



The MAGAZINE
of the
**HOMEBUSH
BOYS' JUNIOR
HIGH SCHOOL**

Taylor Jr

1936

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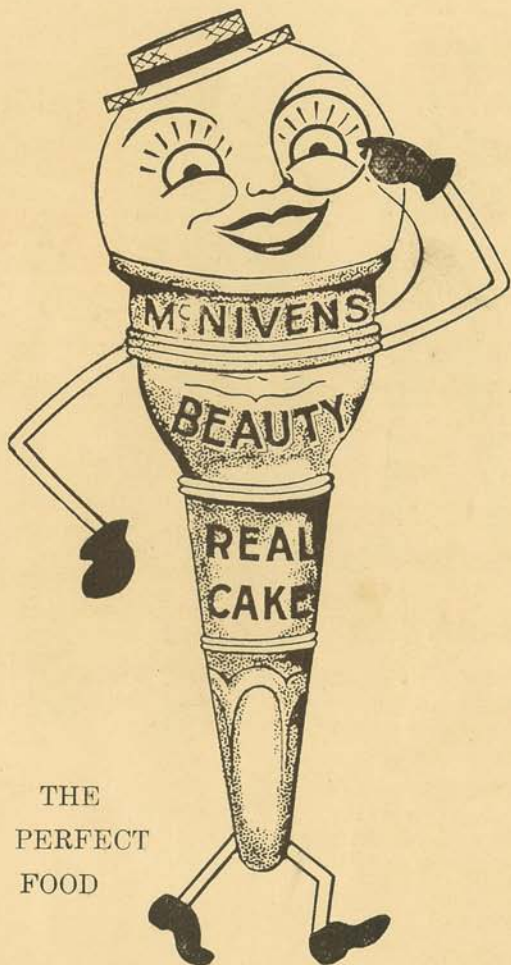
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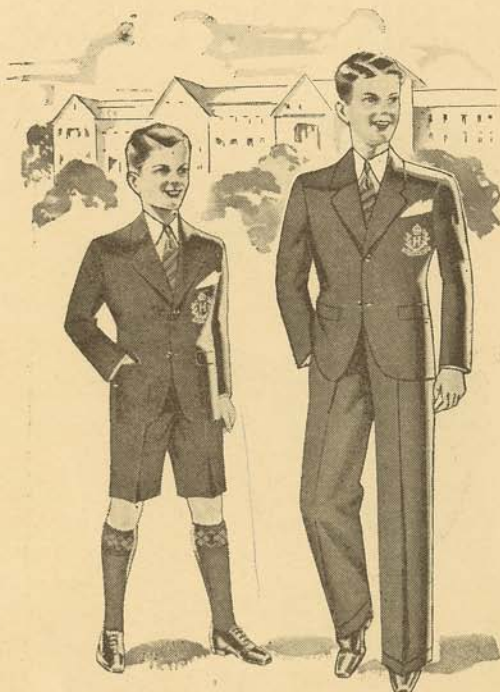


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MAGAZINE OF HOMEBUSH JUNIOR BOYS' HIGH SCHOOL

DECEMBER, 1936.

No. 1.

HEADMASTER'S FOREWORD.



TIME marches on!

1936 marks the establishment of another new High School to meet the needs of the increasing number of Secondary pupils. After some years of uncongenial conditions at Petersham and Summer Hill, the boys of the Western Suburbs of Sydney have been provided with a splendid new building on the Hill at Homebush, a monument to the forethought of the Education Department.

This great building, one of the largest school buildings in the State, may be regarded as a triumph of school architecture. It provides accommodation for 1024 boys for a three years' course leading to the Intermediate Certificate.

Let us here briefly examine the place of the High School in the community. The two greatest enemies of Society today are disease and ignorance. Man must therefore make himself physically and intellectually fit. The aim of the School is to develop a healthy mind in a healthy body.

The development of a healthy body, must be regarded as essential, since the mind in a tortured body is incapable of giving of its best, and sometimes leads to those extremes or warpings that are repugnant to the community at large. Educational bodies realise the necessity for hygienic working conditions and for this reason, large sums of money are expended in providing buildings and grounds, that aim at the development of an efficient and healthy home for the mind. The High School course is arranged to support this by giving due attention to sport and physical exercises.

With regard to ignorance, much has been done. All children have the opportunity of commencing a Secondary course, when their primary education is completed. The average boy has now at least two years super primary training before he leaves school. Most boys are brought

to the Intermediate standard, which is now regarded as the entrance to so many occupations and thus a very large number leave school with a greater capacity for understanding the many problems of life. But the school would fail if it left off there. It must prepare its students to live in the fullest sense. Social tendencies and instincts must be encouraged so that the student is prepared to take his place in society. In this preparation, the school touches the depths of the child's nature. It seeks to reveal and develop character, the foundation of which is laid during youth—that period of greatest plasticity.

The High School, thus has a great responsibility, aiming as it does, at developing all the interests of future citizens. It aims also at the ennobling of character by the inculcation of high ideals, that will not only guide its boys, but make them a distinct influence for good in society.

SCHOOL TRADITIONS.

We live in wonderful times. Few indeed are they who would wish to have lived in times long past. And yet, to times past, we look for the foundations of traditions, the appreciation of which helps to direct much of our conduct to-day.

As members of a new school, we have in our position and our material surroundings a source of inspiration, not only to preserve existing traditions of our race, but to lay the foundation of traditions of our own. British traditions of sportsmanship and cheerful carrying out of duty will guide us in general. We are the stock of future generations who will carry on the traditions from the point at which our activities cease.

The year in which the two schools of Petersham and Summer Hill were fused, has yet to draw to a close. However, we are able already, to understand some of the many activities open to us. We must make the number of enthusiastic scholars, true learners in the school, remarkable. Our sport is thoroughly organised — Homebush must become a leader of its peers in sport. Our first magazine is a small, modest production, but it is the first "School Magazine."

Again we have in the school a Popular Science Club which, it is to be hoped, will provide an example for the formation of similar clubs. Attempts at play production in the classrooms, and the creditable achievements of a group of players who entered a competition in the city during the

year, have shown that we should be able to have an Annual Play Day. We must all try to develop all the interests we possess and to extend our participation in various activities.

The importance of sport as part of School training would be difficult to over-estimate. In addition to building up a healthy body, sport develops character — it leads to the abnegation of self and to a spirit of co-operation and fair play—very desirable qualities in any society. Let it not be thought that ability in school work, proficiency at sport and sportsmanship (there is a difference between the last two) cannot be part of the “make-up” of one and the same person. It cannot be expected that each and every one of us shall excel in all spheres, but we should try to balance in our activities, both sides of the curriculum. The world of to-day suggests that Bacon’s conviction that all sides of character are developed by study, is either quite wrong or else very much out of date. On the other hand, in times when “everyone” is educated to some extent, a man who has devoted all his energies as a lad to sport, may find that off the playing field, he cannot take his place properly with other people with whom he rubs shoulders.

In carrying out our duties as students and sportsmen, let us give of our best. Only thus shall we do justice to our School and to ourselves.

Owing to the difficulty of producing a magazine late in the year, when the senior boys, who were preparing for examinations, could not be expected to prepare many contributions, the staff have assisted the boys by writing some articles which appear herein.

o

A. POEM.

Oft have I tried to write a poem,
To stand the test of time,
As buried in a maze of doubt,
I tried to make a rhyme.
But thoughts of interest to the world
Are very hard to find;
The product of my simple brain
Will not absorb mankind.

