



Foot & Playsted print

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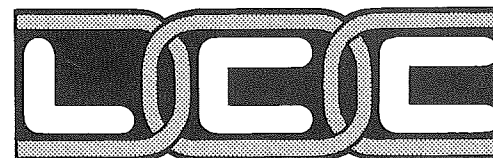
To all other staff and students
who contributed to **Churinga**
— our thanks.

CHURINGA

Annual Magazine
of the
Launceston Community College

Campus of Higher School

Certificate Studies



A MATTER OF VALUES

This year, the first for the Launceston Community College, has seen changes and advances, be they very gradual, in this Higher School Certificate Section. Our aim has more than ever been to cater for the needs not only of upper secondary students but also for those of the general public. Nevertheless, as in past years, our main concern is for our fifteen to eighteen year olds.

In this context it has been distressing to hear of young people capable of gaining considerable benefit from continuing their education into Grade 11 and 12, leaving school at the end of Grade 10 and taking employment, sometimes of a type that is clearly unsuited to the level of their ability. Past experience tells us that many of them will regret their decision to drop out of full-time education without completing the full secondary programme. Their regret will arise from two sources — firstly, an early realisation that their job prospects are restricted, secondly, and perhaps a little later, a realisation that they lack the general knowledge and intellectual development that will allow them to appreciate and understand the society and culture in which they live. Both of these can be repaired, of course; so often they never are.



The tragedy of it all is that most of these young Grade 10 leavers make their decision not to continue on the false assumption that it will be more difficult to get employment at the end of Grade 11 or Grade 12 than at the end of Grade 10. Our statistics show that this is not so, that H.S.C. students with any sort of success in their studies have little difficulty in finding employment. If the Grade 10 leaver finds employment, it is likely to be in an undemanding job with little prospect of advancement. Compounding this, the early leaver is at a further disadvantage if he/she becomes unemployed in the early years of working life as the kind of job that is open to 18 year olds is so often of the type where the employer is looking for the more highly educated person.

Our current students, recognising these facts, have chosen to continue their education. Among them are a number who looked forward to careers in teaching and no doubt these young people have become concerned, if not alarmed, at the cut-back in teacher studentships. Certainly some are going to have to consider alternative careers to teaching but they will find that their H.S.C. education will stand them in good stead. It will not be they who will miss out on getting jobs for their standard of education will keep them at the top of a prospective employer's short list. Most employers appreciate the value of a liberal, general education.

But most significantly, the educational experiences gained by attendance at this College are far more than a preparation for employment or for further tertiary study. Students learn to be more responsible, self-directed and self-disciplined. They are more literate and more articulate. They have glimpsed the academic pursuit of knowledge. They are better educated, therefore better able to understand and cope with whatever life has in store for them.

L'TON COMMUNITY COLLEGE — 1980

What's in a name ?

These words seem an appropriate introduction to the subject I was asked to discuss: the changes that have occurred since the Launceston Matriculation College became the Launceston Community College.

In an endeavour to find an answer, I first cast my mind back to the end of 1979 (the year which saw the demise of the famed Launceston Matriculation College!). It was then that, along with many other fellow first years, I scoffed at the preposterous idea of us joining with the Tech. College students (not to mention the Adult Education section which I hadn't even realised was to be a part of this institution at that stage — some students still don't!) To us it seemed absurd that the Education Department could have even thought of such an idea.

But think of it they did, and we anxiously awaited the commencement of the 1980 year to see what it would bring . . . By the beginning of first term, we found that little if anything had changed, bar the name of the institution. I recall giving a talk at a P. & F. Association meeting attended by our new principal Mr. Tom Walker, in which this fact was stated. I pointed out that at that stage there was little to be said in favour of the move. The timetable for the two sections of the new College were totally different. Classes for Technical College students could be held at any time from 8.00 a.m. through to 10.00 p.m. At present, after a couple of timetable changes, fourteen H.S.C. campus students take Technical drawing as one of their dual-time-table subjects. Not quite an amalgamation, is it ?

Further problems such as the location of departments revealed themselves as the year progressed. The Technical Campus alone is spread over several locations, taking in sites in Bathurst, York, Elizabeth and Wellington Streets. How can one successfully amalgamate two institutions which are themselves separated by an overpass in Paterson Street and of which one institution is not even complete within itself? It is a well known fact that most students taking vocational courses have little idea where sections of the Technical College with which they are not directly concerned are situated. Another major absurdity is that fact that there is no valid certificate which incorporates both H.S.C. and Technical subjects. The lack of such a certificate deprives the institutional union of any practical significance.

The above is a brief outline of the present situation. At this stage I feel that 1980 has been the year in which foundations were laid for a Community College. Whether this foundation remains strong and is built upon or crumbles to obscurity remains to be seen. All I can say in conclusion is that I feel in the future it will be an amalgamated student spirit which will make a reality of a single Launceston Community College and that it will do this long before the Education administration and bureaucracy sort out their problems. If this happens, L.C.C. might find a place in the Education Department records as a Community College that worked. Until that day . . .

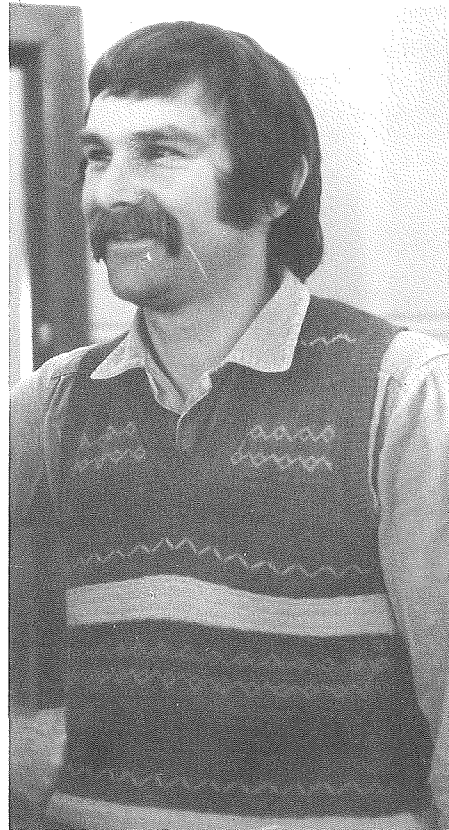
S.A.

PEDAGOGUS TASMANICUS

The pale and trembling first year student entered the room timidly. As she stumbled through the doorway the creature turned its head to examine her/him. It sat in lofty splendour behind its desk and stared down at her/him.

It was quite young, in its late 20's, early 30's, mostly male and obviously a product of Tasmanian breeding. The student withered visibly and squirmed under its cool appraisal.

The creature yawned lazily then, opening its mouth, it enquired, not unkindly, "Parlez vous Francais?"



Purely fictional and hypothetical of course. This mythical creature being the end product of a recently completed teacher-survey.

Thirty three questionnaires were returned which was a 65% return rate. They revealed some interesting statistics:

56% of Matric teachers are 30 years old or younger. The composite age was 32 years. One respondent declined to reveal her age. Sex-wise, 54% are male and 46% female. Another source of information did not indicate its sex (confused maybe?).

Most (66%) were either born in Tasmania or have spent most of their life here (88%). 24% were born overseas — mainly in the U.K. and 12% were raised there. 0.9% entered the world interstate.

39% have lived overseas for periods of six months or more in countries such as Ethiopia, Indonesia and the U.S. One respondent made the point, and quite valid it is too, that the Northern Territory is "overseas".

Our teachers are quite a worldly lot as the above figures indicate and many more have travelled in different parts of the world. The U.K. is the most popular destination. India has also received notable mention.

Accordingly, 42% professed some knowledge of a foreign language. This was usually French (command of it described as "mediocre, vague or bad") followed by German and Spanish.

67% of our teachers had their humble beginnings at the university in Hobart, and 33% at other tertiary institutions, e.g. T.C.A.E., Art School, etc. 0.9% completed college overseas.

64% have had teaching experience at secondary schools and 33% have only taught at LMC/LCC. Years of residence at LMC/LCC varied from one to twenty years, the average being five and a half years. Only one of those who responded had taught at university, but three have taught overseas.

The lunch buzzer sounded and the new students gratefully packed up his/her books and slid out of the classroom. The creature did likewise and bolted from the room heading in the direction of room 19. It never looked back.

Jumping from the . . . Into the . . . ?

1980 saw the continuation of the Transition Education Committee which began in 1979, albeit in depleted numbers.

The Committee on receipt of a mandate from the staff, prepared a situational analysis. The idea of this was to look at the College situation (H.S.C. campus) in relation to Transition Education, to measure the extent to which proposed programmes had been implemented and to determine what other programmes or activities could be initiated to assist students.

The analysis revealed that many subject departments had initiated changes in the curriculum to cater for the changing needs of students. However, given that, staff still maintained that there were other areas requiring investigation e.g.

- (i) College Work Experience Programme.
- (ii) A co-ordinated Recreation & Leisure Programme.
- (iii) A bridging course for Grade 10 students.
- (iv) Communication Skills Programme.

Innovations in the T.E. area for 1981 include a Pre-vocational (trade) course and a pre-vocational (para-professional) course.

The former is an introduction to trade apprenticeships, especially for those students who are unsure which trade they would prefer. If they complete the course and obtain an apprenticeship, students are given credit for the work that they have completed towards their trade qualifications.

The para-professional course has not been finalised at the time of writing; however, the College is investigating the establishment of two courses similar to the Pre-vocational (trade) course but leading to careers in either business and commerce or in science and engineering.

Further work is commencing on a possible Transition Course which would consist of

1. A Liberal Studies section and
2. Units covering the following: book-keeping, typing, banking, general business education, receptionist skills, parenthood skills, retail skills and personal skills — all of which would aim to give knowledge of the world of work and some general vocational skills.

As such, much of this later programme is still in the melting pot and congratulations to those willing to stir the contents!

M.W.

LAST YEAR'S LEAVERS . . . WHERE DID THEY GO ?

In a school survey at the beginning of this year, if one can remember that far back, students were asked if they knew where last year's school leavers had ended up. The response was adequate although for 9% of the 1979 school leavers it could not be established whether they had continued study, or found employment or become a statistic of some other sort.

Generally, it can be seen that enrolment for studies in tertiary institutions dropped relative to 1978. 7.8% of 1979 leavers enrolled at University while the figure was 13.5% for the 1978 leavers. The drop was even greater for enrolment at the College of Advanced Education or other tertiary Colleges: 16% for the 1979 leavers compared with 23% for the 1978 leavers.

These figures contradict the general Australian trend. The number of students enrolled at Universities this year increased by 1.5% to 163,156, according to figures recently released by the Australian Bureau of Statistics. On the other hand, one correlation with Launceston Community College figures is that the number of males enrolled at University Courses fell. Nationally the number fell for the third consecutive year. This year they numbered 94,945 a decrease of 2% from the peak of 96,943 in 1977. Of the 1979 leavers 15 Males and 18 Females enrolled for University courses.

If tertiary enrolments have decreased then either more students are entering the workforce or are becoming unemployed. When considering the first alternative, there has been a large increase in students finding "other vocations". Last year's students have chosen an extremely varied range of vocations including nursing, varied apprenticeships, defense services and police force, reception and clerical work, retail work, banking and commerce, agriculture, tourism and labouring. Overall 230 students found employment which comprises 54.2% of the 1979 leavers, a rise of almost 8% from the previous year.

In the survey conducted at the beginning of this year, it was found that 9 males and 16 females making up 5.9% of last year's leavers were unemployed, a rise of 2.1% from the previous year. However, in a survey undertaken in September, the Magazine Committee took the names of the unemployed and the "Unknown" students, 25 and 38 respectively, to the Launceston and Mowbray branches of the Commonwealth Employment Service. Only 8 of these 63 students were registered as unemployed. One factor that was pointed out however, was the inability of some ex-students to maintain the same job for a lengthy period of time. It was found that many students take the first job that came along having no regard for permanence or suitability.

(The survey conducted by the Magazine Committee did not account for those students who were not registered at the Launceston and Mowbray branches of the Commonwealth Employment Service.)

A Glimpse of Things To Come

In the last week of second term, 47 students accompanied by Mr. Allen, went to Hobart for a two day visit to the University. The group of budding academics, after checking into Christ College, walked down to the University, to be given an introductory talk on the University.

After lunch at the refectory, various subject talks began, introducing students to the study of Chemistry, Physics, Arts and Law. Some of the discussions were very informative while in other sessions it was plain that speakers were not really concerned about attracting students to their courses. Ironically, we had been warned not to be influenced by persuasive speakers who desperately needed students to enrol in their course.

That evening many had their first taste of institution food. We didn't have the cases of food poisoning expected, but I was told that it was much better than hostel food.



After dinner we were free to do our own thing. Some decided to try their luck at the casino, but were asked to leave before they could break the bank. Some sampled the films while others decided to test the watering holes of Hobart. Everyone got back to Christ College, eventually, in a round about way, to find that the casino had set up its own sub-branch at the college.

People were able to organise themselves for a night's rest when, after searching the block, they found the beds reserved for them, but by then it was time to get up. Surprisingly enough, everyone made it.

That morning we attended talks on Engineering, Surveying, Agricultural Science, Medicine, Pharmacy, Education and Commerce. All of these talks were interesting and worthwhile.

We all boosted the economy of the ref. and caught the bus back to Launceston. Those who had overindulged in the "spirit" of things the night before, were beginning to feel a little weary, but it was, all in all, an eventful as well as informative trip.

United We Stand . . .

The Staff Association at the College has been very active over the past two years as we enter the domain of Further Education and Community Colleges.

The Chief concern of the staff has been to ensure that this new concept of education will be beneficial to students, and that policy decisions are taken from an educational rather than a political viewpoint.

As a branch of the Tasmanian Teachers Federation, the Staff Association has been involved in numerous Councils and Congresses where problems and matters pertaining to Further Education are discussed with representatives from all Further Education Colleges.

The Association is also represented on various committees, such as the Northern Co-ordinating Committee and the Launceston Community College Development Committee, which have been established to help plan the path of Further Education in the future.

J.L.A.

PROBLEM SOLVING FOR MATHEMATICS COMPETITIONS

Each Wednesday, a group has met to discuss 'off-beat' problems met in Mathematics Competitions. One such competition is conducted annually by the Mathematical Association of Tasmania.

Problems tend to involve perseverance, logic and the capacity to adopt a variety of initiatives after an initial attempt fails. They are quite different from questions prescribed in the normal examination syllabus.

Format has often followed a three-week cycle:

- (i) week 1 — two or three problems are put forward;
- (ii) week 2 — contrasting ideas are considered and hints given;
- (iii) when a group-member solves a problem, the solution is handed to the teacher-in-charge so that at the week 3 meeting, the most efficient answer can be handed out to the group on stencil.

One problem considered by the group is reproduced below. It may interest the reader.

"Are those your children I hear playing in the garden?" asked the visitor.

"There are really four families of children," replied the host.

"Mine is the largest, my brother's family is smaller, my sister's is smaller still, and my cousin's is the smallest of all," he went on; "We haven't quite enough to field a football team (18 players) but we do have enough for a cricket XI. Curiously enough," he mused, "the product of the number in the four groups is my house number, which you saw when you came in."

"I am something of a mathematician," said the visitor, "let me see whether I can find the numbers of children in the various families." After figuring for a time he said, "I need more information. Does your cousin's family consist of a single child?"

The host answered his question, whereupon the visitor said, "Knowing your house number and the answer to my question, I can now deduce the exact number of children in each family."

How many children were there in each of the four families?

In the state-wide competition conducted by the Mathematical Association of Tasmania in April, Brett James was adjudged one of the next best five entrants after the three placegetters. He received a Consolation Prize. Peter Van Winden received an Honourable Mention.

The Australian Mathematics Competition, administered from Canberra, was held in June.

Distinction Certificates were awarded to Brett James, Paul Widdowson, Alan Lorimer, Paul Fox, Jane Badcock, Scott Calver and Sally Carver. Fifteen other students received Credit Certificates.

(Answer to printed problem: 2, 3, 4, 5).

The Share Game

As the name implies this elective aims to develop student understanding of the Australian Share Market. After a few introductory lessons on data interpretation, charting, etc., the students form into groups with the aim of transforming a hypothetical \$20,000 into a more substantial sum.

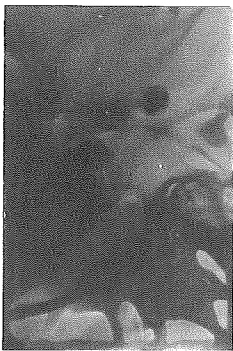
The rules of the game stipulate the structure of portfolios and periods during which shares may be traded. Nonetheless the opportunities for financial gains in a rising market still exist. This, plus the competitive element created by prizes offered by sponsors, (Trip to New Zealand), have generated a feverish enthusiasm among participants. The only complaint I have heard from students is that the \$14,000 profit made since April is only hypothetical and not real. What a valuable lesson on the curse of a share speculator — GREED!

THE ASTRONOMY OPTION

This was, from quarter to quarter, a pleasant little group of five to six people who discussed telescopes, stars, motions of planets, etc., and occasionally attempted to set a time and date for an evening's viewing. Generally this failed due to rain, cloud and other nuisances. "Ernie", the 10 cm reflector telescope, has continued to play a useful part in; (a) continually falling apart and needing running repairs; (b) dropping on toes; (c) peering on number plates on cars and (d) looking for sunspots.

We have had a number of people from the College participating in something I hope will grow as they have shown themselves keen, and have put forward many worthwhile questions.

J.D.



PHOTOGRAPHY SHORT COURSE

Quite a lot of interest has been shown in the photography short course run by Mr. Lee-Archer and Mr. Waddle this year.

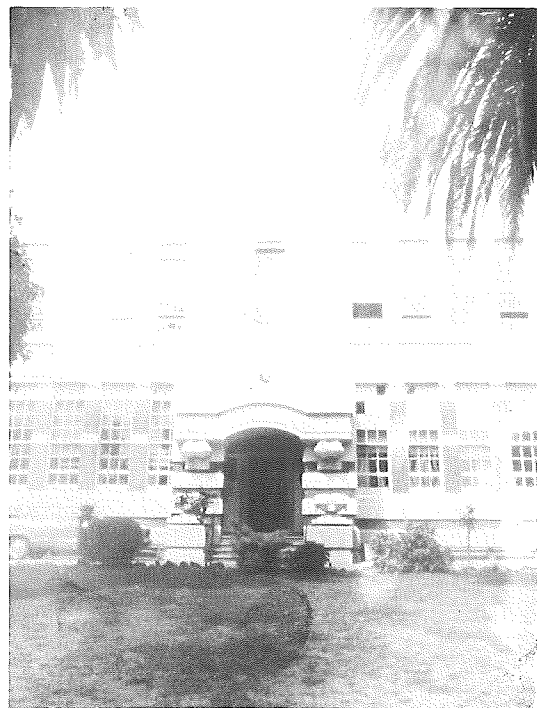
We have included in this article three of the more interesting photos taken.

Our college photographers pride themselves on being the leading exponents in "dust spot photography" in the North of the island. Some say the actual dots and scratches on the negatives are achieved by the practice of hanging film up on the dark room floor, but, as any of our more advanced students realise, the best effects are created by leaving wet films overnight in vacuum cleaner bags.

Sadly, this interesting and creative style of photography has not found favours with judges in international (or local for that matter) competition, borne out by the fact that on no occasion has one prize or commendation been awarded to any of our photography graduates studying the techniques this year.

Some of the less gifted and less idealistic students have however taken film, learnt to develop it and print it without dust spots and these photos — although nowhere near as interesting as the ones described, have seemed to give the participants in our course some sort of satisfaction.

G.B.W.



