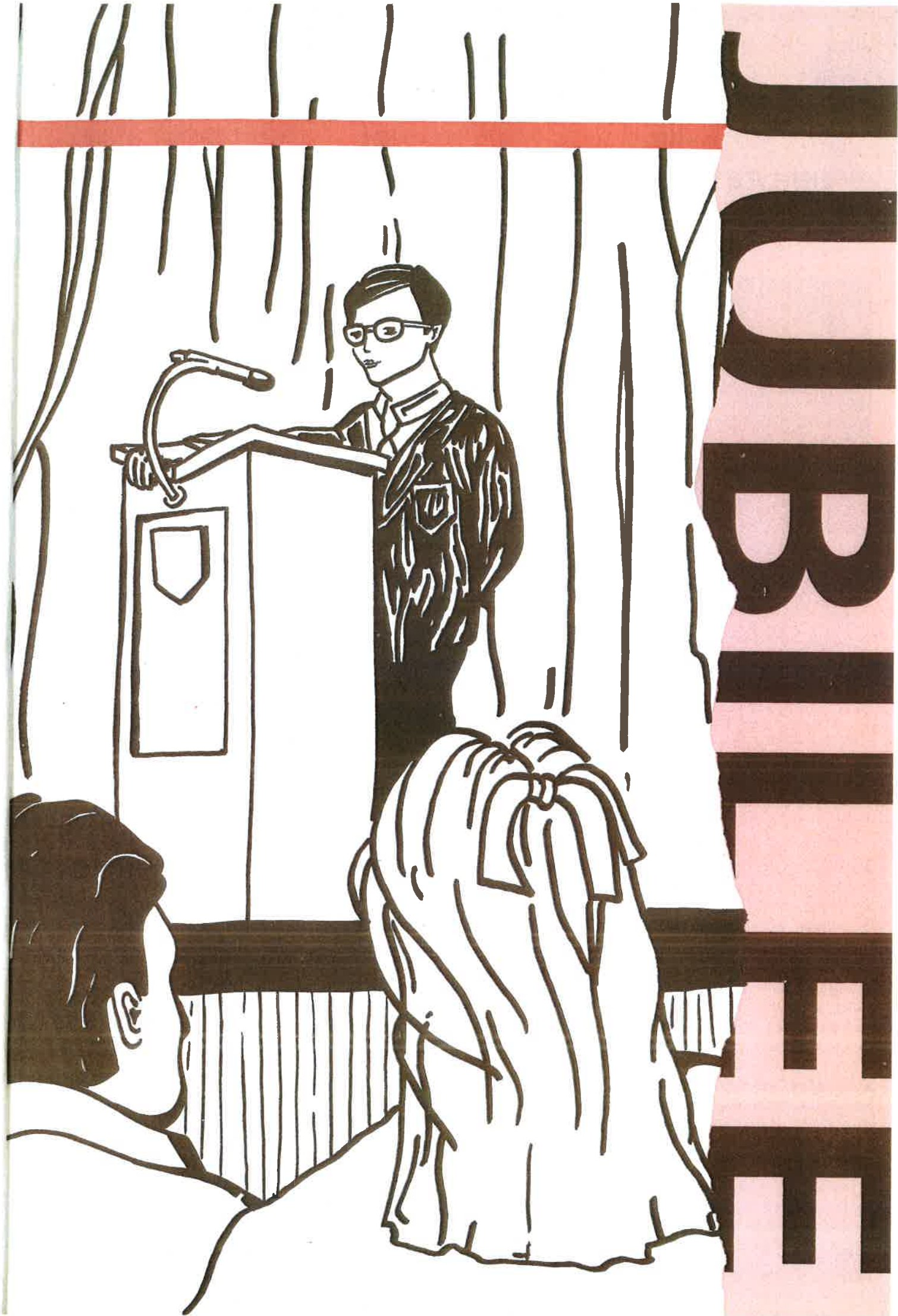
Mr Barry Garnham (President), Mr John Worcester, Ms Pat Douglas (Secretary), Ms Margaret Edwards (Membership Secretary), Ms Sarah Frances, Ms Catherine Hargreaves, Mr Lawrie Hodgson, Mr Bob Kearsley, Mr Don Kerr (Vice President), Mr Bob Knowles (Treasurer), Mr Kwong Lee Dow, Mr Ian Phelan, Ms Jane Pitchford, Ms Judy Prager, Mr John Skerritt, Ms Audrey Stewart, Ms June Wenborn, Mr Robert Wilson, Ms Ann Rusden, Mr Geoffrey Sinclair, Mr Brian Zyk

CAMBERWELL HIGH SCHOOL STAFF 1991

Ms Kym Aghan, Mr Bruce Anderson, Ms Marilyn Anderson, Ms Silvana Banic, Mr Andrew Barrett, Mr James Barut, Mr Michael Beam, Ms Joy Bloumis, Mr Tony Brookes, Ms Jillian Brown, Mr Julian Cairns, Mr Michael Cauchi, Ms Josie Cirritto, Ms Filomena Crea, Mr Chris Crook, Ms Birgit Dean, Mr Gene Dennis, Dr Lesley Dixon, Mr Rudy Dobron, Ms Jennifer Dunn, Ms Meryl Evans, Ms Jana Fabris, Ms Gail Frost, Mr Peter Frost, Ms Judy Goldberg, Mr Ray Grant, Ms Olwyn Gray, Ms Susan Greenough, Ms Elaine Hamilton, Mr Vincent Hardiman, Mr Sean Hill, Mr Jason Hutchinson, Mr Ian Jenkin, Ms Helen Jones, Ms Anne Josefsberg, Ms Adrienne Kavonic, Ms Jill Kenneally, Mr Paul Kennelly, Ms Meg Kenyon, Ms Bronwyn Koren, Ms Helen Koutsougeras, Ms Gwen Kuhne, Mr Brian Laffin, Ms Corrine Lajoie, Mr Timothy Leung, Ms Josephine Leyman, Mr Mark Loveday, Mr Ed Macaulay, Ms Anita Michell, Ms Elaine Mowat, Ms Judith Newman, Mr David Phillips, Ms Felicity Renowden, Ms Faye Scott, Ms Mary Sinclair, Mr Andrew Smith, Ms Hilary Smith, Mr Peter Stephens, Ms Amanda Stone, Ms Denise Taylor, Mr Ken Tenner, Ms Robyn Thompson, Ms Julia Trenchard-Smith, Ms Pamela Tuckett, Ms Sara Valentino, Ms Dorothy Van Arkadie, Ms Megan Watson, Mr Tim Watson, Mr John Worcester, Mr Terry Ymer

ANCILLARY STAFF 1991

Ms Past Nosedá, Ms Jill Pike, Ms Glenice Porter, Mr Don Harrop, Barbara Gronn, Jeanette Botham, Betsy Louey-Gung, Marlene Dirrins, Cynthia Duggan, Julie Kitson, Julie Oh, Pat Downs, Alan Husk, Zhou Fang Yi, Ian Kerr, Hendi Widjaja





JUBILEE



His Excellency the Governor of Victoria Dr Davis McCaughey AC inspecting the Link Corridor accompanied by School Council President Mr Ralph Simpfendorfer and School Principal Miss Ann Rusden

1941 TO 1991; Camberwell High School now moves into its second fifty years and, yes, some thoughts have already been given to the Centenary!

Our Golden Jubilee celebrations during 1991 have served very well for the school community to put itself into perspective. The culmination of eighteen months organisation was a most remarkable afternoon on Saturday, 7th September, the "Back To" for the ex-students of the past 50 years when over two thousand of them revisited their old school.

In the various rooms reserved for the five decades, there were face-to-face meetings of people who

had been school mates - right back to the original opening of the school in 1941. Groups stood around talking, being photographed. Who could ever have envisaged back in Form One returning so many years later - and being there in a group of classmates?

Whether from 'Forties', 'Fifties', 'Sixties', 'Seventies' or 'Eighties', our visitors generated much excitement. Rooms were packed, impossible to enter at times. Have so many people ever packed into the Hall at one time?

The "School Assembly" was definitely an emotional experience with welcomes from Kwong Lee Dow (1950-1954), President of the Jubilee Committee, and Ann Rusden, Principal, an entertaining recreation of life in 1950 from Jeff Dunstan (1948-1950) and a rousing rendition of "School of our Youth" lead by the 1991 Concert Band.

The "decade rooms" were decorated with collections of photographs, formal class-groups with as many names as could be remembered, and treasured snapshots, fully identified, giving momentary insights into a real world but long gone.

School registers, old uniforms, caps, hats, badges, artwork, and other memorabilia were displayed in the foyer and in the Library. Nearly 12,000 names of our ex-students were displayed for updating with information and addresses, room by room, by year of exit, all from our computer database.

The night before the "Back To" saw nearly 700 people enjoy a "Black-tie" dinner at the Hyatt-on-Collins, an enormous success embarked on with trepidation by the Jubilee Committee and organ-

ised with unbounded enthusiasm by Bernard Corser (1965-1971), Carolyn Oswin (1967-1971) and Jane Pitchford (1965-1969).

About 300 attended a "school social" on the evening of the "Back To" and during the day, good sales were made of mementoes such as key rings, drinking glasses and the school history.

One of the major achievements of 1991 has been the publication of "Camberwell High School 1941-1991 - A Jubilee Retrospective", a history of the school written by former teacher, Robert Ewins (1958-1965). This was commissioned by the Jubilee Committee and launched on 18th June when Robert Ewins delivered the 1991 A.V.G. James Lecture an overview of the history of Camberwell High. Robert's lecture was acclaimed by an audience of about 400 (past and present students and staff, past and present Ministerial luminaries).

"A Jubilee Retrospective" accounts for the school's origins, records the temporary disbanding of the War Years, details the development of the Ebbels and Andrews eras, and attempts to explain the troubled years of the 70s. A thorough and an entertaining history, the book also makes an important contribution to the broader field of education in explaining the long gestation of an eastern suburbs high school and in examining the turbulence of Victorian education in the 70s.

The Jubilee Year was launched in March by Victoria's Governor, Dr. Davis McCaughey, who also opened our new building works and addressed current students, telling them of their opportunity to be involved with not only the Golden Jubilee but also the



Centenary. During the "Back To" week, a splendid Jubilee Concert showcased student talent in instrumental, choral, vocal and dance performance - and again provided ample opportunity to link Jubilee and Centenary. (Concert Band members will retain that special link in 2041 having played for that remarkable Assembly on the "Back To" Saturday. Will they get back together in their 60s to perform at the Centenary?)

For eighteen months the Jubilee Committee has met regularly to plan and direct the year's activities. Sub-Committees have organised various aspects from the database listings, honour boards, souvenir preparation, through memorabilia collection, hall of fame and printery activities, to the formal dinner and the "Back To" weekend. Normally 25 to 30 people have attended these Meetings: we've enjoyed it immensely and have been delighted at the response of the whole school community. Kwong Lee Dow ably led the Committee and special mention should be made of Chris Atkins' work with the "Back To" Sub-Committee.

Much of the impetus has come from Ann Rusden, not only in her role as Principal, but also as a long-standing staff member (appointed 1965).

Our school community has grown enormously this year in welcoming back to the fold some three thousand former students - as visitors, as updated contacts on our continuing computer listings. Interest in the proceedings and in the school grew quickly in 1990 leading to the formation of an on-going Camberwell High Ex-Students' Society - known for short as C.H.E.S.S. and led by Barry Garnham (1949-1950). C.H.E.S.S. intends to maintain the contact between ex-students, to promote event organisation by year level groups, and to maintain interest in and offer assistance to the present day school and its students.

The Hall of Fame project has grown well, reflecting our better-known ex-students. It should continue to grow and will eventually include some of our present students and those yet to enrol.

2041 should be a great year!

JOHN WORCESTER (1958)

.....and a personal note

Starting out as a little chap in the Year Seven of 1953 seems so long ago. There were only 2 classes - Form 1A and Form 1B. 1A did Latin and Metal Work; 1B did French and Woodwork.

On Orientation Day, still in Grade Six we were assembled in Room 1. An enormous amount of pressure was placed on us to choose Latin: it was obvious the numbers were down and the classes needed to be of similar size. I remember resisting very strongly, determined to study French.

In 1B, our classes were conducted in a pleasant portable classroom called Room 24, located where the canteen is now and reached by a Y-shaped ramp (now the steps to the Canteen).

We responded positively to our teachers: I can still recall parts of Norm Higgs' history lessons (such as his 200-railway carriage black-board illustration of historic scale - with man huddled up against the back wall of the last carriage).

Mrs Gladys Hurnall taught us Geography and English (a rare but special combination of subjects) and Miss Gwen Mills developed our musical interest (with lasting success) and took special care as our Form Teacher. (I remember shocking her by turning up at the end of Form One in a three-piece blue pin-stripe suit having persuaded my mother that "they" wouldn't mind if I came out of school uniform for one day). Miss Mills (now Mrs. Runge) has attended our Jubilee functions and I was delighted to meet her again. 1B's Physical Education teacher was Jack Holloway, dashing hero as

cricketer for Hawthorn-East Melbourne: ironic that I should eventually serve as Senior Teacher to his Deputy Principal in the 1980s, thirty years later! and a pleasure to have him re-visit the school this year.

I came across some old Form 1B, 1953, folk at the "Back To" — Sandra Cox (whose children I later taught!) Sue Roddick, Margaret Sproat, Ken Styles, Robin Crocker, Barbara Cooke (now Mayor of Hawthorn), Rosemary Whitelaw....There may have been others.

Where were all the rest? (38 years later).

Carol Blake (also from 1B) and I represented Camberwell High that year on 3KZ's "Junior Information", a weekly quiz and discussion program on radio (no T.V. in those days). I still have two books I won, "Hopalong Cassidy" and "Biggles Follows On" — good reading, although I also enjoyed our set class novel, an abridged version of Charles Dickens' "Pickwick Papers".

We played cricket and football at Highfield Park. Early on, inspired by Mr Higgs' descriptions of the White Nile and the Blue Nile in History, Form 1 boys christened the bluestone gutter behind the cypress trees as the "Yellow Nile", (Form 1 level of humour).

Our lockers were in the Boys' Common Room! - now the Metalwork Room. The 1953 Metalwork Room was converted to (1)a Biology Laboratory, (2) our present Sick Bay, Deputy Principal and Co-Ordinators' Offices.

Our old school library is now Staff Room 1 and Form 1B raised money for social service with a stall on the school's upstairs Sun Deck — now the Art Room.

We sang Comrades of Mine in the Choral Festival and I still barrack for Roosevelt.

JOHN WORCESTER



JUBILEE ASSEMBLIES

On Wednesday March 20, 1991, Camberwell High School's Jubilee year was officially launched. The school body was addressed by His Excellency The Governor of Victoria, Dr Davis McCaughey A.C.. The choir entertained us with a choral item before His Excellency spoke and, later, with the help of Ben Simpfendorfer, President of the Students' Representative Council and Professor Kwong Lee Dow, President of the Jubilee Committee, His Excellency unveiled two plaques to officially open the new extensions to the school buildings. Ben Simpfendorfer and Kate O'Sullivan thanked The Governor and Mrs McCaughey. Dr Peter Hill, Chief General Manager, Office of Schools Administration, congratulated us on our Jubilee and wished us all well in the years to come. The singing of the school song closed the Assembly.



*His Excellency the Governor
of Victoria
Dr Davis McCaughey AC*

At the second assembly of the school year we were honoured with a visit from Dr Jeffrey Dunstan, a past student and, at the time of his address to us, Manager of the Office of Schools Administration. He has since retired from the Department of School Education. Dr Dunstan entertained us with highlights of his schooling days and told us of his thoughts for our school for the next fifty years.



Dr Jeffrey Dunstan

Mr Bob Kearsley, an ex-student, entertained us with his reflections on his career and its links to his school life. Mr Kearsley worked through a cadetship at the Herald-Sun, then worked with GTV9 News, the BBC in London and Tokyo, where he covered the opening of China to the West and the Vietnam and Cambodian wars, to his present position at Channel 9. From his schooling he took, beside challenges and fun, a concern for fairness, truth and accuracy, a point he made strongly in his address to us.



Mr Bob Kearsley



Mr Alan Schwab

The May Day assembly featured Mr Alan Schwab, the Executive Commissioner of the Australian Football League. He reminded students of career opportunities in sports administration and told us of the responsibilities of his job. He traded many old memories of teachers and playground activities from “his days” with the school.



Dr Helen Daniels

On May 22 we were honoured with an address from the Australian writer and editor, Dr Helen Daniels. She has recently compiled a book on Australian fiction and regularly writes about Australian writing and reviews books for newspapers such as **The Age** and **The Australian**. Dr. Daniels said she owed a great deal to Camberwell High School and considered herself fortunate to have been a student here. She remembered clearly that her first editing job was working on **Prospice**.



Ms Sally White

Ms Sally White, a Lecturer in Journalism at R.M.I.T., impressed us at a general assembly on June 12. She left Camberwell High School in 1961. After graduating with Honours in Politics and History from the University of Melbourne she worked with **The Australian**, **The Age**, **The Women's Weekly**, the Melbourne Theatre Company and ABC Television. She entertained us with the humorous side of journalism and with descriptions of the extraordinary places she has visited, such as Puckapunyal Army Camp, the Thai/Cambodian border and North Korea. She ended telling students interested in journalism as a career to “work their contacts”.



Dr Robert Manne

Dr Robert Manne left Camberwell High School after six years with a General Exhibition to his credit, in 1965. During his time here he had been a keen advocate of the SRC and of extra curricula activities. At assembly he spoke of moral choices he has made during his career, firstly as a student, then as an academic, writer and editor. Problems of humanity have mattered more to him than career options in business, law or politics. He is currently the editor of **Quadrant** and has won an international award for his writing on intelligence. He was a columnist for the **Herald** before becoming a **Quadrant** editor, and prior to that was a senior lecturer in Politics at LaTrobe university. He holds a PhD from Oxford University.

MERRIN TRIGG



ONSULERE ALIIS OR CONSIDERING OURSELVES?

The large Rotary market attracts all sorts, including many outsiders on a Sunday morning to the heart of charming Camberwell - the car park. The car park gives us clues to the essential nature of the place: it requires patience to enter, use and leave; it is orderly; it testifies to the area's affluence; it provides a forum where locals hail one another **enpassant** without commitment; it constitutes a kind of moral test with its awkward slopes, heat in summer and poorly lit cold challenge in winter. In short it is civilised with all the opportunities and limitations that implies - this is not Struggletown Box Hill, not covered comfort up-market Doncaster, not small-is-beautiful, craft and community minded Hawthorn. Leafy Camberwell surrounds the High School, now, in 1991, fifty years established. Of course the school reflects the area.

When I first became aware of it in the late '50's, like Canterbury Girls', it was at the top of the pecking order for people in this area committed to or forced into State Education. There was a small intake at Year 7 and Central schools siphoned suitable boys and girls there at Year 9. In line with educational theory of the time, classes were streamed - two languages including Latin deemed necessary for the bright to meet matriculation requirements. All this was in an era when many

young people left school for work at fifteen. Unlike high schools in New South Wales there were few in Victoria even in the 1940's. This was a select school. I think we still benefit from the good reputation established then: we still attract some academics' and professionals' families; the list of School Council members reads like an educational Who's Who?; and, at present, we have a wave of very positive, well brought up children, the off-spring of satisfied customers of previous generations. Parents of students leaving private schools for one reason or another often look to us, as do families moving to Melbourne. Similarly we are sought by ambitious migrants, the tram and train from Richmond being convenient in this way.

But Camberwell is not all affluent professionals and the school's drawing area is not just Camberwell after Year 7, either. Very mixed ethnically - in the '70's strongly Greek, now many new comers being Asian - that old flavour of academic excellence as an ideal attracts some. The retaining of a uniform even through the individualistic '60's almost certainly symbolises firm discipline and conventional standards to parents choosing in this area. John Gardiner, the Swinburne Community School and Canterbury Girls' constitute a genuine choice of philosophy and practice. When I first started teaching at Camberwell in 1972 we drew stu-

dents from the edge of Box Hill to the Yarra in Hawthorn.

I was surprised at how few facilities the school had although driving on my mum's run to Canterbury State I had observed the rise of the New Building and Hall: one black and white television set, two spirit duplicators and a chronic shortage of paper so that one's coordinator, diving under his desk, would emerge carefully counting out the exact number of sheets for a class. Teachers from so-called disadvantaged schools were amazed at our Spartan conditions - undersized General Office, cramped desks, lessons in the laundry and so on. Eventually, that same policy brought us some relief when, due to the number of single parent families and low socio-economic groups, we were judged needy too.

The school not only reflects the area it serves but the vagaries of time. Ex-students will see that the labs and one artroom in the original building have gradually been dismantled: no more heady gas fumes and dribbling taps to lighten a long humanities lesson. Were these changes due to a succession of principals who required quiet to work, or do they reflect a shift from involvement in the practice of science and art to the manipulations of the world at one remove from the computer screen? Have we exchanged the old hands on



the bunsen burner for radiation and the illusion of control in the keyboard and TV passivity?

Certainly the injection of money by Labour Governments into education has led to more books, a more comfortable environment in winter, a less noisy one, a plethora of gadgets from overhead transparency projectors to never-resting-unless-ill heavy duty photocopiers. Teachers and students have excellent tools about them: the recycling boxes and bins are a-chock. Do students learn more? better? Did the old Common Ground slide show or the School Broadcast tape involve the mind and imagination more? It was perhaps easier to enchant earlier generations with their relatively impoverished backgrounds. The very richness and pizzazz of television constitutes a seductive rival for formal educators.