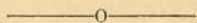
A. CLARK, 3C.

OUR HEADMASTER.

The first Principal of the Homebush Junior High School is Mr. W. Roberts, B.A., Dip., Ed., who has had wide experience in various types of schools under the Department of Education. Mr. Roberts entered the Department as a pupil teacher at North Sydney, S.P.S., and, served in practically every capacity connected with the Primary Schools. After graduating at the University of Sydney, Mr. Roberts was appointed to Fort St., High School, when the present High School System was established in 1913. For some years he was Sportsmaster and O.C. Cadets when Fort St. moved out to the new building at Taverner's Hill, Petersham. In 1919, Mr. Roberts was appointed English Master at Parramatta High School and remained there till 1925, when he returned to Fort St. as Deputy Headmaster.

A new High School was opened at Glen Innes and Mr. Roberts was appointed Headmaster in 1928. At the end of three years, he was promoted to the charge of the very fine High School at Albury, whence he was appointed at the beginning of this year to Petersham Intermediate High School, and entrusted with the duties pertaining to the establishment of our present school.

To the many problems of organisation, routine, transport, etc., connected with a Secondary School of nearly 1000 boys, Mr. Roberts brings a mind trained by practical experience in every phase of High School work.



SCHOOL NOTES.

The history of Homebush Boys' Junior High School, dates back from 10th August, 1936, when the building was entered for the first time.

At present the enrolment of 940 is greater than that of any other Secondary School in N.S.W. The number of candidates for the Intermediate Certificate is correspondingly great (219) and next year will be larger.

The School contains 28 class-rooms, 2 science laboratories, 2 science demonstration rooms, a fine library, reading room and assembly hall. The Tuck Shop, which is part of the building is equipped with all modern conveniences, including a refrigerator.

Arrangements for transport provide a very onerous task and the co-operation of the Railway Department, has been appreciated, especially in its provision of a special train for boys living on the Bankstown line,



W. ROBERTS, Esq., B.A., Dip., Ed. (Headmaster).

The School motto was chosen by Mr. Roberts after many suggested mottos had been considered. Also, the design for the School crest is quite new and when appearing on school uniforms must make the wearers proud of the privilege of belonging to H.B.J.H.S.

The grounds of the school cover an area of five acres, and so are larger than those provided for any other school in the Metropolitan Area. At first the main playing area was rather rough and covered with tall weeds. However, it has begun already to look tidy and even, and shortly, when more gardens have been laid out it will surely be very beautiful. The School is fortunate in having an area of trees and shrubs that have been retained from the estate that originally occupied the site. Our thanks are due to the contractors for preserving the lawn and this garden.

For the beautification of the remainder of the front and the Southern side of the playground, much care and planning is necessary. In this connection the Headmaster called together a number of gentlemen, including Mr. W. W. Froggatt (formerly Government Entomologist) and Mr. G. A. Davey of Strathfield Council, who are authorities on trees and ornamental shrubs. These gentlemen have submitted schemes of landscape gardening, and next year, in the proper time for planting, a function in the form of an Arbor Day will be held at the School. We have no doubt that parents and friends of the School will be glad to assist and participate in this function.

A Visitors' Day was held on 14th October, when relatives and friends of the pupils came in vast numbers and thoroughly inspected the new building. All the visitors expressed their appreciation of the surroundings in which their boys were being educated. After the inspection had been made a large gathering of 800 parents and friends made preliminary arrangements for the formation of a Parents' and Citizens' Association.

Gifts to the new School have been a photograph of H.M. King Edward VIII. from Mr. H. Joseph; a large Union Jack and a large portrait of Sir Henry Parkes, from Mr. W. Vern; a shield for the Inter-House Competition from Messrs. Mick Simmons Ltd.; and a cup for swimming from Mr. R. H. Jenner. Gifts to the Library are mentioned elsewhere.

Several visits have been made to the Sydney Town Hall for A.B.C. Concerts. Probably the one most appreciated was that on Oct. 22nd, when the whole of Mozart's Symphony in D. Major was played.

On Monday of Music Week, 28th September, a concert party led by Madame Ada Baker, provided a varied and interesting programme of musical and elocutionary items, which were highly appreciated by the boys.

On the day of the death of the State Governor, Admiral Sir Murray Anderson, M.V.O., C.M.G., C.B., K.C.B., the School, after a short address by Mr. Roberts, stood in silence for two minutes as a mark of respect for this gallant gentleman who gave such noble service to our King and Empire.

Armistice Day was observed in the School, with the customary two minutes silence.

Mr. J. Woodberry, Clerk of Works for the construction of the new school, who retired from the service of the Department on the first day of the building's occupation, spoke of the interest he had taken in its erection, and of the good fortune of the boys who were to be educated in such splendid surroundings.

The School assembled on Thursday, 12th November, when First and Second Years said goodbye to the Third Year boys and wished them good luck in their coming examination.

Mr. Roberts, who first addressed the gathering, said that he wished to establish the Third Year Farewell as an annual function. Most of the third year boys would soon be dispersed — some to continue their education elsewhere, some to enter employment. Wherever they went and in whatever capacity they acted, they should endeavour to remember the School Motto and to act according to its direction. They should understand that they carried away with them the good wishes of all those left behind, both for their examination and for their success in later years.

Mr. McKilligan praised the School prefects and the third year boys who had had the task of voting for them. He also expressed his good wishes to all.

After Mr. McKilligan had spoken, the third year boys left the Hall to the accompaniment of "For They Are Jolly Good Fellows" sung by the rest of the School who clapped in time to their singing.

THE SCHOOL OWL.

Mr. Johnson, a prominent citizen, looked at the new building beside which he was walking and almost snorted.

"Humph" he growled, "more like a fashionable hotel than a school. Now when I was a boy . . ." and he lapsed into reminiscences of those dreamy days when he had been to school and of the unpleasant surroundings with which he usually associated school life.



THE SCHOOL OWL.

Continuing to walk slowly, he drew level with the main entrance of the building. Now his attention centred, not on the entrance itself, but on something above it — an owl of stone, a symbol of wisdom and profundity of thought, which looked down as though to remind him that knowledge was not dead with present age. Mr. Johnson's "humph" turned to an admiring "ah" and he stood watching the bird with thoughtful gaze, until he became aware, somehow, of many amused glances directed towards himself. Looking round, he saw to his mortification many grinning faces, evidently amused at his preoccupation. Once more he ejaculated, "Humph."

I am speaking as if the owl were living and had reasoning powers of its own. Perhaps it has! Who can tell? The workmen, in creating that stone owl may not have been aware of the fact, but the figure symbolises knowledge and thoughtful endeavour, components of the life-spirit of the School.

The owl looks on daily, unmoved and undisturbed by the now familiar sight of boys, hundreds of them, laughing and shouting without a care in life, making use of all that surplus energy that belongs to care-free youth.

When these same boys are old and gray haired, the owl, oblivious of the ravages of time will look on a generation of boys doing many of the same things, thinking many of the same thoughts as their forbears did.

J. HOLT, 2E.



DURBAR.

King Edward's approaching coronation brings to our minds an event which is to take place soon after — the Indian Durbar.