CERAMICS

Before embarking on the actual creative process of pottery, a period for both mental and physical preparation is necessary. Known as "wedging", this period involves pounding two lumps of clay together. The exercise serves to strengthen muscles in the arms (and weaken the table) while simultaneously mixing the clay to an even consistency. If the task is approached with enthusiasm, one is so exhausted and numb at its conclusion that little else can be done other than collapsing and attempting to envisage the masterpiece that eventually will be produced. Little wonder that early attempts at pottery rarely reach a height of more than six inches.

Recuperation complete, one now decides which of the various pot building methods should be employed in the production of one's pot.

A substantial amount of "hollow-ware" is produced on the potter's wheel. A lump of clay is dropped onto the wheel from sufficient height to ensure that it does not spin off in free-flight and decorate the walls when the machine is set in motion. The end product relies solely on the way in which one pushes, pulls and squeezes the clay mound, but the characteristic hollow is generally created by poking one's thumb into the centre and pressing outwards. This technique is responsible for the creation of several free-form vases and unique, abstract drinking vessels.

Clay can also be used as a sculptural material to produce solid "objets d'art". As an added bonus to exponents of this art form, a technique known as "ricochet" firing is available. The success of this process is entirely dependent on one's skill at incorporating air into the clay when wedging and potting. The object, when dry, is fired or baked. On reaching a particular temperature, sections of the sculpture will come away from the surface in such a forceful manner that they strike the elements of the kiln and ricochet back, wounding neighbouring pots, giving a "never-to-be-repeated" texture. Normally pottery undergoes two firings. The first, a bisque, enables easier glaze application. The second gives a durable, glass finish to the work. However, so advanced is the "ricochet" method that a single firing is quite sufficient to render any further treatment of the pot unnecessary.



Basketball

Every Thursday afternoon those few faithful basketballers from L.C.C. trundle off to Dowling Street Stadium. After a hazardous bus journey through the streets of Launceston they arrive eager (?) to enjoy a vigorous (?) afternoon. After changing, the troops prepare themselves for a warm up by Steve Hollister. Lay ups begin the programme, followed by five man weaves, which the boys find slightly above their intelligence. Teams are then picked and the battle begins.

Amidst the intense competition we have Steve showing off his expertise at shooting, Caroline Machen attacking the opposition tooth and nail, Nigel Donachie undecided whether to sit on the side with his girlfriend or to play basketball, Mark Daly unable to keep his feet still insisting on running off with the ball and Robert Lyons finding jeans too hot discovered a pair of GIRL'S green running shorts and proceeded to astound us with his modelling ability. The clown of the show is Chris Carpenter who frequently comes out with statements like "stuff him . . . not like that".

Despite the entertainment an enjoyable afternoon is had by all.

Badminton Recreation

Thursdays in Quarters two, three and four saw the weekly pilgrimages of the faithful to that Mecca of the Badminton world, Dowling street, where the devotees engaged in the ancient ritual of the "Swinging of the Racquet".

The members of this "Order of the Shuttle" who ranged in achievement from mere novices upwards, were united by their common goal of being accepted into "the higher order of the sneaky little back-hand drop shot".

This they achieved in varying degrees. The intensity of the rituals often attracted a supernatural presence. This would manifest itself in many ways. For no apparent reason, members would trip and fall to the ground, racquets would mysteriously fly from people's hands, and normally quiet female devotees would feel compelled to scream, shriek and emit hideous laughter.

At the end of each pilgrimage the faithful would change from their holy robes back into sheet clothing and leave with a feeling of accomplishment and satisfaction.

CANOEING — 1980

We originally set out to write a report on our canoeing activities during 1980; but what can you say about Jason Dicker (our "teacher")? Or for that matter our other "teacher" — the L.C.C. student counsellor who shall remain nameless.

It all started off in the muddy waters of that miserable place — that's right — Riverside Dam. Favouritism was shown to the second group who started later in the year. They were allowed to begin their canoeing careers in the slightly chlorinated waters of Mowbray Pool. (At least it wasn't slimy, murky, green and smelly as at Riverside Dam.) Here we were introduced to the various delights of that wonderful sport, canoeing e.g. falling out, falling out, and don't forget, falling out.

We soon graduated to the cleaner waters of Hadspen, to be greeted by the fearful sight of . . . (drumroll) . . . THE HOLE!!! (For those who have never ventured out to Hadspen in a canoe (i.e. all you sane people) the Hole is a part of the rapid that has a nasty habit of tripping us unsuspecting novices in.) However, some of us never got to see it up close. Rats! While watching Helen drift away downstream we learnt many important rules of canoeing.

1. Thou shalt not grab trees (or thou shalt fall in)
2. Thou shalt not roll under too near the shore and plant thy head in the mud (i.e. Jason)
3. Thou shalt have a sense of humour.

All these and many more rules were learnt by the group both through expert teaching (?) but more often by our own experiences. The most important rule of all is: Thou shalt splash Jason back. Many hours of soggy fun were spent at Hadspen, however, we were finally rained out by Winter and Hadspen was drowned. We marched on to Perth. After a near collision with the "Danger, no bathing" sign, we prepared for our first lesson in the Perth rapid with squeals of delight. (Help!) Many a time after a particularly wet lesson, we once modest canoeists amused the passing motorists with our unusual methods of changing by the roadside under towels. (It was either there or amongst the blackberries — ouch!) Mr. Allen, please learn to put your singlet on properly. At Perth we furthered our so-called skills. This was accompanied by frequent shouts of "Rescue".

To be serious, at Perth we learnt to handle ourselves (and our canoes) in trickier situations and began venturing out of the eddies and onto the "big" water. During the course we gained enough confidence to "play" in the rapids and to enjoy canoeing even more. Weekend trips held during the year helped to broaden our experience besides providing a lot of fun. Thanks to B.A. and J.D. from all those who tried canoeing during the year. When you were serious you were a lot of help and when you weren't you made the lesson . . . err . . . interesting.

Maria and Andrea.

BUSH NAVIGATION

During the first and second quarters of this year, Mr. Cassidy, together with Mr. Morton, conducted a Bush Navigation Course.

Out of these meetings came two walks up to the area around the Walls of Jerusalem. The object of these trips being to test the knowledge we had learned during the Course — and to have a great time.

The first walk, on the 21st and 22nd of March, included Matthew Reeves, Peter Wright, Mark Ockerby, Jemima Cooper and Alex Kennedy. The party went to the Daisy Lakes, close to the Walls, an area new to many of us. It was very enjoyable.

On the second trip, we headed to the Walls of Jerusalem, on the Anzac weekend. The party on this trip included Roger Snowball Grimes and his cohort Rodney Frost Bitten Berry, Mark Icicle Ockerby, Peter Wright Below Zero, Alex Ice Cold Kennedy and Phillip Greezing Grey. The weather was very unpredictable and after the first night's camp, the ground was covered with snow. The camp was originally planned for three days, but was cut down to two because of the inclement weather conditions. During the morning of the second day half of the party turned back. However, Mr. Cassidy, Mr. Morton, Rodney, Mark, Phillip and Alex set out to walk as near to the Walls as possible, before meeting up with the other members of the party. There was a light cover of snow near the camp, and as we continued on, conditions worsened.

During the walk we experienced all types of weather, varying from strong gusty snow storms to fine, clear patches of sunshine, during which we were able to appreciate the magnificence and beauty of the area. There were snow-capped peaks and ridges with a complete blanket of snow covering the whole region as far as the eye could see, and this sight alone made the whole trip well worth while. We had an easy trip back to meet up with the other members of the party, interrupted only by some very enjoyable snow fights.

It was disappointing that we weren't able to explore more fully the Walls and surrounding areas — after two attempts. Hopefully, we can persuade Mr. Cassidy to undertake another trip to those elusive Walls of Jerusalem!

Alex Kennedy,
Phillip Grey.

Swimming, 1980

Thursday afternoons in quarters 1 and 4 saw about ten fitness enthusiasts (and others) spending their L. & R. time in the Swimming Centre, Mowbray and Riverside Pools.

Pursuits included the odd lap or eight, experimental diving, miscellaneous relay and towing races, "dog-paddle specials" and avoiding piranhas.

The attempt at "creative swimming" was of course, the highlight of the season! Despite some rather inclement weather and an attempt at mutiny on the bus, the message emerged loud and clear:

"Try swimming; it's a classic experience and keeps you fit, too!"

THE MARK SPITZ FAN CLUB.

CYCLING

This year an exciting, energetic and enthusiastic new group was formed within L.C.C. This dedicated group of masochists, strives for the perfection of the physical body, the conservation of our limited natural resources, the achievement of a cleaner environment, with fresh air to breathe and the elimination of cars. Yes... this is the CYCLING GROUP, which (coincidentally), so far has consisted entirely of females, with the exception of our assistant, Mr. Krusemann. "Our leader" and inspiration to all of us, most dedicated masochist and abuser of inconsiderate male drivers, is Ms. Walter, whose tireless efforts have led us in every direction of the compass and up-hill (more often it seems) than down.

Membership has fluctuated throughout the year, with six students cycling in the "summer" months. During this "warm" time, the group cycled to St. Leonards and Corra Lyn, where we proceeded to brave the icy waters, some with bathers and some with clingy tee-shirts and shorts. This episode was most appreciated by our male participant. It was a very... refreshing time, however, the ride back was against the wind and by the time L.C.C. was reached, most of the cooling effects had dispersed, with many red faces, sweaty bodies and parched tongues. Such is the thrilling life of an L.C.C. cyclist.

During the winter period the group's number jumped up to ten students, which was very surprising because of the weather factor. During the last month or so, it seems that the physical elements were against us, which severely limited our intrepid cycling expeditions.

The group feels that it has made a significant contribution to L.C.C., because as most of you are probably **NOT** aware, the school now has **four** brand new **ten speed** bikes. This **should** enable all members to be able to ride every Thursday, and bikes with gears are a real advantage to be sure. However, we suggest that anyone wishing to join this innovative, creative and productive group should have their own bike if possible, otherwise late enrolments will be relegated to Watson's Heap Mark I, or Clarke's Heap Mark II.

Finally, sincere thanks to Ms. Walter and Mr. Krusemann, whose brilliant ideal it was to start the group up again after years of student physical disintegration.

JOIN NOW... PETROL POWER IS OUT, PEDAL POWER IS IN.

TENNIS

Tennis is a fascinating game and yet, like all sports, can be most frustrating.

It provides an enjoyable exercise which helps to produce healthy, well co-ordinated minds and bodies and is a great social asset.

Tennis, at this college, is organised so that students are able to play a friendly, social or a grudge match against fellow students or teachers. They all appear to enjoy themselves and are quite worn out by the time the bus arrives to take them back to college.

S. Watson.

HORSERIDING

When I let myself be talked, or rather, bullied, into writing an article on horseriding, for this illustrious publication, few memorable aspects of this recreational activity sprang to mind as forcefully as the immediate recollection of the physical pain I underwent as a novice horserider!

At this point, I feel duty bound to qualify the above pessimism by assuring all those enthusiasts who intend to venture forth into the world of saddles, flies and dung, that the pain stays but a short time and that what lasts is the sense of fulfillment that comes from being able to confidently command, and develop a special friendship with, that redoubtable character; the horse.

John Wayne made riding a horse look deceptively easy but as Michele, the proprietor of the Riding School, will assure you, it is in fact a skill which takes hours or years of practice to perfect. To actually ride off into the sunset, you must first know how to groom, saddle, feed and house your means of transport. Michele teaches riding groups how to effect these preparations; one of the most important being how to look after your vehicle after it has been for a swift trot around the countryside.

The word "trot" reminds me that we also had to learn that horses have several gears: they canter in first, trot in second and gallop in third. The trick of course, is to be able to control the gearbox! Believe me this is not easy and so far, speaking personally, it may even be impossible!

I had the romantic idea that once I had negotiated the beast, all I had to do was sit, steer and enjoy. To trot, however, I hope I've got this right, you have to move with the horse. I will not forget for some time Michele's voice booming through the scrub: "Up, Sit! Up, Sit! Up, Sit!" Whilst doing this, the experienced rider, God knows how, manages to keep his feet, both of them, in the stirrups, hold on to the reins, watch where he is going, avoid trees, carry on a conversation with a fellow rider and above all stays on the horse!

All these skills only come with time, yet I am sure all those students who participated in horseriding this year will agree that it was a pleasant and very rewarding experience. Personally, I enjoyed the opportunity to meet and informally socialize with a variety of students whom I have not taught, not to mention a number of horses. Our sincere thanks must go to Michele and her staff whose friendliness and co-operation were only overshadowed by the easy going affection of their stabled inmates.

Donna Brown.



GETTING IT ALL TOGETHER

The title "Community Education Co-ordinator" looks complicated but the business is simple. Anyone who has done the job will tell you that all you have to do is be prepared to be, at different times, the meat in the sandwich, the man in the middle, the psychiatrist-without-a-couch, the lightning-calculator, the stoolie, the ambassador-at-large, the College dogsbody and the friendly neighbourhood hatchet-man. You must, of course, choose the right role at the right time.

An important asset is a good telephone-side manner. When someone rings to ask, "Kin oi doo Beginners' Sanskrit bol corrispondents?" you must decide whether you have a nutter or a hoaxer at the other end and make the appropriate response without laying yourself open to a charge of transmitting offensive material via Telecom.

Last year's incumbent (or as he claims some alleged, recumbent) in the office found that people thought the job was a sinecure — which doesn't mean there's no cure for it.

"Well", they'd say, "what does he actually do, if anything?"

One of the things he tries to do is avoid booking two organisations in for the use of the Assembly Hall at the same time on the same night. That can be an unforgettable experience when they arrive. I haven't forgotten yet. Another matter requiring his attention is the night H.S.C. classes. If there's a History class in room 23, he must avoid booking an orchestra or musical comedy rehearsal into the Hall below.

He is the liaison between the College authorities and the 40-odd (some say very odd) groups of college users. If someone with heavy feet is making life difficult for the person responsible for keeping a polish on a certain floor, then C.E.C. has to sort it out.

He also organises the public participation in Short Courses, advertises courses, take's enrolments, keeps the computer lists up-to-date and prepares the L.C.C. H.S.C. column in "Launceston Week". A major activity in the last quarter of the year is preparing the Prospectus of Night Classes for the next year.

In 1980, the co-ordinator has enjoyed meeting all manner of people — Gun Collectors, Karate experts, Flower-arrangers, Cat-fanciers.

His only regrets are the failure to have a College House established at 23 Margaret Street, as a centre for Community Activities, and the failure to appoint a full-time-on-the-premises caretaker.

AKH.

COMMUNICATING COMMUNITY

The College Users' Association

The inaugural meeting of the Association was held on 28th June, 1978, in the Assembly Hall.

An executive was appointed, consisting of eight elected members and the Community Education Co-ordinator. The purpose of the Association is to represent the large number of groups that use College facilities at night, during weekends and in vacations.

One of the first tasks of the Association was to draw up a Constitution to put the organisation on a rational basis, and to define the powers of the executive and rights of members. For instance, the groups using the College are invited (not compelled) to become members of the User's Association. Membership costs a modest fee per annum, depending on the number of people in the group and how often they use the College.

The fees are put towards improving college facilities, from which students of the college also benefit. A notable recent action of the User's Executive was to vote \$400.00 towards the cost of a "Jupiter" Polyphonic Synthesizer for the Music Department.

A.K.H.

CLUBS AND GROUPS USING THE COLLEGE IN 1980

Arms Collectors' Guild.
The Launceston Players.
The Launceston Male Choir.
Crescent Ladies Choir.

North Launceston Womens Amateur Athletic Association.
Northern Amateur Athletic Board.
The Northern Tasmanian Women's Hockey Association.
North Launceston Athletic Club.
Tamar Athletic Club.
Port Dalrymple Yacht Club.
Newstead Harriers.
The Organic Gardening & Farming Society.
Launceston Floral Art Group:
Field Naturalists.
Tasmanian Conservation Trust.
Launceston Bridge Club.
Launceston Orchestra.
The Northern Tasmanian Youth Orchestra.
Lifelink.
Parents Without Partners.
The Studio of National Dancing.
The Tasmanian Dog Training Club.
The German Shepherd Club of Tasmania.
The Asthma Foundation.
Launceston Repertory Society.
The Yoga Class.
The N.T.F.A.
The Society for Growing Australian Plants.
American Field Service.
St. Cecelia School of Music.
Children's Drama Group.
Karate Group.
Kung-Fu.
The Penguin Club of Australia.
The Toastmistresses Club.
The Launceston Association for Better Health.
The Bass A.L.P. Council.
The Launceston Venturers Scout Group.
Adult Ed. — Keep Fit Class.
St. Leonards Soccer Club.
The Morris Dancers.
Gordennes Netball Team.
The Coca Cola Basketball Team.
The Launceston All-Breeds Cat Club.
Showcard and Ticket-Writing Class.
The Bahai Faith.



Language Study at University

Language study today is not the "dead end" many people consider it to be. A language matriculation and continuation of language study at tertiary level presents opportunity for both travel and for expansion of one's linguistic competence.

Having matriculated in French, German and Japanese, I graduated in modern languages at university, majoring in German and Japanese, and I subsequently gained an Honours Degree in German. In my honours year I was granted a German government scholarship to spend a semester studying at a German University, and upon completion of an honours degree there are again opportunities to spend a full year studying in Germany. Further, undergraduate scholarships, also, offer the chance of two months language study in Germany during the Christmas break.

I am at present furthering my Japanese studies, and am one of two people in Australia taking Korean at tertiary level. The Japanese government and Japanese industry offer very generous scholarships to students of Japanese at both undergraduate and postgraduate levels, and with these one can spend from three months to two years in Japan.

The opportunities for travel offered to language students, aside from providing experience in a foreign country, can serve as a form of "extra qualification" when applying for positions in such fields as the diplomatic service, interpreting, and certain facets of trade, yet perhaps the greatest advantage of language study lies in the fact that one is not restricted solely to English-speaking countries when considering career alternatives.

Richard Niesel



Studying Chinese at University

Four lectures and three tutorials each week, hours of memorizing vocab and late nights slaving over translations and grammar — that is the very least you can expect if you study a language at University. However, it is not as bad as it first sounds.

Learning a language at University is basically the same as learning one at a Matriculation College. For most languages no prior knowledge is needed to begin the course. By the end of the first year you will be expected to reach matriculation level.

While studying Modern and Classical Chinese this year, I have been involved in tutorials concentrating on everyday situations and conversation which help widen the vocabulary and develop confidence in speaking. All language courses offer such study aids as films, books and magazines, which help the languages become less "foreign". These facilities help compensate for the usual problems which accompany learning a foreign language in a classroom situation.

Studying Chinese at University has proved a very stimulating and rewarding experience.

Louise Ratcliffe.

Dear fellow student,

Just a few lines to tell you about the French course I am doing with my Secretarial Studies degree, here in Canberra.

When you do a tertiary degree, such as Secretarial Studies, you have to choose a sub-major. You can choose almost anything you like, for example, Economics, Law, Accounting, Administration or even Russian. I chose to do French Language and Literature as my sub-major because I like French, it add variety to my course, and will no doubt be very useful.

The challenge of learning and mastering a language (no matter what it is), is one of the reasons I like it so much. Also, I've found that doing French gives me a complete break from my other units, which are Behavioural Science and Accounting this semester. The type of work is completely different. For first year French, you have to translate one piece of French into English, and one from English into French every week. We have a conversation hour per week where we read and talk about different topics of general interest. We have one literature class per week where we go over a French novel that we've read and discuss it. This semester we have had a cinema course, in which we viewed different French films. The French Department also organ-

ises different outside activities, such as a camp, films once a fortnight, and plays put on by interested students and teachers.

I have been told by the Careers Officers here that, apart from the obvious advantages of personal development, a language also improves your chance of getting a job. There is no guarantee of getting a job in which you will use your language all the time, but it gives you a definite advantage over other people who do not have this skill. In the face of unemployment, students need to acquire skills, such as a language, that will make them stand out from the rest.

Again, if you plan to travel, a language could be very handy to you. (Saves paying for interpreters — right?) It's just a lot more fun to be able to converse with the "natives" yourself. After all, it's the people that makes the place.