The new bridge and classrooms at the first floor level is a great boon and has changed the pattern of flow in the school, especially in wet weather! So, ruefully I say, did the process of building it and effecting what the Ministry terms an "upgrade". Broken water pipes, out of bounds areas reclassified as main thoroughfares, internal dust storms, regular evacuations of staffrooms, paint fumes, logistical exercises to plot a path from 306 to the D.P.'s office via the swimming pool and stage dressing rooms . . . Yes. it was worth it, but. . . !

The school grounds testify to the winds of change: lunch in the park, legally using the pool shop pre-date me; so does the crazy rock and bluestone terracing. Roses gave way to the native garden and railway sleepers - and have now reappeared at the front of the school. Some of the gums in the courtyard have provided excitement on windy days having striven to top the three storeys of the New Wing. The now rotting sleepers are re-arranged by the weekend interlopers as skate board jumps. And recently we've come back to the Englishness of Melbourne with the bulbs and shade trees along the eastern side of the oval so the students will have privacy. No more tell tale glint of binoculars at the staffroom window: 1984 is safely passed and no, the hall isn't bugged even yet, whichever miscreant asked me that seriously, years ago.

So the school reflects a place through time: a tradition of trying to realise an ideal of liberal democratic Australian fair-go amidst leafy privilege. It tries to be an environment in which a great variety of teenagers can feel comfortable and secure during those difficult years while they practise their skills, extend their knowledge and clarify their values according to their ambitions and hopes before launching into the world. If the car park symbolises

Camberwell, perhaps the Hall epitomizes the school. Built by the sustained effort of the parents' Cooperative and State Government money, it links old and new wings. It is large, with a challenging stage, a monument to traditional ideas of school as a unifying experience and purveyor of culture and is, therefore, hard to fill. At first hal- lowed, school socials, P. E., Australian Studies Expos and undercover access to changing rooms have been added to its previous uses for assemblies, music and drama, death daring gym displays, presentation speech nights and parent-teacher conferences. Of course it stands on the base of the school, the canteen, although the increase in mothers working outside as well as inside the home means the professional management has less help. There may be potential dangers in the high brick wall behind the pennants, but the loftiness of the space expresses the aspiration to excellence, and the empty space is the emblem of human existence: the challenge is to fill it well. At any rate, that's how it seemed to me.

MS JUDY GOLDBERG
January, 1991

THE FULL TEXT OF MS GOLD-
BERG'S COMMENTARY ON THE
SCHOOL IS AVAILABLE IN THE
SCHOOL ARCHIVES.



JUBILEE WRITER'S PRIZE

Nigel Hall is working on his science prac. in the science room of the old building when he accidentally knocks the chicken wing he is dissecting into a test tube of blue dye needed for the experiment. The scalpel sticks into a nearby power point while the blue dye connects a circuit between the scalpel, the chicken wing and him. Nigel becomes a little fuzzy around the edges and quickly vanishes from sight. Not that anyone is looking though; the room is full of students engrossed in chopping things that used to resemble chickens.

Nigel experiences a tumbling, falling sensation and snaps back into existence again. He looks around the classroom in astonishment. It is definitely not the classroom, he was in before! He sees a crowd of boys and girls leaving the room. The boys are wearing grey suits and the girls are wearing green tunics, pullovers and blazers. Nigel goes to pick up his books, but they are no longer there. Puzzling, Nigel hurriedly leaves the room to follow them.

This is most definitely, to the utmost degree, not the place Nigel was in before. He is standing, eyes wide and mouth agape, looking around his new surroundings. A voice from behind him gives Nigel a start. "Where's your uniform?" asks a curious boy with brown hair and hazel eyes. He is wearing a grey suit as well. "My uniform?" replies Nigel, who is wondering why someone should be worried about a uniform when a whole building has been switched.

A demand of: "Wear your cap properly, my lad!" comes from around a corner. "Go in there", says the boy, pointing to a nearby classroom. Nigel does so quickly although a terrible thought is forming at the back of his mind. The boy follows him in just as a teacher storms past dragging behind him a worried-looking boy with his cap on backwards.

"You must be new, but to Dr. James that's no excuse for having no uniform!" says the boy who introduces himself as James Ellis. "Stay here, and I'll bring you a uniform. You'll get in real strife if you don't have one!" James tells Nigel.

While James is gone, Nigel looks out of the window and sees what he is fervently trying not to see: A muddy expanse of ground where the basket-ball courts and oval should be. He crosses to the other side of the building and, through the window, sees more dirt and clay and notices the total absence of the new building.

"I've gone back in time....." Nigel says over and over again to himself, even though it sounds mere frivolous nonsense. He is interrupted by James entering the room with a grey jumper, suit, jacket, tie and cap. "I took them from the changing rooms!" James laughs. "I'm sure the person from whom I....ah...borrowed these from wouldn't mind a bit!" he sniggers. Nigel dons the pullover, jacket and tie and pulls the cap over his head.

"Come on, we'll be late to Latin if you don't hurry up!" urges James. "I'm ready, let's go!" Nigel says with a well feigned enthusiasm. The two boys hurry into the room which is already half full of talking, cheerful girls and boys. The wooden desks have little pots of blue ink in them, for use with nibbed pens. Some of the boys and girls have fountain pens, but mostly everyone uses the ink-wells.

Soon after everyone has taken their seats, the teacher walks in and places his books on his desk. "Now class," the teacher addresses the students. "Copy down these familiar Latin expressions and write down any more you can think of. And no talking, Simmons!". "The teacher directs the last remark to a girl who is quietly chatting to her neighbours. Nigel tries to write neatly, but he keeps smudging the ink and making awful scratching sounds with the nib. Nigel can't think of any 'common Latin expressions', so he writes down 'Disco consulere aliis' and hopes for the best.

As the class is leaving, the teacher picks up Nigel's paper and raises an eyebrow at it, but Nigel stealthily slips out to English History, which consists of a great deal of answering questions. "Old 'Father' Dawkins gets cranky if nobody answers his questions." James confides in Nigel. "Now we come to the unpleasant subject of wars," lectures Mr. Dawkins. "You there, name some of the major wars in our history!" the teacher asks Nigel unexpectedly. "Er, World War 1 1914-1918, ah....World War 2 1939-1945," Nigel says, feeling very flustered.

Everyone stares at him. Nigel takes another look at the room with it's occupants wearing 1940ish style uniforms, hairstyles and holding inked nibs, and thinks that maybe World War 2 isn't over yet. "I'll have none of that nonsense in my class!" bellows the irate Mr. Dawkins. "Get to the Headmaster's office this minute!" he demands. Nigel, embarrassed and now quite worried, leaves on the double.

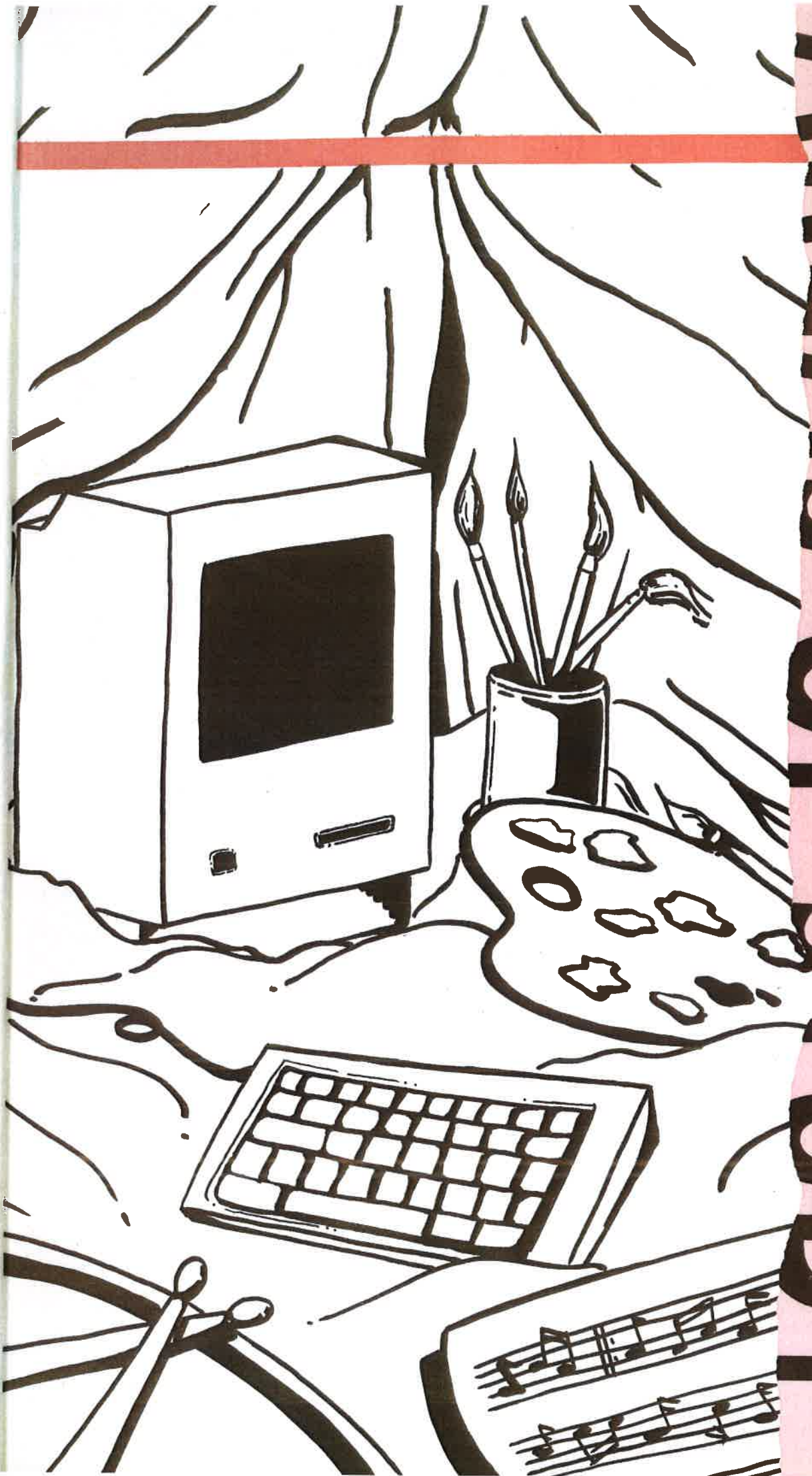
As Nigel is walking down the corridor to Dr. James's office, to receive a thrashing no doubt, his eyes begin to swim and he feels very dizzy. Suddenly he is on the Science Room floor with chicken and spilt dye all over him. Nigel goes through the rest of the day in a daze, and upon returning home looks through the school's history in '**A Jubilee Retrospective**'. He finds the following:

THE DUX OF THE SCHOOL
1946 James Ellis

Now he knows he was not dreaming.

BEVIS WORCESTER

AREAS OF STUDY





LANGUAGES

This year has been one of change in the Language area. Indonesian has been introduced very successfully at Years 7 and 9. Ms Sue Greenough has led the subject enthusiastically with three excursions to Melbourne and Monash universities for cultural activities, as well as organising school based activities such as cooking, kite flying and costume display.

Some Indonesian students achieved outstanding results: Moira Duncan of Year 9 came first in the Beginners' Indonesian Language Competition. Paul Fenton and Loc Nguyen of Year 7 received special commendations.

The Year 12 French students attended a two and a half day French camp at Lorne with students from Blackburn High School. They taught the Blackburn students a traditional French drinking song as their contribution to the concert on the last night. Tanya Chamly and Pauline Harris of Year 12 were awarded a <<mention très honorable>> in poetry reading in the Alliance Française competition and Tanya gained an award for the listening comprehension test. Lucy Moore of Year 8 was awarded a <<mention honorable>> for the language test.

Students of Year 7 German prepared and presented a German lunch for their class and teachers. There was German sausage and cooked meat varieties on different

bread followed by a homemade **Schwarzwalderkirschtorte** (Black Forest cherry cake).

English this year has been crowded with a variety of special activities and the implementation of the final year of VCE. Some aspects of the new course have come to the notice of the whole school - particularly Communication Projects and oral work. Many students in both Years 11 and 12 have carried out interesting projects both within and outside the school. The standard reached by some students is remarkable and demonstrates the range of skills students can develop in carrying out this work. We hope that more students will take the opportunity to speak at assembly and use other avenues available for extending their oral skills.

English week culminated in Junior and Senior debating finals which both went to MacArthur House. Some outstanding poetry and short stories were entered: Stephen Dixon of Year 7 and Bradley Dean of Year 9 won the Junior and Senior Poetry prizes. Simeon Branca, Year 12, Kate O'Keefe, Year 11, David Ben, Year 10, Bradley Dean, Year 9, Matthew Ibrahim, Year 8 and Amy Wennan of Year 7 all won a year level prize in the Short Story Competition.

At the Year 12 Presentation Assembly Ben Simpfendorfer was awarded the Don Anderson prize for a piece of excellent writing and

Toby Moore received the Senior Writer's prize for outstanding writing in more than one form.

The Year 12 Literature class was out and about to a number of productions and lectures at LaTrobe university with Ms Judy Goldberg. Students of the Year 11 Literature class, Hugh McNaughton and Andrew Botham, were awarded Senior Literary Prizes, donated by Ms Adrienne Kavonic. Year 8 students were fortunate to hear author John Marsden speak at the Ashburton library and Years 7 and 8 students attended a talk on dolphins. Some Year 12 students visited, and used the facilities of, the State Library of Victoria. Year 7 students have had word processing classes all year and Year 8 students have all had experience in using computers for their writing. As computer use expands in the school we hope all English students will have more access to keyboards to help in the editing and presentation of their writing.

All English teachers have been under additional pressure to meet the demands of work requirements at Junior levels and with the VCE this year. They have met these with enthusiasm and continued to nurture the development of language in students. The assistance of Ms Jo Leyman for language support has given a number of our students the extra help needed.

MS FAYE SCOTT



DEBATING

THE SENIOR HOUSE DEBATING COMPETITION

The annual Senior House Debating competition has, through its many years, produced a final that is both of a high standard and closely fought. This year's final was no exception. MacArthur and Churchill were the teams vying for the title, having defeated the likes of Montgomery and Roosevelt. Thus, on June 11, at lunchtime, Room 102 was crammed full of a quiet, yet obviously receptive audience, as the speakers took their places.

The subject of the debate was "Barbie Dolls Should Be Banned".

There were no changes to the MacArthur team, very much in form from previous bouts and consisting of Stephanie Briggs, Rebecca Abrahams and Russell Fox. But Churchill was weakened by the withdrawal of their second speaker, Gudrun Arnold. The usual Churchill representatives, Dylan Shuttleworth and Cheni Nguyen briefed the substitute speaker.

MacArthur cited stereo-typing, the exploitation of labour and the promotion of materialistic values as the main reasons for implementing the ban, the trio illustrating their points by setting up a number of Barbie dolls on their table. Churchill saw Barbie as a valuable role model for children at an impressionable stage in their development. With their substitute second speaker proving to be far more than an adequate replacement it was a tough decision for the adjudicators to decide the premiership House, but the scores twenty-three to twenty one saw MacArthur victorious. The speaker for the adjudicators stated that team cohesiveness determined their decision.

TOBY MOORE



*MacArthur Senior Debating Team,
Rebecca Abrahams Standing and
Stephanie Briggs with Barbie Dolls*



THE DON ANDERSON AWARD

SPIRIT OF NOBILITY

The two horses were evenly matched, their necks pushed forward at each even beat of their hooves, sending the carriage smoothly along the road. Inside the carriage I appreciated the skill of my coachman who spared me the jerks and jolts that are standard with poor horses. The carriage was to deliver me to the King's ball, an invitation to which I had recently received.

I had spent much time considering this invitation, calculating the benefits or disadvantages of being seen at the ball, especially with the King in such disfavour at present. Eventually I decided to attend, as I later understood that a group of conspirators, of which I was a member, was to use the ball as an excuse to meet and secretly discuss plans. Within the concealment of the ball no-one would suspect that our gathering was for anything but a festive reason. The chance to continue my discussions with this group was tempting enough to override my earlier concerns about the ball. I had only recently thrown in my hand with these conspirators, but I had soon seen what I might gain from the collaboration.

Outside the carriage the night enveloped the countryside and the roadside ditches disappeared into the blackness. But I had passed this way often and my memory served to replace the scenery lost in the dark. Although not able to see outside, I instinctively warned myself of each ditch and turn in the road before it arrived, as, despite the coachman's skill, the carriage was not forgiving on a rough road.

Such concern for the invitation, while seemingly unimportant to some, was familiar to me. As a nobleman it is my duty to observe social rules, and to play a game involving trust and loyalty. No, it is not a duty; it is a matter of survival. Who you are seen with and what you do impacts largely on your chance to climb the social ladder.

My wife was a player in the same game. She sat beside me in the carriage, her skirt voluptuously spread over the carriage seats. Her bustle had forced her to perch uncomfortably on the edge of the seat, yet she maintained the utmost elegance in her posture. Our marriage was arranged and such arrangement has dominated our

lives since. We work as a unit, each supporting and depending on the other to further our aims and heighten our position in the aristocracy. All marriages are the same today. An aristocrat looks for an intelligent and beautiful wife, someone with aptitude and influence. Someone who would be of benefit to you, not loving. My wife had no knowledge of my reasons for attending the ball, but her instinct would act to my advantage. She knew which way the wind blew and would play her part at the ball to my advantage, and, ultimately, hers.

The period of transition through the dark night was quickly over. The first torches on the King's drive shone through the pines and when we turned the corner each successive torch burst into view until the carriages turned straight in the driveway where the brilliantly lit palace burst out from behind the trees. The ball needs no description as it was a simple affair for the King. The candles in the chandelier were halfway burnt already as we were late, and their heat had burnt away the fresh air, suffocating the atmosphere, a typical sign of a party well under way and nearing its climax.



I dispensed with pleasantries, believing my immanent discussions with the group of plotters would further my aims more greatly than polite chatter with any influential noble at the ball. I soon met the small group of men who were instigating the plot. With their hands pressed into my back I was ushered into a side room. Here we discussed and judged the worth of our ideas, as any dangerous plot needs a faultless plan of action. We plotted against the revolutionaries who intended to upstage the King. The revolutionaries were little more than radical students and disaffected peasants, but new focus had been given to their efforts by the Duke of Ferrara, who had lately joined their ranks. The men seated around me would gain an advantage by attacking the mass of rebels, but for myself it was the introduction of the Duke of Ferrara that excited me. For I could gain new wealth and property by seizing this Duke's possessions, using the supposed patriotic defense of our King as an excuse.

Briefly I was unsure of the plot, worried by the probable dangers, for the rebels had not openly spoken out against the King and many of their leaders were at the ball tonight. But I agreed to join the men and I sealed the agreement with a firm shake of each member's hand, leaving them with a promise to commit my resources. They were pleased with the result and so was I. The meeting concluded, I followed the routine of the ball, dancing a little and talking a little to the nobles: just as my wife had done to cover for my absence, visiting each noble, charming them with a rehearsed play of wit then moving on. Leaving each guest with a picture or memory of who she and I were, possibly to my later advantage.

The carriage ride home was quicker and the lights of my house soon swung into view. Once home, I left my wife to prepare for bed while I, still apprehensive about the evening's decisions, walked the perimeter of the house which was ringed by expansive lawns. In the dark I was softly lit as I passed each window, then shrouded by darkness again as I walked on.

It began to rain, but I continued to walk. I measured my steps, calculating the length and breadth of the Duke of Ferrara's hall, remembering the measurements from the visits I had paid to his home. Rhythmically I paced out his rooms, imagining each one as I would decorate it. For my prize in this plot would be his house from which I would turn him out a rebel. I was assured by this thought.

I walked back into my house and passed my coat and hat to the servant. I shivered as the rain ran off my waxed hair and down my back. Like a peasant I had walked without cover, as if too socially oblivious to be concerned about the rain's effect on my clothes and appearance. I longed for the heat of my room. Later, I climbed into bed and my wife obediently moved over as she had done so many times before. Everything was planned, my life, my marriage, this plot. I had lost all spontaneity in my life: even the surprise of the rain annoyed me. But I was in control of everything around me and as a noble this was my key for survival. I felt the security comforting.

BEN SIMPFENDORFER



JUNIOR POETRY PRIZE

FEELINGS

We all have them, in the centre of us.
They're always there, like the wind.
Feelings, so fragile, personal, yet powerful and fiery.
They get into wars with one another when you least expect it.
People's other feelings are felt and they destroy and create more.
Anger, so fiery and hot, blasting out and roaring into an uncontrollable turmoil which leaves behind fear and sadness.
Fear swirls in and comes like an undertow, sucks you out and into the ocean of terror.
Then you drown in black hate, dark and wild, takes you over like a thief in the night.

There is also love, gentle and cool, it comes to you like a breeze on a hot day.
Cools the burning hate and anger and replaces them with a cool white cloud which floats you away.
To a place where hate is forgotten and life is all the way it should be.
The hand of jealousy can strike out love and bring back hate like a cloud of bees swarming in at the nectar.
Destruction and fear crash in like a storm and leave behind them the grey melancholy deep mists of sadness.
In this there still flickers the little light of hope.
Feelings come and go.
So swift and sudden, powerful and menacing.

STEPHEN DIXON



SENIOR POETRY PRIZE

HIS

A scream in the dark,
A life on the line,
A horrible feeling,
A horrible line.

A feeling of sadness,
A feeling of grief,
This child so young,
His life so brief.

The doctor that finds him
Has nothing to say.
His eyes are so tortured,
His voice taken away.

That a child so young,
With a life of his own,
Should be trapped in this sadness
In his very own home.

A scream in the dark,
A life on the line,
A horrible feeling,
A horrible find.

BRADLEY DEAN

IN SILENCE

People run and shout outside
You, obscured from that side,
None know of you, hidden away,
Your knowledge of them held at bay.