Modern conditions of travel have made it possible for the King-Emperor to be present without being away unduly long from England, and we can be quite sure that King Edward will attend in person, if such can be arranged. By this means he will be able to renew contacts formed whilst on his tour as Prince of Wales.

The ceremony of Durbar has been called a coronation away from home, though with the exception of the late King George V. and Queen Mary, the reigning monarch has not been present. The occasion is one which provides a means for the masses to show their loyalty to the Emperor. Vast numbers of people participate, including ruling princes (with their retinues) of not only British India and Burmah, but of the independent states, and also notable personages from such places as Nepal and Siam. The princes vie with one another in their efforts to make the occasion one of magnificence and splendor.

This love of colourful pageantry is shared by ourselves — witness the preparations being made for the Coronation in England, and its celebration in other parts of the Empire, including our own City of Sydney.

Thus the peoples of India are helped by the Durbar, to appreciate the part they play as members of the British Empire.

C.H.H.

MALVOLIO'S REVENGE.

(Two short scenes which might have been added to Shakespeare's "Twelfth Night.")

Scene 1: A room in Olivia's house.

Enter: Sir Toby, Sir Andrew, Maria.

Sir Toby: Our feast this night should not long be delay'd.

Sir Andrew: Malvolio has sworn a dark revenge.

For our part in's humiliation.

Maria: It matters not; he has not the courage

To plot for our discomfiture. Here he comes.

Enter: Malvolio.

Malvolio: Sirs! The feast is spread and there's good wine

From France and Spain in plenty for you all.

Sir Andrew: Perchance you spoke in haste t'other day when you

Vow'd vengeance on us all? How say you now?

Has that proud spirit dipp'd its fever'd brow

In the sweet and cooling waters of forgiveness?

Malvolio: 'Twas a bitter pill, I own, but I've already forgotten it,

I pray you it forget to-night as I've already done.

Sir Toby: Then let us to the feast.

Exeunt.

Scene 2: Olivia's house; a dining hall.

Sir Toby and others have been dining.

Sir Toby: A cook's good sauce has a relish rather shrewd—a biting pleasure which urges wine to mate.

Sir Andrew: Ho! Malvolio, mo' wine, wine. These viands cause a devilish thirst i' faith.

All: More wine! Our thirst we can't assuage.

Malvolio, (aside): My time for action now draws nigh apace.

(All continue to drink eagerly and one by one fall into a stupor.)

Malvolio: To shave the beards of these joking fools,

And cut the hair of yonder damsel fair,

The minx, Maria, much time will not take,

Had I the courage to crop their ears, I'd do it.

But methinks my barber's shears will serve my turn.

And cause these clownish toppers some concern.

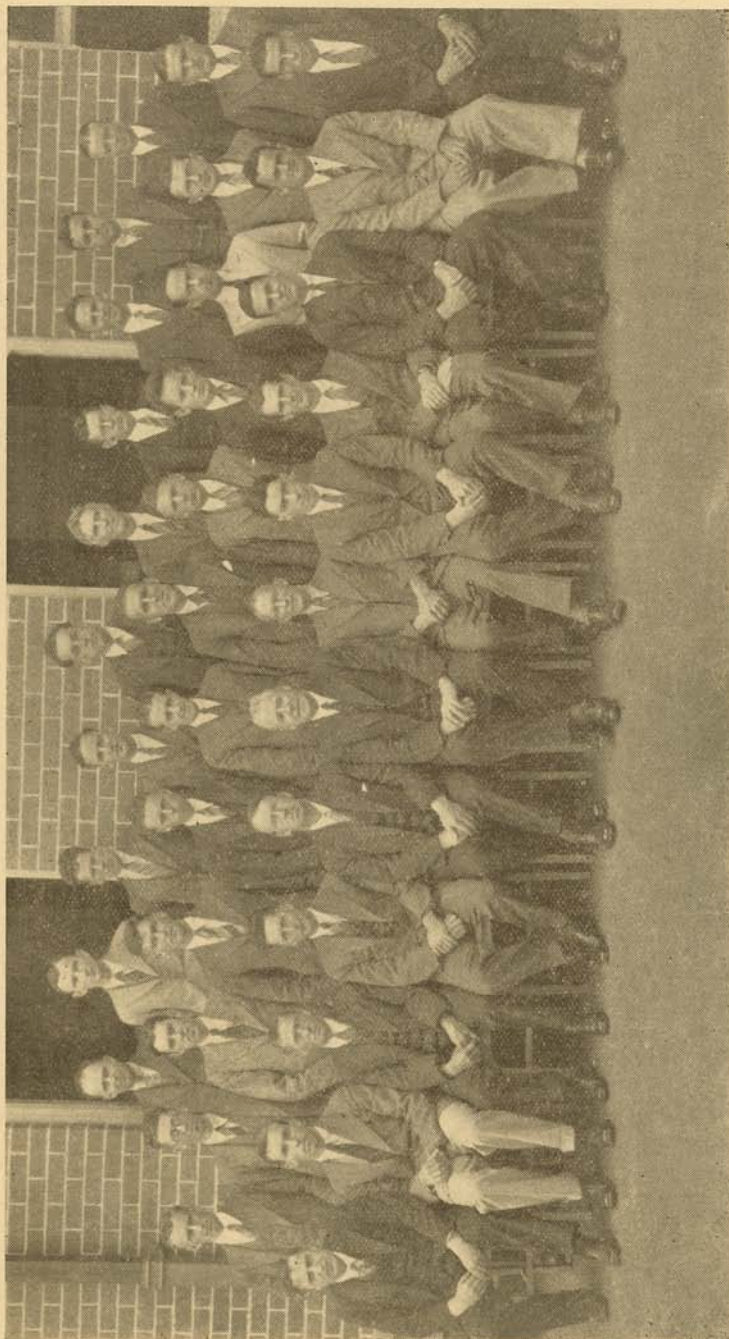
(Malvolio executes his plan hastily and Exit.)

A. CLARKE, 3.

PLAY DAY.

Amateur theatricals form an interesting and valuable activity for very many people nowadays. Perhaps the importance of play-acting in helping to develop personality, to encourage self-confidence in bearing and utterance is not yet fully realised by parents and boys. However, it is hoped that everyone will profit by working for the success of Play Day, as writer of plays, producer, actor, announcer, prompter, stage-hand, property man, usher or "make-up" man.

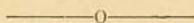
It is proposed that each class shall present a play. A committee of judges will choose the most successful plays which will be performed at night, some in the Hall, some in the open air.



THE STAFF.

Back Row: S. CARSON, C. H. HOFFMANN, F. COOK, S. K. GARNSSEY, O. N. BURGESS, H. PATERSON, K. C. MENZIES, C. R. GORFET, G. D. GAWTHROPE, R. G. LANGFORD.
 Middle Row: D. L. BAILEY, J. A. HALL, E. A. CRAGO, H. O. HOWARD, S. NELSON, B. W. A. HUEY, W. J. EASON, R. J. PAGE, L. GREEN, A. G. MOLESWORTH, L. WHITE, L. A. PROCTER.
 Front Row: N. LEWIS, E. C. COLMAN, G. H. HALLORAN, D. L. GUTHRIE, R. F. MCKILLIGAN (Deputy Headmaster), W. ROBERTS (Headmaster), G. H. PRIESTLY, J. H. PRATT, J. E. HARRISON, D. MCCARTHY, J. BRITTON, W. J. ASPERY.