So if you are inclined to think that studying a language is not worth the effort, think again. It is not only a personal asset that can help you get a job, it is useful for travel, adds variety to your course, and more than all that, it is enjoyable.

Yours sincerely,

Karen Thomann.

LANGUAGE CLASS MATURE AGE STUDENT

I attended the beginner's language course for Japanese during 1978 and 1979, my interest having been aroused by my daughter for studying Japanese at both high school and Matric level. Another compelling reason was that my company has the franchise for a popular make of Japanese car, a circumstance which results in many meetings and discussions with Japanese executives and technical people. Hence, a basic knowledge of the language offers obvious benefits, particularly in relation to coming to terms with the culture and thought patterns of the Japanese.

I must admit that as a mature age student making time to study and, indeed, finding the motivation necessary to develop regular study habits, was at times most difficult. However, having made considerable progress since those early beginnings I have this year enrolled in Japanese at H.S.C. level.

Together with my fellow students I have found our two hours weekly Japanese classes to be very stimulating and rewarding.

ALAN COHEN.

本日は
楽しいです

9th really true. 9th June

OVERSEAS STUDENTS CLUB

The Overseas Students Club was formed in term II, as a group that will hopefully facilitate cultural exchange within the college. As L.C.C. receives several exchange students each year, as well as including amongst its students quite a few who are not of Australian origin, it was felt that a club through which these students could get to know each other would be of benefit, particularly where there are problems such as language barriers.

Although the club got off to a late start this year it is hoped that it will provide the basis for an Overseas Students Club in following years. This will probably be of interest mainly to language students, students from other countries, and past, present and future exchange students, but anyone interested is very welcome to come along to meetings and functions.

As an example of Club activities, we held an "International Dinner" near the beginning of III (3rd) term. Dishes from many different countries were cooked by language and exchange students. Twenty-five people sampled foreign cuisine, becoming connoisseurs in the process. As well as the more familiar European dishes such as quiche, pasta, gateau and mousse, there were exotic ones such as sukiyaki, from Japan; gado-gado, a vegetable salad accompanied by peanut sauce, and a rice and beef dish, both from Indonesia; and a spaghetti, mince and cheese combination from Greece.

Other lunch-time activities included lunch-time talks and showing of slides by some of our resident foreign students about their native countries — these were well-attended and most enjoyable.

FROM AMERICA

September, 1980.

Dear Readers,

My name is Nancy Till and I was a Rotary Exchange Student in your school until July of this year.

I am home now, and that's where I am writing this letter. As I sit here, in the house of all my life in the little town of Hackettstown, New Jersey, U.S.A., I recall my year in your State of Tasmania.

At first, things in general were a little difficult. I remember not understanding a single word anyone was saying to me. You probably don't realize, but you have funny accents, and you use different slang.

Well once I crossed that hurdle, life moved along just fine. I enjoyed living with all (4) of my families and each had their own interests to share with me.

It didn't take long either, before I was trekking around your island State. A lot was accomplished in one year, as I think I saw nearly the entire state. Some of my favourite spots were the mountains and walks around Cradle, and all the lovely beaches.

Life in Launceston was somewhat different from the usual for me. First, it was much larger than my own hometown, so I felt, a little lost for a while. Using the city buses was a real experience, as more than once I found myself heading in the wrong direction.

Attending school was one of the real experiences of my entire stay. I came from a school where extracurricular activities were nearly as important as the courses of study, to a school strictly devoted to studying. At first I had thought "Oh no, what did I get myself into", but I had to try. I learned to love Matric and wanted to participate. I once even found myself confronting Mr. Holgate, along with other SRC members, about improving the locker area. (I didn't even really know who he was!) (I do now!).

Well readers, I guess that might give you an idea of what it was like for me. May I also add, that I really didn't like vegetable and riding on the opposite side of the road worried 20 pounds off me.



Thank you for your friendship and hospitality. I will always remember.

I miss you all

Nancy Till,
Hackettstown, New Jersey,
U.S.A.

FROM MEXICO

I am Luis Carlos Ahumada Mascarenas (just try to call me Carlos), from Mexicali, Mexico, just on the border with California.

I arrived in Australia in February, 1980 as a Rotary Exchange Student and started school at the same time as you did. This was quite important for me, since it saved me from being the only new student at L.C.C. As it turned out I made some good friends.

When I first arrived in this country, I became one more victim of the well-known "Language barrier", even though I had been taught English at school in Mexico, and had often travelled around the southern part of U.S.A. (and, by the way, we speak Spanish in Mexico, not "Mexican"). Anyway, I caught up with the language and some of its Australian slang, but I think I've forgotten a few Spanish words.

Before I came here, the few things I knew about Australia were learnt from my Geography lessons, from Australian Exchange Students and from friends of mine who came here a couple of years ago. I also heard the old stories about Kangaroos, but not all foreigners believe that there are "Kangaroos hopping in the streets"!

As I expected, I found differences between Mexico and Australia. For instance, you drive on the left side of the road. No wonder I still fear to cross the roads. I also found the school system very different from what we have in Mexico, but I like both. Even the times for meals and the power plugs are different. Nevertheless, I "reckon" I have adapted to the "Aussie" way of life.

I didn't know many things about Tasmania, either. I wasn't quite sure about what to expect from the wild life, I thought mainly in terms of Tasmanian Devils! But having lived here now, I am not worried anymore.

By the time I leave, I will have visited many important and interesting places in Australia and, particularly, Tasmania. I have spent a wonderful time with all of you and learnt about the people and customs. At the same time, travel has made me realise how good my own country is.

Coming to Australia has also benefited me in the area of human relations. How? Because I've learnt to understand why people act the way they do. This particular knowledge can not be gained from reading or studying, only from the experience of meeting and knowing different people.

This trip to Australia will help me in some other areas of my future life. Knowledge of the English language will be quite an important asset for me in the career I've chosen: Medicine.

I have finished school in Mexico and had been attending the Medical School for a very short time, before I came across the Pacific. Then I realised how great an advantage it would be if I could learn another language: more information sources; a better understanding of people and so forth.

Well, I made my choice and here I am. Everything I have mentioned has been made possible by your help and interest. How can I forget?

For this and everything, thank you very much.

C.A.M.

FROM JAPAN

My name is Shizue Hirano. I am a Rotary exchange student from Kamugawa, Japan, which is a town about the size of Devonport.

One of the first things I noticed on my arrival here was the peace and quiet. Towns here are generally much smaller, fewer, and farther between than in Japan, and transport between them is much less regular.

Another pleasant surprise was the easiness of the schoolwork here. In Japan students go to school on Saturday mornings as well as from Monday to Friday, and students in senior high school do about 10 or 12 subjects. There is a lot of pressure on students to pass their exams, especially on those who want to go to University, as the Uni. entrance standard is very high. The atmosphere at this college is more relaxed and friendly than in Japanese high schools, especially in the relationships between teachers and students.

Besides these differences in education, there are many cultural differences, between Japan and Australia. For instance, young Australians have a lot more freedom than their counterparts in Japan. There, the legal age for smoking, drinking and voting is 20 — although, as in Australia, the first two of these restrictions are sometimes disregarded!

A lot of people ask me why Japanese people always take off their shoes before entering a room. I'm not sure how it originated, but it is a very old tradition and it is considered bad manners not to observe the custom.

I would like to thank all at matric who have made my time here enjoyable — my stay in Tasmania has been an experience I will never forget.

S.H.

The November 19th Movement

Having been absent for the first half of Asian History this year, I can say I wish I'd been absent for the second half as well.

1980's class was a marked contrast from the previous year. Class size waivered from four persons (including San Hearn Brian) to the grandiose total of twelve.

Our reluctant guru attempted to open our minds to the fascinating subject of Chinese and Japanese history but when eloquence failed to move us he resorted to sarcastic eyebrow movements and a rolling of the eyes. However, even these measures sometimes failed to strike terror into the class.

Most students were concerned with issues such as:

"How can a boat be shipwrecked?"

or questions like:

"And what is Brian wearing today?"

and:

"Did the Chinese really invent the dim sim?"

It is to be hoped that no one will exercise his or her "perfect right" to fail and next year's class should be a whole new crop of babes lost in the wood of Mount Fujiyama.

Happy Tokugawa.

M.T.



LAUNCESTON COMMUNITY COLLEGE DEBATING GROUP 1980

This year the debating group had a good deal of success, although they had more losses than wins and were beaten in the semi-finals by Alanvale. Most members enjoyed these formal debates but more popular were the fun Debates organised by Mr. Wilfred (unfortunately absent from photo) just for the members of L.C.C. debating group. As well as some of the usual controversial questions, other more informal debates were conducted on questions such as "What is the exact geological composition of Mr. Ewington?" One side agreed that he was composed of recent volcanic material while the other maintained he was surely of extraterrestrial origin. The two sided question of "Should Malcolm Fraser be allowed to appear on national television before millions of innocent children/should Col Lane be allowed to appear live on stage before hundreds of innocent teenagers?" was heatedly debated, as was the proposal "Tenet is an evil, mind corrupting influence on students".

Some of the best debaters were Maree Miller, who became quite vicious at times, and also Sarah, who was a positive pain. We wish next year's debaters as much fun as we enjoyed and leave them these topics to discuss. "Is there any definite relationship between the L.C.C. Debating Group and the Dodo?" "Do the Dodo, the Tasmanian Tiger and the L.C.C. Debating Group have anything in common?"



BACK ROW (left to right): Leanne Hart, Steven Gavalas.
FRONT ROW: Maree Miller, Andrea Phelps, Mary-Anne Toy, Cheryl Davidson, Lisa Gray, Vicki Turner, A Ring-In.

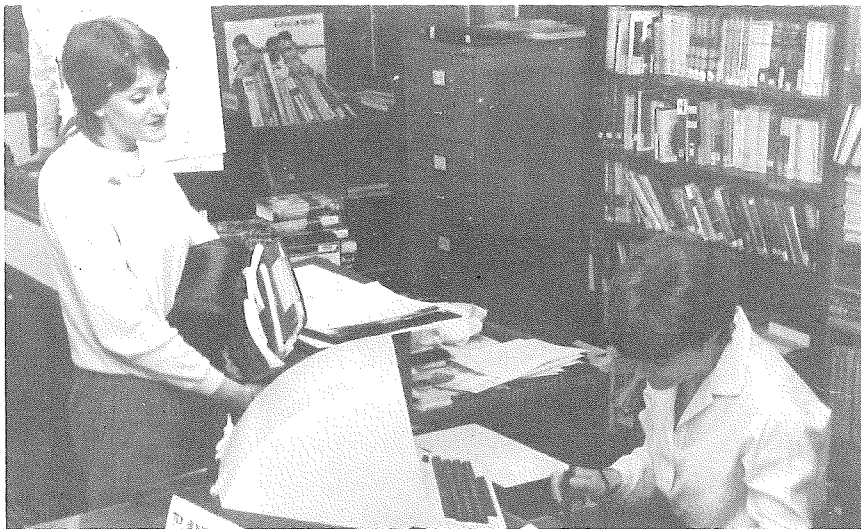
The College Library in The Computer Age

During 1980, the library has continued to be the centre of the Community Education programme, providing rooms, facilities, equipment and resources for use by groups from the community. The library has continued to be open four nights a week to meet the needs of evening students and a number of day students have also taken advantage of this service. This year the library has provided services and facilities to both Technical College staff and students and this will continue to grow in the coming years. The library has extended its services to include External Studies students, and next year these students will continue to avail themselves of the services and facilities offered by the L.C.C. Library.

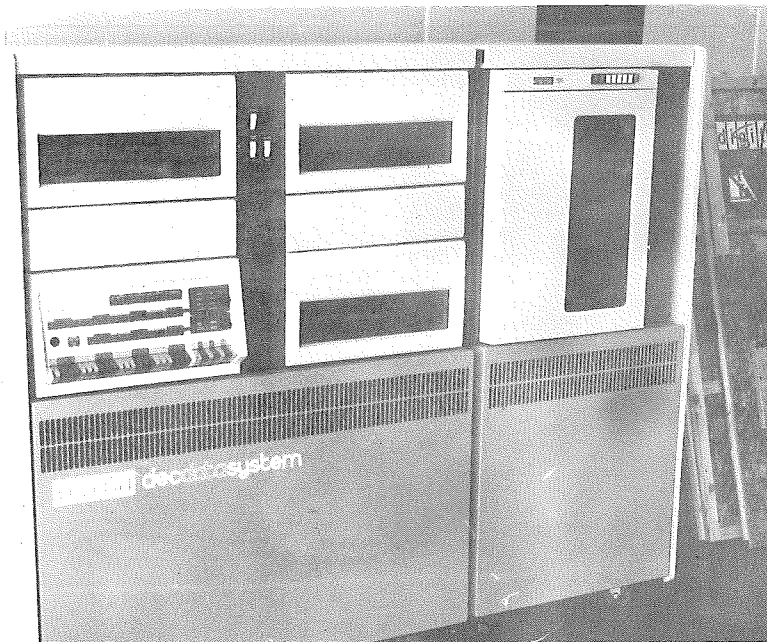
After 12 months of tedious preparation, the computerized borrowing system came into operation on August 18th. After only a week of operation, the computer in Hobart crashed! — back to the manual system for three days! Mr. Johnston assures the library staff that when the new 1170 is installed in Launceston, hopefully during the Christmas holidays, the likelihood of the system "crashing" will be minimized — let's hope so! The computerized borrowing system (CIRSYS) does not entirely suit the needs of our library, and modifications are being made to the programme. However, already the library staff are noticing the effect of the system. Staff are now freed from spending numerous hours recording books which have been returned, thus being able to spend more time assisting students with queries.

Implementation of CIRSYS has involved the removal of all video-cassettes from the A.V. store upstairs, to the library work-room, so that now all materials can be issued from the loans desk.

The library has continued to build up its catalogue of State Library Microfiche, showing the total holdings of materials located in the State and Regional libraries. This year the library has been receiving microfiche of the University of Tasmania's serials collection. This is regularly updated and provides both staff and students access to the periodicals held at Tas. Uni.



COMPU - PU - PU-TER GAMES



Computers and Doorstops

A strange combination you say? Well, not in the following story. As a result of widespread concern over the effect the new technology will have on the employment situation, many students and members of the community are seeking education in computing, with a consequent increase in the number of computing classes. This has meant that our computer, which is a little over one year old now, has been overworked and has had to be replaced.

The new machine, a DIGITAL PDP 11/70, has already been purchased and it

is able to run 64 programmes at once (compared with 40 on our present PDP 11/34). To perform at this level, it needs a very comfortable environment, air conditioned and clean. But providing this means making major changes to its intended home, room 13, and until these changes have been made, the computer sits in the local computer serviceman's office, acting as a doorstop. Who ever heard of a \$170,000 doorstop?

When it is finally made operational, the new computer will link in with five others throughout the state in a network known as TASNEN. This computer network allows all high schools and colleges in Tasmania to have a computer connection. It will also be possible to "ring" the computers from anywhere in Tasmania using an ordinary telephone.

On the local scene, a number of advances have been made in using the computer at our college. These include the computerising of the library, printing of car parking permits, and pictures of young ladies sitting on stools. This is in addition to its usual use by college administration for printing student timetables, class and tutor group lists and reports and statistics. Computer studies students have gained the benefits of an internally assessed project this year and are producing some highly imaginative and worthwhile work. These include using the computer as a word processor, rostering systems for various sports, planet position predictions, code breakers and so on.

As computers find application in more areas, people will learn to use them as they now use cars. It is good to know that Tasmania leads the way in this area of education.

R.J.

TRAINING TODAY'S SECRETARY

The above students in the Secretarial Studies Level III class are systematically following a planned course designed to develop stenographic skills, along with basic understanding of communication, human and public relations, decision making, and business structures.

The effectiveness of the course may be gauged by taking a look at ventures currently being undertaken by students depicted in the 1979 magazine photo. Karen Thomann, for instance, has attained a Distinction in Secretarial Studies in her first Semester at the Canberra College of Advanced Education where she is enrolled for the Bachelor of Arts in Secretarial Studies course. Pamela Giblin is a secretary to the Deputy Administrator of the Launceston General Hospital, and is called upon to act as a general medical secretary at various times. Mandy Goss has enrolled in the WRANS as a Writer (Secretary). Stationed at HMAS CEREBRUS, Westernport, Victoria, she has graduated from "Recruits", and is now involved in "Category" training.

Two other members of the 1979 class, Suzie Patterson and Melinda Shadbolt, are working in the same firm as legal secretaries.

The Secretarial Studies course, when accompanied by three other Level III subjects, leads to advanced studies at the TCAE where students may obtain a studentship for teaching. The subjects completed within the commercial teacher studentship may be used as pre-requisites to a Business Studies course.

As a preliminary to the Secretarial Studies course we offer **TYPEWRITING LEVEL II AND SHORTHAND LEVEL II**. These basic courses provide the student with the pre-requisites for Secretarial Studies Level III, the students being trained in note-taking and typewriting. "Keyboarding" is the term employed for the latter as it is used as a stepping-stone to whatever modern technology demands of today's secretary, e.g. typewriting, word processing etc. There are five electric typewriters upon which the students practise before they proceed to the automated machines. The students have access to a Terminal Display Unit as part of this practice procedure.

We also offer a Short Course in **PERSONAL TYPING**. Two staff members who have taken advantage of this Short Course are Greg Waddle, here seen familiarising himself with the keyboard of his electric typewriter, (is that right hand shaking from speed or concentration), and Geoff Best whose steady application all this year has resulted in very creditable presentations..

Members of the community outside the college are also invited to participate in this short course according to their needs. Among those attracted to it are teachers from other schools, people learning to type as an interest, or maintaining typewriting speeds for preparation to employment. The course also meets the needs of individuals needing physical therapy. Such a person is Mrs. W. Widdowson who, by systematic practice throughout the year, has dramatically improved the use of her fingers after receiving two broken hands.



Heather Strutt, Mary-Lou Taurian, Patricia Holmes, Kathy Dwyer, Kareena Smith
Denise McCarran.



Geoff Best, Greg Waddle and Lucille Hind trying to find the key.

ENGLISH IN 1980

Students of English have been most fortunate this year. As well as numerous films related to the set texts, we had the opportunity to see a live production of **The Glass Menagerie** and to hear two very interesting and informative lectures on Shakespeare by Dr. Margaret Scott of the University of Tasmania.

However, the highlight of the year would be the visit to the College by the prominent poet, Les A. Murray. Mr. Murray's arrival was most fortunate as his poetry is set for study this year.

Students greatly benefited from hearing the poet's comments and opinions on his own work, the inspiration and stimulus for certain poems, what particular images meant to him and, of course, from his own reading of the poetry in the "vernacular".

In contrast to his disciplined work, Mr. Murray was very casual, preferring to sit on a desk rather than the chair provided. He talked at length entertainingly and energetically and willingly answered a variety of questions.

Students responded well to Mr. Murray's easygoing manner, his honesty, sense of humour and dedication to his art. He stressed the importance of reading poetry and regretted the examination process. He felt that students, forced to give opinions on paper, were expected to have a premature understanding of the poetry. He believes that school should bring the individual to a point where reading poetry is a natural and an enjoyable activity. Poetry is not confined to the "dull sociology of humans" but is concerned with significance, pattern and resonance.

Mr. Murray "retired" from traditional occupations at 31 and considers himself a "subsidized industry". Although he doesn't always agree with the critics, he is grateful for the free advertising that they provide.

After his talk, members of the magazine committee asked Mr. Murray some questions to which he replied with characteristic good humour and tolerance. He had turned to poetry for interest, delight and fascination but when asked if he had any advice for budding young poets he replied facetiously. "Don't!" However, becoming more serious he stressed that poetry must be the central thing in the poet's life. It cannot be an adjunct to anything else. Writing poetry is supremely delightful but if one is no good, then the aspirant should have the good grace to give up. He expressed the regret that many don't.

