

DOPISNA
DELAVSKA
UNIVERZA

UNIVERZUM p.o.

Slovenian Schools Committee
of N.S.W.
P.O.Box 1080,
Parramatta, N.S.W. 2150
AUSTRALIA

CENTER ZA IZOBRAŽEVANJE / ZALOŽBA — UČBENIKI
— UČILA / CENTER ZA SAMOUPRAVNO NORMATIVNO
DEJAVNOST / TISKARNA / RAZMNOŽEVALNICA / KOMERCIALA

61000 Ljubljana, Parmova 39, telefon: 312-133,
p. p. 106, tekoči račun 50102-603-48059

številka: **kom.-203-III**

datum: **31.3.1983**

predmet:

LETALSKO!

Na računu, s katerim smo vam poslali naročena učila smo
izpustili naš devizni račun. Prosimo, da ček naslovite
na DDU UNIVERZUM Ljubljana, devizni račun US\$ 010-7210-
-421-5096/2 pri Ljubljanski banki Gospodarska banka
Ljubljana.

V pričakovanju nadaljnega sodelovanja, se priporočamo,
in vas lepo pozdravljamo.

Vodja oddelka III:


Metka Miselj

26 AUG 1983

SLOVENSKO AKADEMSKO DRUŠTVO



SLOVENE GRADUATES ASSOCIATION

C/- 26 Lloyd St.,
Bexley, N.S.W., 2207

Mr. Vladimír Menant
Hon. Secretary
SLOVENE SCHOOLS CITTEE OF N.S.W.
4/- 22 Harris St.,
Fairfield, N.S.W., 2165

25 / 8 / 1983

Dear Mr. Menant,
re: Slovene Matriculants Ball 1983

I wish to advise you that our
Association formally asked the Tringlow
Club at Canley Heights, N.S.W. for their
hall to organize the above event.

The copy of the letter to them is
attached herewith.

Yours truly,

G. Jozina, Secretary



SLOVENE GRADUATES ASSOCIATION
SLOVENSKO AKADEMSKO DRUŠTVO

c/- 26 Lloyd St.,
Bexley, N.S.W., 2207

Mr. Karl Pelcan
Hon. Secretary
TRIGLAV CLUB
P.O. Box 61
Pawley Heights, N.S.W., 2106

25 / 8 / 1983

Dear Mr. Pelcan,
Re: Slovene Matriculants Ball 1983

At a recent meeting of the Slovene Schools Committee of N.S.W. at Merrylands our Association was chosen to organize a ball for the above mentioned Ball. As we do not have suitable premises we kindly ask your Club if your fine hall could be available for this purpose on Saturday evening, 19th of November, 1983.

We shall be pleased to hear from you soon and to discuss in event further pertinent arrangements.

Yours sincerely,

J. Hojnik, Secretary



SLOVENSKI ŠOLSKI ODBOR ZA NEW SOUTH WALES

Peti - jubilejni - maturantski ples

8 DEC 1983

Sobota 19. novembra 1983 s pričetkom ob 7h zvečer
v dvorani kluba Triglav, Brisbane Rd., St. Johns Park.

Organizator prireditve: Slovensko akademsko društvo.

Pri kulturnem sporedu večera sodelujejo :

- a) Folklorna skupina Slovenskega društva Sydney
PLANIKA [starejša in mlajša skupina]
- b) moški pevski zbor Triglav.

Spored: Začetek točno ob 7h :

Avstralska in slovenska himna [P. Kropčič]
"Gaudeamus" - Moški pevski zbor Triglav
Slovesni vstop maturantov
Nagovor predsednice SŠO - O. Lah
Predstavitve "malih" maturantov in
razdelitev priznanj
Nastop folklorne skupine [starejše]
Nagovor učiteljice maturantov - M. Ličan
Predaja plaket in knjig SIM - zastopnik SAD
Predaja "ključa"
Zahvala maturantov
Zahvala SŠO učiteljicam
Nastop folklorne skupine Planika [mlajši]
Zaključne pesmi Triglavskega zbora [3]
Zaključek - vabilo na družabnost.

Sprejete obveznosti:

Dvorana in glasba - Slov. akademsko društvo
Sprejem gostov - Slov. akademsko društvo
Okrasitev odra - ga. Mirjam Sušnik
Pogostitev častnih gostov - klub Triglav
Tisk vstopnic - tajnik SŠO
Oskrbna plaket - F. Brežnik
Knjige SIM - ga. M. Ličan
Reklama - J. Čuješ
Spored večera - J. Čuješ
Nastop maturantov in "malih" maturantov - M. Ličan
Nabava sopkov - SAD.

Za SŠO: [signature]
10. NOV. 1983

The President of the Slovenian
Schools Committee of N.S.W.

^{together with}
The President of the Slovene
Graduates Association

request the pleasure of the company of
Professor & Mrs. Fr. J. Dunston

at the fifth jubilee ball for the Slovene
H.S.C. candidates
on Saturday, 19th November, 1983
at 7 p.m.

at the Triglaw Community Centre
at 19 Bibbys Road, St. Johns Park

Dress: Informal

Secretary S.S.C.

The President of the Slovenian
Schools Committee of N.S.W.

^{together with}
The President of the Slovene
Graduates Association

request the pleasure of the company of

Mr. & Mrs. Peter Dooley

at the fifth jubilee ball for the
Slovene H.S.C. Candidates
at 7 p.m.

on Saturday, 19th November, 1983

at the Triglaw Community Centre
at 19 Bibbys Road, St. Johns Park

Dress: Informal

Secretary S.S.C.



PARLIAMENT OF AUSTRALIA • THE SENATE

OFFICE OF:
SENATOR MISHA LAJOVIC

COMMONWEALTH PARLIAMENT OFFICES
AUSTRALIAN GOVERNMENT CENTRE
CHIFLEY SQUARE, SYDNEY, N.S.W. 2000
TELEPHONE: 221 2700

8 June 1984

Mr. A. Breznik,
21 Judge Street,
RANDWICK, 2031

Prof. Breznik

You will remember that I discussed with you the matter of Slovenian language teaching at Macquarie University.

Subsequent to that, I wrote a letter to the Professor in charge of the School of Modern Languages at that University, copy of which is attached.

Today, I have received letter of reply from Professor Boesch and Dr. Peter Hill, also. For your information, I am attaching copies of both of those letters.

I would also like to tell you that I have tried, and tried more than once, to contact Thomas Mozina, but unfortunately without success.

I would be obliged if you would bring those three letters to the attention of the Committee of our Community interested in that matter.

Yours sincerely,

Misha Lajovic

(Misha Lajovic)
SENATOR FOR NEW SOUTH WALES



AND GLADLY TEACH

MACQUARIE UNIVERSITY

NORTH RYDE NEW SOUTH WALES 2113
AUSTRALIA
TELEPHONE: 888 8000

SCHOOL OF MODERN LANGUAGES

5th June 1984

Senator M. Lajovic,
Commonwealth Parliament Offices,
Chifley Square,
SYDNEY N.S.W. 2000

Dear Senator,

Thank you for your letter of 28th May. I have discussed it with Dr Peter Hill, who is in charge of South Slavonic languages within the Slavonic Studies Section of the School of Modern Languages. I understand that Dr Hill has already provided you with a detailed statement of the issues involved.

As Dr Hill has no doubt informed you, there is no suggestion that Bulgarian should be introduced on the same scale as those languages for which special funding was provided by the Tertiary Education Commission. The question of Bulgarian is still under discussion but it is envisaged that a subsidiary unit in the language might be introduced, mainly for historical reasons, in 1986. The final decision on this matter and on the question of which additional languages should be introduced will depend partly on the findings of the committee that is at present reviewing the School of Modern Languages and the extent to which funding for the teaching of community languages is continued into the next triennium.

If sufficient funding is not provided to enable Slovenian to be introduced, perhaps the Slovenian community itself could be encouraged to provide some assistance. As you probably know, the teaching of Ukrainian was begun at the University this year, and this is being totally funded by the Ukrainian community.

We are grateful for your interest in our new venture into Slavonic Studies and trust that it will continue.

Yours sincerely,

K.J. Goesch
Professor of French
Head of School of Modern Languages



MACQUARIE UNIVERSITY

School of Modern Languages

NORTH RYDE NEW SOUTH WALES 2113 AUSTRALIA

TELEPHONE: 888 8000 EXTN:

TELEGRAPHS & TELEX: MACQUNI AA22377

IN REPLY PLEASE QUOTE:

1 June, 1984

Senator Misha Lajovic,
Commonwealth Parliament Offices,
Australian Government Centre,
Chifley Square,
SYDNEY, NSW 2000

Dear Senator,

Thank you for your letter. Could I say at the outset that I feel it would be excellent if Slovenian studies were to be introduced at Macquarie. My colleague, Dr. Besemerer and I, have both broached this subject within and outside the University on more than one occasion. To date, however, there has not been any very clear sign of interest from the community. The proposal, therefore, to introduce Bulgarian rather than Slovenian as the first of our "additional" Slavonic offerings results from the following circumstances:-

Firstly, and most importantly, Bulgarian can be taught at Macquarie as a minor subject without additional staff resources.

Secondly, though the Bulgarian community is indeed quite small, there has been a good deal of interest from that quarter in our Macquarie courses. Several students of Bulgarian origin are already enrolled. I am not aware, to date, of any Slovenian students at Macquarie.

Perhaps I should emphasize that Bulgarian is not being introduced at anything like the level of intensity as the funded Slavonic languages. There will probably be one Bulgarian offering for 3 points in 1986 (cf. 26 points in Croatian in 1985 for example). Any further expansion would be dependent on community funding or strong student interest, the same factors, in other words, which would favour the introduction and development of Slovenian.

If you, Senator, were able to use your influence and standing within the Slovenian community to mobilize interest and perhaps some funding for tertiary studies in Slovenian at Macquarie, this would, I am sure, be a most welcome development.

Incidentally, I note that you have been enquiring into the situation here at Macquarie. Neither I myself nor my colleague, Dr. Besemerer, recall any approach from you. Could I emphasize most strongly that we would be very pleased to discuss these issues with you directly at any time.