So far, we have no trophy to award as a prize for the best play, but perhaps someone who is interested in the drama will be so kind as to donate one to the school before the function takes place. We would be indeed grateful for such a gift and feel that this notice of Play Day has served its purpose.



THE KANGAROO.

As we all know, the kangaroo is Australia's national animal. It is found in very large numbers in the central and western districts of N.S.W. My experience of kangaroos has been gained mostly in the Carathool Shire, in the western portion of N.S.W., not far from Hillston.

From time to time I have seen different kinds of kangaroos, the most common being the "Great Grey," the weight of which when full grown is about five hundred pounds and the length from the tip of the nose to the tip of the tail, about nine feet; this species frequents the plain country. Then there is the red kangaroo which associates with the grey. Another species is the scrub or black kangaroo, which is found mostly in the mallee scrub country. This animal's fur is very long and scraggy and it does not attain the proportions which the others do. However, it is more ferocious and is known to have killed dogs or men when cornered.

Kangaroos usually travel in mobs. Their instinct tells them where it is raining, and they will travel miles by night to where they think they will get food, which consists of herbage and yams. These animals are protected and it is only when they are getting too numerous that the season for destroying them is opened, as they become destructive, eating the grass so much needed by stock, and breaking fences.

I have had numerous adventures with kangaroos, one of which comes vividly to my mind. Whilst motoring on the Western Plains near Ivanhoe, we chased a number of them (their speed is anything up to fifty miles per hour). One in particular we singled out, which after being chased for a considerable distance, threw a joey (the name for a very young kangaroo) out of her pouch, and continued her course. After going some distance, she lay down on the ground, and when we were nearly up to her, she made off again, doubling back on her trail. This led me to believe that she was only giving the little fellow time to get out of danger. However, we found the joey lying on the

ground and took it home. It was a household pet for a few months, after which I passed it into the care of a man who was to live on the mountains and who would be able to give the kangaroo more space in which to move about in its captivity.

One of the cruellest sports I know is shooting kangaroos. They have a pathetic look when in distress and an almost human cry.

The skins of kangaroos are considered excellent for making high grade leather. The small skins make fine rugs. Many people have leather coats made out of them.

Let us hope that this quaint and truly Australian animal will not become as much of a pest that it will have to be exterminated. We love the kangaroos as good Australians.

C. CRAIG, I.H.



THE SICK DEBATER.

Hold hard, adjudicator, let me down a little light,
 I know you've had your work cut out to listen all the night
 But my speech is swiftly failing, and the things I haven't
 said

I hasten now to finish, for I know I'll soon be dead.

The dawn of my existence was a mist-wrack, dull and dense,
 I used to hear my mother as she gossiped o'er the fence,
 But I couldn't understand a thing till I commenced to talk,
 I then began inquiren' why a rose must have a stalk;

I asked why schools had break-up days, and how they broke
 'em up,

And if I'd dock the kitten's tail when dad had done the
 pup,

Why Mary had a little lamb with fleece as white as snow,
 And why, wherever Mary went, the lambkin had to go.

What made the earth go round, what caused the change in
 tide,

And why the bee that stung my dad, just went away and
 died.

And if Dad's blood was poisonous, and what it was he said,
 And why, when others stayed up late, I had to go to bed.

And why the moon was round, and why it sometimes wasn't there,—

These knowledge-seeking questions drove my parents to despair.

They tried to strap it out of me, but couldn't block my fate,

For, when I reached maturer years, I started to debate.

I bought encyclopaedias by dozens at the shops,

I questioned politicians and philosophers and "cops",

I studied every subject with a penetrating eye,

I analysed, dissected and inquired the reason "Why?"

I'm dying Mr. Chairman, for I've talked myself to death,

But only one thing troubles me before the fatal breath:

I haven't yet debated on the reasons water's wet—

But what this poem is about I really quite forget.

Let me slumber in Macquarie St., a tombstone neatly made,

With naught beside a question mark to show where I am laid,

Then loquacious representatives, where'er they roar and rave,

May reap a solemn warning from the nearness of my grave.

P. WILKINSON, 1C.



NORTHERLY VIEW OF SCHOOL.

LIBRARY.

"Great oaks from little acorns grow." Some such optimistic philosophy was necessary when the Homebush Junior High School Library was begun. The books culled from the old libraries of Summer Hill and Petersham were approximately 400 in number — some were unsuitable, most were old and in need of repairing.

Realising the ever-increasing part played by the library in education to-day, the Dept. had done its part in providing us with a very fine double room, fitted with movable partitions, book cases, tables and chairs and window seat. The book cases are of polished oak with glass doors and movable shelves. With our present space the cases would provide shelter for approximately 3,000 books.

With two rooms at our disposal it was decided that the Library should be divided into two sections — Fiction and Reference. It is hoped that a third section — Current Periodicals may soon be added.

The southern room is devoted to Fiction. All novels have been numbered alphabetically and catalogued. To create an appreciation of Australian literature, indeed to make our boys realise that their own people have a literature of their own, an Australian fiction section has been begun. By some this might be deemed superfluous, but when learned critics are heard to speak ironically of Australian literature, which they go so far as to place within inverted commas, thus doubting its existence, such contempt for our own native contribution to English letters must not be absent among some of our students. It is our hope to remove this false impression, and if possible to inspire them to literary efforts of their own.

As the library grows other sections will be carved out of the main fiction library. With an efficient historical novel section, history will become an even more fascinating subject. Surely it is Sabatini, Maurice Hewlett, or perhaps George Henry himself who has made history memorable for us! A set of novels with a geographical background will be one of our future developments. There are many such novels. Idriess is not alone.

