



The

MAGAZINE

of the

HOMEBUSH

BOYS' JUNIOR

HIGH SCHOOL

1937

BOYS!**Register with the M.B.C.
FOR EMPLOYMENT**

The M.B.C. is commissioned by a number of important houses to search for assistants of a specified type.



59
FIRSTS
in
1937

—
Results
Tell

IN ADDITION :

The M.B.C. is regularly called upon by hundreds of leading business houses **when they have vacancies.**

40 Young Men went to positions from Wentworth College alone in 1937.

210 Young Men were placed from the Accountancy, Shorthand and Typing, and Salesmanship Departments.

Altogether, **2095** Positions were **FILLED** in 1937 by the M.B.C. Appointments Bureau.

42 years' Service has built a big clientele. M.B.C. Results have played a big part. Employers need well-trained young people of good character, when they ask for **SKILL**. They need the **RIGHT TYPE** when they are employing unskilled youth. They rely on M.B.C. experience and judgment.



Register for Employment with the M.B.C.
NO CHARGE

**METROPOLITAN BUSINESS
COLLEGE**

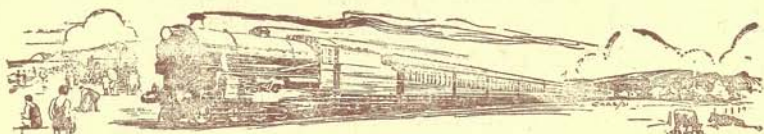
6 DALLEY STREET ————— B 7921

M.B.C. Students won 59 **FIRSTS** during 1937

TRAVEL FOR HEALTH AND EDUCATION

MAKE "THE GRAND TOUR" ON A RAILWAY CRUISE

Sons of the British aristocracy invariably finish their education with The Grand Tour. This is an extended visit to the Continent accompanied by a tutor. For centuries the English nobility have recognised the inestimable value of travel as a great educator.



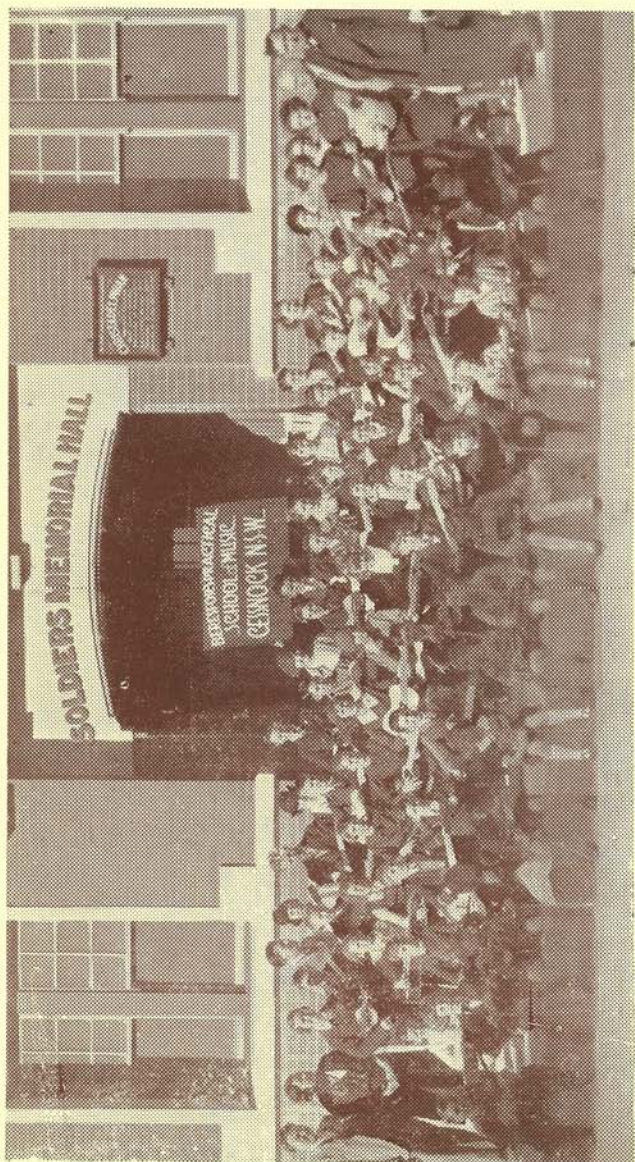
In New South Wales, the ideal way of making The Grand Tour is on a railway cruise. The Departments of Railways and Education have combined in offering Youth unique opportunities for education and travel. Every year, during selected school vacations, railway cruises are run through scenic parts of the State, rich in industrial and primary activity. Under the expert guidance of experienced officers and teachers, all cruises are personally conducted. In this way the traveller is brought face to face with Australia's most important primary and secondary industries. And first-hand impressions are always best.

Any boy's general education will be immeasurably improved by a Railway Cruise.

(Next Boys' Cruise, May 16-22, 1938. Write to Chief Traffic Manager, Sydney Station, for syllabus)

W. H. NEWMAN,
Secretary for Railways, N.S.W.

TRAVEL FOR HEALTH & EDUCATION



BERESFORD PRACTICAL SCHOOL OF MUSIC

The Beresford Practical School of Music takes pleasure in announcing the completion of plans for the opening of a branch in your district. Charles Beresford, a native of London, who is the director of instruction, will personally open all classes. The school will feature the violin and Hawaiian guitar, presenting each student enrolled with a complete violin or guitar outfit and music free, at the same time offering the best instruction that money can buy at the lowest cost obtainable. Official registrars are now enrolling students in your neighbourhood and will call on you in a few days. Inquiries gladly answered. Just call MA 3472.

Announcement of Vital Interest to Parents

Main Office : 416 GEORGE STREET, 2nd Floor

Boys' and youths' Sports Coats

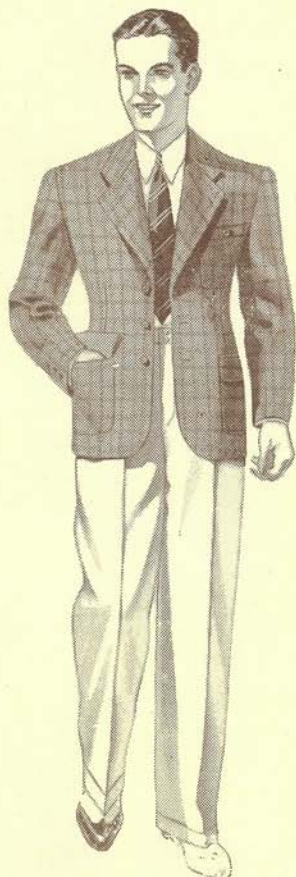
of medium weight tweeds in serviceable attractive, fancy brown, grey and blue tonings with small check designs. These coats are perfectly cut with "action" backs for comfort and freedom, and they'll take all the wear you can give them and retain their grand shape. Finished with Art. Silk buggy, taped seams. Sizes to fit boys aged 12 to 17 years.

Size 9 to 12 **25/-**
Size 13 to 2½ **27/6**

Sports Trousers

smart in cut and perfect fitting shapes from medium weight, all wool grey flannel. Finer points such as the 2-button front, wide cuff bottoms belt loops, inside buttons and straight tops, are all neatly executed. Sizes 6 to 2½ to fit boys aged 9 to 17 yrs. Priced at only **13/6**

Fourth Floor



FARMER'S

What of Your Future?

You must consider this important question and make your plans now—

Commercial life offers splendid opportunities for young men who are well trained—

Commence your preparation now in order to obtain an advantage over others who simply wait for "something to turn up."

The Commercial Coaching College

**Offers You
Personal (not Correspondence) Coaching in all
Commercial Subjects**

DAY AND EVENING SESSIONS
PERSONAL TUITION

All groups limited to ten. Fully qualified, trained and experienced instructors. Proper supervision.

TWO WAYS TO PAY

1. Term by term.
2. Fixed fee—cash or terms.

There are no extras—all necessary instruction matter and stationery are supplied.

VOCATIONAL GUIDANCE & EMPLOYMENT SERVICE

Get in touch with us NOW

Commercial Coaching College

9th Floor, Kembla Building,
58 MARGARET STREET,

SYDNEY

B 1634

The Finest Series of Senior and Junior Bats made and sold
in Australia to-day!

STAN McCABE

AUTOGRAPH BATS

Made by Slazengers (Australia)
Ltd., from finest imported Eng-
lish willow expressly for Mick
Simmons Ltd.

Senior Series, from 25/6 to 70/-
Junior Series from 13/6 to 23/6



USE MICK SIMMONS' "EASY PAYMENT
SYSTEM"

Let Stan McCabe personally
select a bat for you.

●
MICK SIMMONS LTD.

712-22 GEORGE STREET, HAYMARKET, SYDNEY

BRANCHES: CITY, SUBURBS and NEWCASTLE



A **BUSINESS CAREER** offers excellent opportunities to those who have ambition and who are prepared to acquire the specialised knowledge and training necessary. The commercial value of the untrained is negligible; he has no security of tenure and no prospect of advancement. Employers will not consider those who cannot offer evidence of study as an assurance that effective service will be given.

BLANNERHASSETT'S INSTITUTE OF ACCOUNTANCY PTY. LTD., Specialised Accountancy, Secretarial and Business Courses are the best obtainable in Australia to-day—the practical instruction, up to date training and personal individual service offer exceptional facilities for acquiring efficiency and developing the qualities that command success.

B.I.A. Service Policy, ensures for each student continuous individual guidance, counsel and control. It is directly personal. In the training of the student his needs, his difficulties, his natural aptitude and his possibilities are studied carefully by experts, highly qualified and widely experienced in training candidates for public examinations or for a business career. No time or effort is spared in assisting the student to make the best possible use of his talent and opportunities.

Members of the Tutorial Staff are available for consultation until 7.30 p.m. on Monday to Friday, and until noon on Saturday.

B.I.A. Fees are moderate; well within the means of every prospective student. They are fixed, there are no extras. The student knows the full measure of his liability. Instalments and special terms may be arranged.

B.I.A. Guarantee of Qualification involves no additional cost and carries no time limit.

B.I.A. Employment Service Section through its large connection with leading business houses and professional firms affords students valuable assistance in securing a suitable position. This service is entirely free and without obligation.

What we are doing for so many others to-day we can do for you.

Our Booklet "The Accountant and Secretary" will be sent you on request.

BLANNERHASSETT'S INSTITUTE OF ACCOUNTANCY PTY. LTD.

THE ACCOUNTANCY AND SECRETARIAL COACHING
SPECIALISTS

"Herald" Building, 66 Pitt Street, SYDNEY

'Phones: B 5388 — BW 6236 — B 5194

Newcastle: T. & G. Building, Hunter Street.

'Phone—Newcastle 591

Branches at Brisbane, Melbourne, Adelaide and Perth.

Boys!

You should have a type-writer and learn to type from

CHARTRES'

FREE HOME COURSE

It will help you tremendously in your school work and will be a valuable asset for years after you leave school.