Any potential poet should soak himself in poetry and this includes all centuries and periods. Mastering reasonance is vitally important as is practice, practice, practice.

Mr. Murray spoke positively of some up and coming Australian poets — Robert Grey, Kevin Hart and Geoff Page. He also paid tribute to Ken Slessor, Judith Wright, David Campbell, Bruce Dawe and Geoff Lehmann. He believes that an Australian poetic tradition does exist but it is very subtle. When asked if he was part of this unique tradition, he replied, "I hope so — but it would be immodest to claim too much".

Those who heard Mr. Murray and have read his poetry, recognise that he was being too modest and that Les A. Murray is an artist Australia should be proud of.

1980 was also the year for the very important Third International Conference on the Teaching of English entitled **English in the 80's**. Australia was the host country and during August delegates from many parts of the world gathered at the University of Sydney. Even Tasmania was represented and I was fortunate enough to attend.

The many varied concerns of the conference can best be seen in the titles of the commissions —

1. English teaching and the Multi-cultural environment,
2. Teacher Education,
3. Schools, learners the community and the teaching of English,
4. Assessment and the implications of failure,
5. Language Development,
6. The place of Literature (including children's literature) and
7. Research, the teacher and change.

Many prominent speakers gave papers but basically the conference involved small groups working together on issues that are crucial to teaching today. The outcome of the week's work at Sydney should contribute to the direction English will take in the next decade.

J.M.

A Geography Excursion

It rained as usual on the day of the Geography excursion. We hung about the Redline depot awaiting our coaches which were to take us to the far reaches of Westbury, Deloraine and Meander.

The most exciting occupation on the journey out (besides observing the changing physical environment) was watching Ian Clarke try to blow out the numerous candles on his birthday cake (he is getting on, you understand). He had come along even though he was very ill that day and for that we were grateful.

The next exacting task on our agenda was to sketch land use maps of Meander and visit Chestnut, a dairy/mixed farm.

Lunch followed! The "Huntsmen", a dark, dreary damp hut, was soon crowded with many dark, dreary damp Geography students. Miss Robertson and Mr. Clarke proved very able cooks and hot snags, green apples and orangeade revived the spirits of most.

Our destination after lunch was Deloraine. Here, dire threats were used to get us off the bus. Here, our assignment was to run up and down the main street and record land use.

"Residential, retail, retail, misc., misc., retail . . ." This unpleasant task was done with as quickly as possible. Recovered from our ordeal, after a lengthy rest at a milk bar and loaded up with supplies of chocolates, we roared off in our trusty buses in search of Launceston.

M.T.

Learning Japanese

The sparse knowledge the majority of matric. students have about Japanese has been gleaned mainly from reading "Shogun" or from staring intently at a few, incomprehensible, "squiggly" characters painted on the window of the Chemistry building. (Now, that's an interesting point — why the **Chem.** building?). There is however, a group of students in the college studying the language — a group which, if not exactly large, is at least enthusiastic . . . sometimes. Our long-suffering teacher, Angie Saward, has battled stalwartly all year to get the basics of Japanese into our heads — actually, the grammar's quite easy really, if you just remember that it's nearly always the opposite of what you'd expect. Especially dreaded by Angie were Thursday mornings, and the feeble attempts of her often hung-over level III Jap-class to shake off the last vestiges of sweet slumber and **ANSWER THE QUESTION!** The Phrase of the Year Award goes to "mo ichido ithe kudasai" — could you repeat that please.

In March the level III class was joined by Shizue Hirano, a Japanese Rotary Exchange student, who, surprise, surprise, spoke Japanese perfectly and thus provided a standard on which to model our hitherto strine-tainted accents. All students eagerly entered the calligraphy (Japanese writing) competition held in conjunction with University week. (Actually, we were threatened with mass failure if we didn't). However, despite our misgivings, our attempts proved fruitful, with Mark Buirski winning 1st prize in the Junior Pen section. "Highly Commended" certificates went to Julie-Anne Mackay, Louise Trappes, Carol Gilman, Debbie Eastley, Shizue Hirano and Helen Wagner.

A Japanese Speech Contest was also held during University week, in which contestants had to give a five minute speech. After more threats and cajoling from Angie, I was persuaded to enter; my success in winning the Junior division was no doubt largely due to Shizue's help in writing the speech. I then had the honour (?) of representing Tasmania in the National Finals in Melbourne. The standard of the mainland contestants was very high, as all other entrants had been learning the language for at least 4 years, having begun in 1st year high school. Tasmania seems to be behind in this, as only one high school — Brooks — currently offers Japanese as an alternative to the more traditional, although nowadays no more relevant, French and German.

And now to drum up a little support to swell the 1981 Japanese classes. . . . learning Japanese is interesting, rewarding, fascinating, etc. etc. . . . no, it really is; And it's not difficult, not at matric level anyway. One of the best things that comes out of learning any language is the insight one gains into the minds and culture of the people that speak it.

A STUDENT'S-EYE-VIEW OF CHEM. OPTIONS

Unbeknown to many humanities students, but ever etched in the memories of their more scientific colleagues are the two fortnights during the year when the chemistry department undergoes a monstrous metamorphosis, which has an enormous effect on the daily lives of both staff and students. The staff have a two week holiday while the students are left to sink or swim in a chemical sea, plunged into a maze of chemical theories far beyond the scope of their limited intelligence and allowed to learn by bitter experience how to recognize dangerous chemicals.

After the student has chosen the option which he considers the most challenging/fun/easy/rewarding/dangerous, or the least impossible/suicidal, and has been issued the appropriate assignment sheet, he becomes involved in a highly competitive literature search. The bodies of the weaker brethren are trampled underfoot in the stampede to that tiny corner in the library where reise the sacred volumes beloved by chemists. Once obtained, the recommended texts with their vital information are stashed secretly and jealously guarded.

On the grand opening of the labs at 8.30 a.m. (or whenever the teacher turns up), flocks of eager students rush in, followed by the not so confident and finally, about one-and-a-half weeks later, by the cool experts who have completed most of their option by means of purchases from the option black-market. Amidst the confusion of the struggle for equipment, students rapidly discover that all does not go according to plan and that teachers are mysteriously scarce. Not only do teachers actively avoid giving assistance, they plan assiduously to make it as hard as possible for students to complete their options. Did Mr. Calcraft really have a cold when he was absent for three days? Was it the teacher's fondness for sleep and relaxation that forced the frequent closure of the labs, or were the staff really involved in all those supposed meetings? Was Mr. Younger paid to make sure that chemical supplies ran out? These vital questions were pondered by all chemistry students as they sweated over hot smelly concoctions in the vague hope that they might have some relevance to the options. The opportunity to experiment produced at least one batch of nitroglycerine from two budding terrorists who shall remain nameless because of modesty.

In the last few days, during the final frantic rush to finish on time, the teachers introduced a new ploy to prevent students from passing. This involves a sadistic reminder, at a vital moment in that last, crucial experiment that all students are expected to spend some time washing up the mountainous pile of equipment that has accumulated during the two week party. Students who had dropped on the ground in a dead faint from exhaustion, were not excused from this task.

The story of options does not finish with the closing of the lab-doors at 4.00 p.m., Friday, last day of term, while the teachers pack their bags for sunny Queensland,



A desperate and mercifully anonymous Physics student wrote in his exam that fly weighed ONE kilo. He did not pass but achieved immortality. See above.



students fossic along the bare library shelves for a morsel of information on some obscure topic. (Incidentally, one small volume that is left completely untouched is a book entitled "The Chemistry of Carbon". Students instinctively shy away from this book often seeing the back cover). Toiling away in the library, trying to decipher hastily scribbled, acid-stained lab-notes, the student soon decides that the best way to get a good write-up is to "fiddle" those meagre results. This involves the degrading, but necessary practice of "sucking up" to some genius who passed the year before. Having filled the report with as much scientific-sounding waffle as he can find, the student now has only to make the 9 o'clock deadline for handing it in . . .

Can I help it if I missed the bus?

J.C. & L.H.

WHAT IS HAPPENING IN HOME ECONOMICS?

The Home Economics Department began the eighties by doubling in size (2 x 1 = 2). Unfortunately, the environment has not changed and the temperature of the rooms at 23 Margaret Street is still below zero on most days of the year.

This year the course structure changed to units, and although this system is not entirely satisfactory, it has encouraged students to undertake a very wide range of practical activities, particularly in the needlework area. As well as the usual dressmaking, work has included quilts, curtains, spinning and weaving, embroidery in several forms, smocking, knitting (a new craft for some and very "in" at the moment) and two oversize rag dolls named Chester and Albert.

M.D.

S.R.C. REPORT 1980

Members of last year's S.R.C. may recall the optimistic vision of a Tech-Matric student council for 1980 that grew out of the combining of the seperate colleges to form the Launceston Community College. The Tech S.R.C., however, was only representative of the commercial students — other full-time students were not considering becoming part of an active representative group. Nevertheless, contact with "the other side" has been made on several occasions during the year and invitations to entertainment and sporting activities were exchanged.

The first Community College windcheaters were designed by a graphic art student. This is hopefully a good omen for the beginning of a scuccessful integration between the sections of the college.

The issue which was the chief concern of the S.R.C. this year was the atrocious condition of the locker-room area which is extremely cold and wet in winter months. Mr. Holgate was asked to come and inspect the area in early June. At this meeting Mr. Holgate sympathised with us and promised to do what he could as soon as possible. To date no action has been taken and it is obvious that the students will have to raise a large percentage of the money needed themselves before any financial assistance is made available.

Our efforts in other areas met with more success. As a result of S.R.C. representations the No Parking zone opposite the main gates was widened to allow students to cross Paterson Street in greater safety.

Members of Matriculation College Councils attended the annual Inter-Matric S.R.C. meeting in June. The main grievance expressed by some student groups, much to our surprise, was the apathy of staff members towards student activity, to the point of activities having to be cancelled due to lack of staff support. This made us appreciate the value of the level of communication between student and staff at this college. This has been sustained by staff — S.R.C. morning teas held regularly during the year. The Franklin river scheme was also very actively discussed.

On behalf of the S.R.C., I would like to thank Mr. Clark, Miss Huxley and Mr. Watson for their constant support and assistance throughout the year, and a sincere thank-you to all members of the S.R.C. for their unyielding effort in 1980.

Thank you,
Lyn Fulton.

Facilities Committee

The Facilities Committee this year provided a certain amount of entertainment in the process of attempting to wrest money from our tight-fisted college members. Our first fund raising attempt was the Knobbly Knees Competition which raised more on-lookers than money. A group of unidentified teachers sat behind the stage curtain revealing a set of hairy knobbly, cuddly, excessively hairy and skinny knees. All students had to do was match the names given to the numbers on the knees, but most were content to have a good look.

The next fund raising event was the 5-legged race in which the Facilities Committee offered a series of prizes to induce students to race in fancy dress and raise lots and lots of money. We all know that some staff members tried to take a short cut and thus won first prize, but the eagle-eye judges noted this and they were unsuccessful.

After this the Facilities Committee's bank balance blossomed, and we had to decide what to do with the money.

While still deliberating, the Facilities Committee held the all original count-the-number-of-jellybeans in the jar contest, and a new raffle card game. This involved students paying a pittance or a fortune while the winner was decided by the laws of chance — ie. the winner was picked out of a hat. This created some interest among students especially those with a gambling streak.

The Facilities Committee finally decided that the proceeds would go towards a bike rack to house the growing number of bikes.

S.P.



STUDENT REPRESENTATIVE COUNCIL

BACK ROW (left to right): Kevin Booth, Mark Ockerby, Paula Williams, Tom Kelly
MIDDLE ROW: Stacey Turmine, Scott McCutcheon, Susie Armellei, Lyn Fulton, Karen Boyd, Helen Huxley, Leigh Nicholas, Helen Wagner, Helen Henning.
FRONT ROW: Ian Clarke, Yo-anne Bramich, Maree Miller, Leanne Hart, Sharon Turner, Allan Whitely, Julie Evans.
ABSENT: Simone Bennett.



FACILITIES COMMITTEE

Left to right: Mrs. Montgomery, J. Dicker, Robert Wadley, Fiona Hepburn, Paula Williams, Helen Wagner, Sarah Payne.

Entertainment Committee Report:

This year the Entertainment Committee has been very active, the first of our functions being a Back-to-School Disco held at Night Moves. The disco was well supported with an attendance of approximately 200 people.

Our second Disco included a Bad Taste theme, held in the last week of the first term. Most were dressed in suitable attire, and a good time was had by all. Our biggest challenge came in planning the Matric Market, the first of its kind held in the College. From all accounts it proved very successful with the total sum raised nearly \$200.00.

Following the second Disco was another, this time held at the Olde Tudor Inn, along with Alanvale. Combining a disco with a live band proved popular and total attendance was nearly 500.

Second term saw the presentation of "Matric New Farces" a send-up of that top-rating T.V. show. With well-known celebrities and T.V. personalities Paul Musson, Jim Cox and Doug "Squarker" — not to mention the outstanding talent displayed by students and teachers, the show could not but be a success.

Funds raised were well in excess of \$150.00 and the contest proved to be a real eye-opener, I mean, did you see Shane How's legs, girls? — there's certainly more to Shane than meets the eye! Following "New Farces" was the recent Fancy Dress Disco and apart from an unfortunate incident of vandalism, this evening was also a success.

Plans are now under way for the End of Year Ball, destined to be the Gala event of the year. Thanks to the committee and Secretary Denise Briant for their support and Helene Dawkins, Libby Hamilton and John Lee-Archer for their help and assistance throughout the year.

Julie-Anne Evans.
PRESIDENT.

THE CHARITY COMMITTEE REPORT

We would like to extend our sincere gratitude to the dedicated staff members of the Charity Committee. You know who you are — we don't!

(Mr. Moreton and Mr. Best are excepted — thanks for your help.)

We didn't raise momentus amounts of money this year, or for that matter, hold a great many fund-raising events. In fact, we didn't do much at all, but as they say, it's the thought that counts — and we did a lot of thinking.



CHARITY COMMITTEE

BACK ROW (left to right): Malcom Barrett, Penny Sharpe, Andrea Phelps, Jane Bovill.
FRONT ROW: Karen Boyd (President), Julie Booth, Andrea Quarry (Secretary), Lisa Gray (Co-Treasurer), Mary-Anne Toy, Lynda Pickett, Terese Smith (Treasurer).



ENTERTAINMENT COMMITTEE

BACK ROW (left to right): Lynn Barrett, Paul Chan, Carol Young.
MIDDLE ROW: Caroline Machen, Trindy Gibbon, Janette Moore, Trudi Berwick, Karen Mace, Denise Briant, Julie Anne Evans, Helene Dawkins, Libby Hamilton.
FRONT ROW: Donna Ritchie, Harley Crothers, Rodney O'Keefe, Susan Maloney.

We started the year well by encouraging all resident parents to assemble with their babies in Royal Park. Each family then went through the daily routine of feeding, changing nappies and exercising the baby. They proved to be wonderful parents who, with their care and affection, produced "Happy Families", but best of all, they raised lots of money!

At the end of second term we held a Fancy Dress disco at Night Moves, but to mention that further would spoil the report.

You can be sure, however, that all the money we did raise will go to well-deserving charities and we're sure that they at least will appreciate our efforts.

THE CHARITY COMMITTEE.

Hillcrest Hostel Report

So far as hostel life goes . . . changes for the most part tend to happen slowly, or not at all, complaints being generally absorbed into the decaying woodwork. This year however, the Hillcrest girls have been fortunate enough to witness several improvements in our living conditions.

All rooms have been given a fresh coat of paint, the painters providing a certain amount of diversion during the undertaking of this mammoth task. Still classier, we have also received new curtains! So, have these outward signs of growing affluence affected the everyday lives of the boarders?

The answer has got to be "no" — hostel life, any hostel life — remains pretty much the same. The girls still complain about the food, and frequently indulge in short-sheets, room-wrecking and other "childish pranks". One of our hostel traditions is to repaint the "Hillcrest" sign each year, altering it to "Hillbrest". This year however, the task was unnecessary — the sign had not been altered back from last year. Obviously tradition has at last — got the upper hand — perhaps an official name change is now in order?

This year also saw the arrival of a new matron, who, thankfully, was not the ogre (ogress?) we had feared. The Hostel Board has proved to be our real enemy. Much to the distress of some of the girls it decided in third term to abolish the Wednesday late night pass, a long standing tradition.

Memorable events this year? There have been a few . . . like the informative talk on self defence by a plain clothes policeman, who advocated carrying a sachet of pepper in our handbags, ready to throw at any would-be attackers. Was the following shortage of Hostel pepper really due to an invasion of Purple Pepper-eating Locusts or to the circulation of the rumour that pepper is a valuable aid in slimming?

Helen Wagner.

H. Wagner.

TENET — THE COLLEGE NEWSPAPER

In March, a newspaper committee was formed, with the purpose of producing a college newspaper as an outlet for all those students with journalistic tendencies. Thus it was that during the course of the year, a group of journalistic-looking students armed with large bundles of printed "Tenets" became a recognisable sight around Matric.

The original objectives of "Tenet" — apart from providing the above-mentioned outlet — were to provide for the benefit of college students, an information service/gossip column/bulletin board/bit of entertainment to lighten our dreary lives. (That as at the beginning of the year — now we just print whatever turns up).

Our attempts to encourage readers to contribute articles yielded poor results, so we decided to appeal to the avaricious, mercenary side of the poverty-stricken members of this college by offering \$5 for the best article submitted each issue, and \$1 for every letter to the Editor. However, it must be said that students are obviously not as avaricious as we thought — or maybe not as poverty-stricken — for the trickle of contributions didn't increase substantially. Happily, enough were received throughout the year to include some in every issue.

There were four issues of "Tenet" this year — not a staggering number, but I did say only journalistic-looking students, remember. Anyway, the papers seemed to be enjoyed and appreciated by most people, and with inflation the way it is, 5c a copy is surely a small price to pay for a little light reading during that boring history, physics or economics class.

Our thanks to those students who did contribute, to Mr. Bardenhagen for his guidance especially in the early stages of our careers and to the office staff for their invaluable help in typing and printing.

MUSIC GROUPS 1980

COLLEGE OCESTRA

Violins: K. Hodgman, P. Wadley, D. Giblin.

'Cellos: P. Sharpe, D. Walker.

Flutes: J. Burness, K. Lally, R. Kirkham, L. Reid, C. Hart, E. Jagger.

Clarinets: R. Berry, K. Baldock, K. Peckering, S. Calver, R. Lewandowski.

Saxophones: R. Wadley, A. Leedham.

Percussion: G. Sutor.

Piano: S. Rubi, H. Crothers.

VOCAL ENSEMBLE

S. Arnold, K. Baldock, R. Bellenger, B. Bensemann, R. Berry, D. Brient, J. Burness, L. Goulding, K. Hodgman, D. Mehegan, J. Moore, A. Murray, L. Peters P. Sharpe, T. Smith, D. Walker.