Covering up, smothering out,
Not a whisper, a chat, a shout,
Held back from aims and hopes,
Blow after blow of his power is felt.

Quietened by the evil cloak,
Smothered are your dreams, your hope
Your life... Frozen, not a change,
Your world is just in silence.

BRADLEY DEAN

SO BRIEF

To move him is death,
To see him is grief,
A body so scarred,
A life so brief.

BRADLEY DEAN



MATHEMATICS

This year, as did all subjects Mathematics saw the full implementation of VCE units one and two for year eleven students and three and four for year twelve students. As well, this year was the first in which the CATs (Common Assessment Tasks) have been undertaken, which for some students produced real stress, but which were very satisfying, once completed.

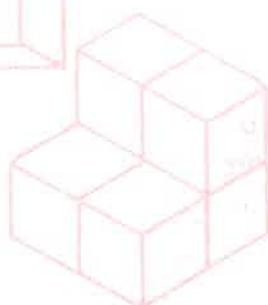
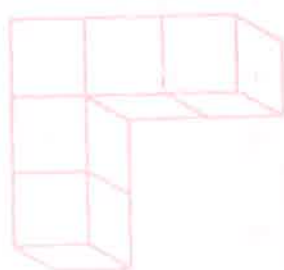
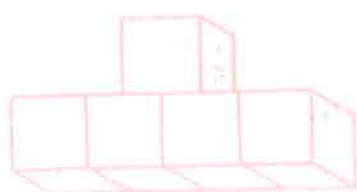
The Westpac Mathematics Competition was again held in July this year, with 270 students from all levels participating in the challenging test, and though results were not known at the time of writing, it is hoped that all who participated did well.

As well as the Westpac Competition, some Year 10 students competed in the regional Mathematics Games Day, in which schools from the Eastern region, of which Camberwell is a part, competed against one another in a series of games of mathematical skill. Two teams of four from each

school played four mathematical games against each other, and points were awarded to the winners. Although our teams did not win, they had a fascinating day in all respects.

Application has been made this year to the School Council for funds to convert rooms 206 and 306 into specialised Mathematics class rooms, which will undoubtedly help the students of Camberwell High School to enjoy and further their interests in this subject.

RAY GRANT



Cambridge Mathematics Today 1997



1991 RUBBER BAND RACER DESIGN COMPETITION SUNDAY 4 AUGUST 1991

SCIENCE

This year saw the implementation of the full VCE for year 11 in all the studies in the science faculty; as well as the arrival of some new members of staff in the science area: Ms. Mowat who teaches Biology and Junior Science; Ms. Evans, who teaches Chemistry. Also new this year is Ms. Dunn in the junior Science area and, teaching a new subject to Camberwell this year, Ms Newman, taking Psychology.

This year was also the year of the Swinburne Travelling Science Show, which mesmerised students in Year 7 to 10 with examples (sometimes explosive) of Chemistry and Physics and kept everyone entertained in an action packed hour of hands on science. Excursions were also big this year. The Year 11 Biology camp to Shoreham went for three days and there the students studied the rock platforms, sand dune vegetation and salt marsh ecosystems. Year 11 Chemistry students also took part in Chemfest where they sat in on talks made by people who had

made science their career. Visits to Melbourne University took students into the laboratories where they gained valuable insight into equipment such as the electron microscope.

Year 7 students were fortunate to attend the Energy Information Centre in Burnley, where, you guessed it, energy was the talking point. And Year 10 students were moved and fascinated by a speaker on the genetically transmitted disease Thalassaemia.

Camberwell High School Students also competed in many science competitions this year. Students from Years 7 to 10 participated in the Australian Schools Science Competition while Years 11 and 12 students competed in the National Chemistry Quiz. Years 7 to 10 students also competed in the Science Talent Search, with Nathan Abrahams of Year 7 entering the "1991 Rubber Band Racer Design Competition" organised by the Swinburne Institute Engineering Faculty.

Nadia Berkaoui, a Year 10 student attended the Science Summer School in January, and had an enjoyable two weeks. Hopefully one of this year's Year 9 students will be able to attend next year.

And sometimes things just don't go as planned in science. Our Axolotls (Mexican walking fish) gave birth to a multitude of eggs. Excitement was great as the eggs were watched keenly as they developed into babies. Nature is not always kind however, and unfortunately there were no survivors.

So as this year finishes and as the last of the dinosaurs (the old HSC studies) fade into extinction, it is full steam ahead for next year when the school becomes fully integrated with the VCE. And finally, a big thank you to the science staff from this year's dinosaurs as you have helped us all in one way or another, and we are genuinely grateful.

BIRGIT DEAN



THE PLANET 'FRICTIONLESS'

We had penetrated another solar system. Our ancestors 564 earth years ago, left earth searching for a planet, like the one we have found. The planet is the equivalent of earth, in our solar system, the only planet capable of sustaining life. We were in orbit for three days and detected a civilisation.

We strapped up and began entry. As soon as we entered the atmosphere, we accelerated to a tremendous speed and Jack (the head pilot) cut the engines. We did not slow down. Jack put on the air breaks, turning the flaps up. The ship continued to increase speed. We closed in on the surface of the planet. The expert pilot guided the ship to a forced landing on some rough terrain. The craft continued speeding; we were helplessly out of control. We crashed into a building and stopped. Relieved we prepared ourselves to explore the planet but when we put our feet down, they slipped away, as though the floor were highly polished. Soon we were all on the floor, trying to get up. We couldn't get up. Our hands kept slipping away.

Peter (our engineer) was sitting dumfounded, as were we all when he sneezed. His sneeze propelled him into a console. We realised what was happening. The planet had no friction!!! We started blowing ourselves about the ship, preparing ourselves with defences and communications.

We blew ourselves towards a city we could see (you might think our pants would wear out, but remember that there was no friction). When we arrived we were astounded. The inhabitants of the city were like human beings....more like mermaids, with a single, balloon-like rounded leg. They had eyes at the back of their heads, so they could see where they were blowing themselves whereas we had to keep turning around. They had five fingers and two thumbs on each hand. There was a road (if you call it that) where people drove along with fans on their backs to propel themselves. We were entertained by a youth, with a huge fan being chased by another, except the latter had a flashing siren on his fan. To stop, as we figured on our way, they simply sucked in air.

We soon got attention, although we had trouble communicating. Our chalk, pens or pencils wouldn't work but after a while we developed a universal hand signal code. We learnt about their civilisation, as they did ours. After three years, by which time our ship was repaired, we left the planet to find others of the same nature in another solar system.

JEREMY WOOLHOUSE 8B



SOCIAL EDUCATION

This Area Of Study, which includes Geography and History, Years 7 to 12, Politics, Years 11 and 12 and Australian Studies, Year 11, has been very active throughout the course of this year. New VCE Units for Year 12 have been prepared and new Units of Geography and History have been implemented in Year 11 for the first time this year. Our students have also enjoyed several productive excursions and in-school activities.

These have included a performance by the Bharatam Dance Company led by the celebrated Indian dancer, Dr Chandrabhanu, for all Year 7 History students and Years 11 and 12 Asian History students. Other Year 11 History students visited the National Gallery of Victoria to view the Antwerp Altarpiece. It was also arranged that a survivor of the Holocaust, a prisoner of Auschwitz Concentration Camp, speak to all Year 10 students as part of their World History course.

It was a pleasure to introduce into our classes Wang Fang-Zheng who teaches English in his own country, China. Fang has enthused students in all year levels with his classes on Chinese culture, daily life and history.

DR LESLEY DIXON

THE ASIAN DANCERS

We really did not know what to expect. The Year seven and twelve students waited patiently for the Asian dancers in the hall.

Then a man appeared from back-stage, introducing himself and the show. He talked about what we would be seeing, then disappeared again. Loud rumbling music started and two male dancers, one of whom was the man we had just met, and two female dancers started an Indian dance.

They mostly used their fingers and hands to express themselves. We saw one of the female dancers demonstrate a Chinese ribbon dance. When she had finished she asked for volunteers to come up to try their hand at ribbon dancing. The people who volunteered were very amusing and this was when the audience started to get involved.

After a Malaysian dance the host dancer came out and told us about ways the dancers might express

themselves for the next dance. He demonstrated the use of hands, legs, hips, wrists, fingers, arms, shoulders, mouth, eyes and eyebrows - and feet.

We saw another Malaysian dance. Then our host warned us that the dance we were about to see might scare some people and that these people should perhaps sit with the teachers. While he was saying all this he had a mysterious grin on his face.

The dancers came out in fierce masks and stomped around in strange postures. They began to tear through the audience, pulling people's hair and began chasing students around the hall! But they vanished as quickly as they had come. This dance was undoubtedly the highlight of the show!

After the performance the host dancer brought the other three performers out on stage and they told us about their different cultures and nationalities.

LAUREN STOCKER, 7A



POLITICS

In Year 12 Politics we have learned both practice and theory: the manner in which politicians should act and the generally opposing ways in which they do act. The theory was easily found in text-books, but to find the practice we needed to search the media. This was not easy, but Politics classes have had an overabundance of practice. Mark Birrell, a leading Liberal was the first politician to speak to our class and Shiela O'Sullivan continued and improved on the lessons of practice. Ms O'Sullivan has been a member of the Labour Party Federal Executive for the past eight years. Her stories included some personal and humorous incidents involving the personalities of current Federal Ministers.

We continued to be thoroughly educated and entertained at the Canterbury Neighbourhood Centre where we went to hear Mr Max Teichmann talk on political Parties in the Australian political system. He entwined his wide ranging information with a number of amusing anecdotes and certainly was unafraid to show his own excitement about ideas he was discussing. Students from Canterbury Girls' and Greythorn Secondary Colleges helped make up the audience.

BEN SIMPFENDORFER

GEOGRAPHY

In May a group of Year 11 Geography students undertook a field investigation to the city.

The aim of the investigation was the study of "The Changing Face of

Collins Street". Topics of study included the architectural design and function of buildings, human activity in and around Collins Street, the characteristics of the Collins Street streetscape and activities that are influencing change in Collins Street.

In time spent undertaking this study much interest and discussion was generated among those involved.

MATTHEW LYNCH

AUSTRALIAN STUDIES

A group of four Australian Studies students from Year 11 was very fortunate to be involved in a project to develop curriculum materials for Units 1, 2, 3 and 4 of VCE Australian Studies, in conjunction with the Jewish Museum of Australia, earlier this year. The project involved making audio and video tapes of three notable Australian artists whose work was part of an exhibition of contemporary Australian design at the Museum. The students' tapes will be part of a kit produced by the Jewish Museum of Australia and to be made available to schools and Arts institutions throughout Australia.

Their work has also been included as part of the Australian Studies Presentation, a VCE work requirement. Their tapes have been played and photographs displayed at the annual Australian Studies Expo'.

A further group of students has developed an Arts Policy document for inclusion in the Australian Studies kit which has been devel-

oped by the Jewish Museum of Australia and their document has been displayed at the Australian Studies Expo' '91.

The involvement of Camberwell High School students in this enterprise was due to an initiative by Ms Lena Martin, a former English teacher at the school and currently the voluntary Education Officer at the Jewish Museum of Australia.

MS PAMELA TUCKETT

TRADES HALL EXCURSION

The first impression gained by the Year 11 Australian Studies students who took the opportunity for the excursion was that the building was old and musty, but that impression was to change before the end of the afternoon. The party was led down the hall by our guide who proceeded to show us different aspects of the Trades Hall. These included the history of the building, the original conference room and the conference room currently used.

In speaking of its history the guide commented that the building was the first of its kind in the world and we were shown a board listing the people who were the first beneficiaries of the Eight Hour Day decision.

The building is currently being restored to its original condition and rich colour and stencils used for the interior painting were seen and admired by us in the main corridor.

JAMIE BRODERICK



Linocuts Year 7

YEAR TEN MURAL

The mural designers and painters were the Year ten Art students, Sara Valentino (Art teacher) and Tina Rose (student teacher.)

The seed of this project was sown in May and it bore fruit in September after careful nurturing and much negotiating and hard work.

Art is visual and it became evident that students who saw their work displayed and respected by their peers developed a greater sense of confidence and pleasure in their own creativity.

The collaborative nature of this project encouraged students to articulate their ideas, to listen to others and to debate their particular points of view. The success of the project was due entirely to the students' willingness to participate in these processes.

The students' brief was to design a mural that explored their experience of life: what was important, what they enjoyed and how they spent their time. The finished mural reflects these aspects of student life, their interests, hopes and aspirations and the mural is a testimony to the students' skill and creative energy.

Students at Camberwell High School know that Room 12 is the home for most Art classes. They have seen several new faces join the staff of this faculty in 1991. Ms Watson and Ms Frost have joined with Ms Valentino.

Students in this subject are encouraged to develop an understanding and appreciation of other artists' work and to use this when seeking inspiration for their own work.

Year 10 students have recently completed a mural on level two in the New Building which has inspired students to think even further afield. They are desirous of and have requested permission to enhance the school with other displays of artwork. Hopefully 1992 will see a continuation of art moving out of Room 12 to the broader school community.

MS FROST

The school community was inspired by the workings on the wall and the rising excitement as the project developed visually was a tangible thread that supported and encouraged the mural creators.

The S.R.C. is gratefully acknowledged for funding the project as is the school administration for its consideration and final approval.

TINA ROSE



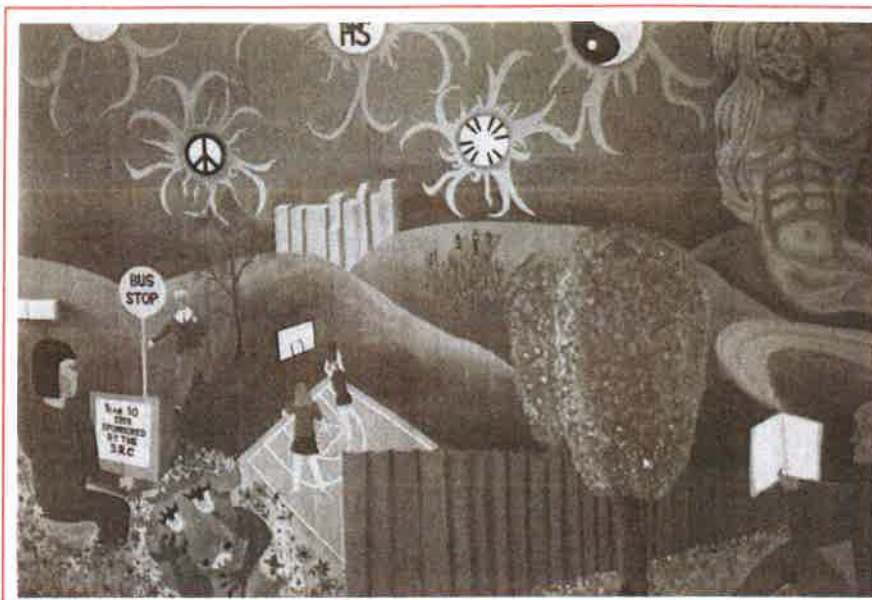
AIRBRUSHING DAY

With airbrushing accepted as a graphic and artistic medium, Years 11 and 12 Graphics and Art students were interested to discover more about it. To further our knowledge of techniques, an airbrushing workshop was organised by Mr. Hardiman. Under the guidance of an experienced airbrush artist, Mr Tony Vowels, we were able to learn the basic skills of airbrushing and, later, put them to test on various projects such as spheres and shadows, designing symbols and creating an interesting display of words.

Throughout the day we realised just how easy the concept of airbrushing was to grasp - the skills a little more difficult - and were surprised by the quality of the work we produced.

The workshop was an interesting and worthwhile day that was packed full from 9.00 am to 3.30 pm and a day that I am sure will benefit all of us in the future.

STEPHANIE BRIGGS



The Mural Year 10 - Spray Painting Years 11 and 12



Hung Duong Year 10



Alexander Murray Year 10



Spray Painting Years 11 & 12



Mask Making Year 8



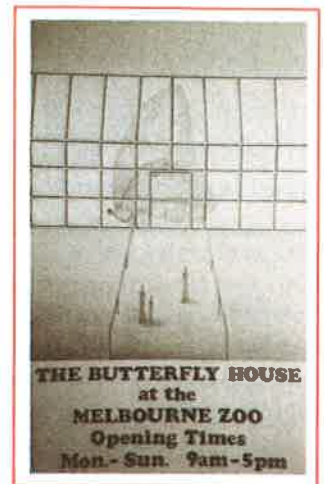
GRAPHICS



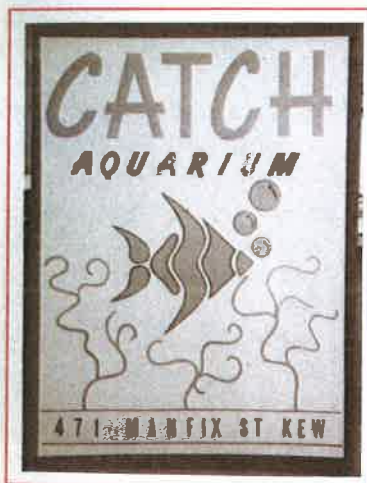
Sally Ingram Year 12



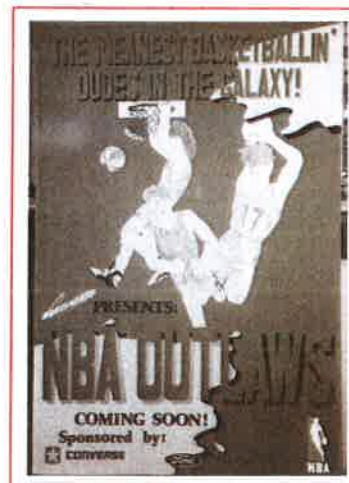
Paul Quaife Year 12



Suzy Paramatas Year 12



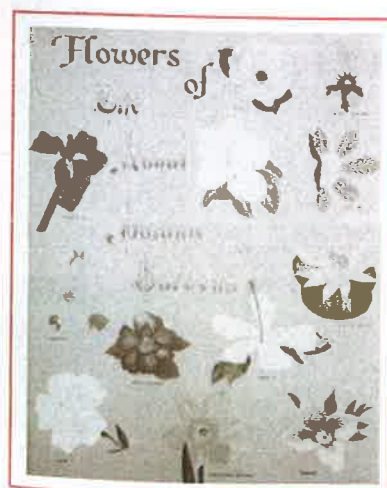
Caroline Green Year 12



David Larter Year 12



Aaron Lee Year 12



Stephanie Briggs Year 12



Kate Adams Year 12



MUSIC DIARY 1991

Concert band, stage band, choir, string group
 Choir, Senior concert band
 Choir, Senior concert band
 Concert band, choirs, musicians
 Choir
 Concert Band
 Concert band, stage band, choirs, Year 8
 Instrumental elective band, Mustang Sally,
 Saxophone Quartet
 Stage band
 Senior concert band

Music Camp	March
Jubilee Assembly	March
St Paul's Cathedral Senior Citizens Week	April
Choral Festival	June
Garrison Church, Sydney	August
South Street Competition, Ballarat	August
Jubilee Concert, Camberwell	September
Jubilee Dinner Hyatt on Collins	September
"Back To"	September



MacArthur House Ensemble



Ms Lyn Casey Accompanied by Ms Jeanette Paull in an operatic recital at the Jubilee Choral Festival



CHORAL FESTIVAL

The opening bars of **Where No Man Has Gone Before** (Senior Concert Band) under the direction of Mr Brookes, told me that this was going to be a night of music, talent and entertainment.

Churchill was up first, its program setting a high standard for other Houses. With the standard set, MacArthur followed. Interval came with guest artist and ex-student Ms Lyn Casey (Soprano) accompanied by Mrs Jeanette Paull, also a past student. An inspiring performance for those interested in music and opera and very pleasing to the ears of those listening - the silence was intense. A special thanks to both soloist and accompanist for providing us with an experience that we will never forget.

Although I did not want Lyn Casey to finish, the show went on with Roosevelt up to prove that it might outdo previous Houses, then, to close the competition part of the evening Montgomery showed its true colours, providing the audience with a musical experience that cannot be easily forgotten.

As an interlude Year 8 choir performed **Don't Let The Good Life Pass You By** and the Junior strings showed their growing strength with **Three Short Pieces** while all four Houses held their breath waiting for the final words from Mr Trevor Henley (ex-student and Director of Music at Camberwell Grammar School), the adjudicator.

Congratulations to Churchill for taking out the Choral Cup with seventy-two points, followed by Roosevelt seventy-one, Montgomery sixty-nine and MacArthur sixty-three.

PENELOPE YOUNG

CHOIR TRIP TO SYDNEY

The forty member strong school choir left for Sydney on August 2, to attend a service at the Garrison Church at the Rocks. This is the third year in succession the school has been invited to provide a choir for commemorative services at the Garrison Church which is, incidentally, the oldest church in Australia.

The commemoration on this occasion was the Parade of the Queen's Banner by old British and Colonial Regiments. Leading the singing of four hymns, the two National Anthems and two additional anthems, **King of Glory, King of Peace** by J. S. Bach and **Let Us New Praise Famous Men** by Vaughan Williams, the guest choir once again excelled.

Putting the singing aside the students were also able to enjoy the sights of Sydney, in particular Darling Harbour. The one hour hold up due to a flat tyre at 2.00 am on the return journey was also most, well, enjoyable.

MR JULIAN CAIRNS

MUSIC, MUSIC, MUSIC

From recorder lessons in Year 7 with Mr Ryan (ex-Music teacher, now a member of the ABBA tribute band, Bjorn Again) to the senior concert band, Camberwell High School choir, stage band, string group, Year 8 choir, wind quartets, brass quartets, countless drummers and guitarists and lunchtime Rock

SOUTH STREET

On Saturday August 24 the Camberwell High School concert band travelled to Ballarat to compete in the South Street Competition. Used to performing annually in this event, we arrived in Ballarat welcomed by its customary bleak, wintry weather, along with the daunting news that, due to an earlier cancellation of another competitor, we had only minutes to get our instruments, change into our uniforms, warm up and get on stage to perform.