Yours sincerely,

Dr. Peter Hill,
(Lecturer in South Slavonic Studies)

cc. Professor K.G. Goesch,
Head, School of Modern Languages



PARLIAMENT OF AUSTRALIA • THE SENATE

OFFICE OF:
SENATOR MISHA LAJOVIC

COMMONWEALTH PARLIAMENT OFFICES
AUSTRALIAN GOVERNMENT CENTRE
CHIFLEY SQUARE, SYDNEY, N.S.W. 2000
TELEPHONE: 221 2700

28 May 1984

Prof. K.J. Boesch,
School of Modern Languages,
Macquarie University,
NORTH RYDE, 2113

Dear Professor,

I have received a copy of your leaflet headed "Slavonic Studies" in which Bulgarian appears as one of the languages offered at your University.

I was quite surprised to see Bulgarian included on the pamphlet and on further investigation, I found out that there is a move in your School of Modern Languages that Bulgarian should be one of the languages added to the present ones.

At the beginning of 1982, I received representations from members of the Slovenian Community in Sydney, of which I am a member, regarding the decision by the then Tertiary Education Commission for the teaching of community languages at the tertiary level.

At that time, I found out that Slovenian had been excluded and I wrote a letter to the then Minister for Education, Mr. W. Fife, explaining the reasons why I believed that Slovenian should be one of the languages of the Slavonic Studies.

For your information, I am attaching a copy of my letter to the then Minister, as well as his answer which gives me the reason even more to question the reason for your School including Bulgarian and not Slovenian.

The Bulgarian language, being a Slav language, would certainly be a matter for inclusion in the Slavonic Studies, but from my information and knowledge the number of Australian Citizens of Bulgarian origin is far below the number of Slovenians as is explained in my letter to the Minister in 1982.

I would therefore be much obliged if you would consider the facts as explained above and reconsider any decision for the future for the inclusion of Bulgarian versus Slovenian language for study at your University.

Yours sincerely,

(Misha Lajovic)
SENATOR FOR NEW SOUTH WALES

Sydney, velika noč 1984.

Slovenke in Slovenci,

Menda še nikoli v zgodovini nismo za obstoj in razvoj slovenstva tako nujno potrebovali drug drugega kakor danes, ko se vsi številnejši narodi utrjujejo in bahajo z modernimi sredstvi obveščanja, kakor da bi se moral ves svet utopiti v enem samem velikanskem jezikovnem kotlu.

Maloštevilni narodi, kot je slovenski, ki ima zgodovino in kulturo nič straha nobeni, niso več kos brezobzirnim 'brdavsom', ki ne gledajo, koga pohodijo in pokopljejo.

Vendar imamo vsi od Stvarnika dano pravico do obstoja in razvoja, katero nam jamči vsaka pravična zakonodaja. Treba je dobiti tistega 'Martina Krpana', ki bo to pravico branil med nami in pred vsem svetom.

Odbor za obrambo slovenskega jezika si je v Sydneyu zadal nalogo, da ob teh dejstvih začne Akcijo za obrambo, utrditev in širjenje slovenskega jezika.

PREMALO NAS JE, DA BI SE DELILI V KAKRŠNEKOLI STRANKE.
DOVOLJ NAS JE, DA S SLOVENSKO BESEDO IN PESMIJO PREGLUŠIMO
HRULJENJE SOVRAŽNIH SIL, KI NAS HOČEJO ZATRETI KOT NAROD.

Zato se obračamo drug na drugega in se vprašujemo:
"Smo ali nismo - bomo ali ne bomo - ostali kot narod zvesti
drug drugemu in se branili brez strahu?"

DOKLER NAM JE DANO, NAJ SE NIHČE NE SKRIJE!

Akcija za obrambo, utrditev in širjenje slovenskega jezika
naj postane nepremagljiva sila med nami. Ne sramujmo se
slovenske narodnosti!

"KDOR ZANIČUJE SE SAM, PODLAGA BO TUJČEVI PETI."

Kar branimo in zagovarjamo je naša pravica in naša čast.
Odbor za Akcijo sprejema, obravnava in po možnosti objavlja
vsako pomoč ki pride od kjerkoli v namen Akcije.

Pišite in poročajte na začasni naslov:

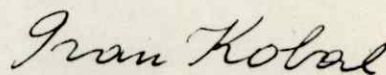
Odbor za obrambo slovenskega jezika,
c/o 313 Merrylands Road,
MERRYLANDS, 2160.
N.S.W., Australia.

Za odbor:

Martin Berkopec

Ivan Kobal


predsednik



tajnik

Kaj je namen "Skupnih jeder" jezikovnega pouka
(z ozirom na S.R.Slovenijo)

- 1) Predstaviti jugoslovanske jezike in njihovo kulturo kot enoten učni predmet, ki naj bi nadomestil sedanji pouk slovenskega jezika.
- 2) Ker govori v SFRJ le okrog 10 odstotkov slovensko, bi bilo pri tem predmetu le 10 odstotkov slovenske tvarine - ostalih 90 odstotkov bi se nanašalo na druge jugoslovanske jezike.

Če bi do tega prišlo, slovenske šole ne bi bile več slovenske. Naši otroci bi morda po teh 'jedrih' med 50 pisatelji, o katerih bi se učili, spoznali le pet slovenskih. Kdaj bi obravnavali njihova dela, kdaj bi jim lahko učitelji razložili pomen teh naših kulturnih in narodnih buditeljev, "jeder" ne zanima.

Vsi vemo, da je materin jezik edina pot, ki vodi do lepote največjih kulturnih bogastev naroda. Vemo tudi, da je jezik osrčje ohranjanja narodne zavesti in narodnega obstoja. Tega se zavedajo tudi v domovini, zato so proti 'skupnim jedrom' tako enotno in glasno nastopili. Naša slovenska dolžnost je, da jih pri tem tudi mi javno podpremo.

"Polemike, ki so se razvnele po Jugoslaviji, se doslej še niso dotaknile bistva slovenskih ugovorov: pravice, da si narod suvereno ureja svoje šolstvo. Medsebojno spoznavanje ni sporno, sporna je predlagana pot do njega, mogoče je uvesti tudi nov predmet zanj, slovenski jezik in književnost pa ne bi smela biti predmet pogajanj in kombinacij, ki so v nasprotju z naravo stvari. Vsekakor pa je treba odločno reči: nacionalizem tem ugovorom ni botroval."

"Iz različnega govorjenja in pisanja je mogoče razbrati, da so prvotni avtorji predvidevali naj bi skupina jedra - zasedla - 80 odstotkov šolskega predmeta za materin jezik s književnostjo, četrta različnica naj bi se zadovoljevala s 50 do 60 odstotki.... Kaj je res? V samih 'jedrih' je, naj kdo trdi tako ali drugače, uveljavljen ključ - po glavi -, to je po prebivalstveni proporcionalnosti; treba je samo preprosto prešteti pisateljska imena v njih, pa je zadeva več kot očitna; slovenskih je kakšnih 10 odstotkov!"

Pred praznikom Materinskega dne smo. Prav je, da ga letos še posebej posvetimo našim materam in z ozirom na "jedrske" oblake v enaki meri njihovi dediščini - materinemu jeziku.

Slovenskemu jeziku je resnično treba branilcev - tako tu v Avstraliji, kot v domovini in drugod po svetu.

Če ste pripravljeni sodelovati pri prebujanju večje slovenske narodne in jezikovne zavednosti med nami, dobrodošli k sodelovanju kdorkoli ste ali kjerkoli živite!

IDEJE, MISLI, ORGANIZACIJE IN DRUGO, IMAMO RAZLIČNO - A JEZIK IMAMO SKUPEN!

Odbor za obrambo slovenskega jezika

Ivan Kotal

tajnik

M. J. Klopčič
predsednik



**Slovenska
izseljenska
matica**

■ 61001 Ljubljana, Cankarjeva cesta I/II, Jugoslavija ■ Telefon 20 657 ■ Poštni predal 169

Dne 27.11.1984

Zap. št. LZ/ 2137/5010 /2750

Zadeva:

Slovenski šolski odbor za NSW
P.O. Box 188
Coogee, NSW, 2034
Australia

Spoštovani,

zelo smo se razveselili vaše novice, da bo letos maturiralo kar devet slovenskih maturantov, katerim iskreno čestitamo.

Knjige s posvetili kot darilo Slovenske izseljenske matice vam pošiljamo šele sedaj, ker se je pojavilo nekaj težav v zvezi s tem, povsem objektivnega značaja. Knjige bodo prispele na zgornji naslov z letalsko pošto in upamo, da bodo prispele še vedno pravočasno.

Prejmite lepe pozdrave,

Marko Pogačnik
tajnik SIM



Sydney, velika noč 1984.

OKROŽNICA ROJAKOM

Slovenke in Slovenci!

Pred tedni ustanovljen "Odbor za obrambo slovenskega jezika" je imel 17. aprila svoj prvi informativni sestanek s širšo skupino rojakov, ki jih je že dosegel glas o takoimenovanih 'jugoslovanskih programskih jedrih', ki naj bi bistveno spremenila pouk slovenščine v S.R. Sloveniji, in jih tudi kot člane slovenskega naroda močno vznemiril.

Sklep sestanka je bil, da se bomo tudi avstralski Slovenci, četudi malo pozno, pridružili javnemu protestu proti 'jedrom', kot so to odkrito, jasno in zaenkrat učinkovito naredili najvidnejši kulturni, vzgojni in politični delavci v domovini in njim enako, slovenske kulturne ustanove.

Ker je želja odbora, da bi bili o 'jedrski' nevarnosti vi vsi kar se da dobro in pravilno poučeni, se bomo obrnili na Slovensko izseljensko matico v Ljubljano, da nam čimprej pošlje vse potrebne uradne podatke o jedrskem predlogu, ki jih bomo potem posredovali vam v presojo in odločitev. Kot Slovenci se zavedamo pomena Slovenskega naročila "da moramo čuvati najdražjo doto svojih prednikov - materin jezik - ohraniti in svojim mlajšim prepustiti", zato je namen našega odbora opozarjati tudi Slovence v Avstraliji na pomen in moralno dolžnost učiti otroke materin jezik in jih, če je to le mogoče, pošiljati v slovenske dopolnilne šole.

Sestanek 17. aprila je jasno pokazal, da je med nami veliko rojakov, ki so zaradi predloga o 'jedrskem pouku' slovenščine v domovini močno zaskrbljeni in ogorčeni, kot tudi, da smo o 'jedrih' sami še premalo poučeni, da bi lahko podvzeli nadaljne smotrne ukrepe v tej zadevi.