You can buy from **CHARTRES** on terms so easy that you can pay out of

POCKET MONEY

YOU'LL FIND THAT TYPING YOUR SCHOOL NOTES MAKES MEMORISING EASIER—AND FOR ESSAYS you'll be surprised how much more quickly ideas come and how much more easily you can express yourself when you use a **REMINGTON TYPEWRITER**. WRITE TO-DAY or call and select your machine from our Showrooms.



THIS MODEL FROM £7



THIS MODEL FROM £5/10/-

CHARTRES LTD.

REMINGTON HOUSE
(OPP. ANZAC MEMORIAL, HYDE PARK)
Liverpool and Nithsdale Streets, **SYDNEY**

CONTENTS

	Page
Frontispiece: The Royal Family	3
The Staff	4
Headmasters Foreword	5
Toad's Last Craze	6
Gareth and Lynette	7
Early Homebush	8
The Opening of the School	9 & 10
Editorial	11
School Notes	12
A School Powder Bar	13
Sportsmaster's Notes	15
Staff Photo	17
Competition Sport	19
Competition Results	20
Football	21
Fifth Grade Rugby League Premiers' Photo	22
Athletics	24
Swimming	27
House Competition	29
"The Stranger"	30
The Railway Cruise	33
The Assembly Hall Photo	34
Science Club	35
History Club	35
Camera Club	36
Dramatic Society	36
Geography Club	37
Debating Society	37
The Sleeper	38
Combined Sports	39
The Wind	41
The School Photo	42
Lines in Imitation of Longfellow	43
Library	43
Captain Cook's Cottage	45
The Song of the School	46
Australia's Birihday Party	46
Arbor Day	48 & 49
Music	49
Strange Visitations	50
I'd Rather	51

CONTENTS—(Continued).

A Psychological Paradox	52
My Dream	52
"Oh Phillipides!"	52
The Fate of the Tyrant	54
Dawn, as seen by a Camper	55
The School Union	55
Anzac Day	56
The Grave of General Bridges	57
"Quips and Cranks"	58
Play Day	59
The Radio	63
Parents and Citizens' Association	63
Prefects 1937 Photo	64
A Parliamentary Meeting	65
High-lights of My School Life	66
Acknowledgments	70
Intermediate Certificate, 1936	70
School Roll	74





THEIR MAJESTIES KING GEORGE VI. and QUEEN ELIZABETH, with the PRINCESSES ELIZABETH and MARGARET, photographed in the Throne Room at Buckingham Palace.

—Courtesy "The Times," London.

THE STAFF**HEADMASTER:**

Mr. W. Roberts, B.A., Dip.Ed.

DEPUTY HEADMASTER:

Mr. R. F. McKilligan, M.A.

DEPARTMENT OF ENGLISH:

Messrs. J. H. Britton, B.A., Dip. Ed., O. N. Burgess, B.A., Dip. Ed.,
 F. R. Byrnes, B.A., W. J. Eason, B.A., J. E. N. Harrison, B.A.,
 C. H. Hoffmann, B.A., Dip. Ed., B. W. A. Huey, B.A., D.
 McCarthy, B.A., Dip. Ed., L. Procter, B.A., W. Roberts, B.A.,
 Dip. Ed.

DEPARTMENT OF MODERN LANGUAGES:

Messrs. F. V. Cook, B.A., C. R. Goffet, B.A., R. G. Langford,
 Dip. Mod. Lang., S. Nelson, B.A., R. J. Page, B.A., T. W.
 Plummer, B.A.

DEPARTMENT OF CLASSICS:

Messrs. W. J. Aspery, B.A., E. C. Colman, B.A., Dip. Ed., J. H.
 Pratt, B.A., Dip. Ed.

DEPARTMENT OF MATHEMATICS:

Messrs. D. L. H. Bailey, B.A., Dip. Ed., L. H. Clifton, B.A.,
 A. Garriock, B.Sc., G. H. Halloran, B.A., Inter. A.I.A., W. E.
 Hart, B.A., H. O. Howard, B.Sc., K. C. Menzies, B.A., M. E.
 Thomas, B.A.

DEPARTMENT OF SCIENCE:

Messrs. R. F. McKilligan, M.A., S. K. Garnsey, B.Sc., G. D.
 Gawthrope, B.Sc., Dip. Ed., J. A. Hall, B.Sc., Dip. Ed., H. J.
 Paterson, A.T.C.

DEPARTMENT OF COMMERCE:

Messrs. D. L. Guthrie, Dip. Com., F.I.I.A., G. H. Priestly, Dip. Ec.

DEPARTMENT OF MUSIC:

Mr. J. Dabron.

SPORTS COMMITTEE, 1937:

Sportsmasters: Messrs. Priestly and Eason.

Housemasters: Messrs. Aspery (Blaxland), Garnsey (Lawson),
 Hall (Wentworth), Britton (Oxley), Nelson (Sturt), Cook
 (Mitchell).

Masters in Charge of Various Sports, 1937: Messrs. Howard
 (Athletics), Nelson (Tennis), Page (Swimming), Hall
 (Hockey).

PLAY DAY COMMITTEE, 1937:

Messrs. Hoffmann (Director), Garnsey (Stage Manager), Dabron
 (Scenery), Halloran (Property).

SOCIAL COMMITTEE, 1937:

The Headmaster, The Deputy Headmaster, Messrs. Eason,
 Hoffmann, Howard, Page, Priestly.

HEADMASTER'S FOREWORD

Twelve months ago the first edition of our School Magazine was published, and at that time we—as a school—were in the process of “shaking down.”

Looking back across even so short a period we see that the infant establishment of yester year has become a very healthy juvenile, and that already there exist the beginnings of those traditions which, in the years to come, will earn for Homebush Junior High School an honourable place among its peers.

Our greatest day was on 14th May, when the Minister for Education (the Hon. D. H. Drummond, M.L.A.) declared the school officially open. The interest displayed by parents on that day, on other official occasions, and in P. & C. Association activities has been a source of encouragement and inspiration to us all.

The Intermediate Certificate results were very satisfactory and we extend our hearty congratulations to the successful students. In every branch of sport in which the school participates, Homebush is a name already respected by its rivals.

It therefore behoves us to maintain and develop the reputation for scholarship and sportsmanship that has been so well founded.

Let us not, however, be complacent. Much has been done, but much remains to do. We must all try to develop all the interests we possess, and extend our participation in the various activities of the school. Frankly, we must admit that “all the interests” have not been fully developed.

The School is acquiring a very fine library, admirably housed, enthusiastically tended by the Librarian and his assistants, but too little used by those for whom it exists—the boys. With the development of secondary education, the aims of education have expanded beyond the inculcation of the “three R’s.” To-day education aims at providing an adequate preparation for the “three L’s”—Life, Livelihood and Leisure. Books play an ever-increasing part in this preparation and the importance of using to the full the advantages of the library, cannot be over-stressed.

Too often, the Library is a room visited only by those who seek some particular information. Actually, it should be not only a place for reference work, but also a spot where one can “browse in the fields of literature.” The library exists for pleasure as well as for information. Frequently we surprise ourselves by finding to what an unexpected extent information and pleasure are contained within the covers of one and the same book.

Reading is a habit, and wisely developed, it is a habit that will stand us in good stead for our whole lifetime. With a book at hand leisure can never be either dull or profitless. Let us then determine that our "good resolution" for our first anniversary shall be to delve more deeply into the pleasure, the knowledge, the experience and the adventure, lying stored for us in the volumes of the library. Keats' line, "A thing of beauty is a joy for ever," is as true in literature as in art, for a good book is a priceless treasure to the reader.

TOAD'S LAST CRAZE

"I haven't seen Toad since his supposed reformation," the Hedgehog was saying to his friend, the Fieldmouse, "but if I know him at all well, then he's up to some new fad, or very soon will be."

"I don't like to believe you," replied Mousey, "but when my cousin—who is Toad's milkman, you know—went to Toad Hall yesterday, he saw the old fellow standing before a mirror, talking like a parrot—saw him with his own eyes, he did. Toad might be going mad, or perhaps it is some odd craze he's up to."

The two animals were walking down the main street of the riverside suburb of Willowton. The forces of nature had all responded to the call of Spring. With the coming of Spring and the awakening of the many little animals, the question had arisen as to who should be the season's candidate for honours. Every year at this time an election was held with the object of appointing their mayor. The Hedgehog and Fieldmouse scanned, as they meandered along, the various boards which prominently advocated a vote for the particular candidate named. There was Otter's name, with a Number One next to it. Another board read, "Vote One for Stoat." Another announced the candidature of—well, who but Toad.

"See that! That is why Cousin Mickey heard Toad talking as he did. I said at the beginning——"

"And that's why, if I'm not mistaken, Toad is on that box over there."

The Hedgehog pointed out, in quivering, excited fashion, a stout figure on a stand not more than five hundred yards away. He was talking in political fashion to a crowd of wondering weasels, stoats, and a sprinkling of other animals.

"My reason," Mousey and his friend heard him saying as they ran up, "for giving you the opportunity of having me, one of the famous Toad Hall line, as your representative, is that I have at length discovered my real talent. Providence has rescued me from being a road-hog, a washerwoman, and from many other occupations, because it is intended that I be the saviour of posterity."

Toad here commenced to speak in more excited tones. He was Toad the agitator; Toad the great reformer—the terrorist!

"Yes—the saviour of posterity! The one who will live in history as the prime mover in the animal conquest of mankind." The crowd now glanced at each other. Were they looking at a genuine saviour, or listening to the ravings of a madman? Most inclined to the former belief, and, before Toad could say more, gave vent to hearty cheers, accompanying them with loud claps.

The vain orator was thrilled at his success. His dream had been to command a crowd in this fashion. The spontaneous clapping proved too much for him. He fell down, sighing and saying things in a delirious fashion. The clapping ceased, and all surged forward towards Toad.

The first to reach the hapless, over-excited animal was the Hedgehog. Mousey was there soon after and was the first to cry, "The poor fellow's mad!" Mad he was, mad with triumph! He had delivered his greatest speech, the product of months of study, during which time he was thought to have been reformed. This arduous study, coupled with the excitement of the speech, and its results, had deprived him of his senses. If Toad was ever to have craze again, it would be within an asylum.

But Toad has never since had another craze. He now lives, firmly believing himself to be the "Saviour of Posterity," but his voice is hushed by padded cells.

W. BARRETT, 3F.

GARETH AND LYNETTE

Gareth, handsome, tall and strong,
To become a knight does long,
But in his way his mother stands,
As she for him has other plans;
But he, with great determination,
Makes Arthur's court his destination

Arthur grants this youth a quest
To put his courage to the test:
He has to gain a castle's doors
And free the Lady Lyonors,
But first he needs must fight four fights,
And overcome four fearful knights.