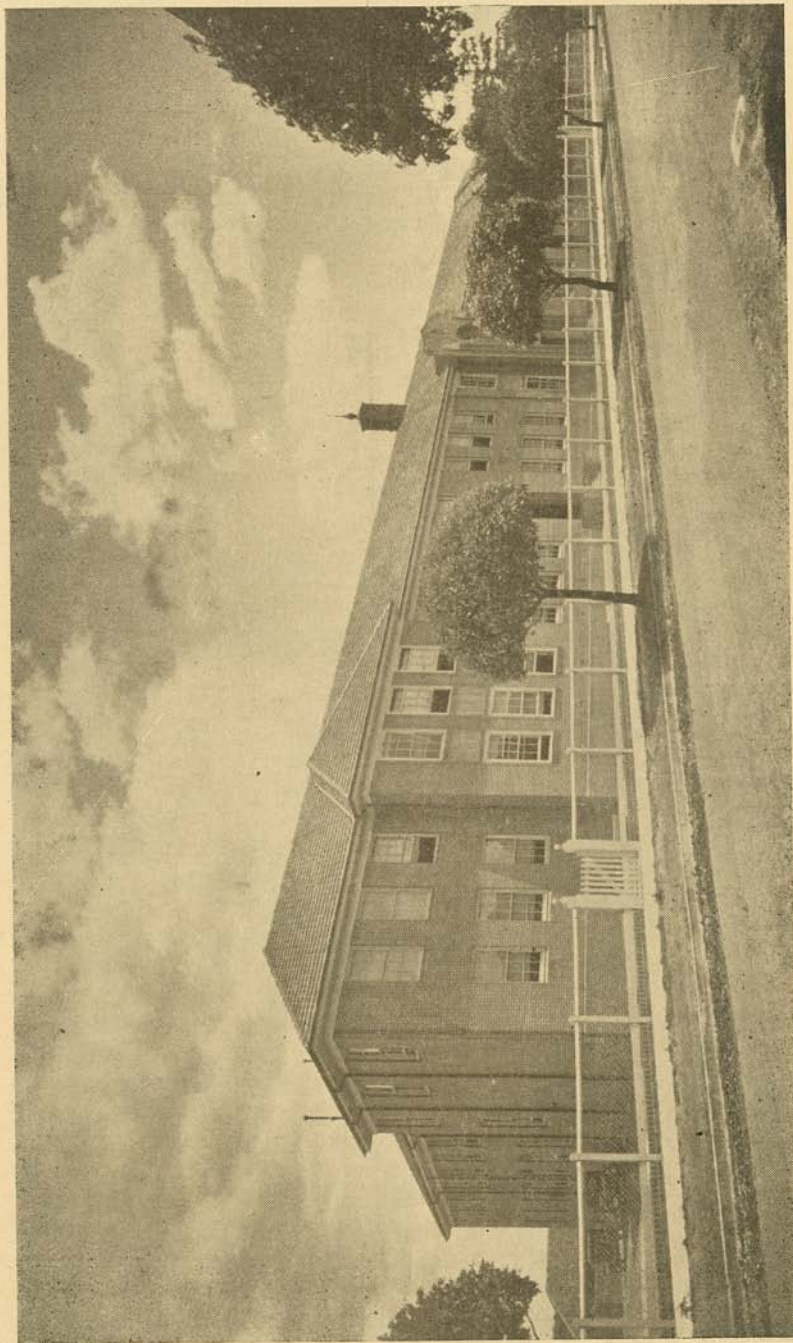
The fiction section is being ably managed by the school librarians:— Payne and Reid (1B), Swanton (1E), Robinson (1J), Huxley, Levy, Hillier (2H). Their work has been made more efficient by the introduction of a card system. Each boy has his own card in our files. This makes their work more efficient but not easier. Let me take this oppor-

tunity of publicly thanking these boys, particularly the first three, for their painstaking efforts. They voluntarily give up half an hour of their time on four days of each week. The prefects have helped too in no small way and of these, Turner of 3D has been especially helpful. The school thanks them all.

The Reference section, now some 400 books strong, is also divided into sections. One case is given to encyclopaedias, dictionaries (English, Latin, French), year books, etc. Another press has been subdivided under History (British and Australian); English, Biography, and Geography. The Fiction, however, outweighs the Reference. Actually our stock only runs to about 1400 at present. This is a splendid beginning but it is rather distressing to look upon the empty shelves in the reference section. An appeal among the boys was successful. Approximately 1,000 books were thus contributed. Naturally 99 per cent of the donated books were novels and while it is our aim to persuade every boy to use the library, the ultimate end of library education is to get the boys to use the library along self-educational lines. This presupposes a well-equipped reference section. Even the number above quoted of 400 is misleading. We have some splendid books—the new 2 vol. H. G. Wells, French-English Dictionary—but many of the books are too antiquated to be of any real assistance to the boys in their studies. What boy of to-day is not interested in aeronautics? No book on this subject can be found on our shelves — nothing of popular science. It is our intention to devote a certain section of the school union subscription to the enlarging of this section of the library. At the inaugural meeting of the Parents' and Citizens' Association a magnificent sum was contributed. For this we are grateful, but it must be realised that even such a sum will not provide a great number of references. Books of the type needed are expensive. Fiction is cheaper. We must steel ourselves against the tendency of choosing the line of least resistance.

In conclusion we cannot but feel satisfied with the progress made in our fiction section. The reference section, however, needs our attention. The lists of suggested additions supplied by the subject teachers are somewhat appalling when one considers the funds at our disposal but with a continuation of the support already given by the parents, it is not an idle dream to look into the seeds of time and see the Homebush Junior High Library as the finest of its kind in the state.

J.H.B.



THE SCHOOL.

PICNEERING.

I am a son of the soil. The outback holds a fascination for me. My experience of the country enables me to look back over the years and re-create for myself steps in the progress of settlement. Come with me in thought, first, back to the many old pioneering days.

Here one sees the struggles and hardships endured by the settlers, the long, weary journey over miles and miles of rough, unattractive country in an old fashioned bullock waggon. At last a suitable site is selected. A small humpy is hastily erected amongst the foreign giants and now begins the struggle to conquer nature.

Soon the woods echo with the ringing of the axe and the great trees sway and crash to earth.

"So he felled the stubborn forest, hacked and hewed with tireless might,

And a conqueror's peace went with him, to his fern-strewn bunk at night."

At last the mighty trees are felled and the task of fencing commences. Day after day one sees the hardy pioneer at work, hacking trees for posts, digging post holes, boring wire holes and straining every muscle in his efforts to tighten the wires. Finally the selection is completely fenced.

Then one sees the gradual cultivation of the land and the early ploughing with the one-furrow plough, drawn by a single horse. Now the seeds are broadcast and after a short time the fresh green shoots of the crop appear above the surface of the earth. Here and there, in the distant paddocks a few cattle and a mere handful of sheep graze peacefully in the sunshine.

Soon a little garden flourishes around the humpy and a busy little wife is seen tendering a few fowls, milking the cows and watering a cool green patch of vegetables.

Money is needed for more improvements. In some cases, public spirited banking companies assist the settler to stock his holding with cattle, sheep and machinery, and to build a comfortable little home.

Now comes the great "set back." The crops droop and wither, there is no hay to cut and the stock fall and die, suffering the pangs of hunger and thirst. The whole countryside is parched and dusty and King Drought rules the land.

"Beside me a suffering dumb world moans,
On the breast of a lonely land,"

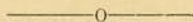
One can easily imagine the worry and anxiety suffered by the settler, when his crops have failed and his stock is dying, he just has to stand by—powerless to help them. No wonder anxious eyes scan the pitiless blue sky, watching for the rain clouds. Then after many weary months, the drought breaks and the parched earth drinks the steady, beating rain. It is not long before the fields are covered with a coat of luscious green grass, and everything filled with new life.

Harvest time comes along and we find a record crop, the new machinery being used to gather it.