V boljše razumevanje 'jedrskega vprašanja' vas prosimo, da nam pošljete vse morebitne časopisne izrezke o 'jedrih', ki so bili objavljeni v Sloveniji in drugod, kot tudi sporočite vaše osebno mnenje o tej zadevi.

Ko bo imel odbor dovolj potrebnega gradiva, bo sklical ponovni sestanek, na katerem bomo zadevo še enkrat skupno prereševali in se nato skupno odločili za nadaljnji postopek.

Naš odbor se bo tudi potrudil, da bo k akciji pritegnil tudi slovenske organizacije in razširil svoje delo med Slovence po vsej Avstraliji.

Za odbor,

Martin Berkopec,

Ivan Kobal

predsednik.

tajnik

4 St. Andrews Place
Rydalmere 2116

10.4.84.

The President
Slovenian School Committee of N.S.W.
P.O. Box 188
Coogee 2034

Spoštovani,

Odbor za obrambo slovenskega jezika vas vljudno
vablja na srečanje, ki bo v cerkveni dvorani pri
sv. Rafaelu v Merrylandsu v torek 17. aprila ob sedmi
uri zvečer.

Priloženo besedilo je osnutek glavne misli in
namena tega srečanja.

Za odbor

Joan Kolob

Tajnik

Slovenski zdomci, ki poznamo stisko in zatiranje slovenskega jezika na mejah domovine;

Slovenci, ki smo preživeli zatiranje materinščine posebno na Primorskem in Koroškem in ki smo vstrajali v upanju, da bo za nas nekdanj zasijala zarja svobode, ko bo naš jezik na novo zadihal;

zdomci, ki smo šli po svetu v prepričanju, da bo še nekeje mogoče zidati boljšo bodočnost;

Slovenci, ki s poštenim življenjem dokazujemo drugim narodom, da imamo še vero v Boga in v bodočnost našega naroda in ki vstrajamo v prizadevanju, da se naš jezik ohrani;

avstralski Slovenci, ki v svobodni deželi uživamo svobodo zborovanja, govora in tiska in ki smo deležni vseh državljanskih pravic, med katerimi je tudi ta, da lahko vzgajamo svoje otroke v slovenskem jeziku,

MOČNO PROTESTIRAMO

s Prešernom in Slomškom, s Cankarjem in Gregorčičem,
proti krivičnim predlogom, ki vodijo v zatiranje in uničenje slovenskega jezika in razvoja slovenske zavesti v naši dragi Sloveniji.



ETHNIC COMMUNITIES' COUNCIL OF N.S.W.

154 ELIZABETH STREET
SYDNEY
TELEPHONE: 267-7255

Mrs. D. Lah
of Slovenian Schools Committee of NSW
P. O. Box 188
Coogee 2034

MK/IA:04/MEM.

18th April, 1984

Dear Mr. Lah,

Whilst checking our membership records recently it came to our attention that your organisation has not paid the subscription fee for 1983/84.

We are therefore writing to you now to remind you that this fee is due and we enclose the appropriate form. Please return the form to this office together with your cheque for \$15, so that we may update our records and so that the delegate(s) representing your organisation may receive all the relevant correspondence from the Council.

If however, you are considering not to renew your membership please contact Ikbal Adam either by phone or by letter and she will be pleased to discuss the matter with you.

As you know this Council depends on its members for its guidance, purpose and strength. We would greatly appreciate, therefore, that you discuss any reasons you may have for not renewing your membership.

The Ethnic Communities' Council of N.S.W. would like to take this opportunity to thank you for your involvement in this Council and looks forward to your contributions in the future.

Yours sincerely,

M. KRASOVITSKY
EXECUTIVE OFFICER

encl.

I. **Subscription Fee Details**

The following is a summary of the subscriptions due as shown on your membership records as at 31st May, 1983.

<u>YEAR</u>	<u>NO. OF DELEGATES</u>	<u>\$ AMOUNT</u>		
		<u>DUE</u>	<u>PAID</u>	<u>DIFFERENCE</u>
1980/81		\$	\$	\$
1981/82		\$	\$	\$
1982/83		\$	\$	\$
1983/84	1	\$ 15	\$ -	\$ 15
		\$ 15	-	\$ 15
TOTAL AMOUNT PAYABLE \$ <u>15</u>				

N.B.

II. **Notification of Delegates** (Please complete this section)

A. CERTIFICATE BY AUTHORISED OFFICER (Please print)

I.....AM THE.....
(Name) (President, Treasurer, Secretary)
OF Slovenian Schools Committee of New
(name of organisation)

AND AM AUTHORISED TO ACT ON ITS BEHALF.

ADDRESS OF ORGANISATION.....

.....POSTCODE.....PHONE.....(HOME).....(WORK)

I HEREBY NOTIFY THE COUNCIL THAT THE FOLLOWING DELEGATES HAVE BEEN APPOINTED TO REPRESENT THE ABOVE-NAMED ORGANISATION.

B. DETAILS OF DELEGATES

1. NAME OF DELEGATE.....
ADDRESS.....
POSTCODE.....TELEPHONE.....(HOME).....(WORK)
MAIN AREA(S) OF INTEREST.....
2. NAME OF DELEGATE.....
ADDRESS.....
POSTCODE.....TELEPHONE.....(HOME).....(WORK)
MAIN AREA(S) OF INTEREST.....
3. NAME OF DELEGATE.....
ADDRESS.....
POSTCODE.....TELEPHONE.....(HOME).....(WORK)
MAIN AREA(S) OF INTEREST.....
4. NAME OF DELEGATE.....
ADDRESS.....
POSTCODE.....TELEPHONE.....(HOME).....(WORK)
MAIN AREA(S) OF INTEREST.....

SIGNATURE OF AUTHORISED OFFICER.....DATE.....
(President, Treasurer, Secretary)



**Slovenska
izseljenska
matica**

■ 61001 Ljubljana, Cankarjeva cesta 1/II, Jugoslavija ■ Telefon 210732 ■ Poštni predal 169

Dne 10. aprila 1984

Zap. št.:

Zadeva:

SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.
P.O. Box 188
COOGEE, N.S.W. 2034
Australia

Spoštovani,

sporočamo vam, da smo na naslov vašega odbora odposlali v mesecu marcu z letalsko pošto dva paketa knjig, ki so namenjene za potrebe slovenskih maturantov v Sydneyu. Željo po sodobni slovenski literaturi nam je posredoval tov. Matjaž Jančar, knjige pa smo izbrali skupaj z Društvom slovenkih pisateljev in tako upamo, da bodo z našim izborom zadovoljni.

Seznam poslanih knjig:

Slovenske gorice - Tone Kuntner

Dediščina - Tone Pavček

Rahel stik - Rudi Šeligo

Pogovor s slovenskimi pisatelji - Branko Hofman

Jože Dular - Krka pa teče naprej

Ljubavne povesti - Marko Švabič

Ko smo se ženili - Ivan Potrč

Okoli senca - Jože Udovič

V sedemnajstem - Ivo Zorman

Gnezdo sršenov - Ivo Zorman

Rosni zaliv - Ivo Zorman

Na senčni strani mesta - Ivo Zorman (izbrano mladinsko delo 4 knj)

Statve življenja - Menart

Zgodbe mojega jutra - Anton Ingolič

Beseda sodobnih jugoslovanskih pisateljev I. del:

Pesmi - Cene Vipotnik, Jože Udovič

Kiklop I - Ranko Marinkovič

Kiklop II - Ranko Marinkovič

Sveti Pavel Dim - Pavle Zidar

Travniška kronika I - Ivo Andrič

Travniška kronika II - Ivo Andrič

Sedmina - Beno Zupančič

Spomin človeštva - Jaro Dolar

Dom je jezik - Danilo Lokar

To ni nobena pesem - Bojan Štih

Knjige poklanjamo kot darilo za potrebe maturantov.

V upanju, da boste poslane knjige v redu prejeli, vas lepo pozdravljamo in želimo mnogo uspehov pri vašem delu,



Marko Pogačnik
tajnik



**BOARD OF SENIOR
SCHOOL STUDIES**

1983

Higher School
Certificate

SLOVENIAN

**Examination Committee
Report**

1983 HIGHER SCHOOL CERTIFICATE SLOVENIAN

GENERAL REPORT

The candidates presenting Slovenian this year all wrote good papers, were fluent in the written and oral aspects of the language, and some candidates produced work of outstanding quality.

The written comprehension passages were quite difficult, but all students handled the questions well and displayed an admirable grasp of the complexity of the language.

The grammar completion section was completed almost without error by all candidates.

All students chose to do the translation question in the section of the paper which tested writing skills. The passages had been chosen to display a wide range of structures and vocabulary, and all students handled the question with ease.

The literature section of the paper allowed students to express opinions on a complex range of texts including the novel, drama and poetry. The texts had been carefully studied and the students produced perceptive answers, well expressed in English, which showed the depth in which the texts had been studied.

The oral examination consisted of tests of reading and dictation, listening comprehension and conversation. All students displayed exceptional fluency and handled this section of the course with ease.

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O. BOX 188, COOGEE, NSW, 2034

18th September, 1984

The Hon. Rod Cavalier,
Minister for Education,
G.P.O. Box 33,
Sydney, NSW, 2001.

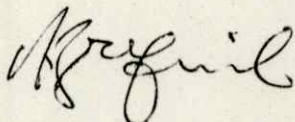
Dear Minister,

This is the sixth year that our students will have sat for Slovenian Higher School Certificate examination.

To celebrate this occasion, the Slovenian Schools Committee is organizing the 'HSC Graduates Ball'. It will be held on Saturday, 24th of November, 1984 at 7p.m. at the Slovene Association Sydney, 45 Ferrers Road, Horsley Park.

We would be delighted if Mrs. Cavalier and yourself would honour us with your presence on this special occasion, as our guests of honour.

Yours sincerely,
Slovenian Schools Committee of N.S.W.



Alfred Breznik
Secretary (Tel.: 212-4815)

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O. BOX 188,
COOGEE, NSW, 2034,
AUSTRALIA.

Slovenska Izseljenska Matica,
Marko Pogačnik, tajnik
Poštni predal 169,
61001 Ljubljana,
Slovenija,
Jugoslavija.

18. septembra 1984

Spoštovani,

z veseljem vam sporočamo, da imamo letos kar devet kandidatov/
maturantov slovenskega jezika.