With fair Lynette, of noble birth,
Gareth goes to prove his worth.
At first from her he gets but scorn,
'Till in her heart new hope is born;
She sees in him no kitchen knave
But noble knighthood, true and brave.

A moral centres round this youth
Who stands for purity and truth,
For armed with faith he conquers sin,
And for himself a name does win;
And now that he has won a name

He aids King Arthur in his aim
To free the land from end to end
Of evil deeds, to make a friend
Of every burgher, every knight,
And every wrong to make a right.

—J. O'NEILL, 3B.

EARLY HOMEBUSH

Nowadays, we do not quite realise the hardships which stood in the way of the Early English colonists—those men who left the Mother Country to make a living in an unknown region—Australia.

Let us take for example, the history of some of the land near this school. It may be possible to publish in a future number of the magazine, details of the history of the actual site of this school. Many years ago, when the profiteering N.S.W. Corps was in power, the self-elected Grose, Governor of the small colony, granted land to the early settlers. On the ground of the present site of this school was a forest, and two men, Powell and Webb, cleared the land. Although the partners had considerable assistance from the government, in 1795 Webb died a poor man, and Powell became bankrupt as the ground yield was poor. Then the blocks changed hands and became the property of a Sydney merchant. Years later Powell rebought the land and managed to prosper until he died in 1814. Parramatta Road came into existence where it now is, and in 1810 Liverpool Road was built. As the colony progressed under Governor Macquarie, the Homebush

Racecourse was built in 1828, near Parramatta Road on the site of the Homebush Abbatoirs of the present day. The racecourse was the one great arena for race-horses, jockeys, and bookmakers before Randwick Racecourse was built.

A little distance from Homebush station, on the Parramatta Road, there is a modern hotel, which is on the site of the original Horse and Jockey Hotel, built in 1832, closed by the prohibition of Governor Gipps in 1838 and reopened in 1846.

Some time before this, two large grants of land were given out by Governor Gipps. The Homebush Estate (920 acres), on the creeks of Homebush Bay, and the Redmyre Estate, in Strathfield, along Redmyre Road. (Redmyre is now called Strathfield).

Later, as the colony progressed, the railway track was built from Redfern to Parramatta in 1855. As more food supplies were needed, in 1865, a man named Dawson erected some saleyards near Homebush, at the rear of the Horse and Jockey Hotel; soon after, more yards were built nearer the line and farther west until their importance became stressed to the government, and the Government Saleyards were erected, then thought the largest in the Southern Hemisphere.

G. BARRACLOUGH (2A)
W. VAUGHAN (1A)

THE OPENING OF THE SCHOOL

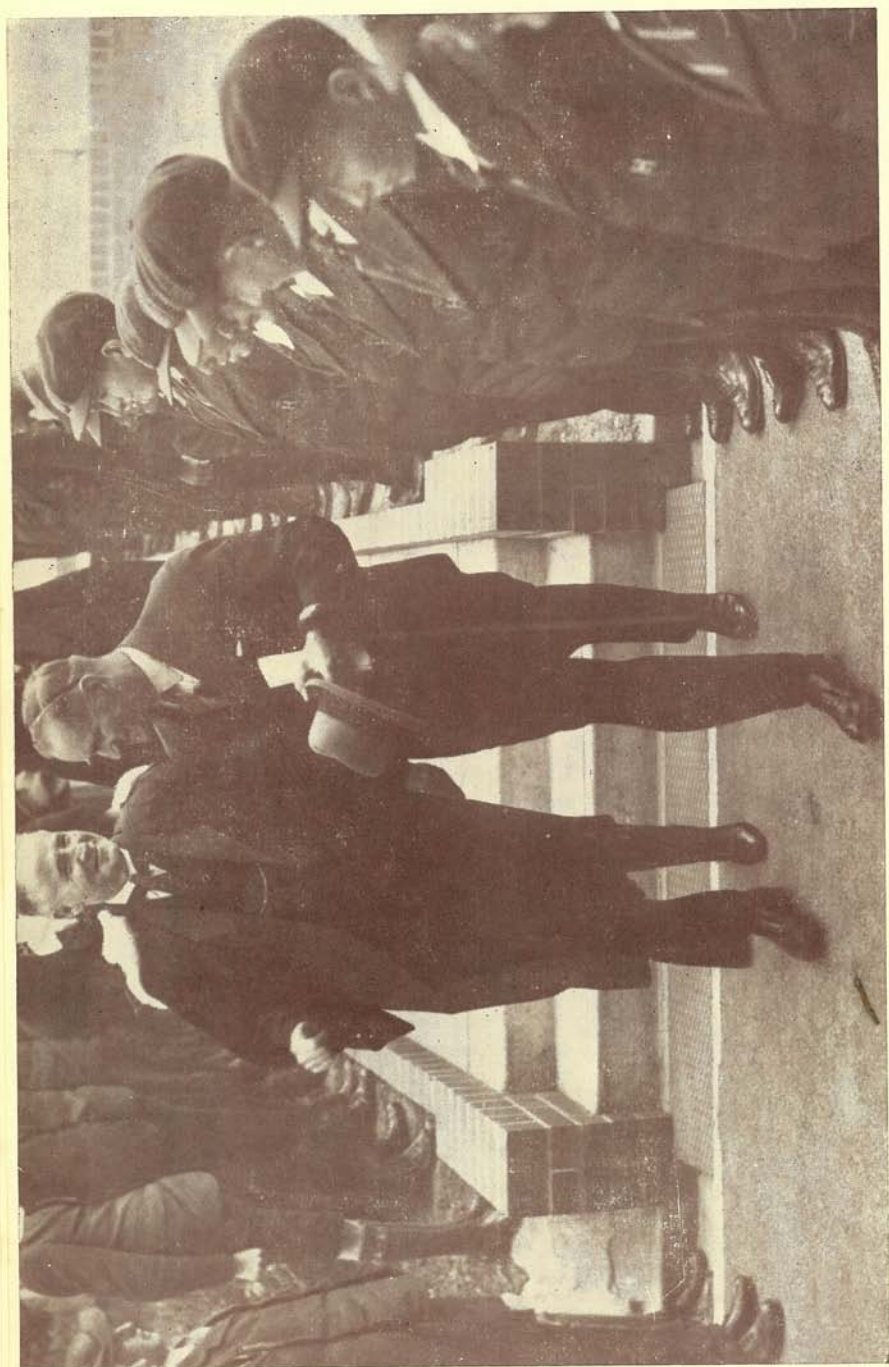
The school was officially opened on Wednesday, 14th May, by the Minister for Education, Hon. D. H. Drummond, and about three hundred and fifty parents attended the ceremony.

A guard of honour composed of boys in school uniform assembled in front of the school to welcome the official party, the remainder of the school parading in the quadrangle. Mr. Drummond briefly addressed the boys, commenting favourably on the school grounds and the tone of the school stressing his point of view regarding the privileges enjoyed by a scholar of the Homebush Boys' Junior High School.

The official party, which included Mr. H. G. Jackett, M.L.A. Mr. B. J. Price, M.A., Assistant Chief Inspector, and Mr. H. G. Campbell, B.A., Inspector of Schools, then adjourned to the school hall where, accompanied by members of the staff, they took their seats on the platform. Addresses were given by the Headmaster, the Minister for Education and Mr. Price. Mr. Jackett proposed a vote of thanks to the speakers and Mr. Jenner expressed his appreciation of the parents' response to the invitations issued.

The proceedings were brought to a close by the rendering of appropriate music by the school choir, after which the visitors were entertained at afternoon tea in the library.

—A. WHITMARSH (3D).





THE MAGAZINE
OF THE
HOMEBUSH BOYS' JUNIOR HIGH SCHOOL

EDITOR: C. H. Hoffmann

SUB EDITORS: J. E. N. Harrison, W. A. Ruddell

BUSINESS MANAGER: D. L. Guthrie

VOL. 1, No. 2.

DECEMBER, 1937

We have a new King.

King George VI. was crowned on May 12, 1937, and thus a new era opened—an era of importance for every one of us. So we take this opportunity of recording King George's accession in the Homebush Junior High School Magazine, as a mark of our loyalty to the throne. It will mean much to us to look back, in time to come, and to read a reference to the Coronation in our own school journal. Then will be brought back to us with very great clearness the important event which has taken place in one of our school years. In this way the occasion will be made the more significant to us. Indeed, far more so than if we merely read of it in some other publication dated 1937.

Our frontispiece, a photograph sent by the London "Times," depicting the King and Queen, Princess Elizabeth and Princess Margaret Rose, in full Coronation robes, has been specially secured for this issue, and we are sure that it will be appreciated by all readers.

The suggestion that Their Majesties may visit Australia later on, is a happy one, and we look forward with pleasure to their coming.

God Save the King!

SCHOOL NOTES

At the end of last year a most successful dinner and social was organised to farewell outgoing Third Year students. It was held in the school hall and was enlivened by several items, elocutionary and musical, which were provided by Messrs. Howard, Ryder, Twine, Byers and Scott. Speechmakers among the boys were Davis, McLaughlain, Hemming, McGuinness, Fletcher and Evans. It is proposed to make this function a permanent feature of the school year.

* * *

The school has received some fine gifts during the year. Mrs. King presented a very handsome gramophone; the P. and C. Association a fine portrait of King George VI.; and Mr. F. A. McIntyre of the Presbyterian Church, a trophy for the best debater of the year.

* * *

This year a start has been made on the decoration of the school interior. A large number of framed landscape photographs has been secured from the "Sydney Morning Herald" Art Gallery, and these pictures add greatly to the attractiveness of the library where they have been hung.

* * *

A text-book library scheme has been inaugurated this year to enable all First Year boys to be supplied with text books. It is hoped to develop the scheme further next year.

* * *

During First Term a performance of "Twelfth Night" was given in the school hall by Mr. Roland McCarty's company.

* * *

Empire Day was celebrated on May 5th. At an assembly in the hall, short addresses, which were listened to with great interest, were given by four Third Year boys: Sherlock, Hemming, Casey and J. Harrison. Empire songs were sung also.

* * *

On July 21st we had a most successful Egg Day for the Western Suburbs Hospital. The hospital authorities were most gratified for they received 829 eggs, the largest number ever contributed by one school. The prize for the largest class collection was won by 1A.

* * *

Later in Second Term an appeal was made for donations of newspapers in aid of the "Cheer Up Society" and, judging from the stacks of paper in the hall, the appeal was most successful.

On 24th July last we were very grieved to hear of the sudden death of Mr. C. Grassick, former Headmaster of Summer Hill Intermediate High School. The staff and pupils subscribed for a wreath which was offered as an expression of sympathy and a symbol of the respect which Mr. Grassick had inspired.

* * *

Three medals were presented last year by Mr. Grassick for boys who distinguished themselves in the Intermediate Examination of 1936. These medals were won by A. Dicker, T. Davis and H. Heazlewood.