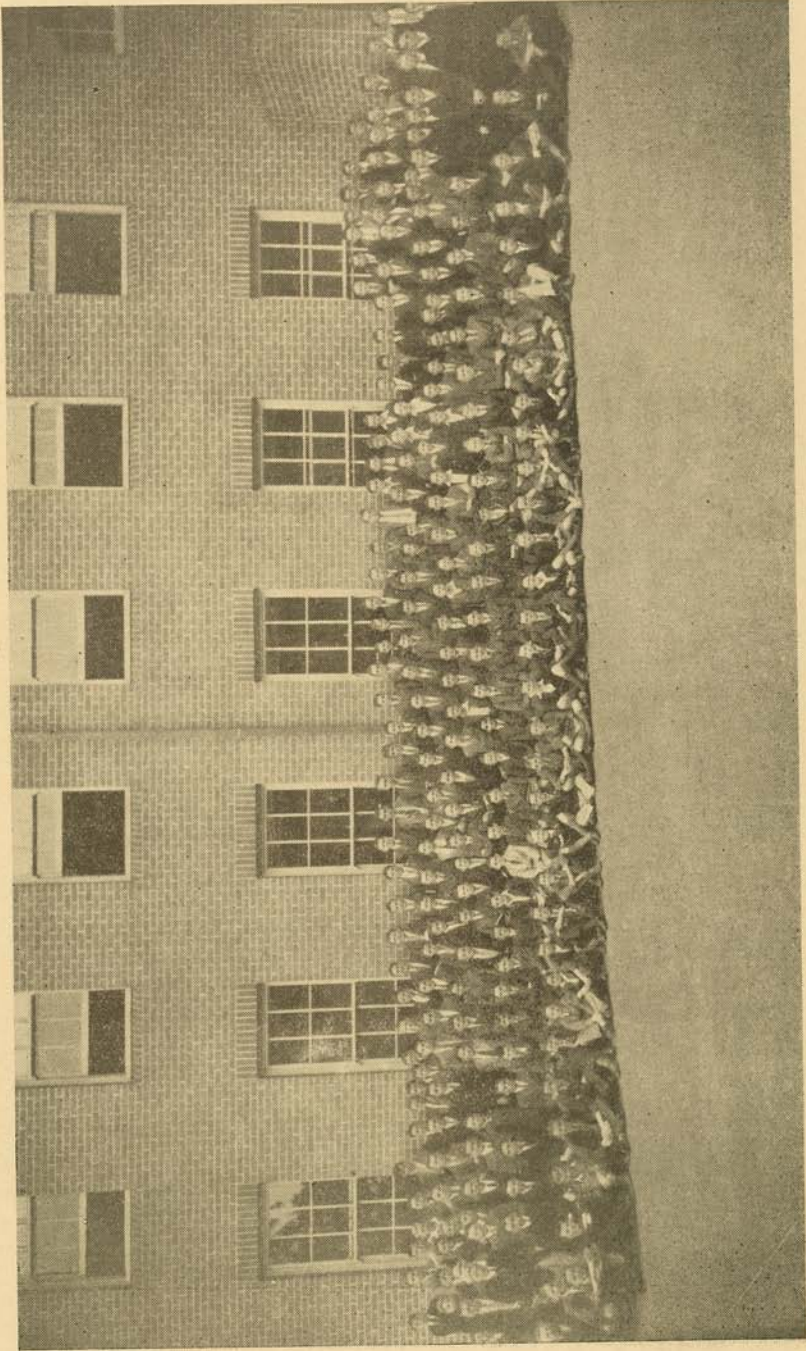
Shearing time arrives and one sees thousands of golden fleeces which are Australia's main product and greatest source of income.

As the time goes on the modest little cottage gives way to a large, modern station home and there, on the cool, spacious verandah, the prosperous settler sits and gazes on the results of his early struggles.

J. ESTELL, 1A.



THE ASSEMBLY HALL



THIRD YEAR, 1936. INTERMEDIATE CERTIFICATE CANDIDATES.

SPORTS NOTES.

Youth is marked, not by achievement, but by the hope of it. We have, at the end of 1936, no successes to report as a school, for as a school, we have not yet pitted ourselves against any rivals. Our teams have continued the cricket competitions commenced in February of this year, still playing as Petersham and Summer Hill. Those teams have done and are doing well; yet they are as a prologue to a fascinating story into which we long to plunge. We stand Cortez-like gazing out over the Pacific of our future, boundless in its possibilities, fraught with struggle, teeming with honours to be won and names to be made. We are the pioneers, the forerunners. Next year we shall launch our ship, and sitting well in order, "smite the sounding furrows."

HOUSE COMPETITION

For the present, our report is mainly of internal organisation. The school has been divided into six Houses; Blaxland, Lawson, Wentworth, Oxley, Sturt and Mitchell,—each of one hundred and fifty to one hundred and sixty boys. The division has been made on an alphabetical basis, with the aim of putting down roots, and creating tradition. Blaxland contains all boys whose names begin with "B or C." Lawson is "FLAG"; Wentworth is "WHEY"; Oxley "ODQRTV"; Sturt "SUNPX" and Mitchell "MIJKZ". The Browns and the Jones of succeeding generations will inherit the traditions of Blaxland and Mitchell Houses. New boys entering the school can immediately be claimed by their House captains as soon as their names are known.

The House Competition covers all sporting activities of the school. Contests are held each Tuesday in Cricket, Tennis, Athletics and Swimming for all of which points are allotted, and the Progress Score announced at a general assembly of the school. At this assembly the pennant of the leading House is held on display by the House Captain. Each House has a pennant with a maroon background and the school crest. The pennants are distinguished by borders of different colours. Apart from the boys representing the school in P.S.A.A.A. competitions, the school fields eighteen cricket teams, approximately two hundred boys, who added to the three hundred and fifty who regularly attend Enfield and Bankstown swimming baths, accounts for the greater part of the school enrolment. The remaining boys are divided between Tennis and Athletics. To create greater interest in this House Competition and to give the boys something tangible for which to compete, a

shield has been presented by Mick Simmons Ltd., for annual competition.

HOUSE MASTERS

No account of the House Competition could be complete without a word of appreciation of the enthusiasm and energy which the House Masters, Messrs. Aspery, Garnsey, Hall, Langford, Nelson and Cook have put into their tasks. On them has depended the whole success of the organization; the reward of their infectious enthusiasm is shown in the spirit of keen rivalry which has already developed amongst the boys. Mr. Molesworth, in charge of swimming, Mr. Nelson, in charge of tennis, and Mr. Howard, in charge of athletics, have assisted nobly, while the efforts of two of the prefects, McKay and McLauchlain, in the giving out of House Competition cricket material, proved as welcome as rest after toil.

MASTERS v. PUPILS

At the end of July, the Summer Hill and Petersham First Grade Rugby League Teams combined to pick a Homebush Junior High School team and the staffs of the two schools combined to pick a composite Staff team. Several afternoons were spent at Arlington Recreation Ground in training, where it seemed that some of the Masters might find the distance a little beyond them. However, when the great day came, weight triumphed, despite the gallant fight which the Pupils staged for the first half of the game. The Masters won by 21 to nil.

Since we have been at Homebush, the Pupils have had their revenge, defeating the Masters at tennis by 9 sets 78 games to 7 sets 73 games. A cricket match has been arranged for the last week of term.

AIMS AND POLICY

As the school provides a curriculum for the minds of its pupils, so it also provides a curriculum for their bodies. One is as integral a part of school life as the other, each does its part in developing the child and in preparing him to fill his place in society. The first aim of our school policy is to provide opportunities for every boy to take some part in the sporting activities of the school. The boy's duty to the school and to himself is to grasp the opportunity given him.

In what channels shall those activities run? We believe that there is nothing more glorious, nothing more ennobling in life than the steady working-together of a group

of people towards the achievement of a common cause. The innate selfishness of the individual gives way to the wishes of the group. A fine flower of kinship and solidity is born—the basis of all school spirit and tradition. Let us then concentrate our energies not fritter them away in the pursuit of many objects and in the achievement of none. Team games are to be the basis of our sporting activities; but it is recognised that every boy in the school should be able to swim and it is part of the school policy that this aim shall have been achieved, at the latest, in three years time.