Lions

Youth of the Year Quest

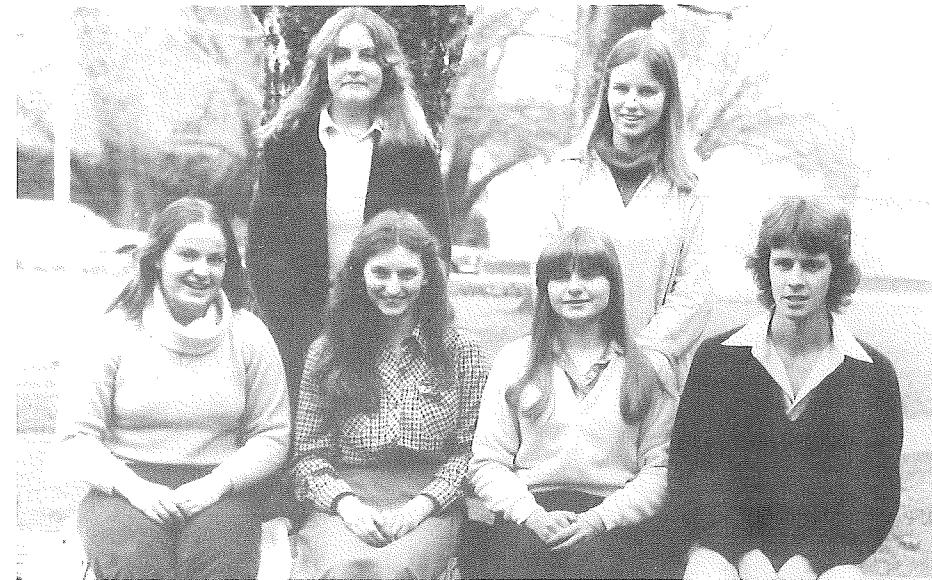
The Lions Youth of the Year Quest, is a competition run by the Lions Clubs across Australia. The competition is designed to allow Australia's youth to reveal their potential for public speaking and personality expression. Until this year the competition has only been for boys, mainly because the Lions association is for men only, and some members thought there were not enough competitions for boys. However, at the last National Lions convention, Tasmania, with the support of some others, introduced a bill which would allow girls to enter the competition as well. Fortunately, the move was successful, and it was quite fitting that Tasmania's representative in this year's national final was a girl.

Most people regard the competition as one purely for public speaking; however, this is not the case. Seventy-five per cent of the marks for the competition are awarded on the basis of a personal interview with the judges, the other twenty-five per cent on the basis of the competitor's performance in public speaking. The public speaking is divided into two sections. In the first section, each competitor must deliver a prepared speech of five minutes duration; in the second two, two minute impromptu speeches. In this second section, each contestant is given a topic and has twenty — thirty seconds to think about it, then he or she must speak for two minutes. This was the most terrifying part of the competition which none of the competitors looked forward to at all.

There are four levels of trials for the successful competitors. Initially there is the club level competition, in which I represented the Riverside Lions Club. Secondly, the regional level, then the state level and finally there is the national final. I was successful as far as the state level and was fortunate enough to represent Tasmania in the national final.

I would recommend this competition for all those who are interested in public speaking and wish to gain valuable experience, while enjoying the company of a terrific club.

Sarah Read.



M.C.C.F.

BACK ROW (left to right): Robyn Pike, Bronwyn Tyson.
FRONT ROW: Kendall Hodgman, Penny Sharpe, Jill Young, David Nightingale.

RAFT

The Rheumatism and Arthritis Foundation of Tasmania (RAFT) was set up to conduct research into these diseases and to alleviate some of the practical difficulties experienced by sufferers. In 1979 RAFT volunteers was initiated as an alternative activity in the Thursday recreation period, following a visit from a RAFT representative. It has functioned again this year and proved most successful. Students go out into the community and help sufferers in their homes. Volunteers (all are girls!) may be asked to mow lawns, clean silver, wash windows, scrub ceilings or visit shops.

Students come into contact with elderly people who are interested in young people and enjoy the company of different faces. The chat over a cuppa could be said to be a more important part of the afternoon than the physical work. Many of the people visited are housebound by their disease and therefore lonely. Approximately a dozen homes have been visited by the twenty-seven girls enrolled in the programme who usually visited in pairs.

Thanks must go to Mr. Moreton, Mr. Healy, Mr. Best and Mrs. Saunders for organizing us and providing transport to addresses supplied by the Foundation.

Terese Smith.

The Common Room and the Gym are popular meeting places for many students.

The games room, being the traditional male stronghold, sees very few girls playing eight ball or table tennis.

The games room does, however, draw enthusiastic players like a magnet. Small problems are easily overcome. One day this year there was only one cue for two eight ball tables. The players at the table without the cue produced a variety of pens and fingers and played on regardless.

The games room houses three eight ball tables and one table tennis table. No problems for table tennis, but between three eight ball tables there are only two cues and slightly less than two sets of balls. Therefore, one table is satisfactory, one table is reasonable and the last table needs recovering. A small ball is swapped between tables to keep the competition even.

The players of eight ball and table tennis are there to play a good game and join in a definitely (almost) males only contest of skill (?) and wits (?) Some players have a bad reputation for fluking and winning over a skilled player. In the trade fluke artists are generally) looked down upon by the skilled players.

Moving down to where the weights are kept, we find three to five young lads. Possibly they know what they are doing, but to me it seems to be a race to see who gets a hernia first.

Still further down we have the Gym. At various times throughout the day teams or small groups will be found down here playing basketball and/or volleyball. There have been times that the two games were going on in the same place at the same time!

R.B.W.

Matriculation College Christian Fellowship

Yes, we have kept our former title, not because we're apathetic students, not as a rebellion against the amalgamation and not as a nostalgic memory, but for the simple reason that C.C.C.F. just wouldn't sound right!

The group began the year poorly, doing little more than debating it's title (already mentioned). After a little organisation and the finding of a vacant room and a convenient day for regular gatherings, our tiny group improved.

Throughout the year since then we have aimed to learn more about Jesus and his relevance to us personally and as a group. Various persons invited from outside the college came to talk on selected topics. We met regularly and analyzed parts of the Bible — discussing and questioning what we read.

David Nightingale.

Parkside Hostel

The reputation of Parkside was placed on the line in 1980, due to the arrival of a new breed of inmates known as "girls".

Upstairs was now strictly out of bounds for the men, yet the girls were free to roam wherever they pleased, much to the men's "apparent" disgust.

The young "housepersons" were hard to understand at the beginning of the year, and this situation became progressively worse.

Seven weeks before the exams, the study tables were confiscated due to the graffiti and Mr. Gaffney encouraged us to study more seriously. Study has now become wide and varied in its nature. Many inmates enjoy watching the bowlers, others the children in the creche and others the drunks in the park. Some even wish to join the drunks in the park.

Requests for a football by the men, were answered five months later by forty new mattresses.

The number of girls upstairs dwindled rapidly, due to some obtaining jobs and others just leaving. The reason for these latter departures is unknown: was it pressure from their place of education, or was it those bronzed Aussies who share the rooms on the bottom floor?

In many hostels similar to ours there are many complaints about the standard, or lack of, food. There are no such complaints from Parkside — no one eats at all.

Overall, however, a spirit of unity prevails at Parkside — everyone believes that by sticking close together the time will pass quickly. The matron and her four subordinates (Mick, Mouldy, Bess and Tank) are all being treated with much more respect due to the savage punishment handed out by them. This is making them happy and a happy housemaster/mistress means happy children? and a good time is had by all, usually.



NEWSPAPER COMMITTEE

Left to right: Kevin Booth, Robin Kirkham, Sarah Payne, Helen Wagner, Kim Murfet, Sigrid Smith, Rodney Berry.
ABSENT: Jemima Cooper, Mark Daley.

FUN - D - RAISING

Matric New Farces

By Mary-Anne Toy

Matric New Farces was an instant success. Crowds of (paying) spectators gathered to see the Entertainment Committee's spectacular, encouraged, no doubt, by Rodney O'Keefe and Julie Anne Evan's rollicking rendition of "I Go to Rio" at a previous assembly.

An official panel consisting of Jim Cox, Paul Musson, Doug Barker, Rod Kilner and Danny Horton (many from "That Other Show" had been persuaded to judge the show. John Lee-Archer performed as com-pere).

A schedule of nine acts was presented, five of which were musical (though in the case of some, "musical" was merely a polite label). They ranged from the off notes of Peter Gax and his sax to the off beats of the Extremes.

David Nightingale alias Pat Ma Sporan easily won first prize with a nostalgic (?) rendition of the Scottish National Anthem.

As mentioned the musical tastes represented were very diverse. The Bitchie Family provided some interesting un-choreography.

Congratulation go to all participants and organizers of Matric New Farces. The Entertainment Committee in providing L.C.C. with New Farces lived up to its name.

MARKET DAY

In the first week of second term, the Entertainment Committee organized L.C.C.'s first ever Market Day. After much organizing on behalf of the committee members, the market proved to be a very successful event on the school calendar. Many stalls sold such merchandise as hamburgers, plants, magazines, pancakes, cordial and popcorn and such edibles as marshmallows, toffee apples and jubes were quickly devoured by the hungry masses.

Attractions included a guest appearance by The Phil Manning Band, who provided excellent music for the afternoon and a junk auction run by our very own John Lee-Archer, who succeeded in capturing the highest possible prices for our very many useless, yet priceless items. Judging by student reaction, the Market turned out to be a major attraction of the year.

Thanks go to the hardworking committee, and special thanks to John Lee-Archer, Helene Dawkins, Libby Hamilton and Shane How.

Denise Briant.

HAIR RAISING

EXAMS

*I opened my eyes on a bright, fresh day,
The sun shone through the window in a
glorious way,
Relaxed, I closed my eyes again and still
I lay,
'Til suddenly I remembered that it was
Dooms Day.*

*The thought flashed through my mind and
I was up in a start,
The day lost all its brilliance, behind a
cloud the sun had passed,
Today is the first day of the rest of my
life,
Will I be a career-girl, or become a house-
wife?*

*It's history this morning and Lit. this
afternoon,
With the beat of my heart, I sense im-
pending doom,
For exams exams I've studied the whole
year through,
Examiners, please be lenient, my future
lies with you.*

Andrea Phelps.

Meanwhile, back in the....!

The Art department building at L.C.C. has been described by one or two perceptive students as a "complex of cow sheds joined together and tarted up with surrealistic motifs". Yes, it is something different I must admit, perhaps rivalling the Penny Royal Complex for sheer visual appeal.

When approaching the art department, the healthy agile student must first successfully negotiate the large puddle, Bob's parked motorbike, Dawn's rusting Austin and having avoided these obstacles keep in mind that there is still Greg's push-bike with its training wheels to trip over.

As one heaves open the heavy wooden door, the uninitiated could be shocked into thinking time had stood still since the dreaded Victorian work-house days, for on the left the visitor can see young, fresh faced ladies and gentlemen, sleeves rolled up, humping great lumps of heavy wet clay, thumping, tearing, and pummeling tem into unusual (to say the least) objects that are carefully dried and then placed in the bowels of the great grey kiln god that grows fat and hums to itself in the corner of the room as it slowly but surely consumes its contents.

Off the entrance hall to the right is, of course, the "Pollock" room. On entry you are immediately impressed with the interesting paint textures being applied to the canvasses, easels, walls, ceilings, floors and sinks. The more pedestrian visitor, not being in tune with current educational trends, might think this room is filthy, but we prefer to think of the studio as having "atmosphere".

There are lots of other rooms in the art block with "atmosphere" but the least said about these the better.

A superficial glance may convince the visitor that little goes on down here, but if one looks in all the nooks and crannies of the entire art complex one could find anything up to five or six students actually engaged on some worthwhile artistic endeavour such as writing music scores, re-constructing the bones of some archaeological find or listening to Bob Dylan records.

And of course no art department would be complete without its own ghost. Greg has growled, Dawn has demanded and I won't tell you what Bob has done . . . but "the thing" just keeps doing it, namely placing its footprint on big sheets of cartridge and MG paper. Perhaps this statement acknowledging its existence may help to lay the "Phantom Plimsol" or "Spooky Bootie" to rest at last.

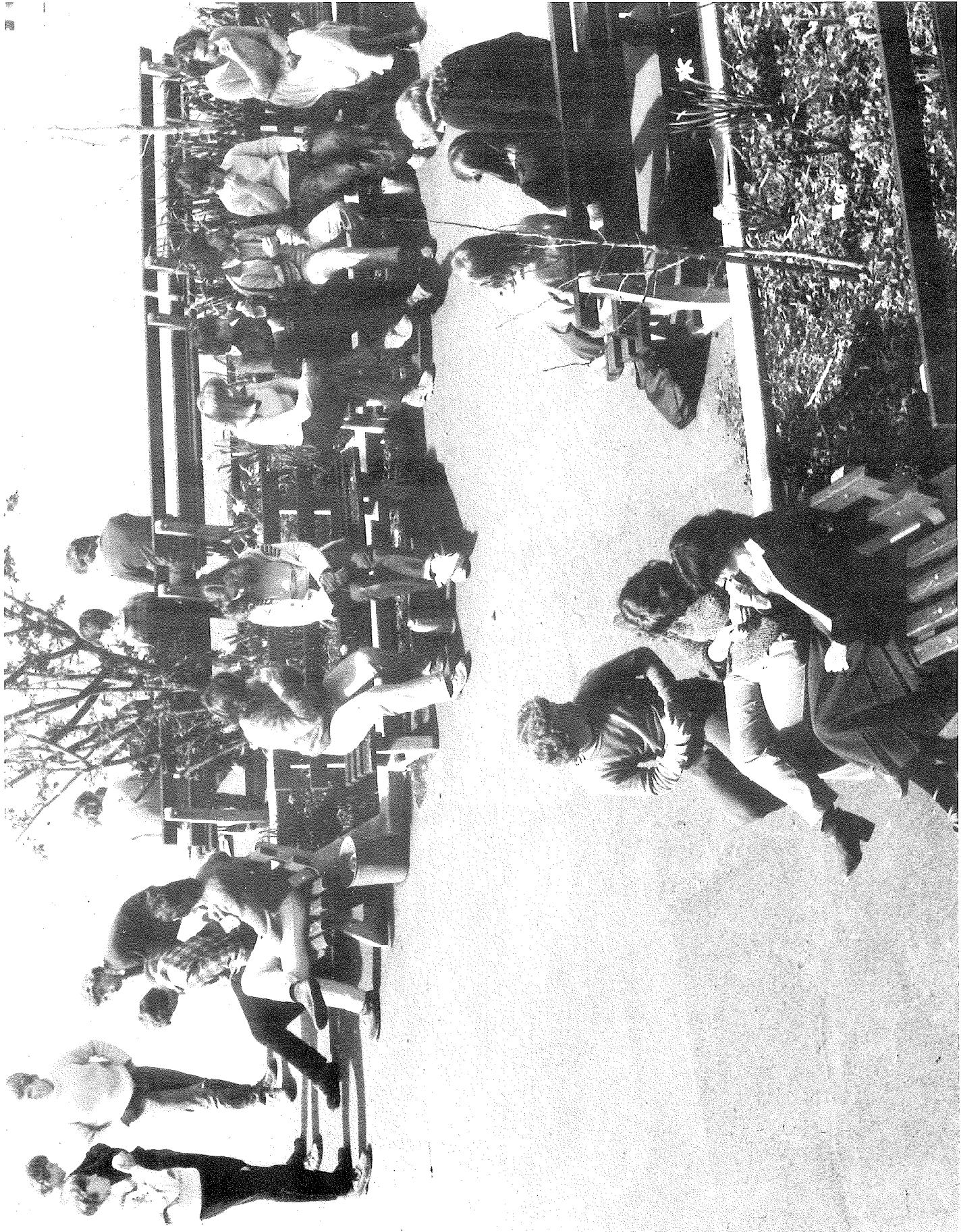
When talking to Bob re our year's turn-over of students, he stated, "Gone are the days when the artist had to struggle. Today it seems if the student messes up his sinature he drops the subject". And, such a lot in fact "Drop Out" during the year. However, the students who have involved themselves with the subject and learnt to cope with the freedom we offer most certainly have gained from the experience.

I have been very impressed with the maturity and self motivation of our true art students. I know they have benefited from the informality of our lessons and have learnt to realise their own aims and objectives; consequently the art work produced and displayed in our end of year exhibition was as varied as the students themselves and of a very high standard.

Greg Waddle.



...ART DEPARTMENT



MUSIC

During 1980 the Music department of the College has again been involved in a number of community activities as well as participation in the Launceston Competitions and college assemblies. Many students have taken an active part in extra-curricular events and have always been keen to become a part of music groups.

Although the H.S.C. course has a strong bias towards historical and theoretical aspects of music, important as these are, there is only limited opportunity for music-making activities within the classroom situation. It has therefore been necessary for H.S.C. students to devote much extra time and effort to this area. Students during 1980 have been extremely keen to do this and have shown dedication towards and a strong affinity with their music.

Several instrumental ensembles, featuring a variety of instruments such as flutes, clarinets, violins, cellos and pianos, the college vocal ensemble, the college orchestra and beginners and advanced guitar sessions have been offered as short courses this year. These have been well attended not only by music students but also by members of the community and non-music students at the college. Individual instrumental tuition has been very capably given by part-time specialists Beris Harding and Matthews Tyson.

Congratulations to all students who have successfully completed A.M.E.B. practical and/or theory-musicianships exams and to all performers in college activities during the year.



INSTRUMENTAL ENSEMBLES

Clarinets: R. Berry, K. Baldock, S. Calver.

Flutes: J. Burness, C. Hart, P. Lane, S. Turmine, K. Lally.

Strings: K. Hodgman, P. Wadley, P. Sharpe.

Pianos: D. Giblin, D. Jensen.



ACTIVITIES DURING 1980

Early in 1979 a number of Launceston's amateur musicians banded together to form the Launceston Chamber Music Club. This group meets monthly to play ensemble music in an informal workshop situation and runs a series of concerts in order to give its members an opportunity to perform to an audience. College students have been involved in the club's activities since its inception and this year have performed in concerts held at the L.C.C. hall in April and August and at St. John's Church in October.

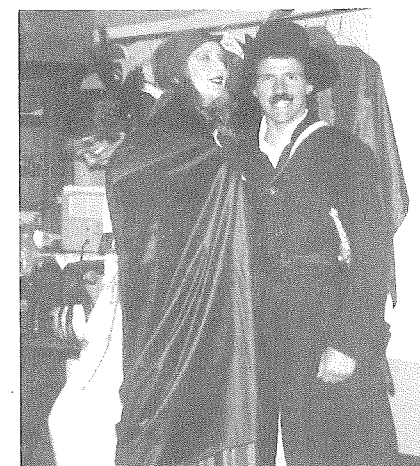
Results in the Launceston Competitions this year were:

Vocal Ensemble (part singing)	1st
Vocal Ensemble (unison)	1st
College Orchestra	1st
Flute Trio	1st
Clarinet Trio	2nd
Vocal Duet, K. Baldock, P. Sharpe	2nd
Clarinet Solo — S. Calver	H.C.
String Group	H.C.
Flute Solos — J. Burness, C. Hart, K. Lally, also participated.	

The Annual College Concert held in October of each year was again a most successful and enjoyable occasion. It was held in the college hall and was the culmination of a solid year's work by all music students, the programme consisting of a wide variety of items, including both solo and group performances.

On the 30th of September music students joined with students from the Speech and Drama and Art departments to provide two hours of entertainment in the Launceston mall. Other activities held during the year in which our students participated were an accompaniment workshop for pianists held by the Tasmanian Music Teachers Association and the annual Northern Tasmanian Youth Orchestra concert in October.

Speech and Drama



OUT OF CLASS ACTIVITIES

At the Launceston Competitions in May Sue Fleming and Christina Coombe received individual awards and Glennis Johnson won first prize for her Related Arts Programme. Kevin Booth and Sue Fleming presented a poetry, prose and movement programme entitled "Alpha and Omega" which was given first place in the Group Interpretation Section.

Five plays and a dance drama were taken to the Deloraine Drama Festival by Speech and Drama students this year and the following students received awards:

Miryna Plakalovic — Best Actress (Open Section) for Maurya in "Riders To The Sea".

Rodney O'Keefe — Best Actor (Senior Section) for Mr. Hardcastle in "She Stoops To Conquer".

Amanda Murray — Best Endeavour (Girl) for Oliver Goldsmith in "She Stoops To Conquer".

Fiona C — Best Sustained Character for Thomas Diaforus in "The Imaginary Invalid".