* * *

During the year, large parties of boys have attended Young People's Concerts held in the Sydney Town Hall. They appreciate very much what the Australian Broadcasting Commission has done. On two occasions also, parties have attended exhibitions of educational films at the Homebush Cinema.

* * *

Shakespeare Day was celebrated this year by special class discussions and by the reading and dramatisation of excerpts from the plays.

* * *

The Hemingway and Robertson Scholarship in accountancy was awarded to Keith Taylor in 1936.

* * *

League of Nations' Day was observed on August 23rd. At an assembly of the school Mr. Roberts referred to the work of the League and urged the boys to become members of the League of Nations Union. Mr. Burgess outlined the origin and activities of the League and Mr. Britton discussed its present position in relation to world affairs. Many boys have since joined the League of Nations Union and badges and certificates have been issued to them.

* * *

A SCHOOL POWDER-BAR

I emerged from the dim, musty interior of the Municipal Library with two ponderous volumes clamped under my arm. As they struggled to obey the laws of gravity, I commenced the hazardous walk along Sydney's busiest street to my tram stop.

The sultry heat made me gasp, and this, coupled with a multitude of noises such as are made by pneumatic drills, old-fashioned motor-horns, and grinding trams, forced me to look for some blissful haven where I might be cool. Then I came to the modern structure of David Jones', air-cooled and comfortable.

Inside, I gazed round self-consciously, looking for some seat to rest my weary legs. Ah! There was one, in that corner, away from all the bustle and hurry so prominent in such a shop as this.

Oh, the unutterable relief that comes when one's legs are suddenly released from a great weight! As this joy came over me I looked about for something on which to focus my pleasure-ridden mind. Finally, my idle gaze rested on a modern cosmetics bar, which is there for the benefit of women who desire to "spruce up" before they face the hundred and one searching glances on the street outside.

As I looked my idle mind visualized a scene such as this in our own school, and I imagined myself walking into the basement which now rejoices in the name of "Tuck Shop," but which, in my fancy, became the "Butterfly Basement."

Near the multi-coloured door was just such another powder-bar as the one just mentioned, and in my mind's eye I saw a customer, a freckle-faced youth who perhaps would have looked better with a pink and white complexion. My thoughts must have been read for the lad, casting surreptitious glances round, entered into a conversation with the smartly dressed miss who attended the bar, and retired into a mirror adorned corner with a box that loudly announced itself to contain pink-white powder. In my fancy, another customer advanced from the opposite end of the room and, as he had ink splotted all over his face, purchased powder (note the alliteration) for a dual purpose. The powder was a greenish yellow colour and, no doubt, was intended to convince some teacher of sickness the previous night, and so explain a failure to do homework. Two schoolboys immediately in front of me were engaged in a conversation of which I gathered some shreds:

"Really delightful, this new machine, isn't it?"

"Yes, rather," returned the other, "such a convenience to have one's hair combed by machine, and so neatly, too—enables one to keep one's appearance in class. After all, only the rotters are untidy."

I looked round and found that the subject of the conversation was a machine which, on the insertion of a penny, applied brilliantine to the hair and then combed it.

Down a lengthy corridor I moved and, turning my head from side to side, saw many ingenious inventions. Here a marble machine which automatically made marbles for first year (and often third year) pupils, there a patented tie straightener, and here again an extremely useful machine for detecting the words

"Kick me" or "I am a fool" on the backs of unwary boys. Other machines supplied brushes, dusters, etc., and used them on trousers, coats or shoes as required. But two machines attracted me in particular: one bore the interesting device, "Tricks for Use on Teachers"; every penny was guaranteed to furnish a card with a different trick on it. The other was labelled "Line Machine." The directions explained that the only thing necessary was to place a hand-written line, such as "I must not eat my lunch in class," in the machine along with a penny, turn a handle, and receive in facsimile a hundred or five hundred lines as required.

* * *

Suddenly and rudely I was awakened from my pleasant trance. A portly lady had deemed it quite permissible to tumble her innumerable parcels over my insignificant form. I hastened away, my vision giving place to more mundane matters—but some day—who knows?

J. HOLT, 3D.

SPORTSMASTERS' NOTES

The year 1937 has seen a marked growth of interest in physical education, though perhaps as yet the practical results of this interest are few. Many difficulties have to be overcome, new ways of thought have to be developed before much progress can be made. Despite the constant statement of doctors and psychologists who try to convince us that mind and body are inseparable and completely dependent upon one another, many of us still cling to the mediaeval conception that the spirit of man can only thrive at the expense of the body. Certainly we do not wear hair shirts or beat ourselves with rods. The age has provided us with more subtle means of punishment, crowded rooms and long hours and sedentary occupations. There is a marked tendency to judge a child's prospects in life by the mental ability which he shows and therefore this aspect of the child's education is emphasised to his own detriment. Follow Browning if you wish, thy body at its best—"How far can that project thy soul on its lone way?" But remember that in the same poem he declares:

"As the bird wings and sings
Let us cry 'All good things
Are ours, nor soul helps flesh more than flesh helps soul.'"

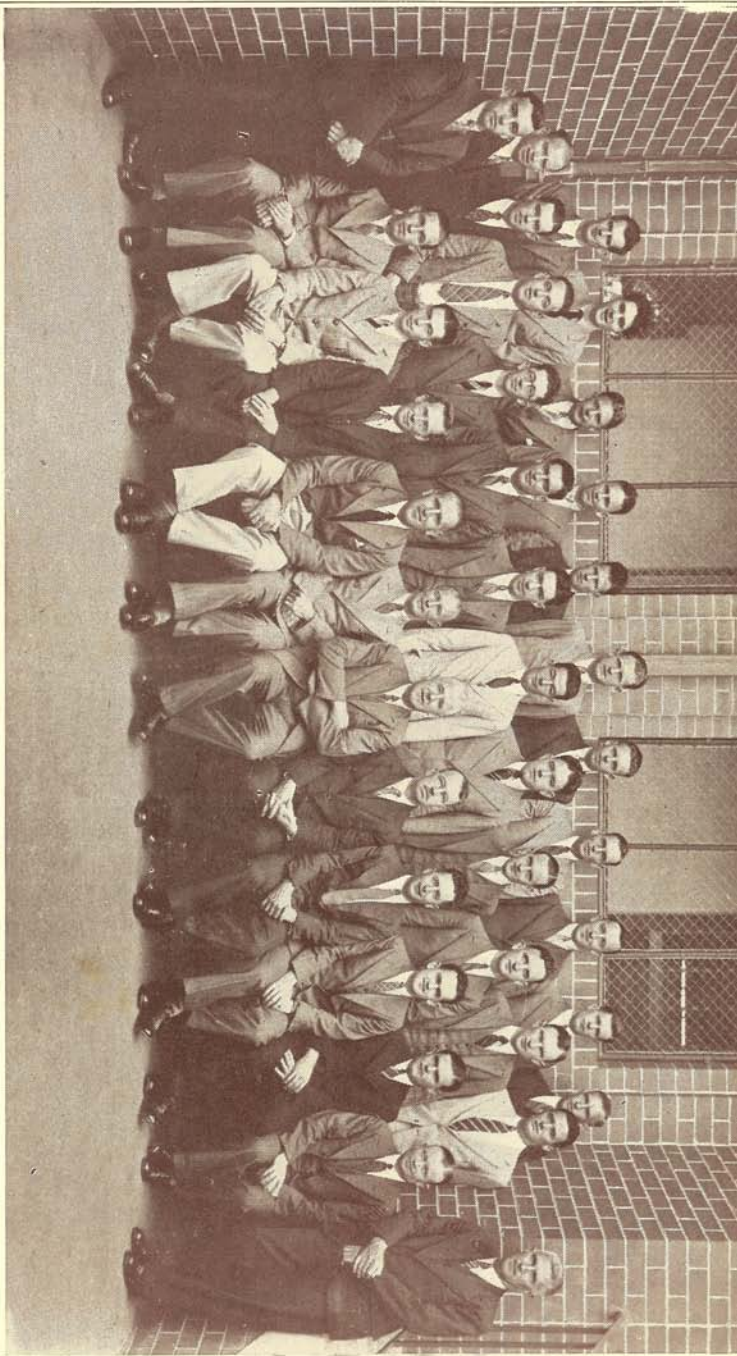
One might safely assert that there are no greater misconceptions in our educational system than those of "Sport" and "Physical Culture." The sport period in the school week is as integral a part of the curriculum as any other period and we take this opportu-

ity to appeal to both parents and pupils to look on it in this way. It is not an afternoon when there are no school lessons. It is not an afternoon when a boy may take time off without any detriment to his education. It is an afternoon devoted to physical culture in the broad sense of the term. How many of us still confuse physical culture with "drill" and think of it only in terms of squads of children going through set exercises for a short period? For this reason we prefer to speak of physical education and to claim for it the same recognition in school life as is given to mental education.

The field of physical education is almost virgin in our schools if we accept the standards suggested to us by medical and educational authorities who suggest that the development of the bodies of our pupils should be as carefully watched, encouraged and noted as that of their minds. Samuel Butler in his imaginary visit to Erewhon describes a people who considered ill-health a much more serious offence than moral transgression.

"In that country," he says, "if a man falls into ill-health, or catches any disorders, or fails bodily in any way before he is seventy years old, he is tried before a jury of his countrymen, and if convicted is held up to public scorn and sentenced, more or less severely, as the case may be. But if a man forges a cheque, or sets his house on fire, or robs with violence from the person, or does any other such things as are criminal in our own country, he is either taken to a hospital and most carefully tended at the public expense, or if he is in good circumstances, he lets it be known to all his friends that he is suffering from a severe fit of immorality, just as we do when we are ill, and they come and visit him with great solicitude." Imagine a school where a child's fitness for embarking on the life of the outside world is judged as much on his health as on his knowledge, where it is as much of an offence to be subject to colds as it is to be weak in "Maths." We would probably be astonished at the idea of a boy being asked to repeat a school year because he was physically unfit for promotion even though his scholastic attainments were highly satisfactory. The fact that we would be astonished, nay, even amused, must bring home to us the enormous variance in the emphasis placed on physical and in that placed on mental education.

With these general thoughts in mind let us turn to the more specific problems of our own school. Last year we spoke much of the launching of our ship and of the seas we hoped to cross. Now we have to report progress. Our progress has been real and definite as the individual reports of the various sections of our



HOMEBUSH STAFF

BACK ROW: J. E. Harrison, J. Dabron, R. J. Page, C. R. Gosset, F. Cook, T. W. Plummer, S. Nelson, W. A. Ruddell, F. Byrnes, K. C. Menzies, D. L. Bailey,
 MIDDLE ROW: L. H. Clifton, E. A. Crago, O. N. Burgess, J. A. Hall, H. O. Howard, J. H. Pratt, W. E. Hart, A. Garrick,
 M. E. Thomas, S. K. Garnsey, C. H. Hoffmann, D. McCarthy,
 FRONT ROW: G. D. Gawthorpe (standing), E. C. Colman, W. J. Aspery, G. H. Halloran, W. J. Eason, G. H. Priestly,
 W. Roberts (Headmaster), R. S. McKilligan (Deputy Headmaster), D. L. Guthrie, J. H. Britton, L. A. Procter,
 P. G. Tansford, H. Paterson (standing)

work will show. It may be said that with such a large enrolment we should have achieved greater successes in competition with other schools, but to these critics we must point out that large numbers present additional difficulties and problems not so acute in the smaller schools. Nor must we forget that excellent warning that,—

“It is not growing like a tree in bulk
Doth make man better be.”