Za enkrat vam lahko sporočimo imena samo osmih maturantov, ki
prisostvujejo rednemu sobotnemu pouku. Deveti je privatni
študent in imena ne bomo vedeli do uradne objave rezultatov
mature.

Maturantje v letu 1984: Boris Kobal
Danica Grželj
Judy Šajn
Mimica Velišček
Diana Helen Bučkovič
Robert Marolt
Irene Mezgec
Nives Muha

Upamo, da se bodo tudi letošnji maturantje tako izkazali, kot
so se lanski. Slovenščina je namreč bila na drugem mestu, takoj
za Češčino, po doseženih točkah. V točkovanje so namreč vključeni
vsi maturitetni predmeti v državi N.S.W.

Gotovo je, da je k uspehu pripomogla marljivost naših dijakov,
zavedamo se pa prav vsi, da bi tega ne bilo brez naših neutru-
dljivih učiteljic. To še posebej velja za našo učiteljico
zadnjih dveh let, pred maturo, gospo Marizo Ličan.

Tudi vam, pri Matici, prav lepa hvala za vso pomoč in pozornost
v preteklosti in v naprej.

Prav lepo pozdravljeni,
Slovenski Šolski Odbor za N.S.W.


Alfred Brežnik,
tajnik

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O. BOX 188,
COOGEE NSW 2034

Senator M. Lajovic,
Commonwealth Parliament Offices,
Chiefley Square,
SYDNEY N.S.W. 2000

27th September 1984

Dear Senator,

This is the sixth year that our students will have sat for the Slovenian Higher School Certificate examination.

To celebrate this occasion, we are again organizing the 'HSC Graduates Ball'. This year it will be held on Saturday, 24th of November, 1984 at 7.00 p.m. at the Slovenian Association Sydney, 45 Ferrers Road, Horsley Park.

We would be delighted if you and Mrs Lajovic would honour us with your presence, as our guests.

Yours sincerely,
Slovenian Schools Committee of N.S.W.

Alfred Breznik,
Secretary (Tel: 212 4815)



New South Wales Government



Department of Education

Mr. A. Breznik,
Secretary,
Slovenian Schools Committee of N.S.W.,
P.O. Box 188,
COOGEE. N.S.W. 2034 10

35 Bridge Street, Sydney
Please address all
communications to
N.S.W. Department of
Education
Box 33, G.P.O., Sydney, N.S.W. 2001

Our reference: MR. DOOLEY:

Your reference:

Telephone: 2 0584 Ext. 8544
Telegrams: "Schools Sydney"
Telex: 24420

25th September, 1984

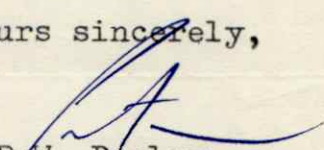
Dear Mr. Breznik,

It is with regret that I must decline your
kind invitation to attend the H.S.C. Graduates' Ball.

This year I have to attend another educational
activity away from Sydney from November 23rd to the 25th.

I have always enjoyed the Graduates' Ball and
am sure it will once more be an unqualified success.

Yours sincerely,


P.W. Dooley
CO-ORDINATOR

SATURDAY SCHOOL OF COMMUNITY LANGUAGES

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O. BOX 188,
COOGEE NSW 2034

Dr. Peter Hill,
School of Modern Languages,
Macquarie University,
NORTH RYDE, N.S.W. 2113

27th September, 1984

Dear Dr. Hill,

This is the sixth year that our students will have sat for the Slovenian Higher School Certificate examination.

To celebrate this occasion, we are again organizing the 'HSC Graduates Ball'. This year it will be held on Saturday, 24th of November, 1984 at 7.00 p.m. at the Slovenian Association Sydney, 45 Ferrers Road, Horsley Park.

We would be delighted if you and Mrs Hill would honour us with your presence, as our guests.

Yours sincerely,
Slovenian Schools Committee of N.S.W.

Alfred Breznik,
Secretary (Te.: 212 4815)

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O. Box 188,
COOGEE NSW 2034

Mr. Tony D'Abrera
Supervisor,
Saturday School of Community Languages
Bankstown Centre
Bankstown Girls High School
Mona Street
Bankstown NSW 2200

18th September, 1984

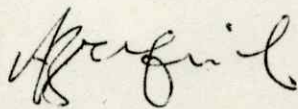
Dear Mr D'Abrera,

This is the sixth year that our students will have sat for the Slovenian Higher School Certificate examination.

To celebrate this occasion, the Slovenian Schools Committee is organizing the 'HSC Graduates Ball'. It will be held on Saturday, 24th of November, 1984 at 7 p.m. at the Slovene Association Sydney, 45 Ferrers Road, Horsley Park.

We would be delighted if Mrs D'Abrera and yourself would honour us with your presence on this special occasion, as our guests.

Yours sincerely,
Slovenian Schools Committee of n.s.w.



Alfred Breznik,
Secretary (Tel: 212 4815)



**Slovenska
izseljenska
matica**

■ 61001 Ljubljana, Cankarjeva cesta I/II, Jugoslavija ■ Telefon 210732 ■ Poštni predal 169

Dne 17. avgusta 1984

Zap. št.: 1773/Rg

Zadeva:

SLOVENSKI ŠOLSKI ODBOR ZA NSW
Alfred BREŽNIK
P.O. Box 188
COOGEE, N.S.W. 2034
A u s t r a l i a

Spoštovani,

sporočamo vam, da smo prejeli vaše pismo in priloženi ček v
znesku 133,00 AUS\$, ki smo ga knjižili za poslane šolske knjige.
Za oboje se vam najlepše zahvaljujemo.

Želimo vam mnogo uspehov pri vašem delu in vas lepo pozdravljamo,



Matjaž Jančar
predsednik

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O.Box 188,
COOGEE NSW 2034

Gospod Jože Čuješ,
307 Victoria Place,
Drummoyne, NSW, 2047

7. novembra 1984

Spoštovani g. Čuješ,

slovenski šolski odbor vas in gospo Čuješ vljudno vabi, da
se udeležita letošnjega maturantskega plesa, kot naša gosta.

Priloženi sta dve vstopnici, ki sta poklon odbora, kot
priznanje in skromna zahvala za vašo vsestransko pomoč pri
našem delu.

Prav lepo pozdravljeni,



Alfred Brežnik,
tajnik



PARLIAMENT OF AUSTRALIA • THE SENATE

OFFICE OF:
SENATOR MISHA LAJOVIC

COMMONWEALTH PARLIAMENT OFFICES
AUSTRALIAN GOVERNMENT CENTRE
CHIFLEY SQUARE, SYDNEY, N.S.W. 2000
TELEPHONE: 221 2700

7 November 1984

Mr. A. Breznik,
Secretary,
Slovenian Schools Committee of N.S.W.,
P.O. Box 188,
COOGEE, 2034

Dear Mr. Breznik,

Thank you for your letter of 27 September and your kind invitation to attend the H.S.C. Graduates Ball on 24th November.

Unfortunately, I will not be in Sydney on that day and therefore will not be able to attend this particular function.

Would you be so kind and convey my wife's and my apologies to the Committee with our best wishes for a successful Ball.

Yours sincerely,

(Misha Lajovic)
SENATOR FOR NEW SOUTH WALES



School of Modern Languages

MACQUARIE UNIVERSITY

NORTH RYDE NEW SOUTH WALES 2113 AUSTRALIA

TELEPHONE: 888 8000 EXTN:

TELEGRAPHS & TELEX: MACQUN AA22377

IN REPLY PLEASE QUOTE:

9 October 1984

Mr A. Breznik,
Secretary,
Slovenian Schools Committee of
N.S.W.,
P.O. Box 188,
Coogee, N.S.W. 2034.

Dear Mr Breznik,

Thank you very much for your kind invitation to my wife and myself to attend the 'HSC Graduates Ball' on Saturday, 24 November 1984.

We are very happy to accept and look forward to the occasion with pleasure.

Yours sincerely,

Dr. Peter Hill
Head, Slavonic Section

OB MATURI IZ SLOVENSČINE
v Avstraliji - Sydney 1983

Matrurant
① MARK BREZNIK

Slovenski Šolski Odbor za N.S.W.

Please note: All from
① to ④ should be Maturant, except
⑤ is Maturantka

Darovali:
SLOVENSKO DRUŠTVO SYDNEY
SLOVENSKI KLUB TRIGLAV
SLOVENSKO AKADEMSKO DRUŠTVO
SLOVENSKO NARODNO DRUŠTVO

Small plate

STUDENTS NAMES:

1. MARK BREZNIK
2. ALAN SAMSA
3. EDDIE CETIN
4. JOHN KERN
5. TANJA KUKOVEC

7 mm
OB MATURI IZ SLOVENŠČINE
V Avstraliji - Sydney 1982/3
Maturant

Slovenski šolski odbor za N.S.W.

Darovali:

SLOVENSKO DRUŠTVO SYDNEY

SLOVENSKI KLUB TRIGLAV

SLOVENSKO AKADEMSKO DRUŠTVO

SLOVENSKO NARODNO DRUŠTVO

(Put on Tasmania)

LETO "1984" - imena maturantov!

REDI • BOND — 7 mm

BORIS	KOBAL	+
DANICA	GRŽELJ	+
JUDY	SAJN	+
MIMICA	VELIŠČEK	+
DIANA HELEN	BUČKOVIČ	+
ROBERT	MAROLT	+
IRENE	MEZGEC	+
NIVES	MUHA	+
		+

OB MATURI IZ SLOVENŠČINE
V Avstraliji-Sydney 1983

Maturant

① MARK BREZNIK

Slovenski Šolski Odbor za N.S.W.

*Please note: All from
① to ④ should be
Maturant, except
⑤ is Maturantka*

Darovali:

SLOVENSKO DRUŠTVO SYDNEY
SLOVENSKI KLUB TRIGLAV
SLOVENSKO AKADEMŠKO DRUŠTVO
SLOVENSKO NARODNO DRUŠTVO

Small plate

Put on Tasmanian

^{FN}
STUDENTS NAMES:

- ① MARK BREZNIK
- ② ALAN SAMSA
- ③ EDDIE CETIN
- ④ JOHN KERN
- ⑤ TANJA KUKOVEC

OB MATURI IZ SLOVENŠČINE
v Avstraliji - Sydney 1984

Maturant

BORIS KOBAL

Slovenski Šolski Odbor za N.S.W.

Insert names
as below.