Susan Wallace — Best Comedy Performance for Dr. Diaforus in "The Imaginary Invalid".

historical study



"A Little More Than Kin, A Little Less Than Kind"

or

Hamlet in a Page

*Hamlet was the King ; Hamlet is his son,
Claudius is the uncle who racked off with
his mum.*

*Hamlet is weary ; Hamlet is sad,
The world's a big manure heap ; it really
is too bad.*

*Unkie did the dirty on Hamlet's noble dad,
Then nicked off with Gertie, what a nasty
cad !*

*The ghost points out the line of action,
But poor Hamlet's conscience is in
traction ;*

*Poor Hamlet, see how he has changed,
He acts, for all the world, as if deranged.
He hesitates, he ponders, he plays for
time,*

*Does he really WANT to avenge this
crime ?*

*But soft ! A brain wave comes to him,
A play ! A play ! The play's the thing . . . !
Ah ! Hamlet, what a mess you're in,
Will filial duty or his conscience win ?
So many questions ; so many views ;
You pays your money and they make you
choose !*

*What of Ophelia, her we must not forget,
Was Hamlet only after . . . all that he
could get ? ?*

*Was the ghost a spirit good or a demon
bad ?*

*Will Hamlet ever get to avenge his poor
old dad ?*

*Will the King permit his conscience to be
caught,*

*Or will Hamlet's mouse trap end with
nought ?*

*Is Hamlet a "moral character" ? But who
really cares,*

*Whether fair Ophelia includes him in her
prayers.*

*The questions fly, fast and thick and
furious,*

*But truth to tell, we're not all that curious.
It's not the story, it's Shane How's wrath
we dread,*

*And but for that HAMLET would remain
unread !*

Emtee and Elgee.

THE STUDENTS' LAMENT (To the tune of "The Rose")

*Some say :
School, school
It is a nuisance
That leads
Us to despair
Some say school
It is a Godsend
That gets us
Out of their hair
Some say school
Is just a Jailhouse
So we don't
Roam everywhere
Some say school
Is necessary
So we
Can earn our share*

*On the days
When it is raining
We like
To stay in bed
So then why
Do all you oldies
Insist we
Get up instead
Don't you know
How much it bores us
And how much
We're filled with dread
So we think
Of holidays
And leave
Our thoughts unsaid*

*But then what next
When school is finished
We've got
To find a job
And it's not
Really that simple
To earn
A couple of bob
Just because
The bosses are picky
And don't appreciate a slob
So don't back answer
To the Oldies
They'll just tell you
To shut your gob !*

Karen McRoberts

The Inner Eye

by Leanne Tennant

*The darkness and void envelop me,
Trapping me and crushing my breath from me.
The solid stillness is eerie ;
My brows pucker at the occurrence
Forming lines on my pale forehead.
The void yields nothing to my groping hands,
Everything slowly moves aside, out of my way,
Eluding and teasing my brain into agitation.
The objects blur slowly, then do not move
any more.
I feel and sense the darkness encroaching on my
body,
Slowly pressing me into nausea and blackness.
My former surroundings are gone,
Replaced by a perpetual blackness
No matter which way I turn my head.
I do not panic or stand and puzzle it out,
For I feel numbed by the cloak of darkness that
I wear.
The very thought of night following night
Had, before, driven me to tears,
But now the night has caught my wanderings,
My senses are shattered and confused,
As I try to grasp the eluding answer
To the present problem.*

*The air begins to relax,
But seems to gather its forces again
To break the sound barriers with a howl.
The wind pushes the flustered clouds,
Driving them together into a black mass,
Blotting out the feeble light from the distant sun.
The wind lashes the darkness and clouds,
Splitting the darkness into shreds,*

*Cutting and fragmenting the clouds,
Then forcing them into a mass again ;
Driving the rain down the shreds of darkness
To fall on the outstretched, darkened land below.
Constantly forcing the salt of the rain
To course down the contours of the barren land ;
Satisfying the land with water,
And washing the air and sky into sudden calm.
The calm plucks at, and drags off slowly,
The cape and hood from my body and mind.
I tentatively listen to the air, the void, and the
stillness,
But they are living calmly.
The void does not seem to stretch as an endless
blackness anymore,
For it stops at a certain point, without ending too
abruptly.
The air is fresh and sweet —
Calling my senses to awareness and enjoyment.
It tingles against my skin,
Chasing the blackness from my features,
Replacing it with a natural glow.
The rays of the sun penetrate the sweet air,
Dancing on my hair and eyes.
The warmth and brightness feel good.
The stillness is contented,
Lying peacefully around me,
Reflecting the sun's glow,
Helping to warm the tranquility I feel.
The darkness is still before my eyes,
But it is not the endless black of a storm,
As it is warmed by the sun on my eyelids,
Making it more friendly
And pointing me to the fact that everything is
not dark.
For the sun is shining, and the gentle breath of
the wind
Caresses my hair and skin,
Delighting my newly-awakened senses.*

The Martyr

*Dawn,
The autumn sun awakens the people,
Its warming rays a source of life,
On a mean bench I sit, untouched by it.*

*The mob gathers,
Waiting for the cart bearing my physical self,
Waiting to mete out its rude justice,
In my mind's eye I stand, untouched by pity.*

*Their hard stares crush me,
I am so close to them all,
Yet untold miles away, I observe,
In the throng I am alone.*

*A truth to remember :
The ignorant hate and fear
That which they don't understand,
They don't know what they do.*

*Savage, unimaginative,
The mob crushes the world to fit to its
understanding.*

*Its loss is my own loss,
Behind a cloud, the truth eludes us all.*

*Little remains,
Before me lie the piled faggots,
Awaiting their destructive role,
Their worshippers, the revolutionary mob.*

*A truism :
The genius threatens the social order
Old or new, it must not be shook
Before me, moments to the end of time.*

Lionel Cooper.

Lionel Cooper.

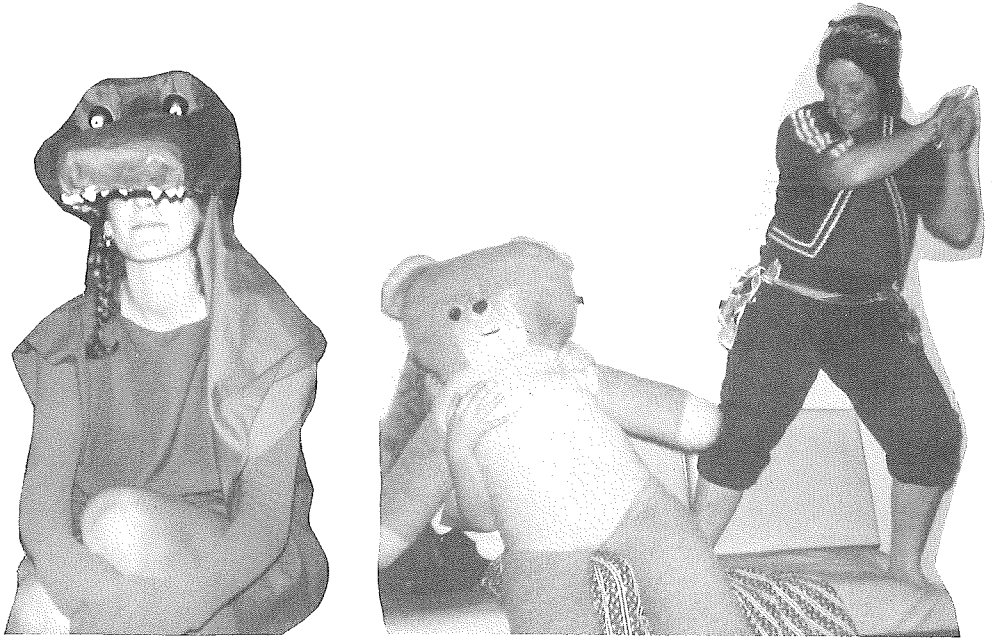
During August, Level III classes gave lunch hour performances of various documentary dramas that they had written and produced. Audiences of L.C.C. students and staff and T.C.A.E. students were entertained by songs, dancing, video and a variety of theatrical effects as well as informative and thought-provoking scripts. Titles included **What Will They Think Of Next** — a look at gadgets in our Society, **I Got It Because I Got It** — sexual exploitation in the media, **Will They Live Happily Ever After?** — disturbing elements in children's literature and **He'd Make a Lovely Corpse!** — a look at life after death.



Children's Theatre Performances

In August Mrs. Dawkin's Level II class travelled to Campbell Town, St. Mary's, George Town Central and East Ravenswood schools to present a thirty minute programme of dramatised children's stories and songs to Grades 1-4. The show was received very well by the children who particularly liked trying on the various costumes and having a ride in Brian the Longhaired Volkswagen. Many of the sets and costumes took a battering getting in and out of the very cramped minibus, but students and sets managed to hang together until the touring was over.

In September Mrs. Montgomery's level III class presented two performances of **Peter Pan** in the College Assembly Hall for visiting infant classes (400 in all). They also ventured into the Brisbane Street Mall on September 30 with some music students to give shoppers and children a taste of **Peter Pan** outdoors. The dance drama **Guinevere** was also presented in the Mall.



COLLEGE ORCHESTRA
 BACK ROW (left to right) : G. Sultor, A. Leedham, S. Rubl, R. Wadley, H. Crothers, R. Kirkham, R. Berry, R. Lewandousky, K. Baldock, S. Calver, D. Walker, P. Sharpe, S. Beston.
 FRONT ROW : P. Wadley, K. Hodgeman, D. Giblin, K. Lally, J. Burness, E. Reid.



VOCAL ENSEMBLE
 BACK ROW (left to right) : R. Berry, R. Bellenger, D. Walker.
 MIDDLE ROW : L. Peters, G. Buchanan, A. Murray, J. Burness, J. Moore, D. Brent.
 FRONT ROW : K. Hodgman, P. Sharpe, K. Baldock, K. Lally.

1,000 STUDENTS COMPETE FOR SPORTS HONOURS

Nearly 1000 students from colleges all over Tasmania competed in the annual inter-college sports carnival in Launceston.

Sports included squash, football, soccer, cross-country running, chess, badminton, basketball, tennis, softball, netball, hockey, volleyball, table tennis and orienteering.

There were two near events this year in orienteering and women's soccer.

Outstanding performances were given by Mark Bryce, of Hobart Matric, who won the orienteering, and Darren Brown, of Don College, who won the 6km cross-country.

There were some excellent golf scores, with B. Hale, of Rosny, winning with a 64.

Hellyer College went through the women's basketball competition undefeated, as did Rosny in the football.

In the quieter sports, Elizabeth Matric won the chess final from Rosny and also won the men's table tennis.

Launceston Community College won seven events, including the women's table tennis, soccer and the men's team golf event.

SQUASH

Final placings, men: Rosny 20 points, LCC 19, Alanvale 19, EMC 8, HMC 7, Don 7, Hellyer 4, Women: LCC 23, Don 17, Alanvale 15, HMC 14, Hellyer 8, Rosny 5, EMC 2.

SOCCER

Men — Pool A: LCC 1 d Don 0, LCC 1 dw Hobart 1, Hobart 6 d LCC 5 (penalties), Hobart 0 dw Don 0, Hobart 4 d Don 3 (penalties), Pool B: Rosny 3 d Hellyer 1, Hellyer 0 lt EMC 10, Rosny 0 lt EMC 7.
Round 2: Don 4 d Hellyer 0, Launceston 2 d Rosny 0. Final EMC 3 d Hobart 0.
Women: Launceston 4 d Hobart 0.

GOLF

Individual scores: B. Hale (Rosny) 64, D. Clark (LCC) 66, C. Wilson (EMC) 69, K. Brazell (Rosny) 69, M. Elliott (LCC) 69, J. Roberts (HMC) 70.
Team scores: LCC 207, Rosny 210, EMC 216, HMC 218, Don 226, Hellyer 230.

CHESS

Elizabeth 1, Rosny 2, Alanvale 3, Hellyer 4, Hobart 5, Launceston 6.

BASKETBALL

Men — Finals: Hobart 18 d Elizabeth 6, Hellyer 10 d Alanvale 8, Don 37 d Rosny 16. Winner: Hobart.
Women — Finals: Hellyer 23 d Elizabeth 12, Launceston 16 d Hobart 9, Rosny 16 d Alanvale 8. Winner: Hellyer.

FOOTBALL

Preliminary matches:
Don 32 d Alanvale 15, Hellyer 40 d Elizabeth 15, Launceston 54 d Hobart 23, Elizabeth 59 d Alanvale 0, Don 38 d Hobart 23, Rosny 78 d Launceston 9, Rosny 62 d Hellyer 15.
Play-off — position 5, 6: Hellyer 6.4 (40) d Hobart Matric 2.7 (19). Play-off for positions 3, 4: Launceston CC 2.2 (14) d EMC 2.1 (13).
Final: Rosny 5.4 (34) d Don 1.2 (8).
Goal kickers: ROSNY: Errey 3, Schofield, Free, DON: Brumby. Best — ROSNY: Free, Christie, Knight, Morton, Schofield, Threlfall. DON: Crawns, Anderson, Rundle, Snare, Millikin.

TENNIS

Men — LCC 0 rubbers 0 sets lt Rosny 6 rubbers 10 sets.
Singles — S. Lord lt D. Drysdale 0-6, 3-6; P. Maas lt R. Wall 1-6, 1-6; P. Adlard lt P. Wall 4-6, 2-6; M. Matters lt B. Drysdale-B. Smith 3-9; P. Adlard-M. Matters lt R. Wall-P. Wall 1-9.
Women — LCC 4 rubber 3 sets lt Hobart Matric 5 rubbers 8 sets.
Singles: K. Dwyer lt A. McKenzie 6-4, 2-6, 3-6; S. Cottrell lt D. Thorne 0-6, 0-6; G. Hearnden lt A. Tidswell 2-6, 4-6; M. Burn d A. Meiglo 6-0, 6-0.
Doubles — K. Dwyer-S. Cottree lt A. McKenzie-D. Thorne 7-9; G. Hearnden-K. Fulton lt A. Tidswell-A. Meiglo 1-9.

BADMINTON

Launceston 1 d Don (forfeit), Hobart 30 d Hellyer 8, Alanvale 25 d Elizabeth 22, Rosny 27 d Launceston 2 17, Launceston 1 30 d Alanvale 2, Rosny 30 d Hobart 17, Elizabeth d Don (forfeit), Launceston 2 24, d Hellyer 19, Launceston 1 30 d Elizabeth 9, Hobart 30 d Launceston 2 11, Alanvale d Don (forfeit), Rosny 24 d Hellyer 18.
Men — finals: Launceston 1 30 d Rosny 21, Hobart 24 d Alanvale 19.
Finals: Alanvale 1 d Don 1 0, Elizabeth 3 d Hobart 0, Rosny 3 d LCC 2, Hellyer 1 d Don 2 0.
Final positions: Hellyer 1, Don 2 2, Rosny 3, Launceston 4, Elizabeth 5, Hobart 6, Alanvale 7, Don 1 8.
Boys — Pool A: EMC 7 d AL 0, Hellyer 2 d AL 0, Hellyer 2 d EMC 0.
Pool B: Don 2 d HMC 0, Rosny 7 d HMC 0, Rosny 2 d Don 1.
Finals: Alanvale 2 d HMC 0, EMC 4 d Don 2, Hellyer 3 d Rosny 2.
Final positions: Hellyer 1, Rosny 2, Elizabeth 3, Don 4, Alanvale 5, Hobart Matric 6.

VOLLEYBALL

Pool A — Round 1: Al 13 d Ho 2 8, He 15 d L1 11, Al 15 d L2 9, He 17 d Ho 2 16, Al 16 d He 12, L2 d Ho 2 5.
Pool B: L1 21 d Ho 1 12, E 20 d A2 13, Ho 1 21 d E 14, L1 21 d L2 1, Ho 1 21 d La 2 5, L1 21 d E 6.
Round 2: A 2 11 d Ho 2 10, L2 20 d E 10, L1 21 d Al 5, H 21 d H1 11.
Final positions: Launceston 1, Alanvale 1, Hellyer, Hobart 1, Launceston 2, Elizabeth, Alanvale 2, Hobart 2.

TABLE TENNIS

Men — Final placings: Elizabeth 1, Launceston 2, Alanvale 3, Hobart 4, Don 5, Eellyer 6, Rosny7.
Women — Final placings: Launceston 1, Elizabeth 2, Don 3, Alanvale 4.

SOFTBALL

Launceston Community College 20 d Hellyer College 19. Best — LCC: T. Cochrane, K. Morris, F. Wing. HELLYER: M. Combs, T. Gee, T. Bailey.

CROSS COUNTRY

Individual results — boys (6 km): D. Brown (Don) 22.26 1; R. Pearn (Hellyer) 25.26 2; P. Koolstra (Hellyer) 27.53 3; N. Duyst (Hellyer) 28.29 4.
Girls (4 km): D. Geier (Alanvale) 18.03 1; S. Harris (Hobart) 18.24 2; L. Prendergast (Hobart) 18.32 3; V. Cronley (Hobart) 19.43 4; M. Harman (Launceston) 20.53 5; R. Craigie (Hellyer) 22.49 6.
Teams: Hobart 1, Hellyer 2.

ORIENTEERING

Individual — boys: M. Bryce (HMC) 1, B. Davoren (Rosny) 2, P. Beardsley (Rosny) 3, T. Lickiss (HMC) 4, C. McKee (HMC) 5. Girls: A. McGuire (Rosny) 1.

NETBALL

Round 1: LCC d Hellyer 1 12-10, HMC d Alanvale 1 4-3, LCC d HMC 3 23-9, Hellyer 2 d Rosny 1 15-13, Don 2 d Alanvale 2 16-3, Don 1 d Hellyer 3 22-4, LCC 3 d EMC 1 20-11.
Round 2 — winners: LCC 2 d Hellyer 2 21-9, Don 1 d LCC 3 17-15, HMC 1 d Don 2 21-9, Don 1 d LCC 3 17-15, HMC 1 d Don 2 19-6, HMC 2 d LCC 1 24-10.
Losers: Hellyer 1 d Rosny 1 27-5, LCC d Alanvale 1 19-16, Alanvale 2 d HMC 3 10-4, Hellyer 3 d EMC 1 13-11.
Round 3 winners: HMC 2 d LCC 2 24-8, Don 1 d HMC 1 10-5, Losers: Hellyer 1 d Alanvale 2 25-5, Hellyer 3 d LCC 13-9.
Winners — final: HMC 2 d Don 1 18-5. Losers final: Hellyer 3 d Hellyer 1 14-12.

HOCKEY

Girls — Pool A. Round 1: LCC 4 d EMC 1, Hellyer 5 d Don 1.
Round 2: EMC 1 2 d Don 1 0, Hellyer 3 d LCC 1.
Round 3: Hellyer 5 d EMC 1 0, LCC 5 d Don 1 0.
Pool B — Round 1: Rosny 2 d Alanvale 1, Don 2 1 d HMC 0.
Round 2: Rosny 2 d HMC 1, Don 2 3 d Alanvale 1.
Round 3: HMC 1 d Alanvale 0, Don 2 2 d Rosny 0.

Basketball

INTER MATRIC

This year L.C.C. was honoured by the presence of a boys team as well as the ever reliable girls. The boys found the competition too much for them with one particular player (Steven Parsons) falling sick on the morning. Tim Sparks filled in and displayed his natural ability of playing everything but basketball. Victor Edwards (who provides the team with height) found himself getting stuffed with every shot attempted. Most frustrating. The boys, despite their heroic efforts, finished seventh.

The girls on the other hand showed how they had benefited from coaching and won three of their four matches only to be finally placed third. Our wins were due to the accurate shooting of Ann Parsons, Jemima Cooper's much improved style and Carolyn Machen's lucky escape from the dreaded five fouls.

All enjoyed the badminton rituals and they will undoubtedly be offered next year. S.J.T.

INTER - MATRIC SOCCER TEAM

This year's inter-matric soccer team had its most successful year in this competition.