Quality can be the only criterion of value and the larger the school the more difficult it becomes to give that individual attention which encourages the development of quality.

We have endeavoured to provide some form of physical activity for all pupils and may we repeat here our earnest desire for the co-operation of both parents and children in this task. We cannot too strongly emphasise the fact that the training and development of the complete human organism is the fundamental basis of modern education. There can be no adequate educational development without balance. Balance can only be attained by the recognition of physical activities as an essential part of the curriculum of our schools. Once this recognition is given all else must follow.

Nor is physical education an end in itself. It has social, moral and ethical values which no parent or teacher may ignore. The troubles of our world to-day and, we suppose, of yesterday and to-morrow are largely due to a lack of social feeling, to a failure in social co-operation. It may be only a beginning, but something can be done in the schools to encourage co-operation by the promotion of team spirit. For that reason we have required the boys to take part in at least one team game for the duration of a season.

We have encouraged the boys, especially during the winter season, when climatic conditions are most favourable, to indulge in and enjoy those games which promote the development of virile and forceful character. The creation of vital energy, the promotion of robust character can, we are convinced, best be attained in school life by participation in vigorous team games. In this, as in all other aspects of our policy, we seek the co-operation of the boys and of their parents. Strength of mind and of body, the development of balanced human organisms, this is our ideal in the achievement of which we hope to have made some progress.

G. PRIESTLY } Sportsmasters
W. J. EASON } }

COMPETITION SPORT

Cricket.

The First Grade eleven has to date (19/10/37) played four games, winning one outright, and one on the first innings, drawing one and losing one on the first innings. It is leading in its division.

Batting has been inconsistent. Fielding has been good and in this department McClure, despite his lack of inches, has been outstanding, especially in the accuracy of his returns to the wicket. Reubens, a newcomer to the team is also an excellent fieldsman, especially in slips and also, should develop into a good left hand bowler.

McGuinness, Baker and McGill are all good batsmen, but, despite several good scores, their occasional failures seem to demoralise the remaining batsmen.

Amongst the bowlers, McGuinness and McGill have met with most success.

The Second Eleven has completed only three matches, winning two on the first innings and drawing one.

Leyshon and McPherson have been good fieldsmen. Fogden has a very satisfactory bowling average—11 wickets for 49. Adams has bowled well and deserved a far better average than he actually obtained. Allardice and Gunston have also bowled satisfactorily.

Smith, McPherson, Leyshon, Fogden and Adams have batted well.

The Third Eleven has played five matches with mixed success. One match has been won, two drawn and two lost.

Performances of outstanding merit in this grade have been Neil's 101 against Parramatta, and Weaver's consistency with bat and ball, his scores including 31 and 34 not out and bowling 11 wickets for 126.

Tennis.

The Summer Competition is still in progress. The 1st team has played five matches, winning three and losing two—winning in all 24 sets and losing 16.

The 2nd team has lost only one match out of five, winning 25 sets and losing 15.

The 3rd team is undefeated, having lost only one set in four matches—winning 35 sets to 1. Well done 1st Year.

The 4th team also has an unbeaten record, although only two matches have been played owing to the fact that all schools do not enter four teams in the competition. These lads have not yet lost a set.

The Winter Competition was completed—four teams played. The 1st won three out of five matches, winning 20 sets and losing 20 sets. The 2nd team won four matches and lost one, winning 26 sets and losing 14. The 3rd won three matches and lost one, winning 18 sets and losing 14; while the 4th team was undefeated, winning 28 sets and losing 4. The competition was run in two divisions and our players finished a very close second to Drummoynes.

Rugby League.

Six teams entered the competition and performed very satisfactorily. The 5th Grade team won the competition, and the 3rd team finished second in its division.

The 1st team competed in the University Shield Competition and was defeated by Manly by 2 points after having defeated Parramatta.

COMPETITION RESULTS

Grade	Games				Byes	Points Scored		Points
	Played	Won	Lost	Drawn		For	Against	
1	5	3	2	—	—	25	34	6
2	9	4	4	1	—	80	57	9
3	7	6	1	—	2	65	45	16
4	6	2	1	2	2	59	18	9
5	9	7	—	2	—	97	24	16
6	7	4	3	—	2	71	11	12

5th Grade Semi Final: Homebush 11, Manly 10.

5th Grade Final: Homebush 14, Ultimo 0.

Congratulations to the 5th Graders. These lads deserved their success. They did not shirk any training afternoons. Both backs and forwards performed ably. Too much credit cannot be given to the forwards, they developed from an indifferent pack into an efficient, hard-working combination and reaped their reward in the Final when they outplayed a team which depended on its forwards for its victories.

Hockey.

Last year the school won both first and second grade competitions, but this year, the first grade trophy only was defended.

The team had a successful season. It won the division convincingly and lost the final to Neutral Bay by only a narrow margin, after playing extra time to decide the issue. Congratulations to Neutral Bay.

Our competition record was:—8 matches played, 6 won, 2 drawn. Goals scored: For, 60; against, 8.

Several members of the team gained representative honours during the interstate hockey carnival.

J. Pollard—Metropolitan Juniors, playing against interstate junior teams—a signal honour for a boy of sixteen; D. Mercer—captain of N.S.W. Schoolboys (under 15), N.S.W. won the trophy; D. Thompson, D. Mercer, D. McKay—Metropolitan Schoolboys' team (under 16).

FOOTBALL

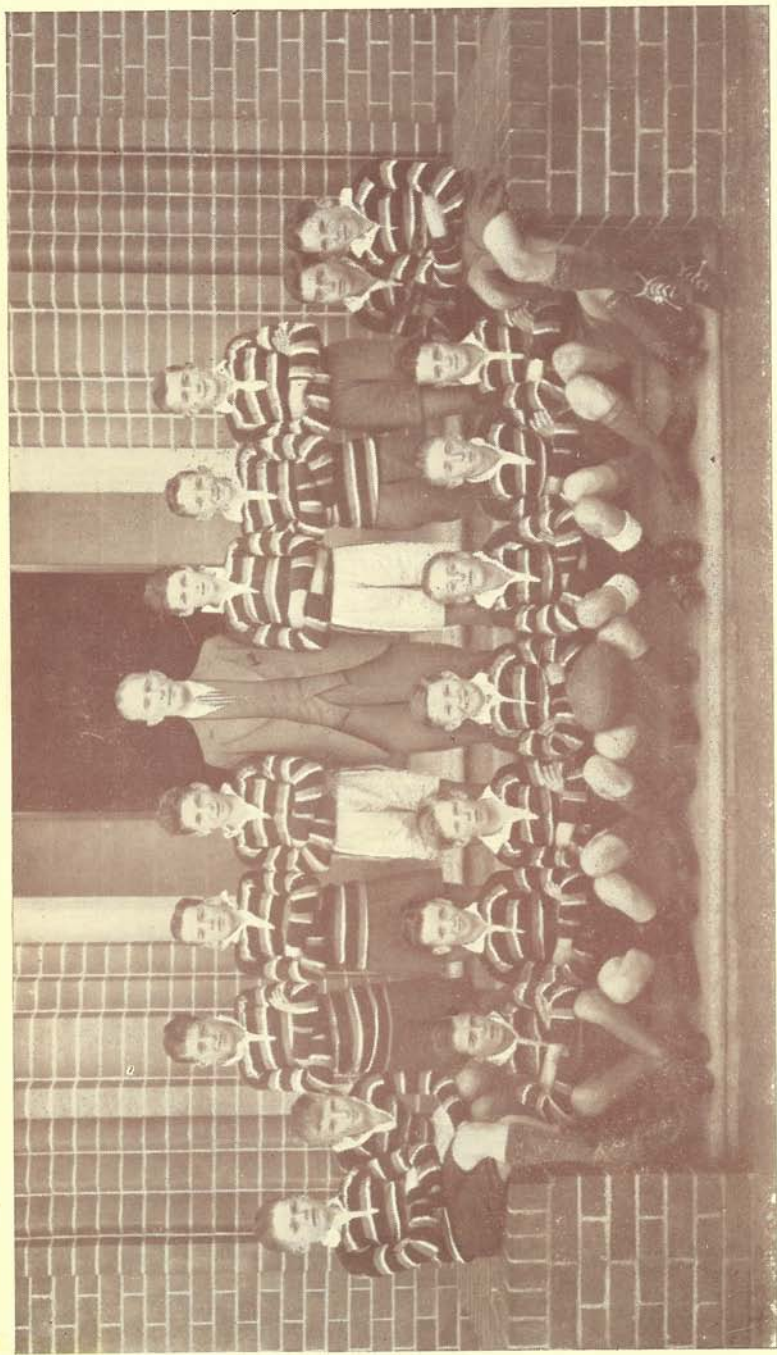
First Grade.

Backs:—Grant: fair kick—good handler—cool—speculated too much and missed critical tackles. McGuinness: has football brains—had to do too much—excellent handler and tackler—good goal kick. Blacker: a trier—hung on too much—could have run straighter and harder. Summerhayes: patchy displays—has ability but did not let himself go enough. Skelton: inexperienced, but a trier—ran hard and straight and tackled well. McNeil: fast—poor handler—do better next year. Mason: a little slow at leaving the mark—will do better next year. Mansfield: gives good pass—not enough dash or initiative for a half. Baker: a heady player—good tackling and handling. Wilkie: fair—not enough dash and vigour.

Forwards:—Bywaters: most improved — hard worker—followed on well—too wild in tackles. Sherlock: good rake—always did his share of hard work. Johnson: hung out of ruck too much, but a trier. C. Sherlock: ideal forward—always on the ball—hard worker in ruck. McPherson—fine player, with initiative and courage—good tackler and hard worker. Dawson: inexperienced, but a trier. Scott: a trier—did his share, although not fast enough.

Second Grade.

The Second Grade team, which, at the beginning of the season, promised to be a formidable side, did not fulfil expectations. There were a few individuals who, though brilliant in themselves, failed to realise that football is essentially a game for a team and not for one or two "lime-lighters." This lack of team work was responsible for the failure of Second Grade to win its division.



5th GRADE RUGBY LEAGUE PREMIERS.

Back Row, left to right: N. JOHNS, L. BRADLEY (seated), K. SANCHEZ, H. CHAPMAN, J. SOMEN, G. H. PRIESTLY,
Esq., P. NEWMAN, R. REEVES, E. MATTHEWS.