Thankfully, the panic-stricken minutes after our arrival proved to be sufficient warm-up for our performance. We played the fanfare from Coronation Suite by Gerry Nowak and Adventura by James Swearingen.

So fond of South Street competitions are we, we, in fact, left, unintentionally of course, a small token of our appreciation in the form of the snare drum. Nevertheless it was sent back to us, as was a cheque for second prize in the Concert Band B section, our most successful performance to date.

CAROLINE GREEN

groups, A.M.E.B. examinations and the Friends of Music support group, the Camberwell High School music department continues to add new dimensions to the definition of sound. Music, the universal language with no limitations to its diversity of style nor its degree of pleasurable importance.



HUMAN DEVELOPMENT AND SOCIETY

HOME ECONOMICS

Home economics has seen several changes in the curriculum with the development of Technology in the VCE years. Although there is still a strong emphasis on nutrition and practical skills students in the VCE are encouraged to test materials in ways such as should we cook in glass or tin?, what happens if?, record results, look at alternatives and understand the reasons why.

The changes are exciting and, as staff and students are challenged with new ideas, the juniors reap the advantages as the concepts and methods are implemented at all levels.

Home Economics creates much excitement among the students. They look forward to their practical classes and work with enthusiasm for the two periods. One of the most rewarding experiences is when the students say, "I cooked for the family last night, and everyone enjoyed what I cooked. Mum said I should become a chef!"

Home Economics teaches skills that are necessary for everyday living. The balance between practical skills and theory gives students an excellent understanding of personal development.

MS DENISE TAYLOR

PSYCHOLOGY

Psychology was introduced to Camberwell High School as part of our policy to offer a broad range of subjects at the VCE level.

Psychology is the scientific study of human behaviour. Units 1 and 2 are based mainly on behaviour which is directly observable and includes the development of individual and social behaviour, differences between people (personality and intelligence) behaviour in groups and the development and measurement of attitudes in people.

Units three and four are conceptually more demanding and are

based substantially on behaviour which is usually inferred. The subjects covered by Unit 3 are experiencing the world through actions and reactions, perceptual systems and states of consciousness and Unit 4 explores the processes of learning, memory and thinking.

Each unit of study looks at the contributions that Psychology has made to technology and society and how the applications affect student's lives.

The understanding of major ideas is developed substantially through Experimental Research Activities within each subject area. There is



Ross Kartanos 8A

also a Programs and Products work requirement in each unit which gives students the opportunity to apply what they have learned by designing or appraising a program or product. In Unit 1 this may take the form of designing a "toddler safe" toy or in Unit 2 students evaluate an advertisement which used persuasive communication strategies in an attempt to change attitudes.

There are no prerequisites for units 1, 2 and 3 taken as a sequence. Units 3 and 4 are designed to be taken as a sequence. Next year we will have two classes of each of Units 1 and 2, and 3 and 4.

MS JUDY NEWMAN



THE PANIC GAME

PROBLEM INVESTIGATED:

To illustrate the major idea of competition and cooperation. To demonstrate research design in which conditions are varied within groups.

HYPOTHESES:

- 1 Task longer when reward offered.
Two groups compete = panic scenario.
- 2 No reward.
Two groups cooperate = shorter time.

SUBJECTS:

Year 11 Camberwell High School
Psychology students.

PROCEDURE:

Group members have string attached to buttons inside a bottle. The neck of the bottle is too narrow for all buttons to be removed at the same time.

PROBLEMS:

- 1 The neck of the bottle was too big.
All buttons were easy to get out.
- 2 The two groups talked over what to do, cooperated early.

RESULTS:

	Group 1	Group 2
Reward	10 seconds	8 seconds
No reward	4 seconds	5 seconds

CONCLUSION:

Hypothesis correct:

When groups compete panic scenario results and, therefore, the task takes longer.

Groups who cooperate = shorter time.

JOAN ELAINE TAGLE



COMMERCE

1991 has been a year of Consolidation and Planning for the future in this Area of Study. Commerce at Camberwell High School has traditionally been seen as having a place in the Senior School but with the strong push from FrameWorks and District Provision it has become evident that all students during Years 7 to 10 need experiences in Commerce Studies. To date the only compulsory commerce subject has been keyboarding at Year 7. In addition to keyboarding students could undertake Commerce electives at Years 9 and 10. In 1992, keyboarding will remain a Core subject at Year 7, but with an increased time allowance. It is hoped that in 1993 that a general Commerce subject will be part of the Core in Year 9 —the review of Year 9 courses is a major priority for the Curriculum Committee in 1992.

Much work and effort has been devoted to the implementation of V.C.E. units one and two in Accounting, Economics, Legal Studies and Information Technology.

The process of planning and preparation for Units three and four in those studies for 1992 is well under way. Staff have attended in service activities and had meetings so that the introduction of these studies will be as smooth as possible.

In 1990 the School Council equipped Room 16 with I.B.M. Compatible Computers. This equipment has received wide use in Computer Studies, Information Technology, Accounting and English. All keyboarding subjects are taught in Room 15 which is poorly equipped with old electronic typewriters and Apple 11E Computers.

This equipment has made the effective teaching of keyboarding and word processing skills extremely difficult. This year Commerce presented a submission to School Council for the complete re-equipping of Room 15 with I.B.M. Compatible Computers. The Education Sub Committee of School Council has indicated that this project will receive a high priority for funding in 1992. This new equipment will be used across all areas of the Curriculum, when not required by Commerce. It will result in a standardised approach to keyboarding and enable all students to have access to a computer for Word Processing.

I would like to take this opportunity to thank the Commerce Staff, Mr Ed Macaulay, Mrs Silvana Banic, Mr Peter Stevens, Ms Helen Koutsougeras and Mr David Phillips for their hard work and contribution to the improvements in this Area of Study in 1991.

KEN TENNER



ENGLISH AS A SECOND LANGUAGE

The constitution of Camberwell High School's student population has changed dramatically in the last few years. We now have at least one hundred and eighty students whose home language is not English. Chinese, Vietnamese and Greek students are the largest groups represented. We have students in smaller numbers from many other countries - European, Middle Eastern and Asian.

This multi-cultural influence is becoming ever more apparent as we are treated to food stalls on school occasions, Asian food in the canteen, cultural contributions such as the Vietnamese song and dance group, VCE students treating us periodically to Communication Projects which may be Asian, or other, cooking or other cultural aspects of their own backgrounds.

It has also become apparent that we need to provide school forms and information in other languages. This is currently being organised.

And what of English as a Second Language - an area of growing significance in the school? We have over seventy students attending ESL classes with many more expected next year.

Those who have been in Australia for seven years or less are eligible for ESL classes. We have many who come direct from English Language Centres throughout Melbourne, some directly from overseas.

As a subject on the timetable for Years 7 to 10 ESL aims to assist students in improving their listening, speaking, reading and writing skills in the English language.

In the more Junior years of 7 and 8 ESL students are given structured pieces of work, such as grammar or syntax exercises which deal with any particular problems faced by the students. These students are expected to meet work requirements in their other subjects and this must be the primary aim of ESL teachers at this level.

Students in Years 9 and 10 often need to do more demanding work requirements in class, therefore much of the time in ESL is devoted to ensuring that all students feel confident in their general curriculum.

In Years 11 and 12 ESL is a subject in its own right, with work requirements clearly stipulated in the VCE English guide.

Support is given with varying degrees of effectiveness to classroom teachers from Years 7 to 11.

In May most ESL students enjoyed a day at the Healesville Sanctuary and a two day trip is planned for later this year.

It has been a busy year for ESL teachers and students alike. Students have achieved much over the last three terms, gaining in confidence and improving literary and oral skills as the year has progressed.

BRONWYN KOREN
TIMOTHY LEUNG
FELICITY RENOWDEN



EXCURSION TO HEALESVILLE SANCTUARY

At the Healesville sanctuary one of the keepers called Scott explained to us about the Australian animals. He showed us a koala, his enclosure and a large plastic box that stored eucalyptus leaves. Scott wet them so that they would remain fresh for the koalas. He described what a koala's life was like and then took us to the Education Centre, where he gave us a lesson about some of the rarer Australian marsupials.

We had a chance to walk around the sanctuary and see other animals. The most interesting animal was the kangaroo, because she can jump very far and can carry her baby in a pouch in her body. We found out that the males also box, so we looked at them for a long time! We had lunch at the barbecue area.

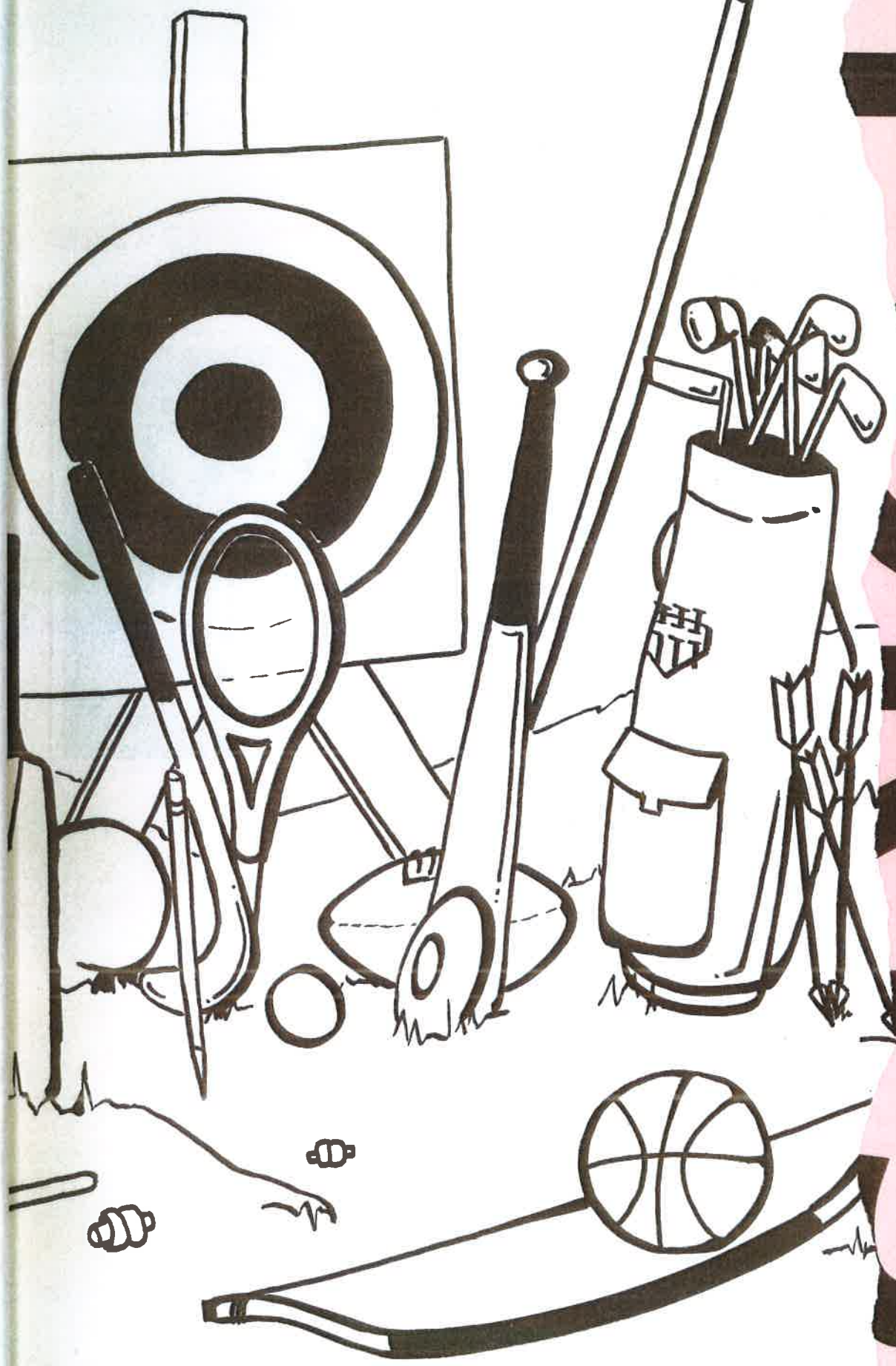
At the Education Centre Scott showed us a pottaroo and a lizard. Some of us touched the lizard. Healesville Sanctuary is an interesting place to visit. We all had a wonderful time there.

JARED GAN



ESL Students lunch at the Healesville Sanctuary

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CHURCHILL HOUSE

Who are we? CHURCHILL

What are we going to do? WIN EVERYTHING

What did we do? ALMOST THAT.

Churchill has always been known for its very strong and consistent placings in all the House events. This year was no exception with the House lingering around the higher placings. Luckily the House was driven on by six wonderfully enthusiastic captains who were determined to see the House triumph.

In swimming, the first event on the House agenda, we managed some respectable results but found it difficult to compete when we had nobody in the pool. The athletics were next and here we showed our true grit and determination, with exciting relays and high standards in field events indicating that Churchill was not willing to back down. It was pleasing to see the large numbers of juniors who participated, reflecting the quality of our peer support system.

Finally the moment came.

The odds were against us and nobody thought that the ten year old drought could be broken. Under the direction of Andrew, the Choral festival became ours, deflating the egos of Montgomery, Macarthur and Roosevelt. Again it was pleasing to see the so many students involved.



CHURCHILL

Captains: Phillip Grunberg, Chenni Nguyen

Sports: Dario Rath, Bianca Humphrey

Creative Arts: Andrew Botham, Simone Humphrey

Unfortunately the Drama Festival was cancelled but was replaced by House soccer.

Perhaps not the most perfect swap but still very entertaining amongst other House activities which included volleyball, gardening, golf and fund raising.

To those involved, thank you for your support. You should feel proud.

PHIL GRUNBERG



MACARTHUR HOUSE



MACARTHUR

Captains: Putros Malki, Stephanie Briggs

Sports: Chris Mizzi, Robyn Matheson

Creative Arts: Russell Fox, Sally Ingram

1991 for Macarthur as a whole was a successful year. We won the House athletics, junior and senior debating and the gardening competition - all with flying colours. We also managed creditably in the House swimming carnival.

However, the choral results were not as outstanding. Macarthur choirs, try as they did could only manage 4th overall, which was definitely not what we hoped for after a sizzling start to the year. Throughout the year, we had great support, participation and enthusiasm from all House members, which made the House captains' task of organising activities a lot easier. A **46** thanks to all House members.

I would also like to give special thanks to the other Macarthur House Captains for all their hard work and dedication and for making the year such a success.

House Captain-Stephanie Briggs.

Sports Captains-Chris Mizzi and Robyn Matheson.

Creative Arts Captains-Russell Fox and Sally Ingram.

THANKS AGAIN FOR YOUR SUPPORT.

PUTROS MALKI
(Macarthur House Captain)

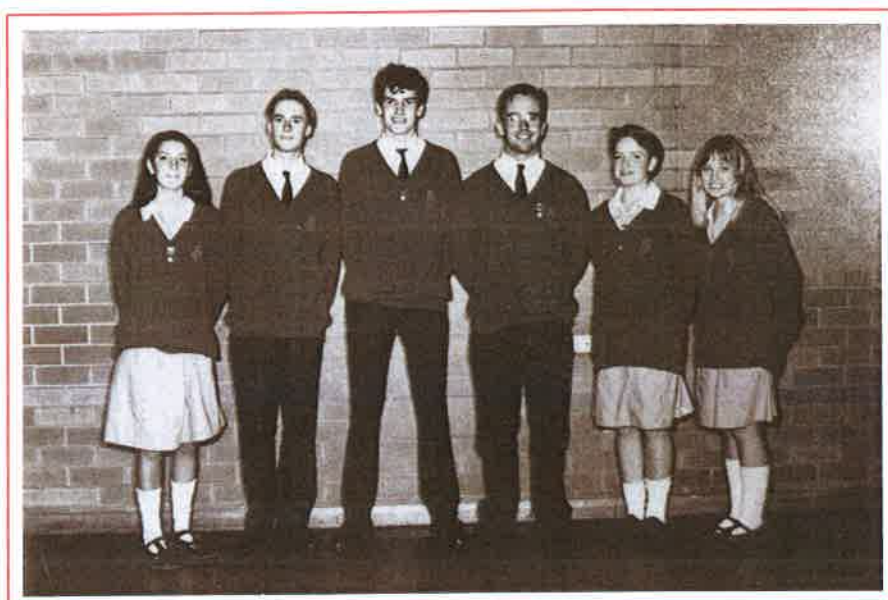


MONTGOMERY HOUSE

This year proved to be a year of contrast for Montgomery House as we drifted from highs to lows on several occasions. The 1991 swimming carnival was one of Montgomery's most successful events this year and after a long campaign we eventually finished second to Roosevelt, a much better result than the usual last. Junior, Intermediate and senior participation was commendable all day and there were some excellent individual efforts. As anticipated, the weather was perfect so our selected fundraiser, drink selling, was quite lucrative. We raised in excess of \$150. We also unveiled our new red and white House banner.

The House athletics was also a great day. However, Montgomery's performance was not so rewarding as we managed to finish fourth. (Not to be confused with last.) This result was a reflection on the low levels of participation as small numbers of athletes were forced to carry the burden of their whole age group. In contrast to recent years, running was concentrated down the far side of the oval so the regular gang "down the back" felt right at home. Congratulations to MacArthur, whose victory was well deserved.

The House Choral Festival was a fantastic sight. Montgomery was the final House to perform and we were well worth the wait. The Juniors were absolutely sensational



MONTGOMERY

Captains: Simeon Lloyd, Naomi Morris

Sports: Matthew Lowe, Danielle Christie

Creative Arts: Jed Simpfendorfer, Naomi Morris

and sang rousing renditions of **Old Father Thames** and **I Can See Clearly Now**. They were the outstanding feature of our choral performance and it seems as if the foundations have been laid for Montgomery's singing future. The Senior choir sang **Fifty Ways To Leave Your Lover** by Paul Simon. This was a great selection as it "cooked" more than any other song and must have been a very close second. The instrumental and solo pieces were also fantastic and we ended up with equal second place.

SIMEON LLOYD



ROOSEVELT HOUSE



ROOSEVELT

Captains: Jeremy Paull, Emma Binks

Sports: Kevin Chuah, Caroline Green

Creative Arts: Daniel Corden, Namila Benson

Unstoppable, omnipotent, forever conquering: just a few words that help to describe Roosevelt in another year of magnificent House competition. Firstly, congratulations must be extended to all House members for an enthusiastic response, especially the juniors, to all the major house activities.

Perhaps the highlight of the year for Roosevelt was our blitzing win in the swimming sports. However we also performed well in the athletics (second), Choral Festival (second, by one point) and basketball (first). All of these fine results were due to a high level of enthusiasm from all House members, as well as many outstanding individual performances.

Everyone who participated in events enjoyed themselves tremendously.

Although the House Captains are nothing without the participation of the individual House members, a special thanks must go to all Roosevelt Captains: Emma Binks (House Captain), Daniel Corden and Namila Benson (Creative Arts Captains). All have made invaluable contributions to the organisation of teams, choirs and events, as well as helping at the Jubilee Assembly in March and various orientation days last year.

Once again, thanks to all Roosevelt members for a great year!

JEREMY R.A. PAULL



HOUSE ACTIVITIES

CHURCHILL

CHORALS

We won the chorals! Oh, but of course I knew we would. As a proud Churchill House Captain I would like to congratulate all Churchill members for a fantastic year. All loyal Churchill fans, do not forget to reward yourselves for a year well spent.

Speaking of years, it is the Camberwell High School Jubilee year and what a spectacular display of talent an audience of almost seven hundred saw at the Jubilee Concert on September 5. All those who had the privilege of attending, especially our Captains who were born to usher, would long remember how calm, cool and extremely cheeky our Senior Boys looked singing "My Girl". Our Vietnamese song and dance group showed quite a different aspect of our time. I had the honour, personally, of being part of it. I would like to wish Churchill a rewarding year in 1992, as rewarding as I have found this year.

SWIMMING

On the day of the swimming sports we were blessed with the heavenly sun to make the day more enjoyable. Each house had a food stall, with Churchill having the best hot dog stall ever. Cheering became a large part of the day as many houses peeled out their chants

loudly. Everyone swam well and although Churchill only came third it was a rewarding day for all who contributed.

Maybe next year Churchill!

MACARTHUR

ATHLETICS

On the 11th and 12th of April the annual school athletics were held with an admirable degree of participation from all students. On the 11th the field events were held and even though there was enthusiasm from all Macarthur participants Macarthur was trailing in the points tally at the end of the day. Competitors in the track events the following day were wearing the appropriate House colours. With support from fellow students, teachers, comments from Mr Anderson and the popular souvlaki stall Macarthur was able to take the lead and hold on to win the athletics with a score of 1128. Macarthur was followed by Roosevelt, Churchill and Montgomery. Congratulations to everyone in Macarthur who helped or participated.

SWIMMING

On Wednesday the 13th of March the school gathered at the swimming pool to witness a great Camberwell High School swimming carnival. Macarthur House with a brand new banner attached to the large palm tree, huddled in

the corner of the pool. The warm sun baked the vocal supporters who sat on the appropriately green grass. Although we came fourth, great efforts were made by several star swimmers. These included Christen Gitzen, Emma Jenkins and David Wignall. Thanks to everyone who helped to fill all the events. Overall it was a superb day, one of the best swimming carnivals I can remember.

BASKETBALL

The 1991 House Basketball tournament was a close fought contest. There was the "regular season", which consisted of three games for each team with the two top teams going on to play a best of five play off final series.