Darovali:
SLOVENSKO DRUŠTVO SYDNEY
SLOVENSKI KLUB TRIGLAV
SLOVENSKO AKADEMSKO DRUŠTVO
SLOVENSKO NARODNO DRUŠTVO

No space

Small plate

Student names:

Maturant

BORIS KOBAL
ROBERT MAROLT

Maturantka

DANIČA GRŽELJ
JUDY ŠAJN
MIMICA VELIŠČEK
DIANA HELEN BUČKOVIČ
IRENE MEZGEC
NIVES MUHA

P.S.: Please include Tasmania

Dear Mr. Kaluzs,
Please make 8 plaques. If you
have any queries before Oct. 15,
please ring my son Alfred
on 212 4815.

Best regards

U. Reginald 20/9/84

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O.Box 188,
COOGEE, NSW, 2034,
AUSTRALIA

Slovenska Izseljenska Matica,
Marko Poqačnik, tajnik
Poštni predal 169,
61001 Ljubljana,
Slovenija,
Jugoslavija.

24. decembra 1984

Spoštovani,

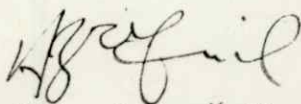
sporočamo vam, da smo vreden prejeli pošiljko devetih knjig
s posvetili, darilo našim letošnjim maturantom.

Čeprav, knjige niso priskele do maturantskega plesa, smo
vkljub temu javno objavili, da bodo knjige priskele pozneje
in da so darilo Slovenske izseljenske matice, našim maturantom.

Maturantje so se knjig zelo razveselili in se vam zanje prav
lepo zahvaljujejo. Tudi od nas, pri šolskem odboru, prav lepa
hvala za vašo pozornost in pomoč.

Ob tej priliki vam vsem pri matici želimo srečno in uspehov
polno leto 1985.

Prejmite lepe pozdrave,



Alfred Brežnik
tajnik

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O. Box 188,
COOGEE, NSW, 2034.

8. februarja 1985

g. Stefan Šernek,
predsednik
Slovensko Društvo Sydney,
45 Ferrers Rd.,
Horsley Park, NSW, 2164

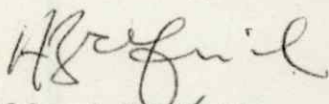
Spoštovani g. predsednik

V imenu Slovenskega šolskega odbora, se vašemu društvu in vsem vašim članom, ki so tako pridno in požrtvovalno pomagali pri pripravi maturantskega plesa najlepše zahvaljujem.

Še posebna hvala gosp. Ivanu Koželu za njegovo požrtvovalnost. Prav lepa hvala za lepo pripravljene prostore in prijeten večer, ki nam bo vsem ostal še dolgo v lepem spominu.

Čeprav smo že v novem letu, naj vam v imenu slovenskega šolskega odbora zaželim uspešno 1985.

S slovenskimi pozdravi,



Alfred Brežnik,
tajnik

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS:

P.O.Box 188,
COOGEE, NSW, 2034,
AUSTRALIA.

g.Marko Pogačnik
tajnik
Slovenska Izseljenska Matica
Cankarjeva 1/II
61001 Ljubljana
Slovenija
Jugoslavija.

30. junija 1984

Spoštovani g.Pogačnik,

sporočamo vam, da smo v redu prejeli vse knjige, ki ste nam jih poslali, kot darilo našim maturantom. Za izvrsten izbor knjig iz sodobne slovenske literature, smo vam zelo hvaležni. Prepričani smo, da bodo dobro služile prav vsem.

Prejeli smo tudi 26 izvodov knjig {Slovensko-angleške slovarje in Učbenike-Slovenščina za tujce}, za katere prilagamo ček za A\$133- {vaš račun 16. maja 1984}.

Za vse poslane knjige in za vašo iskreno skrb za našo mladino še enkrat prav lepa hvala.

Vas vse prav lepo pozdravljamo,

Alfred Brežnik
tajnik.

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS: P.O.Box 188,
COOGEE, NSW, 2034
AUSTRALIA.

SLOVENSKA IZSELJENSKA MATICA
g.Marko Pogačnik, tajnik
Postni predal 169
61001 Ljubljana
Slovenija
Jugoslavija

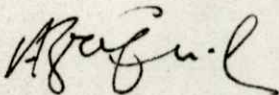
24. julija 1984

Spoštovani g. Pogačnik,

še pred dvema dnevi sem opazil, da sem vam v pismu z dne 30. junija 1984 poslal napačen ček. Prosim, oprostite pomoti.

Zato tokrat prilagam vam namenjeni ček v-znesku A\$133.00. Prav lepa hvala za vrnjeni ček, naslovljen na Ethnic Communities Council of NSW.

Prejmite lepe pozdrave,



Alfred Brežnik
tajnik

Priloga: ček št. 82522142 - A\$133.00.



**Slovenska
izseljenska
matica**

■ 61001 Ljubljana, Cankarjeva cesta I/II, Jugoslavija ■ Telefon 210732 ■ Poštni predal 169

Dne 19. julija 1984

Zap. št.: 1625/Rg-11

Zadeva:

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.

Alfred BREŽNIK, tajnik

P.O. Box 188

COOGEE, N.S.W. 2034

A u s t r a l i a

Spoštovani,

v prilogi vam vračamo vaš ček št. 180741 v znesku 15,00 AUS\$, ki smo ga prejeli z vašim dopisom z dne 30. junija 1984.

V dopisu omenjate, da prilagate ček v znesku 133,00 AUS\$, za poravnavo računa za poslane knjige. Omenjeni ček vam moramo vrniti pred vsem zato, ker je naslovljen na Ethnic Communities of N.S.W. in ga zato nismo mogli vnovčiti pri naši banki. Prosimo vas, da nam izstavite nov ček.

V pričakovanju vašega odgovora vas lepo pozdravljamo,



Marko Pogačnik
tajnik

Priloga: ček št. 180741 - 15,00 AUS\$

GA

Q15

PGM G SYDD15

*

EMONA AA74500

TRIGLAV CLUB LIMITED

P.O.BOX 61

CANLEY HIEGHTS, NSW, 2166

V IMENU SLOVENSKEGA SOLSKEGA ODBORA ZA N.S.W., CESTITAMO
'KLUBU TRIGLAV' OB 15. OBLETNICI OBSTOJA IN MU ZELIMO
NADALJNJIH USPEHOV PRI DELU ZA SLOVENSKO SKUPNOST, PRI
OHRANJANJU MATERINEGA JEZIKA IN KULTURNIH DEDISCIN.

SLOVENSKI SOLSKI ODBOR, SYDNEY.

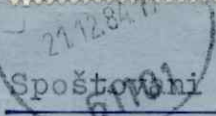
COL 61 15 2166

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AEROGRAMME



Spoštovani člani

SLOVENIAN SCHOOLS COMMITTEE OF N.S.W

P.O.Box 1080

Parramatta, N.S.W. 2150,

A U S T R A L I A

ВЕРНОСТЬ НЕ СМЕТЬ АА СОВЕРШИЛИ НИКАКИХ ПРИБОРА.
ВЕРНОСТЬ НЕ СМЕТЬ АА СОВЕРШИЛИ НИКАКИХ ПРИБОРА.

ПРЕДУПРЕЖДЕНИЕ

ВЕРНОСТЬ НЕ СМЕТЬ АА СОВЕРШИЛИ НИКАКИХ ПРИБОРА.
ВЕРНОСТЬ НЕ СМЕТЬ АА СОВЕРШИЛИ НИКАКИХ ПРИБОРА.

ОПОВЕСТИЛО

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УПОРЕЖДЕ

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Lj, 21. 12 - 84

Spoštovani in dragi člani slovenskega šolskega odbora za N.S.W.!

Žal sta minili že dve leti, odkar sem prejela Vaše prijazno pismo in Vam šele zdaj odgovarjam. Morda mi boste oprostili, če Vam povem, da sem imela v teh dveh letih v svoji družini veliko bolezní in smrti. Lahko rečem, da je Vaš šolski odbor na področju učenja materinščine dosegel v svetovnem merilu največ, kar je mogoče. Nikjer drugje se slovenski jezik ni uspel povzpeti med izpitne maturitetne predmete celo v gimnaziji. Srečna sem, ker Vam je to uspelo in ker imate tudi čudovito učiteljico, gospo Marizo Ličan, ki je sposobna to izpeljati z vsem znanjem in s srcem. To sem spoznala, ko je bila v Sloveniji in ko sva se srečali in pogovarjali. Poznam skoraj vse učiteljice slovenskega jezika na tujem, a takih, kot je Vaša učiteljica Mariza, je zelo malo. Tako sem se zelo razveselila, ko sem jo na naši televiziji videla nastopati na Sidneyskem radiu ob otvoritvi slovenskega društva Triglav. Vaš šolski odbor gotovo sodeluje tudi s tem društvom, sčj Vas vežejo skupni interesi. Slišala sem nekaj o zelo svečani otvoritvi tega društva in upam, da je tudi veseloigra, ki jo je pripravljala g. Mariza, lepo uspela.

Kadar slišim take stvari, sem zmeraj navdušena nad Vami, našimi rojaki na tujem, ki kljub tujemu svetu in vplivu ne pozabljate svoje izvirne domovine in materine besede. Radi ji žrtvujete svoj prosti čas in svoje prostovoljno delo.

Jaz sem že v penziji, a še vedno pomagam pri nalogah za naše otroke na tujem. Če Vam lahko v čemerkoli kaj pomagam, se vedno obrnite name, saj sem z Zavodom za šolstvo še vedno povezana.

V novem letu 1985 želim Vam vsem veliko osebne sreče, zdravja in zadovoljstva in veliko veselih ur med Vašimi slovenskimi in drugimi prijatelji. Prisrčno pozdravljam vse Slovence, s katerimi se srečujete! Vsem skupaj čestitam k ohranjanju narodne zavesti in k ljubezni do našega lepega slovenskega jezika!

Vaša Jelica Mesesnel

Jelica Mesesnel

**REPORT
ON THE
HIGHER SCHOOL CERTIFICATE
EXAMINATION
1983**



BOARD OF
HIGHER SCHOOL STUDIES

REPORT
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EXAMINATION
1983

PREAMBLE

The Higher School Certificate is awarded to school students who have completed a satisfactory program of studies in Years 11 and 12, on the basis of a public examination and a school estimate.