Seated: S. PARKINSON, K. MILNE.

Eight matches were played. Of these, Homebush won four, lost three and drew one. Two defeats were inflicted on Homebush by Ultimo and one by Parramatta. The team's only match with Drummoyne was a draw.

In the last match of the season, though defeated by Ultimo, our Seconds showed that they could take some hard knocks, tackle with determination and play as a team. It is a pity that this spirit was not in evidence earlier in the season.

Third Grade.

The third grade team was rather severely defeated by Granville in its first match, but immediately settled down and went through the remainder of the season without losing another game. The team's one disappointment was the fact that rain prevented the return game against Granville and this precluded it from the possibility of winning its division.

The forwards with Murphy, Ley, Spooner and Paton in the vanguard, played consistently and well throughout the season and Ley, as centre forward, in addition to being the team's best tackler, provided the backs with more than a fair share of the ball from scrums. Smith, as half, was the best player in the team and with Morris, five eighths, made good use of the ball won from scrums. Ward-Smith, on the wing, when supplied with the ball by McClure, was difficult to stop and scored frequently.

The members of the team at first showed a disinclination to tackle low, but this was gradually overcome and, as the backs learned to pass the ball about, a combination was built up which enabled the team to finish the season as runner-up to Granville, the winner of the division.

Fourth Grade.

The increased weight limit favoured the Fourths, enabling a number of the previous season's players to continue in the same grade. Reinforced by new boys and by promotions from the Fifth grade, the old hands formed the nucleus of a team which soon moulded itself.

Regular and serious training had its effect, and the team made a vastly improved showing. In competition matches there was only one defeat—at the hands of Parramatta, in the division final. There were hopes of entering the semi-final, but Parramatta made a rapid advance in the last few weeks, and on the day was definitely superior. It is pleasing to record, however, that in defeat the home team was magnificent. Everyone did his best and the team gave the most polished performance of its career. Which shows that the spirit was there, and after all, that is what matters most.

Sixth Grade.

The Sixth Grade Rugby team put up a sterling performance in the Winter Competition. The result of the western division was in doubt up till the last round, when Homebush had the misfortune to be beaten by the divisional winners, Belmore, 3-0. For this game the ground was in an almost unplayable condition and yet the Homebush team played a remarkable game.

The most outstanding players throughout the season were Neale (captain), who later played scrum half for the Fifts in their victorious final, and Jeffries, a full back of outstanding ability. These two boys were always there when needed and helped to weld together a nicely balanced team, which went very close to victory.

Hard luck, Sixths!

ATHLETICS

The first full season of Athletics was completed with the Combined Carnival at the Cricket Ground on 24th and 25th August. During the winter months, St. Lukes' Oval was the headquarters for our training, and House competitions were fairly keenly contested.

Much useful training was also done at home by several of the lads participating in this branch of our school games. This is the only way in which we can hope to achieve anything in the realm of Combined Meetings. Example is to be taken from the leading athletes of the day. To be successful, consistent, steady effort is required, and only persons who are capable of this will be able to attain the heights required, in later life, to win State and Australian Championships. It is interesting to know that men such as Jess Owens, Lovelock, and our own Jack Metcalfe, during the training season, make a habit of every-day exercises that will help them in their events. Metcalfe is well-known as an acrobat.

Our carnival was set down for the 13th August, but owing to bad weather, a postponement was necessary. The completion was marked by good competition. It may be noted that the best performances are school records. Congratulations are extended to the Cup winners, C. Rheuben, D. Dick, M. Rowland.

At the Combined Meeting, Homebush was easily the best represented school, and those who attended were rewarded by quite a number of successes gained by our boys.

Outstanding performers were Witherdin, Rowland and Dick. However, there were several other boys who did very fine work. The team is to be congratulated as a whole—on their day. The Intermediate team was successful in winning the Pennant, and the aggregate score resulted in third place for us.



Back Row, left to right: H. WITHERDIN, A. JENKINS, M. ROWLAND, J. BLACKER, C. RHEUBEN, Mr. H. HOWARD,

H. MASON, D. BERRY, N. SUMPTON, J. DAWSON, D. McNEILL,

Middle Row: K. OAKMAN, R. MASON, R. CLEMENT, G. PICKERING, J. ANDERSON, J. HEGGART, M. BULLARD,

D. DICK.

Seated: L. EDWARDS, K. McLEAN, F. JOHNSON, F. LEAKE, G. LOVETT, R. SPRAY, R. CRANE, L. KENNY, K.

WORTHY, R. SMITH, D. CHRISTEY, N. STEVENS.

RESULTS FOR OUR CARNIVAL

Senior Championships.

100 yards: R. Clement 1, C. Rheuben 2, R. Hooker 3. 11 secs.

220 yards: R. Clement 1, C. Rheuben 2, R. Hooker 3. 25 $\frac{3}{5}$ secs.

440 yards: R. Hooker 1, R. Clement 2, C. Rheuben 3. 57 $\frac{3}{5}$ secs.

880 yards: R. Hooker 1, J. Dawson 2, L. Grant 3. 2.27.

1 mile: G. Turner 1, R. Hooker 2, D. Christie 3. 5.35.

High Jump: H. Witherdin 1, L. Grant 2, J. Blacker 3. 5 ft. 1 $\frac{1}{2}$ ins.

Broad Jump: C. Rheuben 1, R. Clement 2, R. Nicholls 3. 19 ft. 6 ins.

Hurdles: C. Rheuben 1, J. Blacker 2, R. Nicholls 3. 18 $\frac{2}{5}$ secs.

Relay: Wentworth 1, Sturt 2, Oxley 3. 54 $\frac{3}{5}$ secs.

Intermediate Championships.

100 yards: H. Mason 1, D. Dick 2, D. McNeill 3. 11 $\frac{2}{5}$ secs.

220 yards: D. Dick 1, D. McNeill 2, A. Culbert 3. 25 $\frac{4}{5}$ secs.

440 yards: D. Dick 1, J. Anderson 2, A. Culbert 3. 62 secs.

High Jump: H. Mason 1, N. Stevens 2, K. Oakman 3. 5 ft. 2 ins.

Broad Jump: H. Mason 1, N. Sumpton 2, B. Ward-Smith 3. 16 ft. 11 ins.

Hurdles: D. Dick 1, N. Stevens 2, J. Anderson 3. 15 $\frac{3}{5}$ secs.

Relay: Mitchell 1, Oxley 2, Blaxland 3. 53 $\frac{1}{5}$ secs.

Junior Championships.

100 yds. (under 14): G. Pickering 1, G. Lovatt 2, K. McLean 3.

100 yards (under 13): H. Bailey 1, L. Kenny 2, F. Leek 3.

100 yards (under 12): R. Smith 1, F. Johnson 2, S. Olsen 3.

220 yards: M. Rowland 1, R. Spray 2, R. Mason 3. 28 $\frac{4}{5}$ secs.

High Jump: M. Rowland 1, K. McLean 2, D. Worsnop and J. Worthy 3. 4 ft. 8 ins.

Broad Jump: L. Edwards 1, E. Crane 2, K. McLean 3. 15 ft. 7 ins.

Relay: Oxley 1, Lawson 2, Mitchell 3. 57 $\frac{4}{5}$ secs.

House Competitions and Murdoch Shield.

Oxley, 183 points, 1; Mitchell, 150 points, 2; Wentworth, 133 points, 3.

We tender our thanks to Murdoch's for the fine House Athletic Shield, and also to Mr. Baudin for a donation for trophies.

SWIMMING

Swimming has been carried on this year with the utmost success due, no doubt, to the co-operation of the teachers concerned, and to the interest of the boys.

The standard of swimming in the School is indicated by the number of boys who have passed the Swimming Test, and by the interest shown by the non-swimmers in the lessons given each Tuesday, by teachers at both Enfield and Bankstown Baths.

Swimming Carnival.

The Carnival was held at the Enfield Olympic Pool on the 25th February, and was quite a success. Special interest was created in the Carnival because of the fact that it was the first in the history of the School. The entries were numerous and this augurs well for the success of future Carnivals. It was pleasing to note also, the attendance of many parents in the afternoon. Such interest on their part is always gratifying to those concerned in the organisation of any branch of school activity.

School Championships.

The Championship Point Score Competitions for this year, resulted as follows:—

Senior Division: J. Dawson—56 points.

Intermediate Division: J. Holt—28 points.

Junior Division: R. Hennessy—36 points.

Records: As this was the First Annual Carnival, all times established become School records, and of course, no records were broken.

House Competition.

Keen interest was shown in the competition by the members of the different Houses. The results of the Point Score Competition were as follows:

Oxley: 306 points.

Wentworth: 276 points.

Lawson: 228 points.

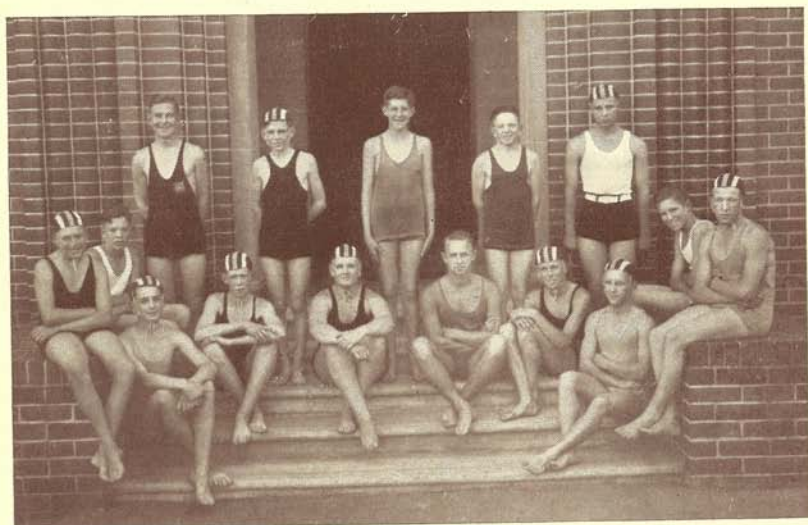
Mitchell: 176 points.

Blaxland: 155 points.

Sturt: 121 points.

The Jenner Shield.

We would like to express our thanks to Mr. R. H. Jenner for the donation of a shield for a Point Score Competition between the various houses, at the Annual Swimming Carnival.



Standing, left to right: T. ROBERTS, B. SWANTON, J. BLACKSHAW, J. HOLT, J. SKELTON.

Sitting, left to right: —, MARTIN, L. SHORE, —, ROGERS, K. WEBB, R. HILL, J. DAWSON, W. DAVIES, K. HORNE, K. LEDSON, F. SUMMERHAYES.

Life Saving.

Life Saving has obtained a good footing in the School and the following awards have been gained:

- R. Hennessy: Intermediate Certificate
- J. Morris: Intermediate Certificate.
- D. Howell: Intermediate Certificate.
- R. Johnson: Intermediate Certificate, Bronze Medallion.
- T. Roberts: Intermediate Certificate.
- J. Skelton: Intermediate Certificate, Bronze Medallion.
- R. Overell: Intermediate Certificate, Bronze Medallion.