Roosevelt finished on top of the ladder after three games with three wins with Macarthur 2nd, Churchill 3rd and Montgomery 4th.

The playoffs between Roosevelt and Macarthur were very close with both teams locked at 2-2 after four games. In the fifth game it was close up to half-time, but Roosevelt ran away with the game and ended up convincing winners.

Some of the best players were Cameron McIntosh (Macarthur) who was leading scorer, rebounder and shot-blocker, Brendon Webb (Macarthur) who showed us some great dunks and Martin Toomey (Roosevelt) showed us his great outside shooting.



Thanks to Brendon Webb for organising such a successful competition.

GARDENING

After some initial fancies for a tomato and cactus garden, the Macarthur gardeners settled upon a tasteful arrangement of pink and white flowers (I think Mum calls them Chrysanthemums) in the shape of an M which the quicker debating report readers will realise is short for M ... get it? The garden's prime position near the sprinkler system made the gardening easy despite the occasional weed pulling session after school.

DEBATING

The techniques of the Macarthur debaters was diverse yet effective. Stephanie Briggs opted for the confident, intelligent, matter of fact approach; Russell Fox went for the "I'm a rock and roll singer - look how loud I can talk" approach and Rebecca Abraham went for the "I've got ten sources to support this, including one from a small island off the coast of Greece" approach, even though her stack of newspapers was last year's subscription to her favourite teenager's magazine. Despite such diversity the Macarthur debaters managed to win at both junior and senior levels. All participants are to be congratulated.

MONTGOMERY

CHORALS

A small yet vocal group of students came together to form Montgomery's junior and senior choirs on June 6th. Despite a limited number of practices leading up to the competition, both choirs sang well on the night, with the junior choir's excellent renditions of "I can see clearly now" and "Old Father Thames" winning them first prize and the senior choir's cover of Paul Simon's "Fifty Ways To Leave Your Lover" allowing the House to come equal second in that section, despite the mix-up with words.

The instrumental group played an original and interesting piece of music "Shimmering Flutes" as did Li Rong Hose, the soloist on the piano with her excerpts from Rachmaninov's "Rhapsody on a Theme by Paganini". Overall, Montgomery came third in the Choral Festival, a disappointing result yet hopefully an event everyone involved with enjoyed. Congratulations to all who took part.

DEBATING

Penny Young, Ben Simpfendorfer and Jeremy Prip made up the Montgomery Senior Debating Team. Although defeated in their

first debate, in which they argued that "Co-educational schools are better" the team argued well, making concise and articulate points. Overall, the team came third in the competition.

The Junior Debating Team was more successful, coming second overall. The members of the team were Mark Langford, Bruce Green and Paul Vinec from years seven and eight.

Congratulations to all who part, and good luck to the junior debaters in the years to come.

GARDENING

Montgomery's entry into the House gardening competition went very well this year. Many of the House captains and some of the students put in a lot of hard work towards it. However we were a bit undermanned and look forward to more volunteers to put in some help next year.

The House drama was also proceeding very well. There were many people from all year levels putting in a lot of hard work to try to make it a success, in both acting and helping backstage. The rehearsals looked promising and everybody was disappointed when they heard that the drama festival had to be cancelled. We all felt sure of a win and hope to do well next year.



ROOSEVELT SWIMMING

What a day it turned out to be for everyone at the swimming carnival. This time it was a casual day and to show their support, many people turned up in blue, even non-members of Roosevelt.

The Roosevelt banner was flying high, visible to everyone. Under the inspiring Mr. Anderson, we repeated our expected dominance at the carnival. We had many enthusiastic participants who had attended daily training sessions during lunchtime and this played a very important part in our victory.

There was a bright and cheery atmosphere at the poolside as students came in their favourite gear. Food stalls set up by the respective houses satisfied the appetites of spectators and competitors.

One of the highlights of the day was the Lilo race in which all manner of techniques were used by the competitors to get ahead as quickly as possible.

The day ended with Roosevelt scoring well over a thousand points, more than 200 points ahead of second placed Montgomery.

A big thank you to our House Captains who helped make it possible and to everyone who participated and cheered us on. We will repeat the feat next year!



Roosevelt House Banner

CHORALS

This years Choral Festival was up to its usual exceptional standard and certainly showed where much of Camberwell High school's talent lies. Once again, Roosevelt did well but unfortunately we were not quite able to come first. However, we came in a very close second, scoring quite well in other sections.

Our senior choir especially sang beautifully the Art and Garfunkel version of "Wonderful World" and succeeded in winning this section.

Thank you all very much to those involved with this choir and especial thanks to Mr Cairns and Mrs Cirritto for their tireless effort and hard work in our rehearsals. The hard work certainly paid off. Congratulations Roosevelt!



HOUSE PHOTOS



Hungry spectators lined up at the food stalls on the day of the House Athletics.



Churchill trombone player, Shannon Pittaway, performing at the Jubilee Choral Festival.



Churchill Senior Debating Team member, Dylan Shuttleworth, speaking in the final of the House Debating Competition.



Ex-Student, Mr. Brian Naylor in the company of members of various Houses after a General Assembly at which he was Guest speaker. General Assemblies were run by House Officials throughout the year.



MacArthur House Senior Choir performing at the Jubilee Coral Festival



SPORTS RESULTS

HOUSE SPORTS

Swimming - 1st Roosevelt, 2nd Montgomery, 3rd Churchill, 4th MacArthur

Athletics - 1st MacArthur, 2nd Roosevelt, 3rd Churchill, 4th Montgomery

WHITEHORSE GROUP

Swimming - 1st Grand Aggregate, 1st Boys' Aggregate, 1st Intermediate Boys' Aggregate, 1st Junior Boys' Aggregate

Athletics - 2nd Grand Aggregate, 1st Boys' Aggregate, 1st Senior Boys' Aggregate, 1st Junior Boys' Aggregate

ALL HIGH SCHOOLS

Athletics - Travis Longmuir 2nd U21 3000m, 3rd U21 1500m; Karl Watson 7th U15 1500m; Jared Collins 7th U14 400m; William Binks 3rd U17 Discus, 4th U17 Shot Put; Jason Simos 4th U21 Triple Jump, 4th U21 Javelin, 4th U21 Long Jump; Dario Rath 4th U21 Discus; Sophie Binks 3rd U15 Shot Put

ROUND ROBINS

Summer - 1st Senior Boys' Volleyball; 1st Senior Girls' Volleyball; 1st Intermediate Boys' Tennis; 1st Intermediate Girls' Tennis; 1st Intermediate Girls' Squash

Junior Summer - 1st Boys' Tennis, Boys' Baseball; 2nd Girls' Cricket, Boys' Volleyball, Girls' Softball; 3rd Boys' Cricket; 5th Boys' Squash; 6th Girls' Tennis; 7th Mixed Rounders

Winter - 1st Junior Girls' Badminton, Intermediate Boys' Badminton, Senior Boys' Badminton; 1st Junior Boys' Hockey, Intermediate Boys' Hockey, Senior Boys' Hockey; 1st Junior Boys' Football; 1st Intermediate Boys' Table Tennis; 1st Senior Boys' Soccer

ALL HIGH SCHOOLS

1st Senior Boys' Hockey, defeating Grovedale High School 7/0 in the final

EASTERN ZONE

Cross Country Representatives - Junior Boys: Jared Collins; Intermediate Boys: M. Toomey, D. McCubbin, J. Foster;

Intermediate Girls: M. Jennings; Senior Boys: S. Ryan, D. Longmuir, T. Longmuir, B. Simpfendorfer, A. Erskine; Senior Girls: C. Gitzen

ALL HIGH SCHOOLS

Cross Country Championships - 1st T. Longmuir U21 Victorian 5 KM Cross Country Championship



SPORTS REPORTS

VOLLEYBALL

In March the Senior Round Robin took place. The Senior Girls' Volley ball, comprising eight players' Emma Binks, Natalie Phillips, Gianhi Poc, Quinh Nguyen, Caroline Green, Tracey Shung, Ilze Tennis and Gabby O'Connor were ready to annihilate the other teams to be, yet again, the champions of Whitehorse competitions. We won convincingly. The star players were Gianhi Poc who spectacularly netted the ball, Quinh Nguyen and Ilze Tennis, who beautifully smashed the ball into the opposing team.

We were set to conquer Eastern Zone Volleyball. With this strong team we set off to try to win yet again at the Croyden Leisure Centre. Unfortunately we just missed out getting into the finals, but achieved third place, which was a fantastic effort, one due to many elite performances.

TRAVIS LONGMUIR

Travis Longmuir of Year 12 has continued to prove his running ability with the win in the Victorian Under Twenty-One Five Kilometre Cross Country Championship.

Running in competition since Year 8, Travis trains under a coach with a suburban athletics club and does sixty kilometres each week in training runs. His competitors are from other schools and athletics clubs and he meets the same runners in competitions whether from schools through the week or at weekends with clubs.

His favourite length of race is fifteen hundred metres, but his most important victories have been in the three thousand metres event and in Cross Country. This year, beside his victory in the Cross Country, Travis ran second in the All High Schools three thousand metres event and third in the fifteen hundred metres event.

The school wishes Travis great success in his running endeavours in the future.

CROSS COUNTRY

1991 proved to be another very successful year for Camberwell High School in Cross Country competition. At Whitehorse Group and Eastern Zone some excellent performances were recorded against strong opposition. Eight students progressed to All High, which was the largest team for many years. The results that were recorded included Christen Gitzen thirty-sixth in the Open Girls', Jared Collins ninth in the Under Fourteen Boys' and Jesse Foster thirty-third in the Under Sixteen Boys'. The boys Senior team gained second place with Andrew Erskine eighty-fifth, Ben Simpfendorfer fifty-third, David Longmuir forty-fifth and Stephen Ryan twenty-seventh, with Travis Longmuir first.



Travis Longmuir Year 12



SPORTS REPORTS

HOCKEY

The Senior Boys' Hockey Team had an extremely successful year this year, winning Whitehorse Group, Eastern Zone and, most importantly, All High Schools. The team scored fifty seven goals and only conceded two, over its nine matches.

The team members were Julian Foster (Captain), Nigel Swifte (Vice Captain), Ben Simpfendorfer, Jesse Foster, Lucas Kilmartin, Sean McCarthy, Travis Longmuir, Marcus Demko, Daniel Entwistle, Chris Mizzi, Ravi Henderson, Jed Simpfendorfer, Russell Fox and Glenn Beaumont.

Melbourne High School perhaps provided our best opposition out of all nine matches. We played them at All High in the semi-final and only defeated them two/nil. The standard of this match was very high and produced top performances from every member of the team.

The team trained hard and had a most rewarding season.

JULIAN FOSTER

SWIMMING

1991 was a successful year for the Camberwell High School swim team. Firstly, at the House swimming carnival we had participation from almost all students. It was a great day with great weather. Roosevelt came first with Montgomery second, Churchill third and MacArthur fourth.

The Camberwell High School swim team then travelled to the State Swim Centre for the Whitehorse Group Swimming Carnival. Here the team performed excellently with first placings in the Group Aggregate, Boys' Aggregate, Junior Boys and Intermediate Boys, with the Senior Boys coming second by one point! The girls put in a very strong showing coming second in everything to Canterbury Girls' Secondary College team.

Later in the year, those who won and those who came first or second in the Senior events returned to the State Swim Centre for the Eastern Zone swim meet. The team put in a strong showing but was unable to gain a first placing.

The core of the team trained hard and we had a most rewarding season. There were some good individual performances throughout the year. Martin Toomey, Kate O'Keefe and Mason Kucharsk were just some of the members of a great team.

DANIEL CORDEN

SOCCER

In July the Senior Boys Soccer team travelled to Blackburn South to participate in the Whitehorse group Round Robin. The team was determined to make up for previous years of failure. In its first game against Forest Hill, the side went down one/nil to a controversial goal. The team made up for this poor start with a devastating win over Blackburn, two/nil. Scorers were A. Skantzios and P. Malki. In the semi-final, Camberwell needed a win to reach the final. After early chances were fumbled, captain J. Papoulias superbly passed three opposing defenders to slot the ball into the net. T. Piperkos added another goal in injury time and the final score was Camberwell two, opponents nil. Camberwell was in the final against arch rival, Forest Hill.

After a nervous start the game seemed to be heading for a draw until Camberwell was awarded a penalty. C. Kotsopoulos coolly converted the spot kick. Had it not been for three superb acrobatic saves from goalkeeper H. Genovesos, Camberwell would have conceded a last minute goal, but fortunately the team held on and won Whitehorse Group after a gap of four years. Outstanding players were J. Papoulias, H. Genovesos, P. Malki, D. Takacs and J. Simos.

STELIOS AIDONOPOULOS



SPORTS REPORTS

FOOTBALL

Early in 1991 a group of courageous young men began training to fight the fierce external forces on the football field. On the first of three match days the team was prepared for a harsh and rugged encounter against Wattle Park Secondary College.

The team was not exactly well presented as the old green and red guernseys were the only common feature of our otherwise colourful and varied football uniforms. Craig Everard, not to be outdone by David Larter's tight fitting, "Capper" style footy shorts, dominated the fashion stakes, sporting a flouro pink pair of boardies.

The ball was bounced and we sprang into action, shooting off to a commanding lead. The dashing Rocky Armstrong displayed a plethora of football talent and, with the help of a finely tuned team, disposed of the opposition. The final outcome was a convincing twenty-two goal victory.

A week later we ventured to the windswept Swinburne ground situated alongside the picturesque rubbish tip. The prevailing wind wafted smells across the ground which blended quite harmoniously with the odour of sweaty players.

In a gruelling encounter, Swinburne also fell victim to the Camberwell firepower. David sustained a blow to the nose and was promptly taken from the field by Mr Crook, our uncompromising coach. The high flying Toby Gibson made his presence felt at centre half forward and marked strongly on several occasions.

This eight goal win set up our final match against Forest Hill with the winner qualifying for the next division. The occasion was such that a "team bus" was ordered so we could arrive fresh, without the complications of public transport. As the journey progressed, the tension mounted in our anticipation of the siren signalling the start of the match.

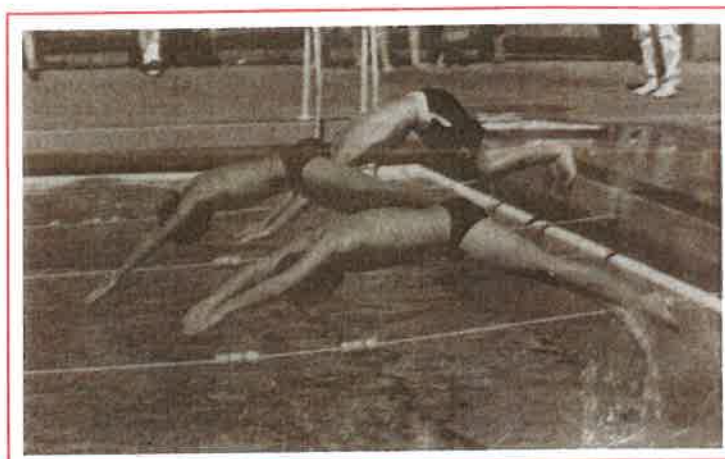
A slow start proved to be costly as we were unable to overcome a hefty quarter time deficit. The last quarter was quite a spectacle, as all the players showed their commitment in trying to hit the front. Despite our desperate efforts and and unquestionable determination, we were still five goals down when the final siren sounded.

Although the whole team was terrific, outstanding performances were made by Rocky Armstrong, Ben Prior, Toby Gibson, Dario Rath, Daniel Entwistle, Laun Morley, Stuart Winstanley and Andrew Erskine. Our thanks to the goal and boundary umpires.

SIMEON LLOYD



SPORTS PHOTOS



House Swimming



House Athletics



Senior Football



The Balwyn Cricket Trophy

YEAR EIGHT REPORTS





YEAR 12 1991



12A

BUI Phuong, CAMPBELL Jean, CHOY Helena, CHUNG Amalia, KARIYAWASAM Wimal, KATRA Arthur, KHAILY Tanya, KRAVARITIS Phillip, LEE Aaron, LLOYD Simeon, LONGMUIR Travis, LOURENCO John, MACH Tuyet-Binh, MUIR Samantha, NGO Loc, NGUYEN Thi-Hong, NOVAK Simone, ORIGENES Harry, ORIGENES Wendelina, POLLOCK Vanessa, PURTON Cameron, SUTHERLAND Thomas, SVENSSON Nils, TAKACS David, TENIS Ilze

12B

BOSILSKOU Karlo, BURGOYNE Daniel, DUNCAN Fiona, GAN Spencer, GREEN Caroline, GRUNBERG Phil, HAKOPIAN Matthew, KONDRES Tania, KOTSOPOULOS Con, LA FRENAIS Mellisa, LOURENCO Sonia, MACH Amy, MALKI Augarette, MANTZARIS Andrew, NAH Elaine, NAH Madeleine, PAPOULIAS John, PARKER Robert, PAULL Jeremy, PILE Glen, SIMPFENDORFER Benjamin, TO Annie, TRINH Irene

12C

ADAMS Katherine, BOURGIAS Nikoleta, CHUAH Kevin-Cheng-Ean, COSTEA Natanael, DIMITRAKOPOULOS Betty, EDDINGTON Joanne, ERSKINE Andrew, FOSTER Simon, FOX Russell, GENOVEZOS Harry, KONG Lily, LAY Jamie, NGUYEN Chenni-Dieu-Huo, NGUYEN Quynh, NGUYEN Thuy, PHILLIPS Natalie, PIPERKOS Anthony, RATH Dario, RHEE Steven, SANDERS Warren, TRAN Cuong, TRIGG Merrin, TRUONG Wendy, WARD Mathew

12D

ADAMS Brooke, ARNOLD Gudrun, BENDER Gemma, BRIGGS Stephanie, BRITTER Anthony, COLLIE Greg, CORDEN Daniel, HANNA Jaksun, HENRY Michelle, LARTER David, LOWE Matthew, MACLEOD Alistair, MARITSAS Eva, MATHESON Robyn, MUIR Rachel, POTOCNJAK Antonia, QUAIPE Paul, ROSSITTO Paul, SHUTTLEWORTH Dylan, SIMOS Jason, TANMAHAPRAN Permporn, TAYLOR Findlay, TURNER Lana, VLACHOS Ruth

12E

ANTONI Mervin, BRANCA Simeon, CHAN Bryan, EVERARD Craig, JAMES Adrian, JOHNSON Amy, KACAN Rachael, KELAART Marina, KYRKOU Evangelos, MCINNIS John, MCINTOSH Cameron, MOORE Tobias, MORRIS Naomi, PARMATAS Suzy, POC Gianhi, SINCLAIR Adrian, SWIFTE Nigel, TRICKEY Tamara, VOGT Elspeth, WEBB Brendan, WESTCOTT Julian, WILLIAMS Carter

12F

AIDONOPOULOS Stelios, BINKS Emma, BUI Thanh, DE ANGELIS Domenic, FOSTER Julian, HARRIS Pauline, INGRAM Sally, KENAFACKE Rod, KILMARTIN Lucas, LOVITT Tim, MATHESON Leigh, MILLS Sarah, MIZZI Chris, NGUYEN Kellie, NGUYEN Duy, O'SULLIVAN Kate, PERRY Kathryn, PRIOR Benjamin, SHAW Samantha, SHUNG Tracey, SKANTZOS Angelo, SMITH Jennifer, TENNAKON Ranil, TRAN Yen-Linh, WINSTANLEY Stuart, YOUNG Penelope



YEAR 12

What a year!

Phase One of VCE in English and Maths.

New terminology: CATs (not quadrupeds) but spelt with three upper case letters and a small 's'.

The Hybrids! - last of the Group 1 courses, last of the one-year HSC, even if a mix ("Phase One").

HSC Camp bit the dust for second year in succession (1990 - industrial action; 1991 - force of the recession) but we launched into new techniques of relaxation and visualisation in our own Hall instead. We may not have collectively relaxed through the year but those MIND MAPS continue to surface in essay plans!

It was the year of the Big Photo when Mrs. Kenneally and I quaked at the foot of a human cliff that almost avalanched. Our total number had skyrocketed by the equivalent of another class compared with 1990.

Fortunately, being an approachable and likeable bunch (of 154!) meant getting to know them quickly — aided by VCAB's insistence that everyone be fully enrolled by end of February (much earlier than ever before).

We survived the September Maths CATs without undue trauma. Held at our "exam centre", Canterbury Girls, the ninety minute tests were completed in a day and a half.

Year 12s undertook the Hill Lectures on Tertiary Possibilities. Mr. Hill explained tertiary courses, scores and procedures, encouraged open day visits, and endeavoured to persuade students to remember to consider TAFE applications (good advice not followed often enough!).

At the time of writing, our Year 12 students have coped well at completing their VTAC forms (who says students can't fill in forms properly!!). A practice run at revision-testing to start Term 4, some course revision.....and then the November CATs and Group 1 exams.

It might be the end of an era (for educationists) but it's the start of a new one for students embarking on their next part of life's journey. Bon voyage!