Each year tens of thousands of students sit for the Higher School Certificate Examination. In total they produce hundreds of thousands of pages of written scripts. In 1983, 33610 candidates presented for the Higher School Certificate, with examinations being available in 106 courses, drawn from 42 subject areas. Most students presented 5 or 6 courses, with each course involving at least one paper, usually of 3 hours' duration.

Over a period of many years a procedure for marking scripts has been developed to ensure that each candidate is treated as fairly as possible. On the basis of their knowledge of the subject and their experience, teachers from schools and universities are selected to carry out the marking according to carefully determined, detailed marking schemes. Some are appointed to more senior positions to control and check the marking process. They ensure that the marking schemes are applied accurately and consistently to all scripts. The application of this process results in a set of *RAW EXAMINATION MARKS*. This set of marks places all candidates in each subject in an order of merit or a *RANK ORDER*, and also indicates the relative magnitudes of the differences in performance of candidates in the examination. The marks are not a measure of achievement in an absolute sense. That is to say, a mark of 75% does not indicate that a candidate knows 75% of a given course; a mark of 10% does not indicate that a candidate has grasped only one-tenth of the subject matter of the course.

Further, because different subjects and courses use different marking patterns, and because inevitably, papers in different subjects and courses are not always of the same level of difficulty, *RAW MARKS* in the various subjects and courses are not on the same scale and cannot be compared in their *RAW* form. The pattern of marks in Mathematics, for example, is usually quite different from the pattern of marks in English or History.

In addition, the pattern of marks in the same subject is likely to change from year to year. The experience of recent years has been that changes of up to 20% in the average *RAW MARK* have occurred in large candidature courses. Because of these facts, the Board has a long-standing policy that *RAW MARKS* should not be released.

The Board of Senior School Studies places a great deal of confidence in the ability of the examination process to achieve the rank ordering of candidates, as indicated above. This confidence is reflected in the fact that none of the subsequent processes used to adjust the raw examination marks to the scaled examination marks is allowed to change the rank order of candidates.

The purpose of each examination paper is to compare the performance of any one candidate with the performance of other candidates sitting for the same examination.

The examination is intended not so much to measure how much a candidate knows of the course studied, but rather to measure the performance of candidates, relative to each other.

A great variety and many combinations of subjects and courses have been studied by these candidates. Some of the examinations, such as Art and Music, contain practical components, many of the languages have a speaking and listening component, while many other subjects rely on a written paper only.

In order to produce the *AGGREGATE MARK*, which is currently used as a basis for selection for, and placement in, tertiary institutions and for some areas of employment, a way has had to be found to add together sets of marks obtained by students presenting different combinations of courses, examined by a variety of different methods, in subjects with different characteristics. To do this the Board converts the *RAW EXAMINATION MARKS* to *SCALED EXAMINATION MARKS*.

Without altering the *RANK ORDER* of candidates the *RAW EXAMINATION MARKS* in each subject are adjusted to produce a set of *SCALED EXAMINATION MARKS*, so that any particular mark will mean approximately the same, no matter from which course it was derived. The *SCALED EXAMINATION MARKS*, together with *ADJUSTED ESTIMATES* produced from information provided by the school, can then be added to produce a *FINAL SCALED MARK* for each course. The rank order of candidates indicated by the *FINAL SCALED MARKS* may not be the same as that obtained from the Raw Examination Marks because the *FINAL SCALED MARKS* are composite marks incorporating the adjusted school estimates of candidates' performance. The best ten units of these are added for each candidate, to produce an *AGGREGATE MARK*.

The Board has adopted a process of iterative scaling to produce the *SCALED EXAMINATION MARKS* for each course. This system uses the performances of candidates in each course, over all their subjects, to determine the relativities between subjects. A new procedure which utilised the marks awarded on a common paper, was used in 1983 to determine the relativities between courses within a subject. In this context, the 2 Unit (General) and 2 Unit Z courses, with their differing aims from the 2 Unit and 3 Unit (Related) courses, were treated as different subjects.

Further details about the scaling process may be found in such publications as:

- . *What You Need To Know About the HSC - 1983*
- . *The Processing of HSC Marks - A Technical Paper*
- . *The Higher School Certificate Scaling Procedure*

These are available, on request, from the Board of Senior School Studies 35-51 Mitchell Street, North Sydney, telephone 922 6700.

Note: Each year, Year 12 students are provided with copies of *What You Need To Know About The HSC*.

Each year, the Board appoints an HSC Consultative and Executive Committee, to supervise the final stages of the determination of HSC marks, for all courses and subjects. This Committee may, if it considers it necessary, make adjustments to the initial scaled examination marks, in accordance with criteria specified by the Board.

The composition of this Committee is a matter for the Board's determination. In 1983 it consisted of five members of the 6th Board itself, together with four senior university academics.

Acting on behalf of the Board, the Committee has five specific functions:

- (a) to monitor the processing of marks in the Higher School Certificate Examination system to ensure that the scaled marks awarded to candidates in the various courses are equitable in terms of demonstrated performance;
- (b) to provide advice and guidance to Examination Committees, in their determination of marks;
- (c) to assist Examination Committees in the classification of cases of non-serious presentation;
- (d) to decide, in consultation with the Chairman of the Examination Committee, the precise ways in which RAW EXAMINATION MARKS will be converted to SCALED EXAMINATION MARKS.

CHANGES FROM THE 1982 HSC

In 1983 the 3 unit candidates in all subjects, except AMEB Music, sat the corresponding 2 unit examination paper and an additional 3 unit paper. Thus it was possible to obtain a direct comparison of the 2 unit with the 3 unit candidates based on their relative performance on the common paper.

During 1983 the Board had agreed that:

- (i) the mean of the final scaled examination mark of the candidature for the 2/3 unit common paper, will be the iterated mean of the 2/3 unit common paper;
- (ii) the mean of the 3 unit additional paper will be the mean achieved by the 3 unit candidature in the common paper;
- (iii) unless there are compelling reasons to the contrary, the distribution of the marks on the 3 unit additional paper will be the same as that of the marks of the 3 unit candidature on the common paper;
- (iv) unless there are compelling reasons to the contrary, the mean of the final scaled examination mark for 2 Unit (General) Courses, will be the iterated mean;
- (v) for Mathematics, the distribution of the 3 unit candidates on their additional paper is determined as in (ii) above. This additional paper is common to the 3 and 4 unit candidates:
 - . The marks of the 4 unit candidates on their common paper will be such as to preserve the relationship between 3 and 4 unit candidates on that paper;
 - . The mean of the 4 unit candidates on their additional paper will be equal to the mean as determined in (i) of these candidates on the paper common to the 3 and 4 unit.

In addition the Board reassessed, based on three years of experience, the method of handling the community languages including the comparison procedures, and during 1983 determined that:

- . the comparison processes be continued in 1983 but modified in the manner outlined;
- . the mean for community languages be raised to the average mean for French and German except where the results of excluding English from the scaling criterion indicate that the mean should be raised higher;

- . for subjects with very small candidatures, the top mark be first determined during the consultative process, and the differences between scaled marks reflect the differences between the examination marks;
- . comparison procedures not be accepted as the sole determinant of the mean of community languages;
- . the 1983 comparison procedures be modified to allow Examination Committee interaction in these procedures and that the Consultative and Executive Committee be presented with the findings of such interactions;
- . the Supervisor and/or Chairman of the French and German Examination Committees be invited to be present as a resource during the comparison procedures.
- . Community Language Examination Committees be given the option as to whether they wish the comparison procedures to be undertaken in their subject.

THE CONSULTATIVE PROCESS 1983

The Consultative Committee and the Examination Committees had a much simpler task in 1983, as the relativities between 2 unit and 3 unit courses were determined by the performance of the candidates in the 2 unit paper. The consultative process began on the afternoon of Monday, 5 December 1983, with a review of the statistical data available.

During consultation the 43 Examination Committees were asked to provide information in order to determine for each course:

- . the scaled examination marks of the top candidates,
- and
- . the scaled examination marks of the bottom candidates.

Over the next four days all Examination Committees were consulted and on the afternoon of Friday, 9 December, the full Consultative Committee examined the recommendations of the various mapping points. Apart from a few cases where the Committee adopted minor changes, the mapping points as determined during the consultative process were adopted.

HOW THE CONSULTATIVE COMMITTEE FUNCTIONED IN 1983

The Operation of the Consultative Committee in 1983 will be described by reference to the steps that occurred in the processing of a typical subject from the 1983 HSC Examination.

The subject had three (3) courses - 2 Unit (General), a 2 Unit Course and a 3 Unit Course. Nearly 400 candidates sat for the 2 Unit (General) Course, over 11,000 in the 2 Unit Course, and nearly 1,000 entered the 3 Unit Course.

To illustrate the first step in the process, the handling of the results in the 2 Unit/3 Unit (Common) Paper will be sketched. More than 12,000 candidates sat for this examination paper - all the 2 unit and the 3 unit candidates.

When the papers had been marked it was found that the lowest RAW EXAMINATION MARK out of 100, awarded by the examiners, was 1, and the highest mark was 95. The MEAN RAW EXAMINATION MARK was 52.59. This is obtained by adding all the RAW EXAMINATION MARKS for the course and dividing by the number of candidates. The STANDARD DEVIATION, which is a measure of how much the marks are spread about the MEAN, was 13.91.

The range of marks was then reduced from the 0 to 100 range used by the examiners to mark the papers, to the 0 to 50 range, used to bring all subjects to a common 1 Unit scale, for purposes of comparison.

The RAW EXAMINATION MARKS were then processed by a computer program, using the iterative scaling procedure, adjusting that group of candidates performance in this course to the same group's performance in all its other courses. This procedure can and often does produce marks that go beyond the 0 to 50 range, so that in the table given below, a negative mark appears. The Board has determined however, that the final marks must be contained within the range of 0 to 50.

	RAW EXAMINATION MARKS (/100)	INITIAL SCALED MARKS (/50)
Lowest Mark	1	-10.7
Highest Mark	95	50.4
Mean	52.59	22.86
Standard Deviation	13.91	9.06

In making these changes, the computer program made no change to the RANK ORDER of the candidates, and maintained the relative differences between candidates. The candidate who scored the lowest Raw Examination Mark (1), was the same candidate with the Initial Scaled Mark of -10.7. The same candidate scored 95 Raw Examination Marks and 50.4 Initial Scaled Marks. The RANK ORDER of all candidates in between remained the same.