HOUSE COMPETITION

The House Competition still continues to supply the needs of the majority of our enrolment on Tuesday afternoons and to provide a nursery for the cultivation of players who will later win places in the P.S.A.A.A. teams.

During the summer season competitions are organised in swimming, tennis and athletics; during the winter season, in football and athletics. To the points gained in these avenues of sport are added points for achievements in the school examinations. The House Competition Shield is presented to the House which has shown best all-round ability.

As the 1936 school magazine was published before House Competition results were available it might be of interest here to glance over those results, and to give our readers an opportunity to compare them with the achievements of the various Houses in 1937. Of course the 1937 competitions will not be finalised for some time yet.

In 1936 Wentworth House won the shield with a total of 1,467 points, 851 for sport and 616 for class work. Lawson was second with 1,384 points, 870 being for sport and 514 for class work. During the present year Oxley House proved the most successful at both the Swimming and Athletic Carnivals, while the progress scores of the House Competition stand as follows:—

Wentworth 944, Lawson 887, Sturt 879, Mitchell 822, Oxley 714 and Blaxland 674.

It will be seen that the destination of the Shield will depend upon the results secured in the coming examinations. The competition is still very open and Wentworth may yet be displaced.

The boys who have played a prominent part in school sport are mentioned elsewhere in this issue. Let us glance at a few who have been prominent in the House Competition from the scholastic side. Farrington of 1G secured 35½ points at the June examinations, Hegarty (3H) 34 points, Olsen (1D) 32 points, Fraser (3H) 32 points, Higgins (3F) 28 points, Frendin (3G) 29 points, Brown (2B) 29 points, Swanton (2A) 27 points and Playford (2J) 27 points. It is on boys such as these that the destination of the House Competition Shield for 1937 will depend.

STAFF versus SCHOOL

During the year a series of games has been arranged between teams chosen from the boys and from the staff with the aim of encouraging the growth of a spirit of friendliness and understanding. Naturally, these games have not been so successful as they would be in a school where the boys go on to Fourth and Fifth Year and are therefore more developed, more mature. They have however, provided some enjoyable entertainment both for players and spectators.

In football, hockey and tennis the Staff teams have triumphed though the boys are looking forward with confidence to the cricket match in which they hope to get their revenge. Time alone will tell.

"THE STRANGER"

A Play in Two Acts

ACT I.

Scene: A market-place in Nottingham.

Time: Mid-afternoon.

Enter two townsmen.

1st Man: Good morrow, friend.

2nd Man: Good morrow indeed, but not for yon poor fellow the Sheriff's men took.

1st Man: What mean you? I heard naught of it.

2nd Man: I had it from Wat, the cloth-seller. He said that yester-eve they caught the pedlar whom Master Sheriff thought was a spy.

1st Man: Think you they will try to force his tongue?

2nd Man: Ay, that I do.

1st Man: I would Robin Hood were here. He would see no innocent man whipped.

2nd Man: Hark, ye! Is that not now the Sheriff and his men?

(Enter Sheriff and men with prisoner).

Sheriff: Yes, it is, you scum. Here men, tie this rogue up.

(To the prisoner): I'll make your rascally tongue wag. You look a strong enough rogue to be one of the band of that raps-callion outlaw, Robin Hood. Whether you are or not, you shall have the lash as a suspect. Give him a taste of the whip, Giles.

(Suddenly Giles is dropped by an arrow. A horn is heard and out of the crowd that has collected in the streets burst Robin Hood and his men, all in green. They hold the Sheriff).

Robin Hood: Raps-callion eh? *(To Sheriff):* If the King were to hear of half your injustices, you would soon be shown the way to your own dungeons.

Sheriff: He's away in the Holy Land, wretch. 'Tis little news will ever reach him there.

Robin Hood *(to people)*: Will you stand there and see an innocent man flogged?

All: No! Put him in the stocks!

(The Sheriff is carried off and placed in the stocks amid great shouting and laughter. The outlaws escape).

ACT II.

Scene I: The same afternoon. The outlaws' camp in Sher-wood Forest. A table is set and the men are gathered round talking.

Friar Tuck: And then he said, "Rapscaillon eh?" Ha Ha! Ah, Will, my boy, you missed a treat.

(All laugh. A sentry enters).

Sentry: Men, a stranger is approaching.

(Robin Hood comes out of the hut).

Robin Hood: Let him come. How does he look, brother?

Sentry: Mighty cheerful, and methinks a fat purse goes with him.

Robin Hood: Good. Pray, stay where you are, comrades. We shall soon see the colour of his gold.

(Enter a stranger, whistling).

Stranger: What ho, friends! Do I smell venison?

Outlaw: You might if you had a thing called a nose.

Stranger: Cut thy wit, fellow. How far am I from Nottingham?

Robin Hood: Not so fast, if you please, good stranger. We would lighten your purse for you.

Stranger: Oh, that is it, thou knave? Thou must needs fight me for it, thou green-clothed tree-frog.

(They fight and Robin Hood wins. He helps the other up).

Stranger: Here outlaw *(gives purse)* you have won it fairly.

Robin Hood: Nay, let there be no ill-will between us. I will make a bargain with you. I will give you back your purse for the hard knocks I gave you, and replenish it, on condition that you join our band of outlaws.

Stranger: Let me have time to decide.

Friar Tuck: Then, let us all to the bench. The exertion of watching such a conflict has me fair famished.

(All go to the table).

Scene II: The same. Evening. All are gathered round the fire.

Friar Tuck: Ha! Ha! It was funny, I can tell you.

Stranger: What was?

Friar Tuck: Eh? Ha! Ha! Of course, you werent' there. The Sheriff took a dislike to a pedlar and was going to beat him when we appeared and—Ha! ha!

Stranger: *(Interested)*—and what?

Friar Tuck: We freed the fellow, and the people put the Sheriff in the stocks. It was very funny.

Stranger: Is the pedlar quite well by now?

Little John: Quite, thanks to our care. The Sheriff is like that, always imposing on poor fellows like us.

Outlaw: Here comes Robin. Let us join in a merry song together.

All: The Sheriff of Nottingham loves us not,
We like him even less;
"What rogues they be," oft murmurs he,
"I'll have them some day, yes."

But still we live upon the green,
And hunt upon the deer;
For law we care no single straw,
While in the greenwood here.

Chorus (*After each verse*).

We small love for the Sheriff have,
He hates us, every one;
A merry band of outlaws we
A-living in the sun.

Robin Hood: Now let me propose a toast. Outlaws all, the King!

All: The King!
(*A horn is heard*)

Outlaw: What can that mean?
(*Enter Sheriff and men*)

Sheriff: It means that you all shall hang (*approaches Robin Hood*). As lawful sheriff of His Majesty's loyal city of Nottingham, I—(*Stranger comes forward*) King Richard! (*Steps back aghast*)—Your Majesty, I was not told that you were back from the Holy Land.

Outlaws: Can it be the King?

Stranger: Yes, it is (*to Sheriff*): Down, you unjust rascal. You are abusing your privileges as my representative here. If I hear of but one unjust action of yours in the future, I shall show you no mercy. Go! (*Sheriff and men go*).

Robin Hood: To think that I fought for Your Majesty's money—(*Robin Hood kneels*).

Richard: Forget it, man. In my travels I have found out many things. As a result, your confiscated lands shall be returned to you, and you may resume your title of Earl of Huntingdon also. From what I have seen of you, outlaws, I pardon you. You are free men and may go as you will.

All: Long live the King!

Robin Hood: May we have the honour of being Your Majesty's escort?

Richard: At once then, Huntingdon.

(All go off merrily).

CURTAIN.

—G. BARRACLOUGH, 2A.

THE RAILWAY CRUISE

During the May holidays a party of twenty-five boys from the school occupied a complete carriage on the Schoolboys' Railway Cruise train.

Excitement was evidently running high on the Sunday evening on which the train left Sydney as some bright spirits arrived at eight o'clock to catch the train that left at 11.30. This is the spirit that makes boys rush to school so early in the mornings!

At about eleven o'clock the parents were requested to leave so that the lads could settle down. This was the signal for a frantic rush which displayed a gorgeous array of pyjamas. A very good pretence at sleeping was made, until the train started, when the need for the general application of an oversized slipper was made clear.

Next morning an early arrival in Canberra made a wait for breakfast necessary, and so, helped by Canberra's circular road system, a little march of about two miles brought us back to our starting point, without our having turned any corners. In Canberra we visited among other places, the Houses of Parliament, the Institute of Anatomy, St. John's Church and the "Prophetic Stone," on which is written—"Here we have no continuing city, but think to see one to come." The headstone is at the grave of Mrs. Sarah Webb, who died at the age of thirty-four, the mother of ten children.

On the trip to Leeton, groups of four boys at a time were taken on the engine of the train for a ride. The butter factory and canning factory were visited at Leeton. We can recommend the peaches and cream. Some of the teachers were noticed wandering around helping themselves to several platesfull. How lucky! A tour was made of the Irrigation Area and Yanco Agricultural High School grounds.

Next day, Burrinjuck Dam and the hydro-electric works were inspected

When we reached Goulburn, on the return journey, we visited the War Memorial, the woollen mills, the gaol, and the limestone quarries.

It would be possible to write at great length about all the places we visited. Space will permit us only to mention a few more. Even had we not gone to any more places, we would already have had a splendid tour. The remaining places included Moss Vale and the Fitzroy Falls, the Blow Hole at Kiama, and Nowra and Jervis Bay.

The final stage of the journey home was made by a tired but very happy party (particularly one sleeping beauty!) some of whom are fortunate enough to be looking forward to the next cruise in December. We are sure that they will all thoroughly enjoy themselves. Some of us are even looking forward to a cruise next May, of which we have already heard something. Next May seems a long way off, but it will soon come round and then, ho! for the battles of towels and water once more.



THE ASSEMBLY HALL

SCIENCE CLUB

PATRON: Mr. W. Roberts.

PRESIDENT: Mr. S. K. Garnsey.

VICE-PRESIDENTS: B. Knowles, J. Lawler

SECRETARY: F. Cotterell.

COMMITTEE: E. Cullerne, J. Doherty, R. McIntosh,
R. McPherson.

The Science Club has now functioned at this school for over twelve months. All the regular weekly meetings have been largely attended and at times the room has been overcrowded.

Members volunteer to give short lecturertes on subjects of interest to the club, usually topics outside ordinary school work, such as: The Manufacture of Naphthalene, Marconi, Edison, A 'Bus Factory, Soap Manufacturer, Earthquakes, the Eruption at Rabaul, Davey and His Safety Lamp.

Another activity is the performing by members, of experiments, all with materials supplied by the members and usually with home-made apparatus. Experiments have included: the production of a smoke screen, an experiment on molecules and atoms, tests for starch in baking powder and sulphide in blue.