OUR NEEDS

The organization of competitive games is only one aspect of the work which a school should do in physical culture. There is a growing tendency in many countries to-day to emphasize the necessity for gymnasium exercises and to re-establish Greek ideals of culture — the pride and the delight of a well developed human body. Too many boys leaving school become watchers of games or, at the best, mere casual participants in them. There should be an incentive for every boy to take a pride in his physical well-being and an opportunity to achieve and to maintain that fitness at school and in later life. A gymnasium, then becomes one of our greatest needs. It may be some time before we can boast a large and well-equipped building, but there must always be a starting-point; nor do we forget that many of the problems of youth may be solved by a half hour's work with a skipping rope. A school swimming pool would seem to be even more distant than a gymnasium, but in this year of beginnings we hopefully put it on the list of those objectives at which we aim.

G. H. PRIESTLY, W. J. EASON, Sportsmasters.

THE OLYMPIC GAMES.

The first Olympic Games were held at Olympia, a vale seven miles long and one mile broad, in Greece. Part of the vale was enclosed by stone walls, and in this place rose temples to the Gods. The period of the Olympic Games was a time of holiday and happiness. These Games were held every four years, and the champions of the land at running, wrestling, boxing and so forth were determined, each being crowned, with a crown of olive leaves.

The Games had no money prizes attached. They were simply held to encourage physical fitness, though the victors with their olive-leaf crowns, hailed by the multitude, had more love of their sport than the professionals of to-day. All competitors had to take an oath that they would do no

foul act in the race or match and be guilty of no injustice. Bronze statues of Zeus were set up before the entrance to the Stadium, and though no words came from their lips, still they bore their message and exhorted the competitors to contend with fairness and justice. They encouraged one to be open, straightforward and just in all things and always to play the manly part.

We could not be present at those Games but we may see the Olympic Games of to-day, which were revived at Athens in 1896. The first thing which one notices is the nondescript appearance of the audience. Mingling in the vast amphitheatre may be seen sallow-skinned Greeks, Frenchmen, Englishmen, Indians, Slavs, dusky Islanders and blond Germans. Suddenly, with the blaring of loud-speakers, hushed expectancy fills the air. The runners take their places. The staccato crack of the starting-pistol is heard and tumult breaks loose. A thousand tongues urge on their various favourites; a brief glimpse of sweating limbs and straining sinews and the runners are past, leaving one admiring their physique and grace.

While contemplating the Games — even from a distance, one remembers their underlying significance. The Games of modern times follow those of olden days in having as their ideal, perfect sportsmanship — sportsmanship of the kind that appeals to the decent citizen in every country, and which schoolboys especially know and understand. We of the Homebush Junior High School have a tradition of sportsmanship to build up for what will grow into a great school, and so we should keep before us the ideal which the Games so splendidly uphold.

R. JAMES, 3E.

“FAREWELL, MY LOVELY.”

The Model T. Ford was a miracle. Mechanically uncanny, it was like nothing that had ever come into the world before it. As a vehicle it was heroic and hard-working, seeming to transmit those qualities to those who rode in it. Before it fades into the mist, I would like to pay it the tribute of a sigh that is not a sob, and then to bid it adieu.

Its most remarkable quality was its rate of acceleration. In its palmy days the Model T. could take off more quickly than anything else on the road. The procedure for starting was simple, as the car, possessed of only two for-

ward speeds, after a few preliminary movements had been made, bounded directly into high and was off.

The driver of the old Model T. was a man enthroned. The car, with top up, stood seven feet high. The driver sat on top of the petrol tank. When he wanted petrol, he, along with everyone else on the front seat, aighted; the seat was pulled off, cap unscrewed, and a stick sent to explore the depths of the tank. Directly in front of the driver rose the windscreen high, and uncompromisingly erect. Nobody talked of air-resistance in those days, and the four cylinders pushed the car along with haughty disregard for that physical law.

When one bought a Ford, he regarded his purchase as a skeleton, a vibrant, spirited framework to which could be screwed a limitless array of decorative and functional ironmongery. This included a Ruby Safety Reflector, a compound to stop radiator leaks, anti-rattlers, shock absorbers, a patching outfit, and a tool-kit.

The lore and legend governing a Ford was boundless. Owners had their own theories about everything and discussed them in the same wise, infinitely resourceful way in which old women discuss rheumatism. Exact knowledge was scarce, and often proved less effective than superstition. Dropping a camphor ball into the petrol tank was a popular resource. It seemed to act as a tonic for man and machine. Then it was suggested that sulphur in the oil would make a T. Model "hit sixty."

Whatever the driver learned of his motor, he learned through sudden developments. For example, when things went wrong, sometimes he just clenched his teeth and gave the timer a crack with a wrench; sometimes he opened it up and blew on it. I remember once spitting into a timer, not in anger, but in a spirit of scientific research.

There were, too, many cases of Fords fixing themselves—restored naturally to health after a short illness and convalescence. Having been discovered by farmers, this fitted in nicely with their draught horse philosophy, "Let 'er cool off and snap into it again."

I see that it is still possible to buy an axle for a Model T. Ford of 1909. But I am not deceived. The great days have faded; the end is in sight. The last Model T. was built in 1927 and the car is fading from the scene.

Farewell, my Lovely!

N. C. SKINNER, 3C.

THE SCIENCE CLUB.

At the beginning of this year, in the old Petersham High School, a Science Club was formed amongst the First Year boys. The aim of this society is to promote an interest in things scientific, to give the boys an idea of how science is applied in everyday life, and to enable them to carry out experiments of their own.

The Club has flourished and the original membership of 30, has now grown in the new school to 80 members.

During the year, the members themselves have given lectures upon various topics and also carried out many interesting experiments outside the school curriculum. It has also stimulated an interest in home laboratories and several members have succeeded in setting up good home labs.

The most interesting feature from the member's standpoint, is the visits to the various factories. The chief one was a visit by the Club, to the Mortlake Gas Works, an account of which is given hereunder.

THE SCIENCE CLUB'S VISIT TO MORTLAKE GASWORKS.

Thirty members of the Science Club visited the works of the Australian Gas-Light Company at Mortlake on the 19th June. Having arrived at the works, we were divided into two parties and were conducted round by two members of the Science Staff.

We proceeded first of all, towards the harbour, passing the place where benzol and the fertilizer, ammonium sulphate is made. We then came to the electricity plant and saw the huge turbines and generators in action. From there we went to the boiler room. What a contrast! We felt the heat as soon as we entered the place and were glad to get out into the fresh, cool air again.

The Telpher Conveyor System was inspected next, and we saw how the coal and coke is transported to various parts of the works. Needless to say, there was plenty of noise here and we had to shout to make each other hear. We passed the hill of coke from which many of us collected specimens. Coal dust lay thickly on all sides and everything we touched added more dirt to our hands and clothes.

On the new wharf we watched two large cranes unloading coal from a boat which had come from Newcastle. The coal is conveyed by an endless belt to the coal dumps. All large pieces are broken up.

The large retorts next claimed our attention. After climbing four flights of narrow iron stairs we were able to look down on one of them. We saw the coal being heated to a very high temperature, and the crude yellow gas coming off. The retort man told us that his was a pleasant job in winter, but not so agreeable during the summer months. We readily understood the truth of what he said.

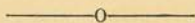
The next point of interest was where the tar was taken out of the gas by running it through coiled pipes over which sea water trickles. The tar had a most objectionable smell and was taken away to be purified and used for road making.