MR JOHN WORCESTER



YEAR 12 PHOTOS







YEAR 11

11A

ALLAN Catherine, COLCLOUGH Koren, CZUBEK Mariusz, ENTWISLE Daniel, GITZEN Christen, HARRIS Ashley, HARRISON Clint, HENDERSON Ravi, HSIAO Candice, HSU Li-Rong, KITSON John, KOURTESSIS Gerry, LEE Pei-Chen-Jenny, MICHEL Frederick, NGUYEN Thanh-Du, PERKINS Jennifer, PROFITIS Vasiliki, ROUSIS Doreen, RYAN Steven, TAME Joanne, TRAN Anh, TRIGG Joanne, VLACHOS Julie, WOODHOUSE Molly, WU Lee-Ting, YOUNG Jacqueline



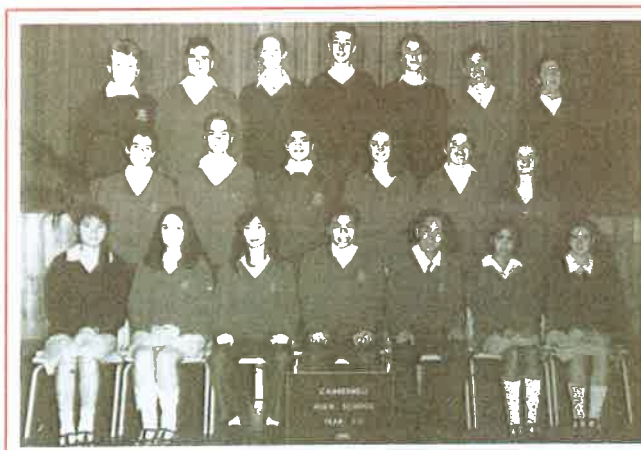
11B

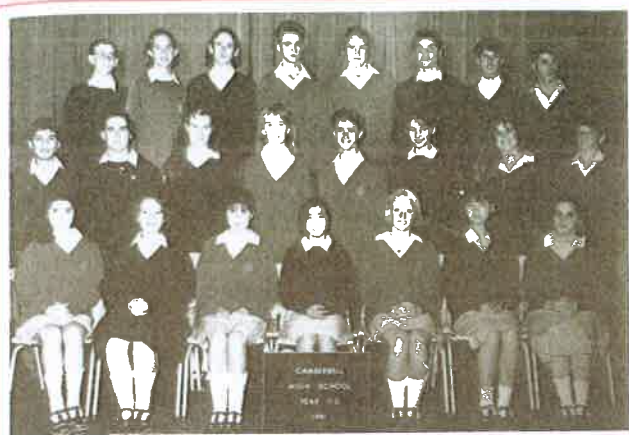
BADGER David, BEAUMONT Glenn, BINKS William, CHANG Fai, CHOY Polly, CHUAH Ronald, COLLINS Blair, DEMKO Marcus, FISH Kathleen, GALE Ashley, GRUJCIC Suzanne, HA Tieu-Binh, HALL Christopher, HANSSON Asa, LEE Pei-Yi, LIN David, LONGMUIR David, MARTIN Cara, PHAN Stephanie, POLLOCK Jason, SIAT Nilo, TRAN Tony, WALKER Christopher, YI Chang, YI In



11C

ALEXANDER Cameron, ANGELINI Elda, ARMSTRONG Rocky, BIRRELL Lina, BRODERICK Jamie, CANNIZZARO John, DANCER Lai, GORDON Vanessa, HENRY Dalrene, HIGGINBOTHAM Greg, HOEL Martin, JONES Gregory, JONG Santiago, LAY Nelson, NGUYEN Thao, O'SHEA Reuben, POWELL Antony, SPENCER Andrew, VANDERWAARD Adam, VULIC Sandra





11D

ANAGNOSTOPOULOS Andrew, BISHOP Chris,
COUNIHAN Sean, DAVIDSON Heather,
DIEP Dinh-Xuan, DOREMBUS Lainie, FALK Sarah,
GROVER Clare, HENERY Jacob, HOLZER Cheree,
MANTON Ian, MARSLAND Matthew,
NGUYEN Phuong-Thi, NGUYEN Tung-Duc,
O'KEEFE Kate, POTOENJAK Mara, TANTIS David,
TONKIN Daniel, WATT Amanda, WHITE Elise



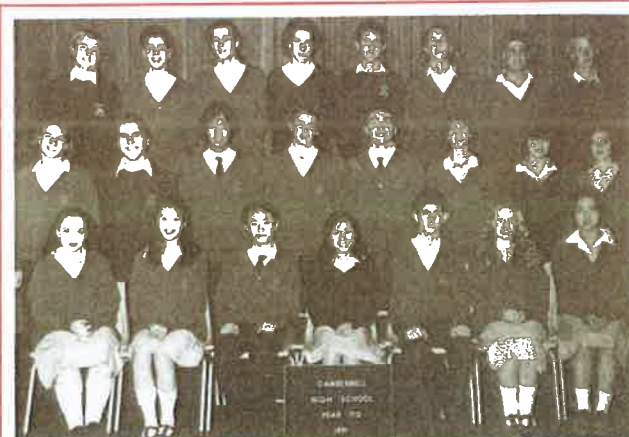
11E

BALEMIAN Nathalie, BURMEISTER Sven, CAIN Ben,
CUMMINGS Eileen, ENGLAND Cathryn, GODDEN Matthew,
GRAMMATIKAS Jim, HUYNH Thai-Son, LE- Quynh-Nhu,
LITCHFIELD Colleen, LYNCH Matthew, MACARO Sonia,
MARCELLE Yvette, MORLEY Luan, NG Chor-King,
SATO Miwa, SINGH Harbindar, THORN Lisa, TRAN Dinh,
TRUONG Chu, VON WIARDA Dirk



11F

AIDONOPOULOS Nick, ARAMBATZIS Vayia,
BADENACH Chris, BENSON Namila, DARAVONG Aphideth,
FIRMINGER Julian, GENOVEZOS Pota, HUGHES Matthew,
HUMPHERY Simone, HUMPHERY Bianca, HURLE James,
JENKINS Christopher, LAM Eric, LIGHTFOOT Jennifer,
MARTIN Elouise, MATTHIESSEN Flora,
MCNAUGHTAN Hugh, SIMPFENDORFER Jed, TAGLE Elaine,
TRAN Nhan, VOSS Kim, WARD Tiffany



11G

BOTHAM Andrew, CHONG Ada,
KELLY-MUMFORD Hannah, KWAN Jeremy, MACH Sonny,
MALKI Putros, MCCARTHY Sean, MISTER Christopher,
MONTESALVO Caleb, MUIR Lyz, MYERS Zac,
NGUYEN Kim-Ngan, NIEMANN Anthony,
O'CONNOR Gabrielle, ORLANDO David, REILLY William,
SCOTT Warren, SMITH Nicolas, TANMAHAPRAN Nanthaporn,
VRIONIS Stephanie, WORLEY Marianne



YEAR 11

SOLA FIDE

To gather and to worship, they exist by faith alone.
At collection, all smiling rouge and virtuous hypocrisy,
Others, always others, these paragons and martyrs.

Unbesmirched by the shabby motives of the laity,
They build their sterling society,
From transept, pulpit and clerestory,
And take, with cake and tea, the exigent theology
Of Godless outsider's scandal and divorce.

Passing judgement with their generous intolerance,
They summarise and mensurate, living others' lives,
And sacrifice to the altar of the group
Intimacies meant for few ears.

Of themselves, less is known.
Yet their unflagging devotion and obdurate charity
Is vulgarly displayed in modest parade
For all to see and awe.

How willing, though, are they
To turn their penetrating reflections
Inward to their own burnished souls,
Once there to dwell on pride and good?

And their God? To whom they relinquish all,
In thought for others, and make offerings of their lives.
Though in creed they differ all,
They differ none for that.

HUGH McNAUGHTAN

A BURNING NATION

Did you see the War?
No doubt.

Yes, you too were one of the hoards
looking on in disgusted admiration
at a screen of red, white and blue squares
flashing in jubilant, discordant harmony.
Ratings soared as missiles plummeted.
And even Sarah, as she sat in front of her eight years of
humanity watched the. . .

liberation and understood perfectly.
Bullies cannot possibly be permitted to prosper, a
playground rule that is most fervently enforced.
So, the bully was bullied.

A world united in a cause of dissociation.
Such a shame that something so humane
is a product of something so barbaric.
Oh, the valour displayed was so Herculean
in its profanity!

A General returns home from grievous victory
to have his boots furbished by fanatical tongues
chanting his appellation.

A warmonger made God by an act of blasphemy.
But we musn't forget Australia amongst those cries of
"Charge! We sent ships
and deepsea divers to a Desert Storm. The logic
is so unbelievably fallacious.

Like a small child striving to emulate big brother,
yet only succeeding in gaining one's own disgust.
Yet the ratings period expired
and programming resorted to re-runs of Vietnam
barbarians trading Malboroughs for a peak
at a dirty magazine.

Ah, those were the days.
So, as quickly as it began,
a country was abandoned in deafening silence.
The world had come to frolic, and now evacuated,
leaving a nation to burn and burn . . .

ANDREW BOTHAM



THE SCHOOLYARD PARLIAMENT

Silence as the speaker opens the Schoolyard Parliament.
Fights and abuse soon fly across the Floor.
So like a schoolyard it is scary.
Think! We pay them.

Recess comes. Cricket begins.
Bob and John are captains.
Paul shouts that he is better, but Bob has the numbers.
Leading is more important than the Game.

Lunch is here. Again the fights begin.
Paul nearly wins, but Bob still has more friends.
The other team laughs,
Even though they too had a similar struggle for power
before.

The Speaker calls an end to the disputes, debates and
petty name calling.
He closes the Schoolyard Parliament for another day.
Bob is driven home, passing poverty stricken children.
And Paul flies home to wind his antique clocks.

The day is over.
The war is paused.
With no gain . . . except theirs.

IAN MANTON

WAITING FOR THE NEWS

All across the country, thousands are switching on the
set,
Sitting back, a hot cup of cocoa, the cat and the warm
fire light.
The familiar music begins, an expressionless face
appears it's too easy to tune out while she goes on and
on.

Another drought, another famine, what's for dinner
tonight?

"Four thousand people have died in a boating
expedition", thousands of people yawn.

The cat pricks its claws into my thighs, turns around
once and settles in.

I can't keep my eyes open, neither can she and the cat
begins to purr.

The world is pure fantasy when you see it on a screen,
turning on or off whenever it pleases.

A cyclone hits, a president dies, she reads on and on
and on.

The cat licks her fur out of boredom and I sip my drink,
does anybody know what the late night movie is?
Some poor souls need some money somewhere in the
world, I've already donated this year, it's someone else's
turn.

There is a change of tone in the reader's voice and the
viewers open their eyes.

The reader is joy ours, her face has lit up and she reads
out today's results.

Her team has won and so has mine, well that was worth
the wait.

"Stay tuned for further highlights of today's match", but
we're all too tired tonight.

Cats hop down, the sets go black and the world makes
its way to bed.

FLORA MATTHIESSON



2000

The cold air assailed me as I slid open my back door. A slow drizzling rain had left the porch floor slick and dampened the lawn. Everything around me felt peaceful and in this peace I hoped to walk and recover my good humour. But life's tough at the moment. VCE, my inherent weakness and repulsion to females had not added up to a joyful birthday. I jumped the back fence and wandered listlessly down the lane towards Dryden St., "What's the point?" I thought "I've only done seventeen years; there are sixty more to go".

"I can help," said a voice

"Waa! Who said that?"

"Up here," replied the voice

I glanced around and there was the owner of the voice sitting on the limb of a tree. He was probably the most ordinary man you've ever seen in your life, medium height and build, brown hair, blue eyes and dangling out of the corner of his mouth was a cigarette.

"Who are you?" I asked nervously.

"Why I'm Davy Jones," he answered, "And I'm here to help.

"Oh,...really!" Well I'm in a hurry and have to be going. Nice meeting you.

Goodbye." I swung round and tried to run off in the other direction as fast as I could.

"I can help you know," spoke a voice about twelve feet in front of me.

I turned and checked the tree limb, but nobody was on it. In front of me however was the gentle glow of a cigarette butt. "Oh dear," I thought, "What a night to run into a nutter. I suppose that I'd better humour him. It's the only way I'm going to get home."

"Really. How?"

"Quite simple, all you have to do is tell me how many minutes there are in two thousand seconds, within two thousand seconds."

"And this is going to help me, is it?"

"Yes. All you must do is state all the numbers in the answer and I will make you intelligent, strong and good looking."

"All right."

Obviously nothing will happen, but I'll answer his sum and then go home.

"So you'll do it then?" he asked, a bit less sure of himself this time.

"Yes, I'll do it". No sooner had these words passed my lips when I had the sudden sickening feeling of falling.

Cool air rushed around me as I plunged down into darkness. "Answer the question," a voice echoed around me, "Answer it". I looked above and noticed that some sort of digital clock was falling beside me. Its face read 1900. I felt some vomit rise in my throat as the speed of my descent began to quicken and I had to roll over and cough in an effort to save myself from choking. Then I noticed that the clock read only 1500.

"The question," thundered a voice, "the question".

My brain began to operate. Two thousand, how many sixties, drop the noughts, two hundred how many sixes. A figure flew at me shrieking from out of no-where, breaking my concentration span, then another and another, until I was almost surrounded by shrieking figures. Then, without warning, they dispersed as suddenly as they had arrived. The clock read 1000.

The falling sensation stopped: I rose to my feet and tried to gather my wits about me. I wandered around on a black platform on which I was seemingly trapped, and tried to remember what had happened. Davy Jones, falling, numbers. Then it clicked, Davy Jones, Old Nick...The Devil. Oh no! What have I done? I looked to my left and noticed the digital clock. It read 800.

The sum, "two thousand," and I was falling again. This time I felt like Alice in Wonderland. Images such as the Mad Hatter or the Dodo Bird kept looming up around me and screaming, each time breaking my concentration. Two thousand how many sixties? Drop the noughts, two hundred how many sixes.....33 remainder 3...3...3. "Oh no," I screamed, "Thirty three point three continuous."

"That's right, cackled a voice. "Numbers, like your answer, are infinite, so you're doomed until you can say them all. That was our deal, but don't worry, eternity mightn't take as long as you think."

JED SIMPFENDORFER



YEAR 10 WORK EXPERIENCE - A SELECTION

Monday - Well I got up and went to work. It only took me three minutes. There are three girls working there, Lisa, Sandy and Cynthia. They are all very nice. Sandy showed me around and told me what to do. Until lunch I just sat with the children and played with them. I read them a couple of books and they had fruit and milk at 11.a.m. They are all very cute. For lunch we gave them meat loaf, peas and mashed potato. I fed Samantha, she is one of the babies. Then after lunch we put them all to bed and did our duties. I did the sweeping. I went home at about 1.00 for some lunch then came back and sat with the girls talking. The children slept until about 3.00p.m. When they got up, I played with them a bit then got their afternoon tea ready. I went home at 4. Today was really good. The only part that wasn't enjoyable was changing their nappies. I have changed three but no dirty ones yet.

Tuesday - This morning Daniel followed me around all morning. He always wants me to read to Veronica and him. I got the morning tea ready. They had orange, apple, sultanas and ham.

I was with the babies a lot more today. They are so cute. There was spaghetti for lunch. The children slept again for a couple of hours after lunch. I wasn't as nervous today, and the children are getting to know me better. I

did the mopping today, and I had two dirty nappies. What an experience! I know the other girls a lot better now.

Wednesday - Today the weather was better so I took the older ones outside for about an hour. We played tiggy. Today Daniel and I became really good friends. He can't talk but he is so beautiful. He is the biggest dog! My duty was to clean the toilets today. I had some more dirty nappies, I always seem to pick the children with the dirty nappies! for lunch they had macaroni and sausages. The girls I work with are really nice, I'm not nervous anymore.

Thursday - Today it poured rain so we were inside all day. I helped with the activities. It is 'Shapes Week' I did painting with Patrick and Andrea. They had fruit for morning tea and for lunch they had carrots, beans and chops. Daniel didn't sleep for long so I sat up with him and played. He is such a cutie. My duty was the dishes and there seemed to be hundreds. When I left to go home, Daniel came up and grabbed my leg and wouldn't let me go

Friday - It was raining again so we stayed inside. I did pasting today with the children. only the older kindergarten children do the activities. I also played with the babies a lot today. When we put the babies to sleep Thomas started screaming and woke up all the

babies so we didn't get a break. There were fifteen children today, the most we have had so far.

Monday - I missed the children at the weekend. It was too cold to go outside. This week's activity is 'colour'. I made things with Jesse and Patrick that hung from the ceiling. They looked really good! My duty was mopping today. There were only about eleven children today. Most of them were toddlers. Most of the children were sick because of the weather.

Friday - Well it was my last day and it was a good one. The children slept for a long time and they were really good. I played with them all day, apart from their sleeping time. We stayed inside all day. We finished off the colour activities and I read some books. I read the frog book again. When I went to go home all the children came up and gave me hugs and kisses good bye. Daniel and about three others cried and didn't want me to go.

I found work experience to be a fantastic experience. I enjoyed the time that I spent at the centre and it has helped me decide that I do definitely want to work with children when I leave school. I'm going to miss the children, I became good friends with them.

CARRIE QUAIFE



YEAR 10

10A

ABRAHAMS Rebbecca, ARMSTRONG Sarsha, BERRY Nadine, CASIANO Ana, CHANDLER Dee, CHO Eva, CONNOR Joshua, DUONG Hung, FACCIONI Scott, FOO Fung, HOEL Kristina, HORAK Silvie, KENNON Nicole, KETT Naomii, KOLAR Jamie, LAM Nam, LARNACH Daniel, LU Kim-Yen, MINATOR Jason, MUNDY Andrew, NEWSOM Adam, PAGE Lee-Anne, PAI Thomas, PELL Justine, RODRIGUEZ Orlando



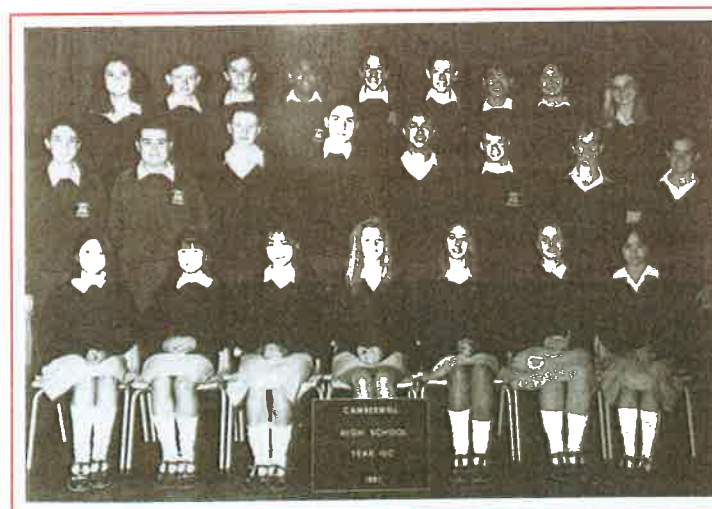
10B

AEDO Andrea, CANTLON Danielle, CARLSON Adam, CARUSO Joseph, DOUGLAS Alexander, DUNCAN Sally, GAFF Priscilla, GAN Sze-Chiat, GIBSON Toby, GOSS Dominic, HERMAN Liana, HO Vanessa, HORNE David, HSU Arthur, KOSTOPOULOS Tina, MARSHALL Quentin, MARSHALL Maria, MCLAREN Meredith, MURRAY Alexander, NGUYEN Thanh, PRIEN Jeremy, PURTON Jared, QUAIFE Carrie, RUSSELL Colin, SHAW Gareth, VALIOTIS Angela



10C

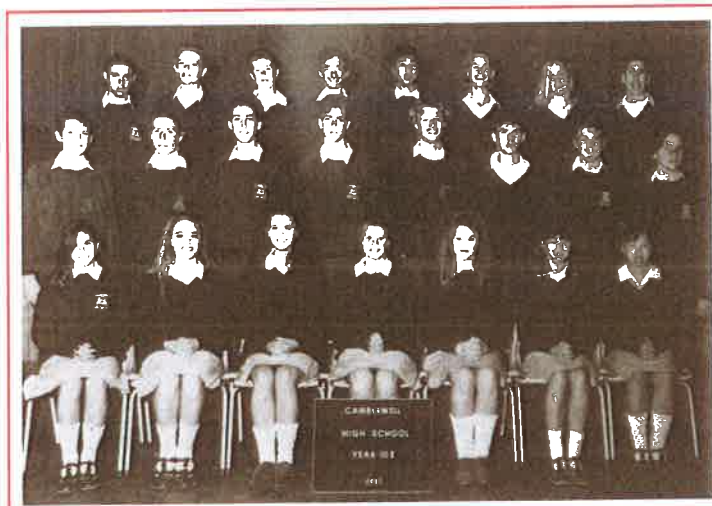
ALLEN Justin, BARRETT Elly, BEAR David, BERKAOUI Nadia, DARAVONG Seng-Keo, DUNCAN James, GENOVEZOS Chris, GEORGAKOPOULOS John, HAY Christopher, LAY Elisa, LE Thi-Phuong, LEE Jay, LEEMAN Paul, MAGUIRE Frank, MARVEN Natalie, NGUYEN Oanh, NGUYEN Du, NGUYEN Thanh, RILEY Adam, ROSSITTO Melissa, TA- Loan, THOMPSON James, WIJESEKERA Darshan, YATES Charmelle, ZANKER Lain