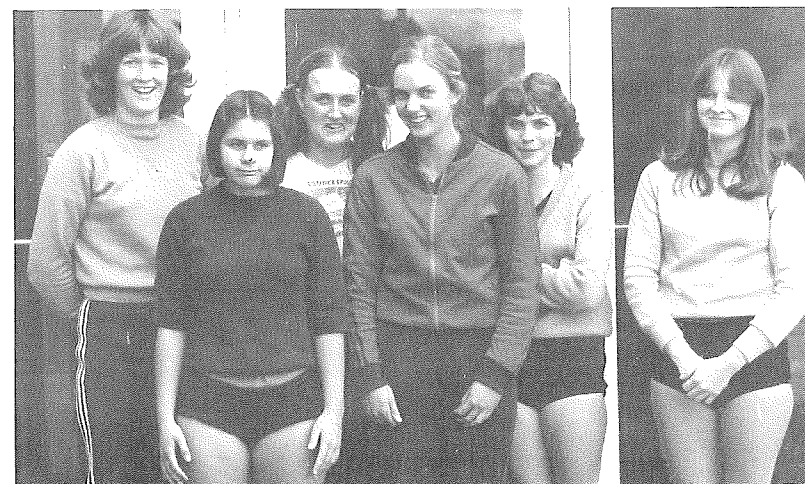
Taking 3rd place this year and being undefeated was most pleasing to all the team members. The team defeated Don College 1-0, Rosny College 3-0, Hellyer College 5-1, and drew with Hobart 1-1. Penalties were taken, as it was a draw, which resulted in Hobart winning 6-5 to go into the final against Elizabeth College. The team's efforts throughout the competition was most outstanding. David Hajdasz was pleased with the great form of Paul Broxton in goal, David Cruse in mid-field and Steven Clark, who was the highest goal scorer for the team at forward position.

Coach, Mr. Calcraft, was very pleased with our performance and the players wish to thank him for his efforts and time in taking the trouble to coach the team.



INTER-MATRIC BASKETBALL — BOYS

BACK ROW (left to right): Michael George, Victor Edwards, Robert Heferon, Nigel Donachie.
ABSENT: Mark Daly, Tim Spark, Stephen Parson.



INTER-COLLEGE BASKETBALL — GIRLS

BACK ROW (left to right): Anne Parsons, Christine Harris, Caraline Machen, Helen Walker.
FRONT ROW: Jemima Cooper, Caralyn Hart.



INTER-COLLEGE VOLLEYBALL CHAMPIONS

BACK ROW (left to right): Michael Bain, Andrew Perkins, David Nixon (Captain).
FRONT ROW: Anita Moss, Cheryl Davidson (Vice Captain), Vicki Turner.



INTER-COLLEGE SOCCER

BACK ROW (left to right): P. N. Calcraft (Coach), R. Bellinger, S. Owen, M. Partridge, P. Broxton, C. Smith, D. Cruse, L. Nicholas, B. Bussey.
FRONT ROW: A. Bird, A. Nieuwhof, I. McClean, C. Bolch, D. Hajdasz (Captain), P. Rosevears, I. Calcraft, S. Clarke, K. Gimpl.



INTER-COLLEGE BADMINTON — 2nd TEAM

BACK ROW (left to right): Frank Brierbauer, Andrew Riddick, Craig Leaman, Peter Van Winden.
FRONT ROW: Linda Hansen, Kim Haines, Sharon Stahr, Mandy Gutwein.



INTER-COLLEGE SOFTBALL

BACK ROW (left to right): Janine Nicholas, Denise King, Fiona Wing, Trudy Cochrane, Cynthia Ranson, Deanne Bowen.
FRONT ROW: Joanne Hudson, Diana Oliver, Kathy Morris.



BACK ROW: Geoff Dean, Ted Wilson, Steven Tristram, Chris Carpenter, Malcolm Crawford, Malcolm Edwards, Scott Chellis, Andrew Harman, Tim Loone, Gary Batt (Captain), Steven Gavalas, Ross Pagdin.
FRONT ROW: Brett Gladstone, Tim Blazely, Paul Hanson, Robert Lyon, Richard Smith, Scott Beynon, Allan Leedham, Andrew Austin (Vice Captain).
COACH: B. Snigg. DEP. COACH: D. Ewington.



INTER-COLLEGE HOCKEY TEAM

Marion Riley, Elizabeth Ion, Yo-Anne Bramon, Barbara Bensemann.
Gaylene McCarrow, Sarah Payne, Liza Gray, Ruth James.
Jillian Badger, Louise Allen, Rosalind Strange, Maree Miller, Heather Strutt.
Goalie: Francesca Siranni.

Women's Soccer

Soccer was the latest male dominion to come under the influence of a woman's touch — or rather women's. The chief dangers in women's soccer appeared to be smeared mascara, broken finger nails and male soccer players. The latter divided their time between leering and sarcastic commentary on our dubious soccer skills.

A new team under the banner of "MATRIC" was formed under the inspiration of one Michael Witheford, ex-veteran of L.M.C. Western Suburbs was once again resurrected under the guidance of Les Nicholas, a current L.C.C. inmate. Having players from two opposing teams on the same campus has produced only friendly rivalry — so far.

Matric and Western Suburbs played very successfully in the women's soccer roster during the season. Both teams also did well in the annual Six-a-side tournament in September, with Matric taking 3rd place and Suburbs taking 2nd place out of nine teams.

Matric's biggest problems were the lack of experience and the difficulties experienced in finding a full team for every game. Great pains were taken to recruit new players.

Our sincere hugs and kisses to our respective coaches and good luck to next year's team.

Mary-Anne Toy.



FIRST EVER WOMEN'S SOCCER

BACK ROW (left to right): C. Duffy, K. Roach, M. Plackolovic, L. O'Brien, S. Funnel, C. Gridley.
FRONT ROW: J. Merrington, L. Hendly, C. Wheeldon, P. Lane, L. Nicholas (Coach).

SOFTBALL

With only the Grand Final left to play, the softball season ended for the school side (Churinga). Despite the obvious handicaps of playing numerous games during the holiday period, the side finished the regular season in 4th place with 13 victories, 4 losses and 1 draw. In the preliminary final Churinga emerged victorious annihilating a weakened Rebels side 23-2. However, the joy was short lived as the Final played an hour later saw Churinga lose 7-3 to Dazzlers, who now meet Robins in the Grand Final. The match was considerably more absorbing than the final score indicates as Churinga led 2-1 after four innings and perhaps inexperience more than anything else resulted in its defeat by last year's Premiers. When one considers that Churinga is constantly faced with a large turnover of players — only three players having played the previous season — this season's effort was superb. One can only speculate on what might have been had ex-Victorian Under 19 State player Kathy Morris joined the team in February following her move to this state. Unfortunately Kathy was informed by school administrators that the school did not have a team, and when the error was realized it was too late to get her into this year's finals. Well, there is always next year.

D.F.N.





NETBALL, MATRIC 1

BACK ROW (left to right): Ian Clarke, Karen McRoberts, Trudi Berwick (Vice Captain).
FRONT ROW: Leoni De Salis, Leanne Hart (Captain), Shon Denby, Julie Booth, Karen Mace.



NETBALL, COLLEGE 2

BACK ROW (left to right): Joanne Bessant, Elisa Dorazio, Andrea Quarry, (Vice Captain), Ian Clarke (Coach), Miryana Plakalovic, Terri Seymour, Amanda Clark.
FRONT ROW: Karen Broadhurst, Liz Johnson (Captain).
ABSENT: Christine Harris, Sue-Ellen Burnett.



NETBALL MATRIC 3

Bronwyn Mills, Andrea Long, Meredith Kerrison, Kay Blackborrow, Lyn Hendley, Janet Ride, Kristin Weeks, Jenny Scott.

NETBALL REPORT

The 1980 netball season saw two "Matric" teams adorning the Hobblers Bridge courts every Saturday in the Northern Tasmanian Netball Association roster. After grading in the first week Matric I was placed in C grade and Matric II in D grade and the teams remained in these grades for the remainder of the season. Leanne Hart was elected captain of Matric I and Trudi Berwick vice captain whilst in D grade Liz Johnson became captain and Andrea Quarry vice captain.

Both teams performed creditably and won more games than they lost. Matric I had more disruptions to its team when they lost players who returned home during the college vacation and examination period and consequently were slightly less successful than Matric II who had basically the same team week after week. Matric I finally finished in sixth place (9 teams) and Matric II once again reached the finals only to be defeated in the first semi final by one goal!

Finally, the two Matric teams and another team composed of students who play netball for other teams completed in the Inter College Sports day in Launceston in late June. Matric I and Matric II reached the semi finals and Matric III were narrowly defeated in the second round of matches by Don College who were eventually runners-up in the competition.

Both teams have again been coached by that versatile Geography/History teacher Ian Clarke. This has been his second season as coach and his lack of fitness during training sessions detracted from his overall performance.

A hard-working and dedicated coach, Clarkie gave us every support throughout the season, and was always present at training, except when important occasions arose, such as the annual haircut. His involvement with amateur football understandably led to some confusion when it came to that very similar game, netball, and such cries as "Come on forwards" and "free kick ump!" were not uncommon in times of excitement or anxiety. His often frenzied and hoarse shouts were matched only by those of Mrs. DeSalis, and their combined encouragement helped us win many games, (well some anyway). Among Clarkie's remarkable achievements for the season were an umpiring debut — obviously as a consequence of his slowly increasing knowledge of the rules, and the hard task of ensuring our survival during the annual staff-student clash.

Nevertheless, with his everlasting enthusiasm, Clarkie was able to see us through a most successful and enjoyable netball (or was it football?) season. Thanks Coach!

The two teams were made up of the following players:

Matric I: Leanne Hart (wing defence), Trudi Berwick (goal defence), Karen Mace (goal keeper), Shon Denby (centre), Leonie de Salis (wing attack), Julie Booth (goal attack), Karen McRoberts (goal shooter), Helen Payne (wing attack).

Matric II: Lis Johnson (centre), Andrea Quarry (wing attack), Miryana Plakalovic (goal keeper), Christine Harris (goal defence), Karen Broadhurst (wing defence), Eliza Dorazio (goal attack), Terri Seymour (goal shooter), Sue-ellen Burnett (utility), Jo Bessant (utility).



TABLE TENNIS

Sabine Gehrmann, Brenda Lockhart Leanne de Jersey, Kathy Goiser.



No. 2 VOLLEY BALL

BACK ROW (left to right): Craig Yates, Hank Van Noord, Julia Pronard, Ian Allen.
FRONT ROW: Matthew Reeves, Graham Tudor (Captain), Alexander Kennedy.



INTER COLLEGE SQUASH

Kathy Lally, Jenny Wiltshire, Katherine O'Shea, Debbie Eastley.



INTER COLLEGE SQUASH

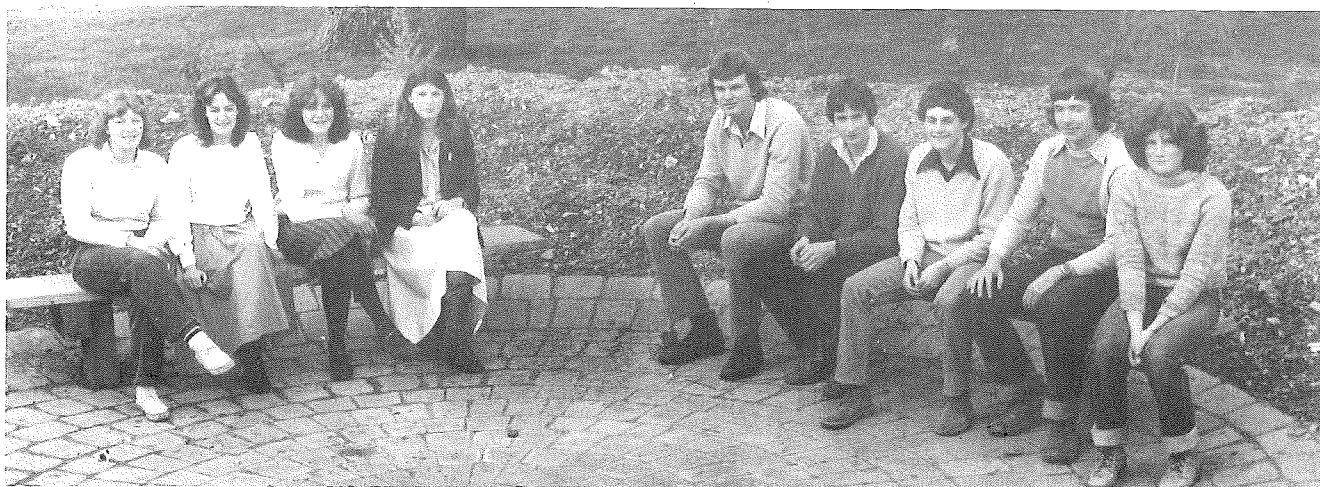
Simon Hilder, Scott Christie, Allan Whiteley, Mark Ockerby.



INTER COLLEGE BADMINTON No. 1 TEAM — CHAMPIONS
 BACK ROW (left to right): Glen Buckingham, Robert Cummings, Neville Flood, Peter Byrne
 FRONT ROW: Sue-Ellen Burnette, Sharon Turner, Kerri Jarvis, Mandy Tubb.



PENNANT BADMINTON
 BACK ROW (left to right): Katherine O'Shea, Lyn Cooper, Lynda Hansen, Gaye Pannan, Kim Haines, Sharon Staehr.
 FRONT ROW: Ann Sculthorpe, Jimima Cooper, Susan Horder, Janine Nicholas.
 ABSENT: Mandy Gutwein, Anthea Klye, Christina Coombe.



STATE REPRESENTATIVES
 Cheryl Davidson (Volleyball), Vicki Turner (Volleyball), Sharon Turner (Badminton), Lisa Gray (Hockey), David Nixon (Volleyball), Grant Wilson (Athletics), Mark Blurski (Table Tennis), Neville Flood (Cricket), Kathryn Mold (Golf).

Hit and Miss



Parents and Friends Association

1980 OFFICE BEARERS

President: Mr. R. F. Mounter.
 Vice-President: Mr. R. Tasker.
 Secretary: Mr. D. Holmes.
 Assistant Secretary: Mrs. J. Montgomery.
 Treasurer: Mrs. D. Clark.

The Executive Committee of the Association is elected each year at the Annual General Meeting held in March; most of the members are parents but Staff and Students of the College are also represented. The committee meets regularly on the second Tuesday of each month and it is at these meetings that the "donkey work" is done so that general meetings can be of a less formal nature.

At the Annual General Meeting in March we held a forum, at which representatives of the business section of the community and students presented their ideas as to what might be expected of the Launceston Community College. The guest speaker at the general meeting in June was Mrs. Pamela Philp, Parent Liaison Officer for the North, who is based at the Launceston Teachers Centre. Mrs. Philp spoke about her role in the Education Department and showed a film, made in Hobart, which showed the wide range of school activities, both educational and otherwise, in which parents are now involved.

The amalgamation of the Matriculation College, Technical College and Adult Education in January 1981, to form the Launceston Community College, posed a few problems for the P. & F. regarding its function and method of operation in order to serve the needs of the wider range of students. It was decided to continue this year in much the same way as in the past, providing assistance mainly to the H.S.C. Campus, but to make facilities such as the canteen available to T.A.F.E. students. A sub-committee, comprising Messrs. Mounter, Tasker, Allen and Cohen was set up in order to consider the problems of amalgamation. Discussions have been held with Technical College and Adult Education representatives with a view to forming a Launceston Community College Council; final decisions regarding this matter have yet to be made.

Money raised by the P. & F. comes mainly from canteen profits but this year funds were swelled by income from a voluntary levy collected during book sales at the beginning of the year; an additional \$816 was raised in this manner. The Association continues its policy to spend money in the same year as it is raised and, in order to make the best use of income, we welcome requests from Staff and Students for financial assistance in areas of importance to them.

This year expenditure has covered:

- Books for the Library
- Laser Model for the Physics Dept.
- Magazine rack for the Staff Room.
- Light pen for the Library Computer
- Light trap for the Dark Room
- End of year prizes for students.

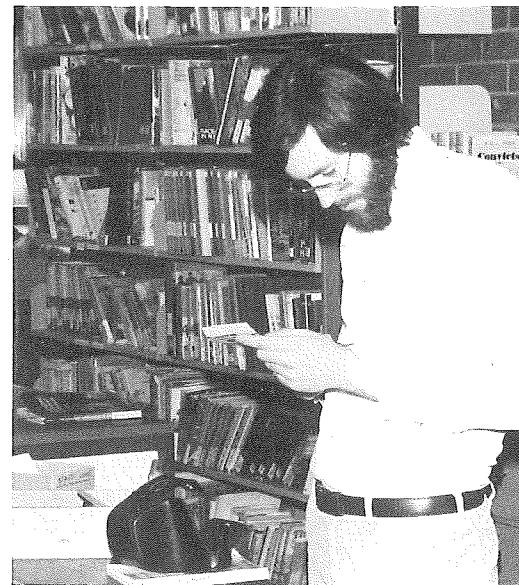
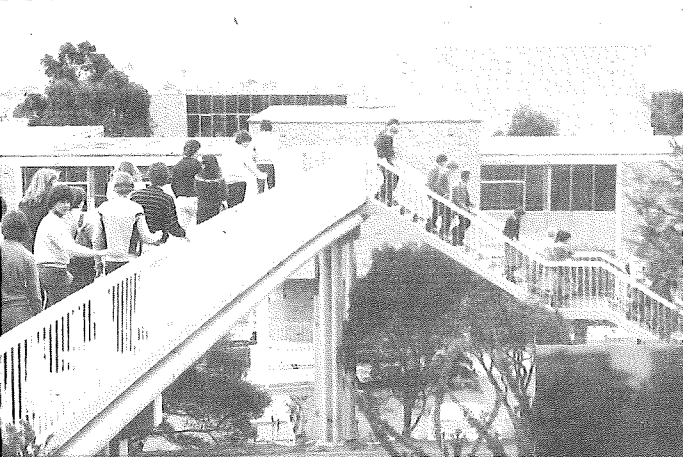
In addition, money has been set aside for the purchase of paintings, pottery and sculpture selected from the display of students' work at the annual Art Exhibition.

1980 has been a hard-working but satisfying year for the Association and we look forward to an equally successful year in 1981.

D. Holmes (Secretary).



OUR COLLEGE CLEANING STAFF
 BACK ROW (left to right): Ken Wallace, Wally Ellston.
 FRONT ROW: Marelene Wood, Bev Padman, Lesley Bird.

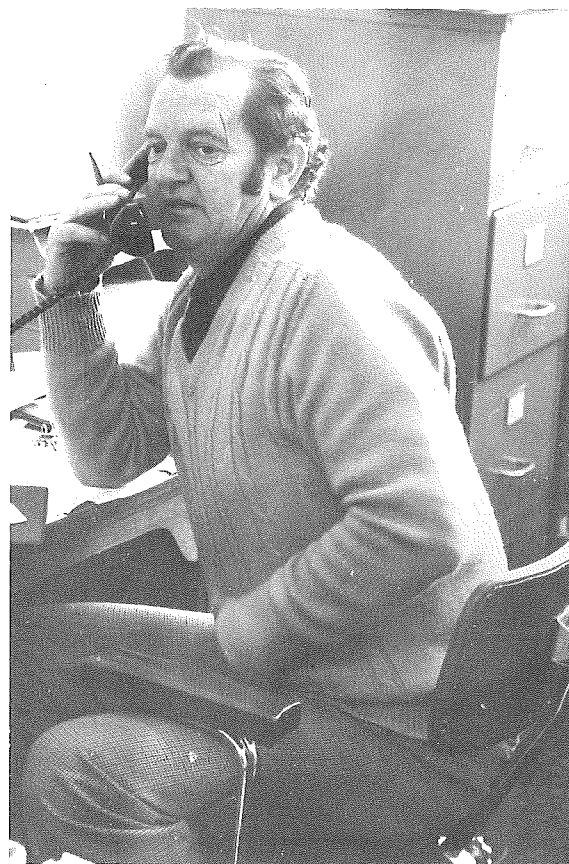


Regards,
Bobby Fisher.