The Consultative Committee discussed these Initial Scaled Marks with the Examination Committee of that subject. The discussion enabled the Examination Committee to re-assess its initial judgements, particularly at the higher and lower ends of the range.

Using a micro-computer the Committees tested the effects of various adjustments to Initial Scaled Marks. The discussions led to the following agreements:

- . the lowest Initial Scaled Mark would be given a *FINAL SCALED MARK* of 0/50;
- . the highest Initial Scaled Mark would be given a *FINAL SCALED MARK* 50/50;
- . a series of further mapping points to keep the final mean as close as possible to the initial scaled mean and to retain as far as possible the initial relativities.

The total series of changes for the 2 Unit/3 Unit (Common) Paper is given in the following table:

	RAW EXAMINATION MARK (/100)	INITIAL SCALED MARK (/50)	FINAL SCALED MARK (/50)
Lowest Mark	1	-10.7	0.00
Highest Mark	95	50.4	50.00
Additional Mapping Points	-	49.00	49.00
	-	34.00	35.00
	-	15.00	13.00
	-	5.00	5.00
	-	2.00	4.00
	-	-10.7	0.00
Mean	52.59	22.86	22.87
Standard Deviation	13.91	9.06	9.84

To determine the final scaled marks for the candidates in the 3 Unit (Additional) Paper, the same mapping points were used for the 3 Unit (Additional) Paper.

The summary of the statistics follows:

	RAW EXAMINATION MARK (/50)	INITIAL SCALED MARK (/50)	FINAL SCALED MARK (/50)
Lowest Mark	0	2.3	4
Highest Mark	39	47.8	50
Mean	24.78	29.79	30.67
Standard Deviation	5.94	7.12	8.24

The 2 Unit (General) Course in the subject was treated separately. Adjustments which were made to the top and bottom marks kept the initial and final scaled marks very nearly equal. The mapping points for the 2 Unit (General) and the results of the mapping are given below:

	RAW EXAMINATION MARK (/50)	INITIAL SCALED MARK (/50)	FINAL SCALED MARK (/50)
Lowest Mark	0	-3.7	0
Highest Mark	89	47.2	47
Additional Mapping Points	-	10.00	10.00
	-	7.00	6.00
	-	2.00	2.00
	-	-1.00	1.00
Mean	43.96	19.90	19.93
Standard Deviation	16.74	10.15	10.07

A similar process was used for all subjects with the exception of Community Languages, for which the process will be described later. Some indications of the effects of the process are given in the next table, which shows the changes in the *WEIGHTED SUBJECT MEAN* for each subject in 1983.

The *WEIGHTED SUBJECT MEAN* is arrived at by taking the mean of the *FINAL SCALED MARKS* for each course examined and weighting it in terms of the number of candidates in each course/and the equivalent unit value of the course.

The weighted subject mean is obtained by dividing the total of the products of equivalent course units, mean and number of candidates by the total of the products of course units and number of candidates. In the subject, Geography, for example, the courses, the means obtained, the numbers of candidates and the calculations to arrive at the weighted subject mean are shown in the next table:

Course	Final Scaled Scores	Number of Candidates	(A) Unit Value x mean x Number of Candidates	(B) Unit Value x Number of Candidates
2 Unit (General)	19.93	389	$2 \times 19.93 \times 389$ $= 15505.54$	$2 \times 389 = 778$
2 Unit/3 Unit	22.87	12,309	$2 \times 22.87 \times 12,309$ $= 563013.66$	$2 \times 12,309$ $= 24,618$
3 Unit (Additional)	30.67	972	$1 \times 30.67 \times 972$ $= 29,811.24$	$1 \times 972 = 972$

Total A = 608330.44 B = 26368

$$\text{Weighted Subject Mean} = \frac{A}{B} = \frac{608330.44}{26368} = 23.07$$

A similar process was used for all subjects with the exception of Community Languages, for which the process will be described later. Some indicators of the effects of the process are given in the next table, which shows the changes in the weighted subject mean for each subject in 1987.

The weighted subject mean is arrived at by taking the mean of the final scaled marks for each course examined and weighting it in terms of the number of candidates in each course and the equivalent unit value of the course.

The weighted subject mean is obtained by dividing the total of the products of equivalent course units, mean and number of candidates by the total of the products of course units and number of candidates. In the subject, Geography, for example, the mean obtained, the number of candidates and the calculations to arrive at the weighted subject mean are shown in the next table:

TABLE OF WEIGHTED MEANS

Subject	Number of Candidates	Weighted Subject Mean	
		Initial	Final
English	33359	24.96	24.97
Mathematics	31449	26.36	26.74
Modern History	11668	24.62	24.50
Ancient History	5577	23.99	24.01
Economics	14277	24.92	24.97
Geography	12723	23.23	23.27
Agriculture	1686	23.78	23.94
Latin	154	36.35	36.51
Hebrew	44	33.49	33.50
French	2425	27.00	27.02
German	1198	27.62	27.72
Art	4799	22.68	22.66
Industrial Arts	3693	24.20	24.37
Home Science	3272	21.63	21.67
Textiles and Design	1172	21.59	22.47
Music (BSSS)	1593	23.18	23.32
Music (AMEB)	137	29.32	29.31
Sheep Husbandry & Wool Technology	95	24.64	24.89
Farm Mechanics	93	23.86	24.05
General Studies	17739	24.11	24.68
Science	39230 *	25.84	25.92

* Includes students who have done two Science courses.

THE SPECIAL CASE OF LANGUAGES

The ways in which the Consultative Committee dealt with certain languages are described in the following sections. The languages have been grouped into three categories, viz, French and German; Community Languages of Small Candidature; Community Languages of Larger Candidature.

FRENCH AND GERMAN

These subjects have been examined at Higher School Certificate level since the inception of the examination and for many years before that in the Leaving Certificate Examination. They have been considered consistently as Foreign Languages, that is, for nearly all candidates the languages French and German are neither their 'native' language, nor are they spoken or used extensively by those candidates outside the school environment.

The processing of the Raw Examination Marks for French and German followed precisely the same pattern as that for all other subjects, such as English, Mathematics, Science, etc, listed in the above *TABLE OF WEIGHTED SUBJECT MEANS*.

The effects of the processing are given below:

Subject	Number of Candidates	Weighted Subject Mean	
		Initial	Final
French	2425	27.00	27.02
German	1198	27.62	27.72

THE COMMUNITY LANGUAGES

(a) SMALL CANDIDATE SUBJECTS

In handling the subjects with only a 2 Unit course and with very small candidatures, the top mark was first determined during the consultative process and then the other marks were adjusted to reflect the differences between the examination marks. The subjects treated this way are shown in the following table:

Subject	Number of Candidates	Initial Mean	Final Mean
Croatian	27	16.70	24.85
Czech	4	24.25	45.50
Estonian	3	29.00	39.00
Hungarian	10	22.80	32.80
Latvian	6	25.33	37.83
Lithuanian	3	23.67	39.67
Macedonian	8	12.50	24.25
Serbian	21	14.29	21.81
Slovenian	5	23.80	42.60
Ukranian	18	24.22	34.72

(b) OTHER SUBJECTS

For the remaining Community Languages, if the initial scaled mean was below the average for French and German, mapping points were chosen to raise the mean to about this average. For subjects with only a 2 unit course the mean was chosen to be about 27.50, and for subjects with a 3 unit course the mean of the Common 2 unit/3 unit paper was chosen to be 29.00.

In addition, the effect on the initial mean of removing the candidates English results from the scaling procedures was examined for all the Community Language courses. The only language subject with a 2 unit course only where this process indicated that the mean should be lifted above the average of the French and German mean of 27.37 was Chinese which was set at 28.74 from an initial value of 25.94. The results for two other language subjects, Indonesian and Japanese, in the 2 unit/3 unit Common paper, indicated that the final scaled means should be above the 29.00 value. Indonesian was set at 30.46 from an initial mean of 25.65, and in the case of Japanese it was set at 30.65 from 28.41.

The final results are given in the Summary Table on page 15.

COMPARISON PROCEDURES FOR LANGUAGES, 1983

The modified arrangements in using the comparison procedure which directly involved the Examination Committee, enabled the consultative process to flow more smoothly. The Examination Committees which used the comparison procedures were:

Spanish
Polish
Turkish
Russian
Italian
Modern Greek
Japanese
Indonesian
Croatian

Bearing in mind that the process can only give an approximate correspondence with French and/or German, the results supported the final scaled marks.

CONCLUSION

In making the final determination in regard to the marks to be awarded in these languages, and in all Higher School Certificate subjects, the Consultative Committee and the Board considered that there were two principles to be followed:

- (a) Justice must be done to all candidates in the Higher School Certificate Examination, in the determination of their final marks and aggregates;
- and
- (b) The marks given to students of community languages, as for other subjects, should be commensurate with their scholastic achievement, as measured by Higher School Certificate procedures.

The modification to the 1982 Higher School Certificate procedures for the 1983 Higher School Certificate eliminated the need to determine the 2 Unit and 3 Unit relativities during the consultative process, and the handling of the Community Languages greatly reduced the difficulties sometimes experienced by the Consultative Committee over the years.

The following table shows the final results for all subjects.