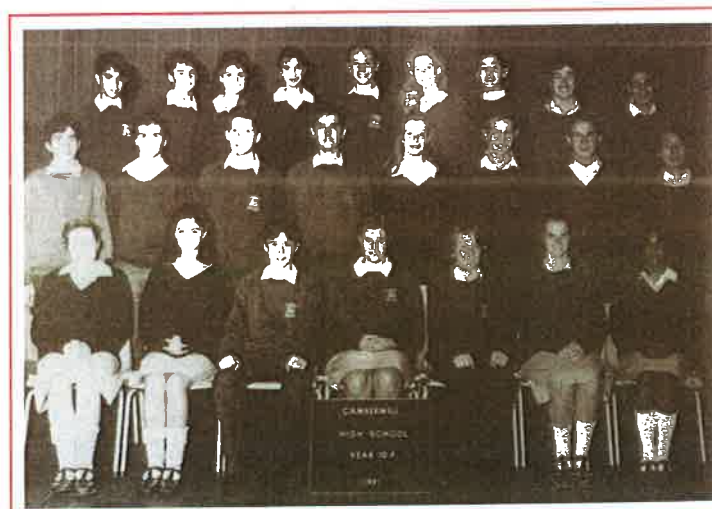
10D

BAKER Marnie, BAKER William, BRABY Louise, BUSSELL Liam, COAD Damian, D'ARCY Michelle, FOSTER Jesse, GAYFER Jesse, GEORGIU Susan, GRAF Jacqueline, HASTINGS Nicholas, HOLT Rohan, KALETKA Jan, KING Adrian, KNIGHT Adam, LEE Chris, LITCHFIELD Cameron, LUU Phong, MANZIE Shane, QUARTEL Marcus, RAFT Dallas, ROSE Natalie, SINCLAIR Kristen, TAYLOR Evan, TRICKEY Melanie, WESTCOTT Benjamin



10E

ALLAN David, BEHAN Scott, BUXTON Jan-Paul, CHURCHILL Jamie, DEDMAN Christy, DIEP Xuan-My, EMMETT Benjamin, HAMILTON Matthew, IBRAHIM Nicholas, JENKINS Emma, LAY Stacey, MCCUBBIN Daniel, MEYER Algernon, MITCHELL Nicole, MOODY Daniel, PHAM David, PITTAWAY Shannon, PRIEST Andrew, REDGEN Jennifer, SALDANERI Daniel, SKLAVENITIS Barbara, STRAUGHAN Alistair, TOOMEY Martin, TURNEY Robert, VENN Mara



10F

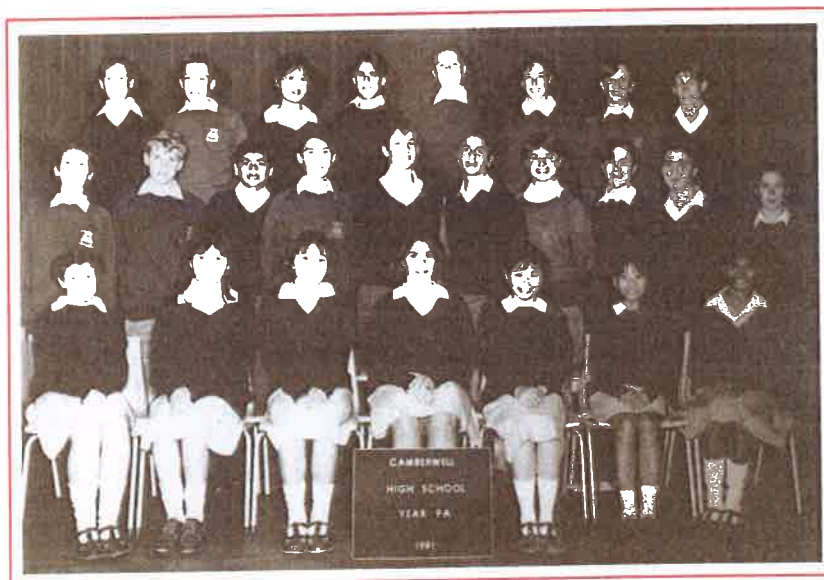
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YEAR 9

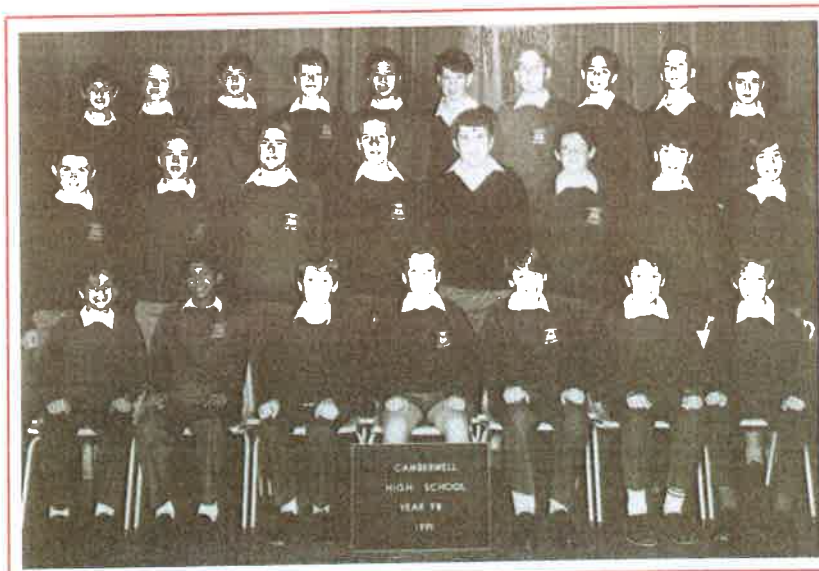
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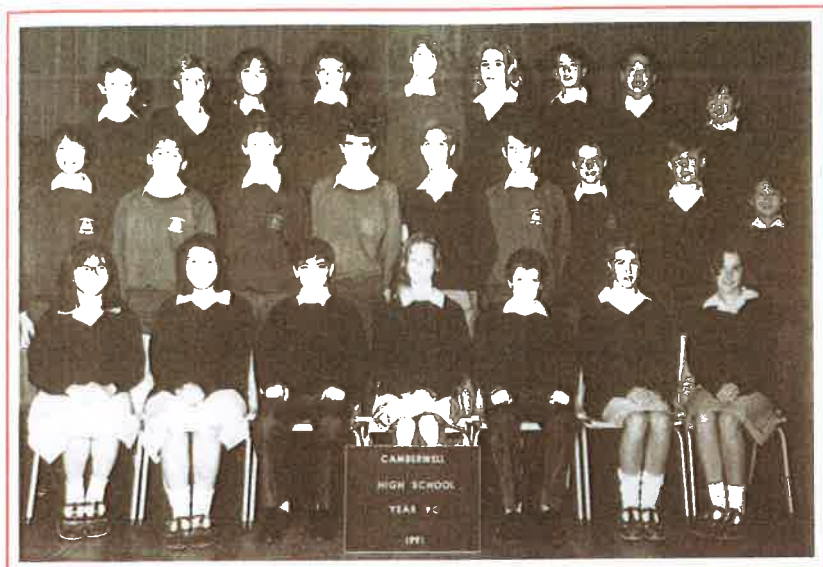
ADAMS Nicholas,
ARUNDAVARAJA Geethapriya,
BAKER Amie, BELL Nick,
BURGOYNE Joshua, CHANG Fai-Lee,
COUNIHAN Ryan, DOREMBUS Marcel,
FANG Helenatzu-Hsin, FRIBENCE Dean,
HARMAT Paul, HURLE Nicholas,
KELLEY Justine, LU Sherry, LU Grace,
MAGNUS Ashley, NGUYEN Thuan,
NOWLAN Anthony, PRAPPAS John,
PRIEN Jonathan, PRIEST Kate,
SINGH Satbindar, SWIFTE Mark,
TAYLOR Cassian,
THEODOROPOULOS Christina,
WICKHAM David



9B

ANDERSON John, BLASCHKA Benjamin,
CARTWRIGHT Matthew, DAVIES William,
DODSON Daniel, EWERT Dale,
GADSDEN Anthony, HATTON Stuart,
HENDERSON Vijay, HO Tsin-Tsung-Rich,
KENAFACKE Wayne, LEARMONT Adam,
MAJOR Daniel, MC CULLOCH Andrew,
NELSON Leigh, O'BRIEN Sean,
PFISTERER Rohan, PRESSER Justin,
RASMUSSEN Nicholas, SMITH Benjamin,
STEWART Lindsay, VALETIC Milan,
WATSON Carl, WORCESTER Bevis,
WORLEY Luis-Andrew





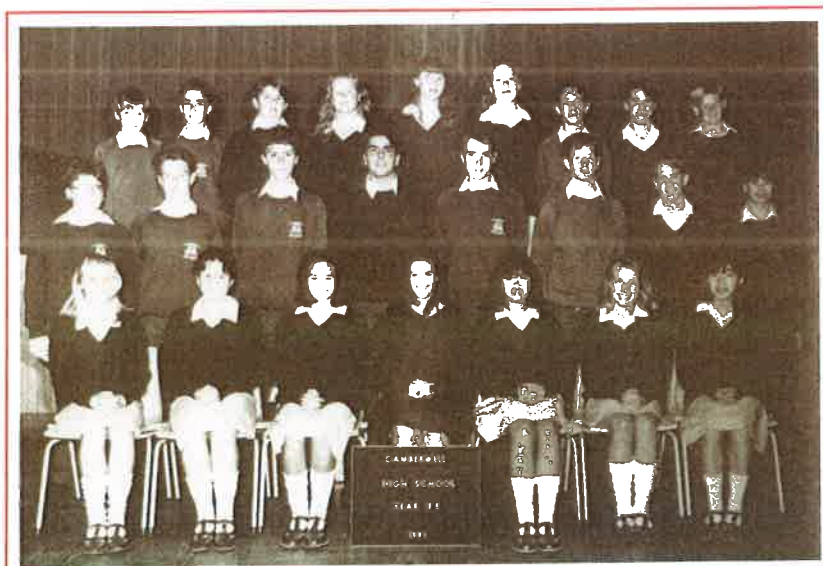
9C

ANDREWS Christopher, BARRETT Karyn, BARTON Paul, BOYLE Jolyon, CHAN Ada, CHOU Joseph, CHOY Sarah, DEAN Bradley, ELLIS David, FERGUSON Shane, GUY Joshua, HENDERSON Mark, HOHLWEG Alwis, HSIAO Marty, KELLY-MUMFORD Emily, KENNON Jodie, KOH Yuri, LIN Wendy-hui-Yi, LONGMUIR Jennifer, MALKI Chamoun, NGUYEN David-Cuong-Nhu, OLIVER Robert, POTOENJAK Tony, SHUTTLEWORTH Jenna, STANNING Daniel, WILMOT Emelia



9D

ASWANI Mahesh, BALL Sara, BIVIANO Dario, BRIGDALE David, CHOW Wayne, CLARKE-WHITE Marie, DEGENHARDT Che, DUNCAN Moira, FULTON-JONES Mathew, GRONN Gabrielle, HOLCOMB Matthew, ITTER Bradleigh, KITSON Scott, LEE Julian, MAWSON David, MCMAHON Megan, MURRAY Emilia, NICOLOPOULOS Louis, OWEN Amber, RAO Michael, REDGEN Trevor, SCOTT Benjamin, SHEEHAN Emma, SKOLARIKIS Barbara, WATTS Aaron, WINTER Sheridan



9E

BARKER Daniel, BINKS Sophie, BROOKS Christopher, COULTER Marc, DEMKO Paul, EDWARDS Rebecca, FLORES Cristina, HAMMOND Timothy, HANNA Simon, HEYWOOD Belinda, INGRAM David, JENNINGS Merryn, KAGIAROS Chris, LE Uyen, MCCUBBIN Scott, MCLEAN Elsa, NGUYEN Phuong-Thao, ORLANDO Christopher, POTOENJAK Margaret, ROSE Damien, SETCHELL Cameron, SHERMAN Bruce, SPYROPOULOS Betty, VASSOS Louie, WHITEMAN John, ZANUSSI Aaron



YEAR 9

1991 has been a fairly quiet year for Year 9 in so far as major events have been concerned, but students have been involved in a number of excursions throughout the year, all of which were designed to enhance and emphasise what was being taught in the classroom.

One of the excursions that comes to mind was the Cross Country Day Ski excursion to Lake Mountain. Fifteen girls and five boys were involved in the excursion which was designed specifically to allow students who had never experienced snow before to have the opportunity. By all accounts all students were exceptionally well behaved and Mrs Keneally was very pleased with the group as a whole.

Other excursions have included a trip to the Melbourne Zoological Gardens for Graphic

Communication students, to assist them with a related theme study. Students were concerned with symbology, mapping, explanatory and statistical diagrams and product design.

An excursion to the Energy Education Centre in Burnley was organised by Mr Loveday for Geography students, to show them how to build energy efficient houses as well as inform them about our energy sources in the future.

Quite a few Year 9 students were involved in the choir that went to Sydney to sing at the Garrison Church for the Commemorative Service for pre-1870 British and Australian regiments. All reports suggested a very well behaved group of students and an excellent concert.

There are Year 9 camps organised to go to Wollangarra and Wilson's Promontory, both of which sound like loads of fun for those who will be involved. I also know there will be some Year 9 students involved in the Great Victorian Bike Ride, which has always been a very popular and enjoyable, though no doubt exhausting, event.

It goes without saying that we have all been involved in some capacity throughout the year in Camberwell High School's Jubilee year; there have been many events and occasions in which we have been able to participate both individually and in groups. All of them have been successful and enjoyable.

MS SARA VALENTINO



INTERVIEW WITH FELLOW STUDENT

Marie Clarke moved from a dry, under populated, quiet town called Alice Springs, which is in the Northern Territory, to an over populated, busy city with lots of buildings and pollution, Melbourne, Victoria.

She moved to Melbourne in January and is now living in Camberwell with her sister and younger brother. She enjoys living in Melbourne, but misses Alice Springs enormously. Her older brothers remained in Alice Springs.

Marie moved from Alice Springs to Melbourne by 'plane. All her furniture made its way to Melbourne by truck. It took approximately one month to get here and it took Marie and her family five hours to get here.

Marie moved to Melbourne because her sister wanted her to get a better education. She thought schools in Melbourne were bigger and, as well, better. Another reason was that her sister got a transfer in her job at the Aboriginal and Torres Strait Islanders Commission.

SHERIDAN WINTER



Marie Clarke

A NOTABLE ACHIEVEMENT

An award for outstanding achievement was gained by a Year 9 student this year. On August 23 Moira Duncan received her award from the Vice Consul of the Indonesian Consulate at a special ceremony.

The award was due to Moira's excellent effort in the annual Victorian Indonesian Language Teachers' Association competitions, in which she gained first place in Victoria in the Beginners Language section.

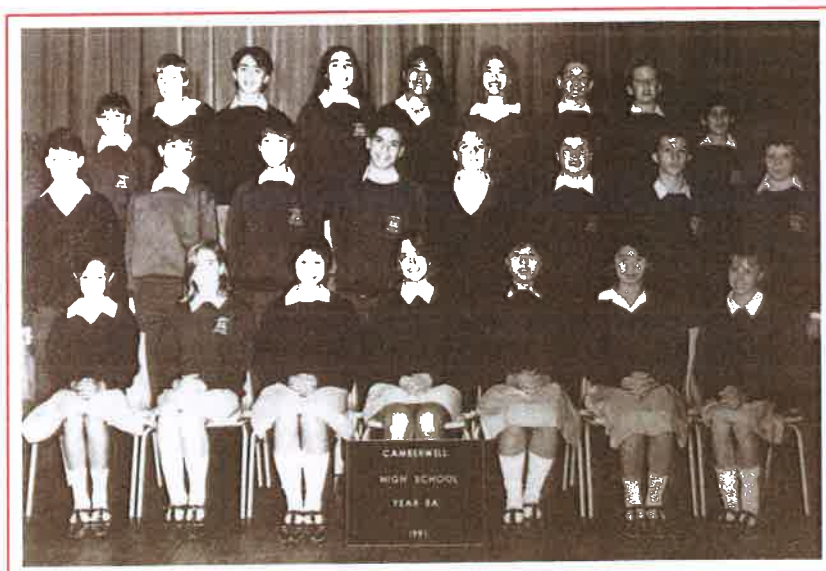
CAMERON PURTON



YEAR 8

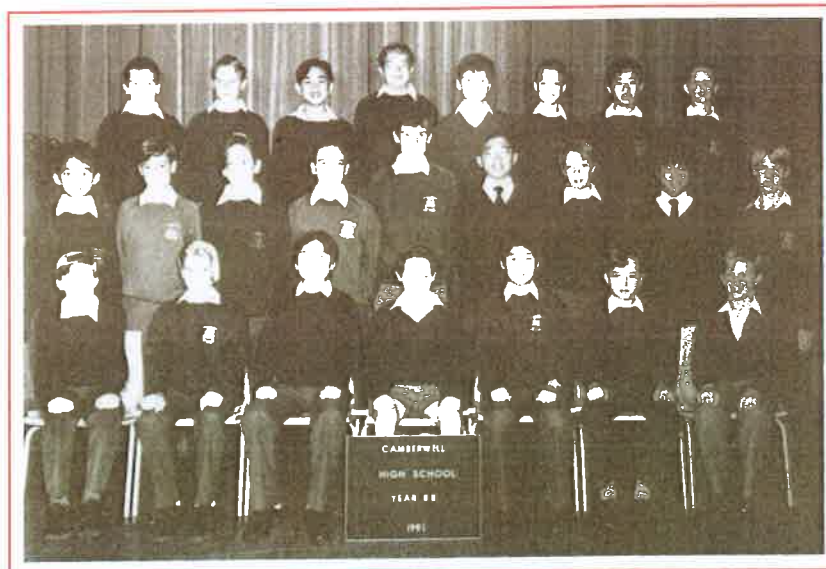
8A

AMANTEA Jade, BEECROFT Robert,
BUGEJA Nicholas, CHEN Christine,
CLARK Zachary, COROVIC Edwin,
DARAVONG Sengdara, DOUGLAS Andrew,
FANG Corinnatzu-Chi, IBRAHIM Matthew,
JI- David, KARTANOS Ross,
LEEMAN Joanna, LIN Hsing-Fang,
LY- Annie, MIOVICH Claire, PERRY Ian,
QUINN Cameron, RULE Belinda,
STEAD Isabelle, VERSO Juliana,
VRIONIS Fotis, WILSON Steven,
WILSON Craig, WITHY Scott



8B

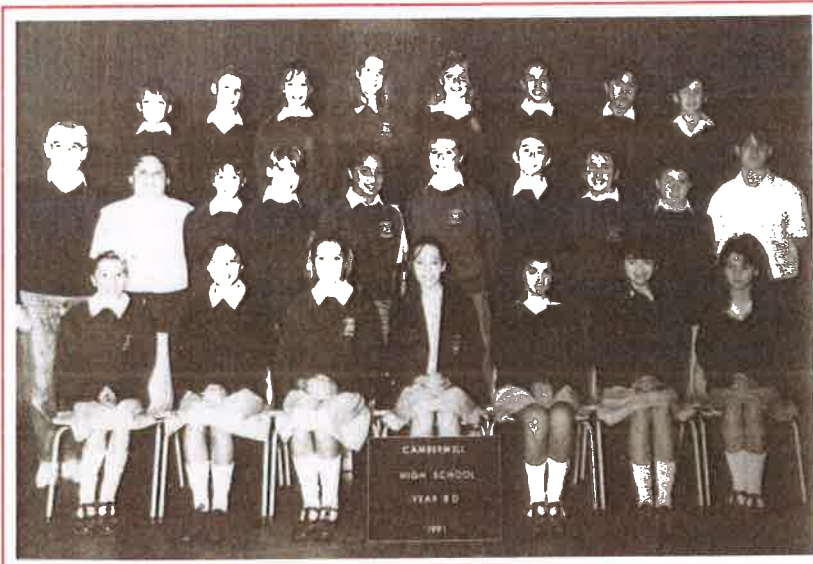
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CHOU Edward, COSTELLO Timothy,
FAUSTEN Marcel, GRAY Travis,
HAMMINGTON Samuel, JAO Kenny,
KUCHARSKI Mason, LARTER Keir,
LEE Max-Po-Ying, MARVEN Justin,
MOLAN James, PAI Jimmy,
PAPILLO Rohan, PAULSE Steven,
PHUA Jaycee, PITTAWAY Troy,
SHIELDS Trent, STEIN Cameron,
STONE Benjamin, TOZER Kim,
WANG Kenny, WOOLHOUSE Jeremy,
WU Hui-Ping, XU Leo





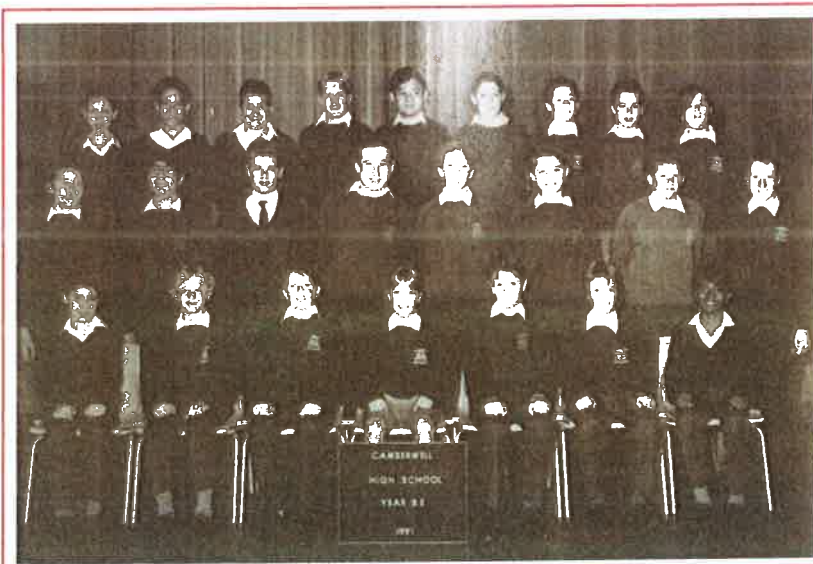
8C

BYFORD Kristen, CASTLES Leigh,
COLLINS Jared, DUJELA Caroline,
FABBRICOTTI Sarah, FOREMAN Joseph,
GUERIN Laurent, HAZELDEN David,
HORNE Justin, JENKINS James,
LE Thi-Thuy, LEE Lisa, MCLAREN Iain,
MONTESALVO Lisa, MOORE Lucy,
MORRIS Sarah, MUNDAY Holly,
O'KEEFFE Nellie, OH Simon,
RICHARDS Samuel, STAINSBY Daniel,
STEFANAKOS Eleni, STEWART Cameron,
STRAUGHAN Kerryn, WHARTON Tamara,
WONG Sa'Ardia



8D

BARRETT Clair, BORG Andrea,
CHRISTIE Linda, CLARKE-WHITE Kingsley,
D'ARCY Nicole, DUNN Lauren,
HA My-Binh, KING Cameron,
KOUKOVINOS Peter, LANGFORD Mark,
MARSHALL Matthew, MAYER Dennis,
MIOVICH Donna, MORGAN Stephen,
MOYD Ashley, NEILSON Nathan,
POLLOCK Brendon, ROUSIS Peter,
STANKOVIC Ana, STEFANAKOS Effie,
TANG Kimmy, TIDBALL Michael,
TUINAUVAI Phillip, TYZACK Benjamin,
VLAD Diana, WONG Sampson



8E

AFIFF Jaymin, ANDREWS Jamie,
ARUNDAVARAJA Pradeep,
BETHERAS Blair, BUKKA Theodore,
BULOT Luc, COATS Paul, COLLINS Carl,
ELLIOT Campbell, GANGELL Dean,
GRAY Matthew, HENDERSON Stuart,
JAMES Benjamin, KNIGHT Matthew,
LAM Matthew, LENTZOS John,
MANTON David, MISTER Matthew,
MYERS Jake, NEWSOM Blair,
PRESCOTT Eric, STONE Toby,
WAHEED Shaheen, WALKER Timothy,
WIGNALL David



YEAR 8

GOLDILOCKS AND THE THREE SKATERS

Once upon a time there was a blader called Goldilocks. She was a radical blader. There was only one problem: the skateboarders hated her. At Prahran halfpipe (which was very near her home) she bladed all day, every day. The skaters there started to hate her because she was so good that they never got a go on the ramp.