Hmm



ALLOW ME I



AN URGENT CALL I



Whenever teaching gets to me I go into transcendental
meditation, like this I

TASMANIA'S FIRST WOMAN RHODES SCHOLAR

It was recently announced that Fiona McConnell has won the 1980 Rhodes Scholarship and by doing so has marked a place for herself in Tasmania's academic history.

Fiona has just completed a first class honours degree in Zoology and the scholarship will entitle her to study at Oxford, researching invertebrate physiology.

As a student of Launceston Matriculation College in 1974 and 1975, Fiona studied English, Mathematics, Foreign Languages, Geography, Physics and Chemistry. Overall she obtained 4 credits and 3 passes at Level III.

However, she is not only remembered for her success in a broad academic area but for her friendly personality, success on the hockey field and the enthusiasm she applied to all her many activities.

In her college reports, teachers praised Fiona for her originality, high level of perception and a particularly lucid writing style.

By becoming a Rhodes scholar, Fiona has joined the ranks of our most prestigious old scholars. In all, this institution is proud to claim 9 Rhodes scholars.



FIONA McCONNELL

1927	John Ingles
1930	Gollan Lewis
1935	David Barclay
1936	Richard Gandy
1956	Walter Miller
1957	Neal Bluett
1969	Ian Clark
1970	David Ritchie
1980	Fiona McConnell

Of recent Rhodes scholars, Neal Bluett holds the Federal Labor Party's Health portfolio, and David Ritchie is attached to the Diplomatic Service, previously in Rome but now in Canberra.

We wish Fiona an equally successful future in her chosen career.



"AND SO GOOD-BYE...."

It is with regret that Launceston Community College says good-bye to Mrs. Helene Dawkins. For three years, Helene's talents, enthusiasm and energy have contributed greatly, not only in her subject area of Speech and Drama, but to College life as a whole.

Helene has been both vocal and active in organising entertainments, participating positively in numerous committees and assisting with the S.R.C. The latter is not new to Helene, as it was not so many years ago that she, as a student of this College, was a representative and was instrumental in increasing S.R.C. influence.

We wish you well, Helene, and although you are leaving the staff, we know that your association with Launceston Community College will continue.



HELENE DAWKINS



STAFF - 1980

Vice-Principal

Vice-Principal

Heads of Departments :

Art
Biology
Business Studies
Chemistry
Community Education Co-ordinator
Community Programme Officer
Earth Sciences
English
Foreign Languages
Geography
History
Library
Mathematics
Music
Physics
Physical Education
Student Counsellor
Bursar

Subject Teachers :

Art
Art
Biology, Environmental Studies
Biology
Biology
Chemistry, Science
Chemistry, Physics
Computer Studies
Economics, Accounting,
Mathematics
Economics, Accounting, Typing
English
English
English
English, History
English
Geography/History
Geography/History
Geography, English
History, English
History, English
History, Indonesian
History, German
History, Italian
Home Economics
Japanese, Mathematics
Library
Mathematics
Mathematics
Mathematics, Computer Studies
Physics, Mathematics
Secretarial Studies, Shorthand,
Typing
Social Psychology
Social Psychology
Social Psychology
Social Psychology
Speech and Drama
Speech and Drama, English

Laboratory Technicians :

Mr. C. S. Lane, B.Ec., Dip.Ed., M.A.C.E.
Miss M. B. Record, B.A., Dip.Ed., M.A.C.E.

Mr. G. B. Waddle, Dip.Fine Art
Mr. D. Henderson (Acting) M.Sc., P.G.C.E., M.B.O.U.
Mr. G. D. Sutor, B.E.c., Dip.Ed., B.S.I.(Aust.)
Mr. P. N. Calcraft, B.Sc.(Hons.)
Mr. H. Kent, B.A.(Hons.), M.A.Ps.S., M.A.C.E.
Mr. A. K. Healy, M.A.
Mr. D. L. Ewington, B.Sc., Dip.Ed.
Mr. L. F. Bardenhagen, B.A.(Hons.), Dip.Ed.
Mr. A. E. King, B.A.(Hons.), T.Cert.
Miss M. E. Robertson, B.A., Dip.Ed.
Mr. G. A. Young, B.A.(Hons.), Dip.Ed., M.A.C.E.
Miss A. Walker, Dip.T., Dip. Lib.
Mr. I. G. Stocks, B.Ec., Dip.Ed.
Mr. S. Beston, Dip.Ed., B.Arts(Music)
Mr. J. Dicker, B.Sc.(Hons.), Dip.Ed.
Mr. B. P. Watson, Dip.Phys.Ed.(Melb.)
Mr. B. L. Allen, B.A., M.A.C.E.
Mr. G. R. Long, J.P.

Miss D. C. Jones, B.A.(Visual Arts)
Mr. R. J. McMahon, T.Dip.Art
Mr. M. D. Cassidy, B.Sc.(Hons.)
Mr. G. Best, B.Sc.(Hons.)
Miss D. Hoggins, B.Sc.(Hons.), Dip.Ed.
Mr. J. A. Lee-Archer, B.Sc.(Hons.), Dip.Ed.
Mr. M. G. Moreton, B.Sc.(Hons.), P.G.C.E.
Mr. R. G. Johnston, B.Sc.(Hons.), Dip.Ed.

Mr. D. Newman, B.Ec., M.A.T., B.S.I.(Aust. and U.S.A.)
Mr. S. B. Hollister, B.Ec., Dip.Ed., C.Ed., B.S.I.(Aust.)
Mrs. J. M. Harland, B.A., Dip.Ed.
Miss P. Newman, B.A., Dip.Ed.
Mrs. J. MacPherson, B.A., Cert.Ed.
Mr. S. L. How, B.A.(Hons.)
Mr. A. Nieuwhof, B.A.(Hons.)
Mr. R. B. Lewandowski, B.A.
Mr. I. Clarke, B.A.(Hons.)
Miss D. Brown, B.A., Dip.Ed.
Mr. S. J. Harris, B.A., Dip.Ed.
Mr. C. Bennett, B.A.
Mr. B. M. Hearn, B.A.(Hons.)
Mr. H. G. Kruesmann, B.A.(Hons.)
Mrs. E. A. Maletta
Mrs. M. E. Dunphy
Miss A. K. Saward, B.A., Dip.Ed.
Mr. J. Henri, B.Ec., Dip.Lib., A.L.A.A.
Mr. S. J. Watson, B.Sc.(Hons.)
Mr. P. N. Webb, B.Sc.
Miss S. A. Wharton, B.Sc.(Hons.), Dip.Ed.

Mrs. M. G. Stancombe, P.Dip.T., P.Dip.P.S.
Miss R. K. Bourke, B.A., Dip.Ed.
Miss E. P. Hamilton, B.A., Dip.Ed., A.S.D.A.
Miss H. R. Huxley, B.A., Dip.Ed.
Ms. M. R. Walter, B.A., Dip.Ed.
Mrs. H. Dawkins, Dip.T., B.Ed.
Mrs. J. S. Montgomery, B.Ed.
Mr. K. Younger, M.A.I.S.T.
Mrs. W. Godfrey



TUTOR GROUPS 3-4

BACK ROW (left to right) : Phillip Wadley, Rodney Berry, Scott Calver, S.G.B.
MIDDLE ROW : Terese Smith, Katherine Lally, Gaye Panaan, Lucille Hind, Kaye Blackborrow, Andrea Phelps, Lisa De Graaf, Margaret McCutcheon.
FRONT ROW : Bronwen Evans, Barbara Bensemann, Jannette Moore, Jane Burness, Penelope Sharpe, R.K.B. Kathryn Swain, Julianne McKay, Belinda Rossler.
ABSENT : Mark Daly, Coralee Neville.



TUTOR GROUPS 5-6

BACK ROW (left to right) : Chris Bolch, Brendan Dickinson, Robert Trimble, Quentin King, Ian Calcraft, Bill Woodworth, Marcus Morton, Peter Van Winden.
MIDDLE ROW : Robert Lyons, Karen Lyons, Lynn Barrett, Janine Tasker, Jemima Cooper, Guy Feast, Fiona Wing.
FRONT ROW : Gina Jetson, Martina Dilger, Trindy Gibbons, Miss D. M. Brown, Elizabeth Jagger, Joeline Wong, Lucille Peters, Sabine Gehrman.
ABSENT : Paul Chan, Hugh Forehead, Mark Sullivan, P. N. Calcraft.



TUTOR GROUPS 7-8

BACK ROW (left to right) : Lisa Reid, Simon Robertson, Mr. M. Cassidy, Luis Ahumada-Mascareñas, Chris Wilson, Anne Parson.
MIDDLE ROW : Shurle Denby, Allison Ridley, Glennys Hearnden, Ann Axelson, Vanessa Bennett, Margaret Cole, Linda Henry, Helen Payne.
FRONT ROW : Helen Fox, Robyn Loosmore, Louise Allen, Katherine O'Shea, Ian Clarke, Mary-Anne Toy, Lynda Hansen, Catherine Killworth, Dearn Bowen.
ABSENT : Jill Bellinger, Tania Rees, Karen Bartlett.



TUTOR GROUPS 9-10

BACK ROW (left to right): Robert Heferen, Brett James, Gordan Taylor, Malcolm Crawford, Malcolm Edwards, Peter Burrows, J. Dicker.
 MIDDLE ROW: Derek Stagg, Susie Armillel, Bernadette Jones, Andrea Blanks, Susan Maloney, Francis Mounter, Susan Wallace, Aziz Yacoub.
 FRONT ROW: Lindy Goulding, Karen Rice, Karen Baldwin, Amanda, Murray, Denise Brient, Mrs. Helene Dawkins, Lyn Fulton, Wendy Hull, Fiona Crispijn.
 ABSENT: David Clark, Paul Widdowson.



TUTOR GROUPS 11-12

BACK ROW (left to right): Alex Kennedy, Simon Hilder, Ian Allen, Leigh Murett.
 MIDDLE ROW: Darren Skipper, Darren Morgan, Matthew Reeve, Guy Hensley, Jonathon McLean, Bradley Paul.
 FRONT ROW: Louise Bailey, Jane Badcock, Karen Rowell, D. Ewington, G. Suitor, Julia Pronard, Marie Chugg, Lisa Gibbins.



TUTOR GROUPS 13-14

BACK ROW (left to right): Andrea Quarry, Lee-Anne Hope, Tim Spark, Andrew Austin, Richard Smith, Stephen Harper, Leeanne Chapple, Amanda Clark.
 MIDDLE ROW: Joscelyn McBain, Melanie Whish-Wilson, Miryana Plakalovic, Libby Hamilton, Kim Pickering, Annette Smith, Kathy Griffiths.
 FRONT ROW: Selena Springer, Jackie Lockhart, Genevieve Hanslowe, Kim Murett, Jenny Swift, Mrs. J. Harland, Joanne Nash, Jacqueline Scarborough, Carol Young, Kim Gleeson.



TUTOR GROUPS 15-16

BACK ROW (left to right): Julian Ball, Lionel Cooper, Scott Chellis, Brian Hearn, Colin Dilger, Malcolm Barrett.
 MIDDLE ROW: Joanna Bessant, Penelope Williams, Sarah Read, Suellyn Burnett, Leanne Tennant.
 FRONT ROW: Mary-Lou Taurian, Carolyn Hart, Karen Fulton, Selwyn Harris, Wilhelmina Paans, Fiona Hepburn, Pieterella Pouwer, Carmen Lubke.



TUTOR GROUPS 17-18

BACK ROW (left to right): Anne Sculthorpe, Robert Faltyn, Michael Devitt, John Apostolovic, Vaughn Ralston, Grant Wilson, David Henderson, Lynda Pickett.
 MIDDLE ROW: Elizabeth Johnson, Ruth James, Patricia Holmes, Cathy Wheeldon, Maree Miller, Suzanne Horder, Lisa Davis.
 FRONT ROW: Joanne Hudson, Elizabeth Zivkovic, Caroline Higgin, Melissa Gillies, Diane Hoggins, Connie Loupos, Amanda Anderson, Carolyn Machen, Ceri Clark.



TUTOR GROUPS 19-20

BACK ROW (left to right): Robert Furst, Martin French, S. Hollister, Hank Van Noord, Steven Gavalas, Glen Buckingham.
 MIDDLE ROW: Bettina Bierbrauer, Carol Gordon, Francesca Siranni, Rosalie Boxhall, Narelle Beattie, Lynn Cooper.
 FRONT ROW: Terri Seymour, Jenifer Gourlay, Helen Walker, S. How, Nicola Hoare, Peta Lane, Cynthia Ranson, Pauline Romeo.
 ABSENT: Cherylann Davidson, Robyn Neville, Kay Tunney, Kristin Weeks, Michelle Battese, Tracey Howard.



TUTOR GROUPS 21-22

BACK ROW (left to right): Elizabeth Ion, Graham Tudor, Scott Curran, Scott McCutcheon, Peter Wright, Neville Flood.
 MIDDLE ROW: Scot Beynon, Robyn Pike, Helen Huxley, Joann Cruse, Susan Igglesden, Deborah Bradford, Louise Knowles, Carol Gillman.
 FRONT ROW: Katrina Roach, Janet Ride, Eliza Dorazio, Donna Ritchie, Penny Miller, Dawn Jones, Jenny Gregory, Kylie Youd, Paula Smith, Gaylene McCarron.



STUDY GROUPS 23-24

BACK ROW (left to right): Sigrid Smith, Patricia Jones, Roland Gunnarsson-Wiener, Ross Padgin, Jillian Badger, Shane Funnell.
 MIDDLE ROW: Jennifer Hamilton, Amanda Tubb, Janelle Walker, Lynn Davey, Helena Kuo, Julie Bardford.
 FRONT ROW: Anna Di Guglielmo, Colleen Baker, Helen Curtis, Carolyn Duffy, Mr. A. E. King, Roslyn Nougher, Karen Bird, Debbie Moore.



TUTOR GROUPS 25-26

BACK ROW (left to right): Scott Christie, Michael Woolston, Iain MacLean, Frederick Streefand, Christopher Carpenter, Andrew Atherton, Mark Burkitt, Bruce Bussey.
 MIDDLE ROW: Brenda Lockhart, Elizabeth Fair, Diana George, Ward Totham, Mr. J. Lee-Archer, John Jackson, Ian Watson, Meredith Kerrison.
 FRONT ROW: Mandy Gutwein, Angela Alcock, Anne McDougal, Mary Nesic, Mr. H. Kruesmann, Lisa Gray, Lisa Wilkinson, Trudi Berwick, Julie-Anne Evans.



TUTOR GROUPS 27-28

BACK ROW (left to right): Michael Symons, Nicholas Butler, Andrew Riddick, Jody Beven, Philip Grey, Michael Partridge, David Ohlson.
 MIDDLE ROW: Karina Tubb, Miranda Harman, Amanda Hart, Gerdina Oliver, Elisabeth Fontyn, Trudy Cochrane, Lynn Hendley, Barbara Yull, Ian Fulton.
 FRONT ROW: Janine Nicholas, Stephanie Brown, Peter Byrne, Amanda Windsor, Richard Lewandowski, Marianne Smith, Julie Booth, Jane Stronach.
 ABSENT: Jill Macpherson.



TUTOR GROUPS 29-30

BACK ROW (left to right): Martin McBain, Robert Bellenger, Kevin Booth, Victor Edwards, Mitchell Ranson, Neil Morrison.
 MIDDLE ROW: Louise Nieuwhof, Stacey Turmine, Suzi Rubi, Glennis Johnson, Helen Henning, Sharon Decon, Annette Brown, Helen Quarry.
 FRONT ROW: Sarah Payne, Jane Giblin, Penny Scott, Robert McMahon, Mrs. J. Montgomery, Sharon Turner, Kerry Jarvis, Karen Baldock.



TUTOR GROUPS 31-32

BACK ROW (left to right): Peter Maass, Robert Cummings, Andrew Hingston, Kyle Gimpi, Peter Van Peelen, Mark Elliot, Leigh Nicholas, Mark Ockerby, Stephen Brown.
 MIDDLE ROW: Debbie Dobson, Karen McRoberts, Christine Harris, Mike Moreton, Barbara Allwright, Julie Letchford, Gary Batt, Cheryl Davidson.
 FRONT ROW: Louise Anderson, Karen Mace, Katy Gunn, Denise McLarron, Dave Newman, Rosie Heathcote, Karen Jones, Danielle Olding, Vicki Walker.



TUTOR GROUPS 33-34

BACK ROW (left to right): Richard Kuo, Marshall Cullen, Craig Leaman, Nicholas Arnold, David Nightingale, Robert Habel, Thomas Kelly.
 MIDDLE ROW: Jillian Young, Angela Jenkins, Yo-Ann Bramich, Margaret Robertson, Sally Kerrison, Leanne Smith, Katrina Hodgetts.
 FRONT ROW: Kendal Hodgman, Janice Wagner, Megan Dubury, Debra Orpwood, Albert Nieuwhof, Robyn Mayne, Mabelle Wright, Sally-Anne Rabe.



TUTOR GROUPS 35-36

BACK ROW (left to right): Paul Broxton, Andrew Harman, Timothy Loone.
 MIDDLE ROW: Mark Buirski, Susan Johnson, Angie Saward, Tracey Dunham, Byron Williams, John Neville.
 FRONT ROW: Elizabeth Rainbow, Louise O'Brien, Carolyn Street, Kim Haines, Bronwyn Lowe, Mary Stancombe, Louise Chaplin, Maxine Waddingham, Helen Wagner.



TUTOR GROUPS 37-38

BACK ROW (left to right): Steven Hawkins, Brett Stephenson, Mr. S. J. Thollar, David Walker, Andrew Burn, David Loone.
 MIDDLE ROW: Alan Lorimer, Paul Fox, Stephen Clarke, Ken Davern, Michael George.
 FRONT ROW: Peter Rosevear, Debra Jensen, Karen Broadhurst, Mr. I. G. Stocks, Therese Hidding, Marion Riley, Ruth Zalotocky.



TUTOR GROUPS 39-40

BACK ROW (left to right): Kristin Weeks, Jenny Scott, Rodney O'Keefe, Michelle Turner, Susan Arnold.
 MIDDLE ROW: Meryl Lockhart, Michelle Hilton, Margaret Walter, Kathy Saunders, Jacqui Saunders, Simone Carnicelli, Linda Bates.
 FRONT ROW: Dianne Giblin, Tania Webb, Heather Strutt, Harley Crothers, Greg Waddle Vicki Turner, Leonie De Salis, Elizabeth Reeman, Amanda Kelly.



TUTOR GROUPS 41-42

BACK ROW (left to right): Stephen Owen, Ken Nixon, Geoffrey Dean.
 MIDDLE ROW: Mark Mattes, Paul Hanson, Philip Bowen, Stephen Lord, Alan Whitely.
 FRONT ROW: David Beveridge, Kathy Gaiser, Lynne Woodhouse, Paula Williams, Paul Webb, Jan Williamson, Roslyn Smith, Leanne Hari, Andrew Bird.
 ABSENT: Jane Badcock, David Calvert, Stephen Watson, Kathy Morris, Craig Byrne, Anthea Kyle, Kendall Crocker, Steven Lockwood, Stephen Tristram.



TUTOR GROUPS 43-44

BACK ROW (left to right): Brett Gladstone, Robin Kirkham, Tim Blazely, Patrick Adlard, Ted Wilson, Tony Lees.
 MIDDLE ROW: Bernie Nielsen, Mandi Banks, Susan Wharton, Brenda Chilvers, Kathy Mold, Cathy Branch.
 FRONT ROW: Kareena Smith, Jane Bovill, Heather Beattie, Graeme Young, Karen Boyd, Carolyn Reid, Sally Doyle.



*ALL
CREATURES*

and



small

GREAT