The place with the worst smell was visited next. From large iron tanks filled with iron oxide, "rotten egg gas" is taken. The spent iron oxide is then taken out into the air. We particularly noticed that a great quantity of gas came off.

After this we went to view the huge gas holders. One of these which is 300 feet in diameter and 180 feet high is one of the largest in the world. This was being painted by men who looked like dwarfs as they crawled about on the huge structure.

The final portion shown to us consisted of the laboratories and offices. Here we saw how a modern laboratory is fitted up. All the various pieces of apparatus interested us. Best of all we were able to wash all the coal dust from our faces and hands, with hot water. We appeared clean even though our clothes would require some attention.

We took our departure after an interesting and enjoyable visit.



THE PARENT'S AND CITIZEN'S ASSOCIATION.

At the invitation of the Headmaster and Staff of the School, 800 people, parents and friends of the pupils were present at a Visitor's Day on 14th October, 1936.

After the visitors had carried out an inspection of the School, the Headmaster and Staff met them in the Assembly Hall, where they were warmly welcomed by the Headmaster on behalf of his Staff and on his own behalf. Before this meeting came to a close it was unanimously decided by the enthusiastic assembly of parents present to form a Parent's and Citizen's Association — the aims and objects of which bodies are well known to all. A day was accordingly fixed for the holding of the first meeting of the pro-

posed Parents' and Citizens' Association, the date decided upon being the 21st October, 1936.

It will now go down in the History of Homebush Boys' Junior High School that on the evening of the 21st October 1936, the first meeting of the proposed Parents' and Citizens' Association was held in the Assembly Hall.

Prior to the election of Office Bearers for the ensuing year, the Headmaster of the School, Mr. M. W. Roberts, B.A. occupied the Chair. At the outset of the meeting, Mr. Roberts heartily welcomed the parents and citizens, and stated it was a great delight to him to see such a large representative gathering before him that evening. He further intimated, briefly, that he felt assured that all would work together with that co-operation which was so essential to bringing about effectively the results desired—in the main, the welfare of the boys.

The Office bearers and Committee of Management who were elected to carry out the work of the Association, are as follows:—

President: Mr. R. H. Jenner, Vice-Presidents: Mr. R. D. Mulray and Mr. C. Brierly, Treasurer: Mr. C. T. Quigg, Secretary: Mr. H. N. Tinckam.

Management Committee: Mrs. G. C. A. Bernays, Mrs. C. T. Quigg, Mrs. C. M. Allen, Mr. A. T. Hennessy, Mr. L. Wheat, Mr. T. Rowland.



PREFECTS, 1936.

Back Row: A. McKAY, M. LLOYD, G. ROBERTS, A. BROWN, K. BUCKLE.

Middle Row: P. FLETCHER, E. TURNER, W. STRANG, L. LAYTON,
A. WARWICK, C. HICKS, H. HEAZLEWOOD.

Front Row: J. OTTAWAY, J. BATHO, J. McLAUHLAIN (Captain),

THE HANOVERIAN SUCCESSION.

NOTE.—Elizabeth, daughter of James Stuart, James I. of England, married Frederick the Elector of Palatine. Their daughter, Sophia, married the Elector of Hanover. George, the child of this marriage, became George I. of England.

"Elizabeth." said James one night,
"Unmarried girls are no delight
To fathers' eyes. So get you hence
And take with you the needed pence
And come not home without a man."
Elizabeth got up and ran
About the town and countryside
And peered through all the windows wide
But every hearth was occupied
And no one seemed to want a bride.
So wandered Lizzie o'er the sea
To find if there a man might be
Who sought a wife, for if there were
He might be willing to have her.
She came at last to Palatine,
A German state beyond the Rhine,
Where Frederick she one day found.
He had no other wife around
So Lizzie stayed and swept the floor
And cooked the food and went no more
A-wandering in foreign lands.
She dreamt her dreams and so did Fred,
When they were lying snug abed.
But in those dreams, I scarcely think
She ever saw the diamonds wink
About a crown. The years went past
And Fred and Lizzie breathed their last
Unwitting still the crown that stood
In Fate's dark cupboard for their brood.
So when their child Sophia grew
To need a man, as women do
To pay the bills, she wandering went
And with her thoughts on marriage bent
Met Ernest, who in Hanover,
Being yet unmarried, married her.
Now all this happened, as you know,
Within, say fifty years or so,
And when the eighteenth century came
It seemed in England that the name
Of Stuart king was like to die,
For when Queen Anne was drawing nigh
Her journey's end, no children fine
Had she to carry on her line,
And Parliament had made a vow
To have no other Catholics now.
So they excluded James' son
And gave the English throne to one,
Sophia's child. And when George took
His goods and chattels and forsook
His German interests for our own

And sat upon the English throne,
 He brought to England o'er the sea
 The Hanoverian dynasty.
 So did Elizabeth regain.
 In blood, the English soil again.

W. J. E.

STORM.

The city lay in a haze of heat,
 The air lay thick and still;
 The trees had ceased their whispering,
 And the birds had ceased to trill.
 The sun was hot, and fiercely shone,
 The ground was brown and baked;
 The greenest place was a carpet of dust,
 That the scorching heat had raked.
 The thunder rent the murky sky,
 The dust stirred in the street,
 The lightning flashed forth vividly,
 And the rain splashed at our feet.
 An hour and the storm was over,
 A gentle breeze was playing;
 And again, to its soft, sweet murmur,
 The green trees started swaying.

J. LAURENCE, 1A.

ACKNOWLEDGEMENT.

The Editor wishes to thank the many boys who sent in contributions for publication in the Magazine. Several articles etc. could not be published, either because they were concerned with unsuitable subjects or were too long or (in the case of sketches) were too large. However, their contributors, whose initials appear below are urged not to be discouraged as it is very likely that a little more effort on their part will ensure the appearance of some of their work in our next issue. Their interest is much appreciated.

K.O., J.A., M.S. (2B); J.F., D:D., C:N., H:D., B:G., E.P., B.F. (2G); B.L. (2D); D.A. J:D. W:B., A:W. (2E); A.D., H.W., J.H., K.K. (2H); J.P. (1F); B.S. (?); J.A. (?); R.H. (?); E.R.L. (?); A.L. (?); V.H. (1H); J.L. (3G); INO (2J); J.W. (1K).

D.C.H. (3A). Story interesting. We would like something which strains the imagination a little less.

J. McG. (2B). Your sketch is being held over.

K.S. (1G). You are on the right track. You require a little more knowledge of technique.

10 H.P. (3C). Very interesting, but a little long.

A.R.D. Interesting but information might have come straight from a book.

SCHOOL ROLL

3A.—W. Allen, J. Batho, R. Baker, M. Berman, A. Brown, H. Brown, N. Chandler, A. Cracknell, D. Dilley, P. Fletcher, K. Fussell, R. Gornall, M. Graham, W. Grime, J. Harrison, D. Hayes, H. Hayward, G. Hockey, R. Holle, C. Jaconelli, K. Johnson, A. McKay, J. McLaughlin, B. Moore, E. Mutton, E. Newsome, W. Oxspring, J. Sharpe, C. Thorley, K. Timms, W. Webb, J. White, J. Woodward, W. Zihrul. Class Patron: Mr. Menzies.

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