There were three skaters who hated her more than all the others, so they kept dropping in on her in the halfpipe or the bowl. Whenever Goldilocks got the chance she did a Judo air out of the halfpipe and kicked them in the face with the bottom of her boot (the blade part). One day Goldilocks heard the big skater (who was a suspected hitman) saying to the middle sized and the small skater that they would be out that night on a job and would not be home until late. Goldilocks decided, on the spot, to check out their house to find out how they became so good at skating.

That night, after dark, Goldilocks went around to the skaters' house and, using the key off her blade key chain, she opened the front door and saw lying on the floor three sets of wristguards. A big set of wristguards, a medium set of wristguards and a small set of wristguards. She tried the big set of wristguards, but they were too big so she burnt them. She tried on the medium set of wristguards, but they were too hard so she flushed them down the toilet. She tried on the small set of wristguards and they were a perfect pair of Bonzai Guards so she kept them.

Goldilocks went into the kitchen and opened the fridge. There was a two litre bottle of coke, but when she opened it the Coke sprayed everywhere. There was also a one and a quarter litre bottle of Coke, but the Coke was too flat so she put that down the sink. There was a can of Coke and it was just right so she drank it all.

Goldilocks went out into the back yard. In the back yard there were three different ramps. She tried out the huge, twenty-five foot halfpipe, but it had no coping so she could not drop in properly. The middle sized quarterpipe had too much vert and not enough run up so she only got half way up and had to come down on her knees. The fifteen foot halfpipe was perfect, though, and she stayed there blading for hours.

Meanwhile . . .

The three skaters got home in a foul mood after losing the comp at Mornington because the little skater had gone for a back sault air and had dropped his board, losing heaps of points. When they got to the front door they saw it had been opened by someone. When they got inside the big skater said, "Someone's been using my wristguards." The middle sized skater said, "Someone's been using my wristguards." The little skater said, "Someone's been using my wristguards and they've taken them away!"

The three skaters went into the kitchen and looked in the fridge. The big skater said, "Someone's let the bubbles out of my coke." The middle sized skater said, "Someone's poured my flat Coke down the sink." The little skater said, "Someone's drunk my whole can of Coke and I'm thirsty, too!"

The big skater said, "Quiet! I think I can hear someone out on one of the ramps. And it's not a skater. It's a blader!" The little skater replied, "That's probably who took my guards and drank my Coke and I'll bet that blader is Goldilocks!" So the three skaters got on their boards and circled around the little halfpipe and began closing in. When Goldilocks saw the three skaters she began pumping higher and higher up the ramp until she was getting seven feet of air out of the top of the ramp at each end, then she shot off the side of the ramp and over the fence into the next yard and out to safety.

The next day Chief Inspector Goldilocks Jackson, code name "Action", visited the three skaters in their maximum security wing of Pentridge prison. She explained how she had been on a special assignment to find and capture the three phantom ramp smugglers who had hit Melbourne recently. As she left she said, "Oh, by the way, the owners of the ramps that you have stolen haven't been successfully traced so the ramps are going to be set up in a huge park, BLADERS ONLY."

NICK BUGEJA



GREENILICKS AND THE THREE LOGGERS

One fine day, Greenilocks was coming home from a splendid day at the logging site. She had really enjoyed herself. She had lain in front of three bulldozers and a semi-trailer and had chained herself to a tree. Now she was happily walking through the forest to her home on the other side, with the bulldozers in hot pursuit.

It was a very hot day and Greenilocks was getting tired. She was just about to faint when she came across a small house. It had a big, red roof and a long, long white fence around its small garden. She thought to herself, "I can get a drink in there," and walked in.

It was very damp inside. There were trophies and animal heads spread all around the little pink walls; it was disgusting. Greenilocks began to feel sick. But then she remembered her readers and suddenly felt much better. There were three big, steaming hot bowls of possum soup sitting untouched on the table. Not realising what it was, she went over to the table and picked up the nearest spoon.

The soup in the first bowl was much too hot. So Greenilocks went to the next bowl. It was much too cold. Then she tried the third and final bowl. It was just right so she ate it all up. After the soup she found that she was very tired. She went upstairs very cautiously and, upon seeing three small beds, jumped into the first one. It was much too hard. She moved to the next one. It was much too soft. She then moved into the third bed; it was just right and she fell fast asleep.

She was awoken by a kind of wriggling in the bed with her. She jumped up out of bed with a start and to her surprise she saw a LOGGER. He had obviously not gone to work because he had a sore toe. He caught her and tied her up. Then he took her downstairs and, upon seeing the empty bowl of soup, he turned to her. "You ate my beautiful possum soup!" he yelled. "Possum soup!" Greenilocks yelled back and (totally forgetting her readers) was sick all over the floor.

"I must sit down," she told the Logger. She shuffled over to the nearest chair. It was much too hard. Then she went to the second chair. It was much too soft. "Hurry up!" the Logger swore, as she tried the third and final chair. It was just right. Suddenly it broke and Greenilocks went sprawling across the floor. So she had to sit on the hard chair after all. The Logger was very upset about the broken chair and Greenilocks was able to escape.

Once out in the forest Greenilocks headed for home, BUT...

Her freedom was short lived. Soon after she had escaped from the Loggers, the little Logger had gone off to find his friends, and now they were all after her. As she rounded the corner about five kilometres from her home, she saw THE LOGGERS. They were after her. She did not have a moment to lose. She ran as fast as her little legs would carry her. She ran and ran and ran. The Loggers were right on her heels all the way home.

She made it home, but would she live to tell the tale? The Loggers had set up camp right outside her house. She had lived through countless vigils to save the forest, but not when she had known that her life was in danger. She was very frightened. The Loggers were threatening to blow her house up. "Not by the hair of my little round head," she replied. "Then I'll push and I'll push and I'll push the plunger down."

Just as Greenilocks' house was about to bite the dust, who should happen to stride around the corner but Prince Charming, the Royal Game Warden. "What are you doing, kind gentlemen?" he asked as he passed the huddle of Loggers and strode up Greenilocks' drive. He came to the door and asked Greenilocks to lunch at the palace. She was very, very happy with the invitation and accepted hastily.

The Loggers were furious. They were so angry that one of them accidentally pushed the plunger. BANG went the house and the Loggers with it. While Greenilocks was really enjoying herself at the Palace with the Prince, the three Loggers were trying to explain to the Devil how the great, big hole managed to find its way into his ceiling.

CAMERON QUINN



YEAR 7

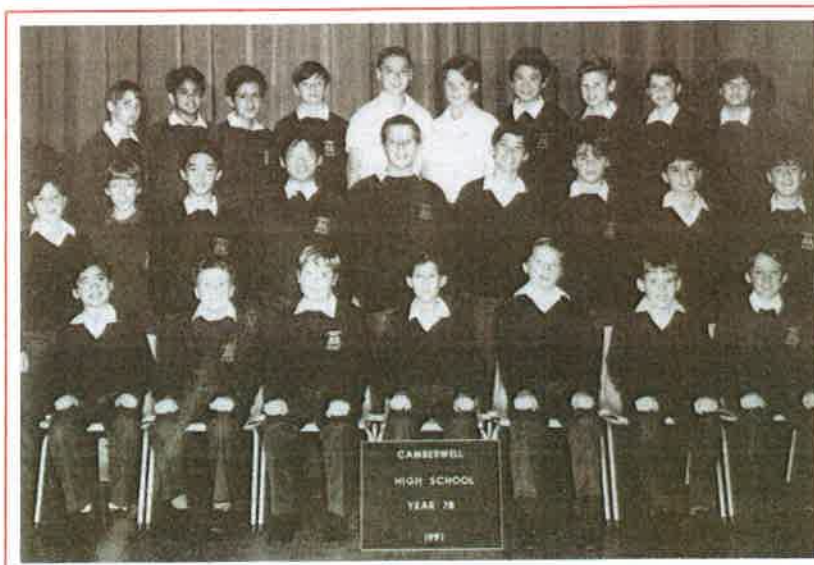
7A

ABRAHAM'S Nathan, BARNETT David, BELLOS Olga, BENNETT Samuel, CARTWRIGHT Ross, CHAPMAN Claire, DICKINS Rhian, ENTWISLE Jacqueline, FENTON Paul, GREGORY Garth, HAYES Vanessa, HELDZINGEN Erika, HERON Nicholas, KELLY Robert, LARNACH Tamara, MAXWELL Andrew, MIZRAHI Rachel, NELSON Joel, NOWLAN Christopher, POWERS Ben, ROSE Jasmine, SLOAN Adam, SMITH Damon, STOCKER Lauren, TWOMEY Alexander



7B

ANDREWS Ben, BIVIANO Paolo, CAIN Richard, CHOW David, HATTON Jacob, HENG Justin, ISLIP Daniel, ITTER Ashley, KATZOURAKIS Peter, LIAO David-Kwo-Hsiun, MIHELAKIS Bill, MUIR Edward, NGUYEN Loc, NICHOLAS Paul, O'SULLIVAN Liam, PETERSON Adam, PURTON Travers, REEH Tobias, RENTON Jai, SKOLARIKIS Konstantinos, STEVENSON Mathias, TAHTIS Vasilios, TOOMEY Damian, VINCEC Paul, WIERZBOWSKI Darren, WIJESEKERA Anthony





7C

ALLAN Paul, ALLEN Stefanie,
 AMAD Danielle, ARUNDAVARAJA Kavipriya,
 AYRES-WEARNE Oliver,
 BAINBRIDGE Katherine, CLEARY Timothy,
 COLLINS Peter, COUNIHAN Rebekah,
 DAVIES Sally, DIXON Stephen,
 GIDDINGS Andrew, HARRIS Daniel,
 HOLBORN Timothy, HOPKINSON Rebbecca,
 JACKSON Nicholas, JENKINS Stewart,
 JOHNSTON Lucy, PRICE Timothy,
 RILEY Simone, TAME Steven,
 THORLEY Nicholas, VAPP Peter,
 WENNAN Amy



7D

ADAMS Warren, BANFAI Daniel,
 CHO Johnny, COOK Stefan, CRAIG Simon,
 DE ZILWA Grant, DENOVAN Michael,
 GADZE Sam, GLISOVIC Milos, GREEN Bruce,
 GRIFFEY Daniel, HO Dennis,
 KALATHENOS Daniel, KEVORKIAN Raffi,
 KWAN Jason, LANGE Kurt, MIATKE Adam,
 MUIR Stewart, PAVLINOV Yuri,
 RENKIN James, ROBSON Andrew,
 ROHAN Christopher, SIMOS Aristoteles,
 TAUCHERT Myles, WANIS Christian,
 WHITEHEAD Richard



7E

ANDERSEN Michael, BARNETT Brent,
 BARRETT Alexander, BOTHAM Kate,
 BUGEJA Sam, BUSCHMANN Anna,
 CANTLON Matthew, CAO Ling,
 CHEA Joseph, ELLIS Steven,
 EVANS Christopher, FANG Yvonne,
 GRONN Laura, HENERY Mary,
 JAMES Rebecca, KETT Ryan,
 KITSON Natalie, LARMOUR Rachel,
 LITTLEJOHN Daniel, MATSON Anthony,
 O'CONNOR Timothy, OLIVEIRA Peter,
 PERRY Graeme, PORTHOUSE Amy,
 WANG Margaret, WU Ta



YEAR 7

On our visits last year to the Primary Schools, we were told "what a great bunch of kids" we were getting. And this was no sales ploy. Year 7 students in 1991 have quickly adapted to secondary school life and demonstrated already the great contribution they will make to Camberwell High School.

Of course the invaluable support provided by their Peer Support leaders, House Captains and Year 7 teachers have made the transition to secondary school smoother, less intimidating, and even enjoyable. The few Peer Support sessions I attended suggested more of a party atmosphere than a serious tone. But I suspect getting to know each other had already been well established and that groups were getting on with the real business of addressing the day to day problems encountered by Year 7's in adapting to a new environment of 700 much larger and far more confident people.

Peer Support leaders were able to notify staff of problems individual students were experiencing; in turn, we were able to rely on leaders to assist Year 7's when we were aware of specific difficulties one or another may have had. The co-operation between younger and older students and teachers was undoubtedly a major factor in ensuring that most Year 7's adapted easily and quickly to secondary school.

In fact, by Term 2, when Peer Support sessions had finished, most Year 7's had worked out for themselves how to push into canteen lines, how to get past Duty Teachers and into the buildings at lunchtimes, and the myriad of reasons why one just has to wear non-uniform runners, instead of school shoes, for an indefinite period of time.

Avenues for a positive contribution to school life were provided by the aligning of the Peer Support program with the House System. Year 7's were familiar with their House Captains and senior House members on Orientation Day, so that by the first House activity, the Swimming Sports in February, the U/13 and U/14 events were dominated by Year 7 students who leapt in and out of the pool with boundless energy, to take part in event after event. The House Athletics later generated similar participation and house support and with the level of energy one hopes they will still have in V.C.E.!

Of course, the Year 7's came to Camberwell to be educated. And they were reminded of that on Day One when lessons began immediately. However, by the time they had worked out the bell system and its four variations, which room to go to for which class, how to read a timetable, the names of their ten different teachers, which of their thirty different books to take to which class, which folder to use for which subject and how many

sections to organise in it, how to use a diary, when not to go to the Bursar, how to order a lunch, how to stop people breaking into your lockerit was time for the two camps at Coolamatong in Gippsland. This year we were able to take 85 of the 125 students and it certainly was a highlight of Term 1. Perfect weather, sun, sand and surf.....but even on a camp there are some rules, and those whose enthusiasm got the better of them got their only decent night's sleep on the floor of the teacher's rooms.

Although most of the bags were able to walk home by themselves - we all returned refreshed and ready to meet the more academic challenges of the year.

And they were met with considerable success.

Stephen Dixon won the school's Junior Poetry Competition, against entries from Years 7 to 9; Amy Wennan won the Short Story competition for Year 7. Stephen also won a prize for raising the most money in the school for the M.S. Readathon.

Nathan Abrahams reached the State Finals of the Great Rubber Band Racer competition. Loc Nguyen and Paul Fenton won awards in The Victorian (Indonesian) Language Association Competition.

In other arenas, Year 7's have appeared in force. In the House Choral Festival, the Junior Choirs



were almost entirely supported by Year 7 students and Margaret Wang performed a memorable piano solo by Rachmaninov.

The Jubilee Concert in September was all the more spectacular for the contributions from Year 7. Tim Cleary (violin) and Laura Gronn (clarinet- playing with the senior band, no less) added style and skill to the instrumental numbers. Erika Heldzingen, Lucy Johnstone and Danielle Amad showed that Kylie Minogue is not our only claim to fame in the dance department, and large numbers swelled the ranks of the choir.

In September, it's already clear that this group has great potential and promises to contribute much to the school, as well as making significant personal achievements in their own academic and extra curricular lives.

But despite the trials of a first year at secondary school, only two students have left us - both to return to homes overseas; and we have welcomed Elizabeth Cao only four days after she left China....

When the magazine is published, a new group of Year 7's will already be making plans to begin at Camberwell High School in 1992. Without doubt they'll be most ably assisted and supported by the current Year 7's and their Peer Support leaders. But they have, by now, big shoes to fill!

MS A. STONE

POINT OF VIEW

It's always a bit scary and worrying on your first day somewhere but somehow the scary side of Orientation Day was lessened considerably by the friendliness of the staff and the Peer Support leaders. During the course of the day, we were shown around the school, played games, learned some basic rules and even had a couple of lessons.

Even so, my first proper school day, The Big Day, was a bit worrying mainly because I was worried about getting lost and being late to class. However the rooms at the school are clearly marked.

We learnt more about school rules and after recess went straight into our lessons as though we'd been there all our lives.

The Peer Support system was very good. The best thing about Peer Support was you knew you had someone to talk to if you had any problems.

On the whole the teachers are pretty good and we get a very good education here. This year Camberwell High School is celebrating its Golden Jubilee Year. Among many functions there were the Jubilee Assembly and the Jubilee Concert.

In the concert there were many Year 7's involved. It was a great night of music and entertainment with many past students involved. The music staff deserve a very big thanks for all their work in building up to the night.

There have been many, many opportunities for Year 7's to get involved this year and most have taken advantage of it.

TIM CLEARY



YEAR SEVEN CAMP AT COOLAMATONG

MONDAY

Here I was, sitting on a bus, watching a hopeless video at eight thirty in the morning. We got to Coolamatong four hours later, settled into our bunk rooms and walked down to the beach for a swim.

TUESDAY

Today we started our activities. My first one was canoeing. We were taught all the different strokes, then played a number of games, during which most people fell into the lake.

My next activity was bushcraft. Brian (one of the staff at Coolamatong) took us on a blind-folded walk through the bush to his bush kitchen. He had made the kitchen with an oven, a sink, cupboards and dish racks out of logs and ferns. There we made popcorn, damper, scones and pancakes.

At five o'clock we went into the shearing shed and Rod gave us an anatomy lesson of a sheep. When he cut the dead sheep's stomach open, he showed us all the organs, which was very interesting.

WEDNESDAY

We took the C.C. Neil across to Sperm Whale Heads National Park. There we had lunch and went on a nature walk. Then we got back on the boat and went over to Ninety Mile Beach. It was raining lightly so we could not go for a swim and the waves were absolutely enormous! We did paddle, though, and some of us found shell fish in the water which we ate raw. Yuk!

All day we have been figuring out conundrums which Miss Brown, Miss Aghan and Mr. Smith have given us to do.

THURSDAY

My third activity was horse riding. We went into the bush and up hills and through bushes. I ended up with quite a few scratches!

After lunch my group did the obstacle course with Rod. It was good fun but you did need a lot of team cooperation to work through all the obstacles.

FRIDAY

The morning was spent packing up our gear and cleaning up the camp site. We took lots of photos and said goodbye to the staff before loading into the bus.

When the bus stopped in a small town we all went into the milk bar and loaded up with junk food. A great way to finish a fabulous camp.

Mr. Smith's jokes, Miss Brown's and Miss Aghan's crosswords and Mr. Sinclair's towelling hat, shorts and hairy legs will stay in our memory for a long time!

LAUREN STOCKER

DOLPHIN TALK

As the Year seven students gathered in the Hall, four people were stretching, tumbling and warming their muscles for the performance. They were standing on a blue tarpaulin, obviously posing as the sea. They introduced themselves as a group called ACTING OUT and told us that they would be performing something called "Dolphin Talk".

Their play was about a family who lived near the sea and who found, in an inlet near them, a dolphin, with which they became friends. A man from Marine World came and took the dolphin, whom they called Nudge, away. He put Nudge into captivity to train him, and Nudge was very unhappy. Then two scientists decided to let

Nudge go free into the ocean. Nudge was very happy to have freedom, but, after a few days, could not take the strain. He died and all the people who cared for him were sad. A court case was put up against the people who let him free.

The actors left, leaving us to think about the issue of freedom and captivity for wild animals.

LAUREN STOCKER

DREAMS

Night is black and still, it comes like a leak in a pipe.

It comes so slowly, growing and spreading like a fire, wild and dark, full of unseen beauty.

It brings the dreams, dreams of all people. They float on the darkness and travel through shadows.

Little clouds of thought, transmitted into the domed and dark expanse of a mind.

Whispering, silent words, shining unseen light,

The realm of dreams.

Colours and visions all mixed together to make ones thoughts into a dream all swirling and confusing.

The dreams seem to come so silently yet they are deafening in the deep blanket of silence in the tough of the night.

How a dream occurs is mysterious, thoughts and visions stored up in your mind.

Subconsciously remembered when you are slumbering yet they all hammer of life.

The ring of an alarm slices the world of sleep open and scoops you out and throws you into the real world where the roar of the city life rolls over and crushes your little dream realm.

STEPHEN DIXON