Spanish
Polish
Turkish
Russian
Italian
Modern Greek
Japanese
Indonesian
Croatian

RESULTS IN ALL SUBJECTS FOR 1983 HSC EXAMINATION

COURSE	CANDIDATURE	PERCENTAGE OF ENGLISH CANDIDATURE	WEIGHTED SUBJECT MEAN		
			INITIAL	FINAL	DIFFERENCE
English	33359	100.00	24.96	24.97	0.01
Mathematics ¹	31449	94.27	26.36	26.74	0.38
Modern History	11668	34.98	24.62	24.50	-0.12
Ancient History	5577	16.72	23.99	24.01	0.02
Economics ²	14277	42.80	24.92	24.97	0.05
Geography	12723	38.14	23.23	23.27	0.04
Agriculture	1686	5.05	23.78	23.94	0.16
French	2425	7.27	27.00	27.02	0.02
German	1198	3.59	27.62	27.72	0.10
Latin	154	0.46	36.35	36.51	0.16
Spanish	118	0.35	21.03	29.32	8.29
Indonesian	710	2.13	25.65	30.46	4.81
Russian	41	0.12	21.01	29.31	8.3
Dutch	14	0.04	23.97	33.97	9.99
Hebrew	44	0.13	33.49	33.50	0.01
Chinese	396	1.19	25.94	28.74	2.8
Japanese	126	0.38	28.41	30.65	2.24
Italian	554	1.66	22.35	25.62	3.27
Modern Greek	525	1.57	20.07	30.09	10.02
Classical Greek	15	0.04	34.43	39.12	4.69
Slovenian	(5)	0.01	23.80	42.60	18.8
Arabic	106	0.32	16.58	28.40	11.82
Estonian	3	0.01	29.00	39.00	10.00
Art	4799	14.39	22.68	22.66	-0.02
Industrial Arts	3693	11.07	24.20	24.37	0.17
Home Science	3272	9.81	21.63	21.67	0.04
Textiles & Design	1172	3.51	21.59	22.47	0.88
Music (BSSS)	1593	4.78	23.18	23.32	0.14
Music (AMEB)	137	0.41	29.32	29.31	-0.01
Sheep Husbandry	95	0.28	24.64	24.89	0.25
Farm Mechanics	93	0.28	23.86	24.05	0.19
General Studies	17739	53.18	24.11	24.68	0.57
Science	39230*	117.60*	25.84	25.92	0.08
Czech	4	0.01	24.25	45.50	21.25
Hungarian	10	0.03	22.80	32.80	10.00
Latvian	6	0.02	25.33	37.83	12.50
Lithuanian	3	0.01	23.67	39.67	16.00
Polish	25	0.07	23.96	39.16	15.20
Serbian	(21)	0.06	14.29	21.81	7.52
Turkish	52	0.16	12.15	27.75	15.60
Ukrainian	18	0.05	24.22	34.72	10.50
Croatian	(27)	0.08	16.70	24.85	8.15
Macedonian	(8)	0.02	12.50	24.25	11.75

(See over for Notes)

COURSE	CANDIDATURE	PERCENTAGE OF CANDIDATES	WITNESSED SUBJECT MEAN	FINAL DIFFERENCE
English	3752	100.00	24.96	0.01
Mathematics	3133	98.37	26.16	0.38
Modern History	1168	24.98	24.62	-0.12
Ancient History	1427	100.00	24.01	0.02
Economics	1427	100.00	24.97	0.02
Geography	1427	100.00	24.97	0.04
Agriculture	1686	100.00	24.96	0.16
French	1198	100.00	24.97	0.02
German	1198	100.00	24.97	0.10
Latin	134	0.46	24.97	0.16
Spanish	118	0.32	24.97	0.20
Arabic	110	0.13	24.97	0.81
Business	41	0.12	24.97	0.3
Dutch	14	0.08	24.97	0.99
Portuguese	46	0.12	24.97	0.01
Chinese	296	1.12	24.97	2.8
Japanese	126	0.38	24.97	2.24
Italian	224	1.66	24.97	7.27
Modern Greek	222	1.57	24.97	10.02
Classical Greek	13	0.04	24.97	4.84
Stonemasonry	3	0.01	24.97	40.8
Artistic	106	0.32	24.97	41.82
Cartooning	3	0.01	24.97	10.00
Industrial Arts	4792	14.38	24.97	-0.02
Home Science	3372	9.81	24.97	0.08
Textiles & Design	1172	3.51	24.97	0.88
Music (1882)	1292	4.78	24.97	0.14
Music (AMEB)	132	0.41	24.97	-0.01
Speech Technology	92	0.28	24.97	0.22
Form Technology	92	0.28	24.97	0.19
General Studies	1733	21.18	24.97	0.27
Science	3830	117.60	24.97	0.08
Cricket	4	0.01	24.97	21.22
Swimming	10	0.03	24.97	10.00
Football	6	0.02	24.97	12.98
Table Tennis	3	0.01	24.97	16.00
Roller Hockey	22	0.03	24.97	12.30
Badminton	31	0.04	24.97	17.22
Tennis	22	0.16	24.97	12.60
Netball	18	0.03	24.97	10.50
Cricket	31	0.09	24.97	8.12
Table Tennis	31	0.09	24.97	11.22

NOTES1 Including *Mathematics in Society*2 Including *Economics and Society*

* Includes students who have done two Science Courses

Veliko srce, redovno
in redovno ista vam osebno
hvala tudi članom šolskega
odborništva in imen
Slovenske izseljenke metce

Janko

Antogoini



★ Sawing Wood • by Clarence Gagnon, Canada. Courtesy of the McMichael Canadian Collection, Kleinburg (Ontario), to benefit the United Nations Children's Fund (UNICEF). ★ Les scieurs de bois • par Clarence Gagnon, Canada. Reproduction autorisée par la McMichael Canadian Collection, Kleinburg (Ontario), au profit du Fonds des Nations Unies pour l'enfance (UNICEF). ★ Serrando la madera • por Clarence Gagnon, Canadá; cortesía de la McMichael Canadian Collection, Kleinburg (Ontario). Contribución al Fondo de las Naciones Unidas para la Infancia (UNICEF). ★ Пилка дров • Кларенс Ганьон, Канада. Работа любезно предоставлена Канадской коллекцией Макмишеля, Клейнбург (Онтарио), Детскому фонду Организации Объединенных Наций (ЮНИСЕФ) в благотворительных целях. ★ 锯木。克拉伦斯·加格农(加拿大)作。(安大略省)克莱因伯格, 麦克米歇尔加拿大收藏馆特许联合国儿童基金会采用。

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS:

OB MATURI IZ SLOVENŠČINE
v Avstraliji - Sydney 1985

Maturantka } Insert name, or
BRATOVIČ Nives } below.

Slovenski Šolski Odbor za N.S.W.

Darovali:
SLOVENSKO DRUŠTVO SYDNEY
SLOVENSKI KLUB TRIGLAV
SLOVENSKO AKADEMSKO DRUŠTVO
SLOVENSKO NARODNO DRUŠTVO

← Small plate

Maturant

ERZETIČ Ernest
ŠAULIG Edward
ŠUBER Robert

Maturantka

BRATOVIČ Nives
GODEC Milena
ILESIČ Helena
KUŽNIK Olga
LOCHNER Veronica
MODRIJANČIČ Jožica
ŠAJN Karen
TAVČAR Suzana

Dear Mr. Kaluza,

Further to my phone call, please make
12 plaques - 11 with names as above and
1 with no name.

Should you have any queries, please
ring my son Alfred on 212 4599.

With best regards

OB MATURI IZ SLOVENŠČINE
v Avstraliji - Sydney 1985

Maturantka } Insert name, as
BRATOVIČ Nives } below.

Slovenski Šolski Odbor za N.S.W.

Darovali:
SLOVENSKO DRUŠTVO SYDNEY
SLOVENSKI KLUB TRIGLAV
SLOVENSKO AKADEMSKO DRUŠTVO
SLOVENSKO NARODNO DRUŠTVO

← Small plate

Maturant

✓ ERZETIČ Ernest
✓ SAULIG Edward
✓ SUBER Robert

Maturantka

✓ BRATOVIČ Nives
✓ GODEC Milena
✓ ILESIČ Helena
✓ KUŽNIK Olga
✓ LOCHNER Veronica
✓ MODRIJANČIČ Jožica
✓ ŠAJN Karen
✓ TAVČAR Suzana

Dear Mr. Kaluzs,

Further to my phone call, please make
12 plaques - 11 with names as above and
1 with no name.

Should you have any queries, please
ring my son Alfred on 212 45 99.

With best regards

Alfred

28/9/85

P.S.: Please include Tasmania on the map.

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS:

28th September, 1985.

Mr. Peter Dooley,
Coordinator,
Saturday School of Community Languages,
Department of Education,
Bridge Street,
Sydney, N.S.W. 2000.

Dear Mr. Dooley,

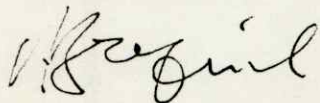
After having received invitations now for the last few years, you have probably already been expecting the arrival of the next.

This is the seventh year that our students have sat for the Slovenian Higher School Certificate examination. Only by holding an evening such as this are we able to reward them for the dedication and diligence they have shown in finally achieving their goal.

This year's 'H.S.C. Graduates Ball' will be held on Saturday the 30th of November, 1985, at St. Raphael's Hall on the Cnr of Warwick and Merrylands Rds, Merrylands.

We would be delighted if you and Mrs. Dooley would join us on this special occasion, as our guests.

Yours sincerely,



Alfred Breznik
Secretary (Tel. 212-4599)

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS:

28th September, 1985.

Mr. K. Strong,
Deputy Principal,
Dover Heights High School,
Hardy Street,
Vaucluse, N.S.W. 2030.

Dear Mr. Strong,

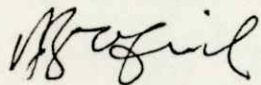
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We would be delighted if you and Mrs. Strong would join us on this special occasion, as our guests.

Yours sincerely,



Alfred Breznik
Secretary (Tel. 212-4599)

SLOVENSKI ŠOLSKI ODBOR ZA N.S.W.
SLOVENIAN SCHOOLS COMMITTEE OF N.S.W.

ADDRESS:

28th September, 1985.

Mr. Tony D'Abrera,
Supervisor,
Saturday School of Community Languages,
Bankstown Centre,
Bankstown Girls High School,
Mona Street,
Bankstown, N.S.W. 2200.

Dear Mr. D'Abrera,

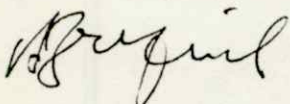
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We would be delighted if you and Mrs. D'Abrera would join us on this special occasion, as our guests.

Yours sincerely,



Alfred Breznik
Secretary (Tel. 212-4599)

SEZNAM MATURANTOV - LETO 1985

BRATOVIČ Nives ✓

ERZETIČ Ernest ✓

GODEC Milena ✓

ILESICH Helena ✓

KUŽNIK Olga ✓

LOCHNER Veronica ✓

MODRIJANČIČ Josie *Jožica*

ŠAJN Karen ✓

SAULIG Edward ✓

ŠUBER Robert ✓

TAVČAR Suzana ✓

Spore

T-3 to 1500W

Department of Education

Bankstown Centre
C/- Bankstown Girls High School
Mona Street
Bankstown N.S.W. 2200

Our reference:

Your reference:

2. 11. 1985

The President,
Slovenian Schools Committee.

Dear Sir,

My wife and I have
the greatest pleasure accepting the
invitation to the Slovenian H.B.L.
Students' Graduation Night.

Yours Sincerely



A. M. D'Abreu
Supervisor