Visits to various factories and manufacturing centres have been arranged during the year. Since our last report the club has visited the Crown Crystal Glass Co., the G.P.O., Sydney, and the Railway Workshops. We hope that before the end of the year we shall have been to Lever Bros. Soap Works and Fowlers' Pottery Works.

This year, two prizes have been offered with the object of keeping members abreast of the latest happenings in science. One is for the best "Current Science Scrap Book"; the other is for the best lecturette delivered during the year.

The club has progressed in the last year and looks forward hopefully. We wish to thank Mr. Garnsey as our leader, for his enthusiasm and for his unflagging interest in all we have done.

—F. COTTERELL.

HISTORY CLUB

PATRONS: Mr. Roberts, Mr. Hoffmann.

PRESIDENT: G. Barraclough

SECRETARIES: C. Ralph and J. Clarke.

The History Club has been founded with the object of gathering interesting historical information, firstly about Homebush and its vicinity and secondly about Australia. Barraclough (2A) and

Vaughan (1A) have collected some information about Homebush. A summarised account of this appears elsewhere in the magazine.

Next year's High Schools' Pageant, and especially the episode to be presented by this school, will provide a subject for much interesting research. Members of the club are at present busily engaged in finding out as much as possible about the discovery of gold in Australia, and about the life—the habits, occupations and dress—of the people who lived at that time and who were concerned in the Gold Rush or the Eureka Stockade incident.

—C. RALPH.

CAMERA CLUB

PRESIDENT: Mr. W. Roberts

VICE-PRESIDENT: Mr. M. Thomas

SECRETARIES: B. Schaefer and A. Faulkner

TREASURER: R. Clement

REPORTERS: J. Morris, R. Price, D. Howell.

One of the first undertakings of this club has been to offer its members and others who are interested in amateur photography an opportunity of winning some excellent prizes. Information as to these prizes is obtainable from the honorary secretaries. Mr. Thomas, the director of the club has very kindly offered to lend anyone in the competition his equipment for the developing and printing of snaps. One prize has been donated by Clement, the Treasurer.

The club intends to work in conjunction with other school clubs. It is proposed, for instance, to photograph places of historical interest indicated by the History Club.

The usual interesting activities of the club—developing, printing and talks on photography in general—will be continued.

—B. SCHAEFER

DRAMATIC SOCIETY

PRESIDENT: Mr. Roberts

VICE-PRESIDENTS: Messrs. Hoffmann, Dabron and Page.

SECRETARIES: H. Rogers (3F), G. Barraclough (2A).

COMMITTEE: D. Dick (3F), J. Doherty (2A),

J. Clarke (1A)

Monthly meetings of the Dramatic Society have embraced a variety of activities: play-reading, talks about speaking from the stage and instructions in "making-up." The meetings are held with the object of supplementing such work as is done in rehearsals for plays, of which there are at present, four in rehearsal for an entertainment at the end of the year.

The general objects of the Dramatic Society are to train members to speak and move with confidence in front of an audience, and to help them gain an interest in reading as well as hearing

The general objects of the Dramatic Society are to train members to speak and move with confidence in front of an audience, and to help them gain an interest in reading as well as hearing and seeing performances of plays. It is hoped that many boys will act as producers of class plays for the next Annual Play Day.

As we go to press, members are engaged in a competition for the best self-made-up bearded face. This is proving interesting and amusing. The winners will receive a prize.

—G. BARRACLOUGH.

GEOGRAPHY CLUB

PATRONS: Mr. Roberts and Mr. Crago.

PRESIDENT: B. Knowles

VICE-PRESIDENT: B. Swanton

SECRETARY: M. Hatch.

COMMITTEE: F. Cotterell, D. Foord, T. Dickinson,
G. Barraclough.

The Geography Club started during August, and at first it consisted mainly of boys from 2A. It is open to all boys in the school who are interested in Geography. The club has the use of the Geography Room, and lectures given by members are generally illustrated with pictures projected by means of the epidiascope.

Lectures have been given by R. Stepto on Canada, F. Cotterell on New Zealand, and by Mr. Crago on the making of a sundial. As a result of the last, some of the members have made sundials for themselves, with fair success.

The main work of the club, however, has been concerned with the making of a survey and map of the area around the school. The parish map, which shows the streets and railways, has been taken as a basis for this map and the members of the club go out in pairs during lunch period to fill in the details. These will be incorporated in a large map of the area, coloured to show the land used for residential, recreational, industrial and other purposes.

—M. HATCH.

DEBATING SOCIETY

PATRONS: Mr. Roberts and Mr. Burgess.

PRESIDENT: K. Payne

VICE-PRESIDENT: E. Palmer

SECRETARIES: K. MacDonald and K. Mulray

From the warm support which the Debating Society has received since its recent foundation, it is expected that next year it will occupy a prominent place in the school's life. In 1938, a class debating competition, for which a fine trophy has been donated by Mr. F. A. McIntyre, will be conducted.

So far effort has been concentrated less upon attracting members than upon settling rules and procedure. Debates have been held on various plans, but the parliamentary scheme has been the most

popular. The quality of many of the speeches already heard augurs a bright future for this new society.

—K. MACDONALD.

THE SLEEPER

No matter to what mythology we turn, almost every one has some story of a sleeper.

The most common one is probably the North American myth of Rip Van Winkle, who went into a mountain, where he slept for a hundred years. The South American tribes, too, have a similar myth about Montezuma, the last of the Aztec emperors, who is now due to awake and re-establish the empire.

King Arthur, that legendary figure of early British history, is not dead according to legend, but has only been changed into a sleeping raven. He will awake in due course, become himself again,



THE SCHOOL OWL

and claim the throne of Britain. Merlin, the enchanter of Arthur's days, is also said to be sleeping. He lies in a tree where he was confined by Vivien. The Germans have a tradition concerning Frederick Barbarossa. With six knights he sleeps in Kyffhausberg. Some day he will awake and make Germany the foremost nation on the earth. The beard of the Red King has already, according to the story, grown through the table at which he is seated, but must wind itself three times round the legs before he awakes.

According to another fable, Brian, once King of Ireland, who conquered the Danes in twenty pitched battles and was supposed to have been killed in the Battle of Clontarf, was really only stunned. He still sleeps in his castle of Kincona, and some day will arise to help Ireland in a moment of need.

The people of Scandinavia say that Olaf Tryggvason, King of Norway, was baptised in London and introduced Christianity into Norway, Iceland and Greenland. Being overthrown by Sivalde, King of Sweden, he threw himself into the sea and swam to the Holy Land, where he became a hermit and fell asleep at a great age. He is only awaiting his opportunity, however, when he will awake, cut Norway away from Sweden and raise it again to a great power.

The boys of Homebush School all know the School Owl that sleeps over the entrance, but how many know the significance attached to it? How many know that he has 999 brothers, all free and joyous, and that he was turned to stone, because, although he was wise, he would not impart some of his wisdom to certain pupils who would not study for an approaching Intermediate Examination? For this he is doomed to sleep in stone until 999 boys from this school shall have obtained seven "A's" in the Intermediate Certificate Examinations; then he will rejoin his happy species.

K. CHAPMAN, 2E.

THE COMBINED SPORTS

The great day has at last arrived. There is a feeling of tense excitement in the air, accompanied by the merry clicking of turnstiles, as eager-faced youths come pouring into the grounds.

This is the event of the year, for which anyone who calls himself an athlete is tuned up to the highest key. For is not this the day appointed for the Annual Combined Sports?

The gods have indeed been kind to us, and the sun is hot on the head and the turf warm beneath the feet. Over in one corner of the ground, a tuck-shop is doing a merry trade, despite the flies on the cakes and the dust on the pies. The noise swells in volume as the migration into the grounds becomes greater, and already back-chat is beginning to fly between the schools.

The excitement becomes even more intense, when the last of the judges, officials and teachers swarm out on to the oval. Nobody seems to know rightly what they are there for, but judging by the witty remarks and biting sarcasm, they seem to be not without notice.

There is a lull in the clamour, as the loud-speaker blares out in a harsh and unmelodious tone that the first race is about to begin. It is the hundred yards sprint and the name of each competitor and his school is being read out, accompanied by sundry and straggling cheers. Ouch! . . . what was that row? It seemed like a cross between a cow in agony and a Japanese bombing raid.

The multitude immediately looks over in the direction of the clamour, and what a sight meets their gaze! Perhaps Gareth did have flying blots before his eyes when he clapped his antiquated lamps on the Noon-day Sun, but everyone who now stares at the sight before his eyes is rendered temporarily blind. For there we see a stand swarming with handsome (?) young men, lavishly adorned in (if you will wait just a moment while I shield my eyes). Ah yes, that is right—in maroon and blue and white. They are now chanting some queer thing which sounds suspiciously like a war-cry, while everybody is waving megaphones painted with the aforementioned colours, trying to hang each other with streamers which are dangling from the roof, all the time this great and ever-growing hubbub keeps rolling and echoing across the grounds, time being maintained by several queer-looking affairs, jumping up and down in front like monkeys, while the school flag waves proudly in front of them. A truly magnificent and inspiring spectacle.

Everybody is enquiring, "What school is this?" Never before has such a spectacle been viewed on the Sports Ground. Let us collar one of those cheeky little first year people belonging to the school, and so busily engaged hurling orange peel at passers-by. On enquiring, we are immediately informed by one proud, freckly-faced little chap that it is Homebush Junior High School. I hear my friend's rumbling in my ear, "I bet they'll make themselves felt before the day's out." And he is not far out. But I am getting away from my story. Let us go back to the events.

Every race is packed with excitement. It is a fine sight to see boys standing up and yelling (to the detriment of their voices and their neighbour's ear drums) for their particular friend, or if none, their school, which is far more important, and at the completion of every race, the grounds echo with the war-cries of the victor's supporters.

And so the day wears on. Most of the barracking has diminished a good deal, but still comes that never-ending war-cry which means Homebush. They are rather like a legion of Caesar's when

attacked from both sides by an army of hostile Gauls. On their right is Parramatta and on their left is Cleveland Street, and both schools, envious of this new rival, attack it from both sides with orange peel, while the flankers on the Homebush side return their fire.

And now let us glance at the scoring board. It is three o'clock and Drummoyne is leading, followed by Parramatta, with Homebush hugging their back wheel. Mobs of perspiring and hoarse boys cheer their champions and lead them in, applying hearty slaps to their backs.

And now the end is very near, and the three schools are in the same order, and nothing can change them.

And so the day ends, with streams of hot hoarse and semi-deaf boys pouring out of the same turn-stiles which had let them in with such happy grace in the morning. Some have glum expressions on their faces while others wend their way homewards with a light step and great chests, which threaten to burst their buttons at any moment.

Good luck to you! Let's hope that your school will be as fortunate next time, but above all, play the game and may the best man win.

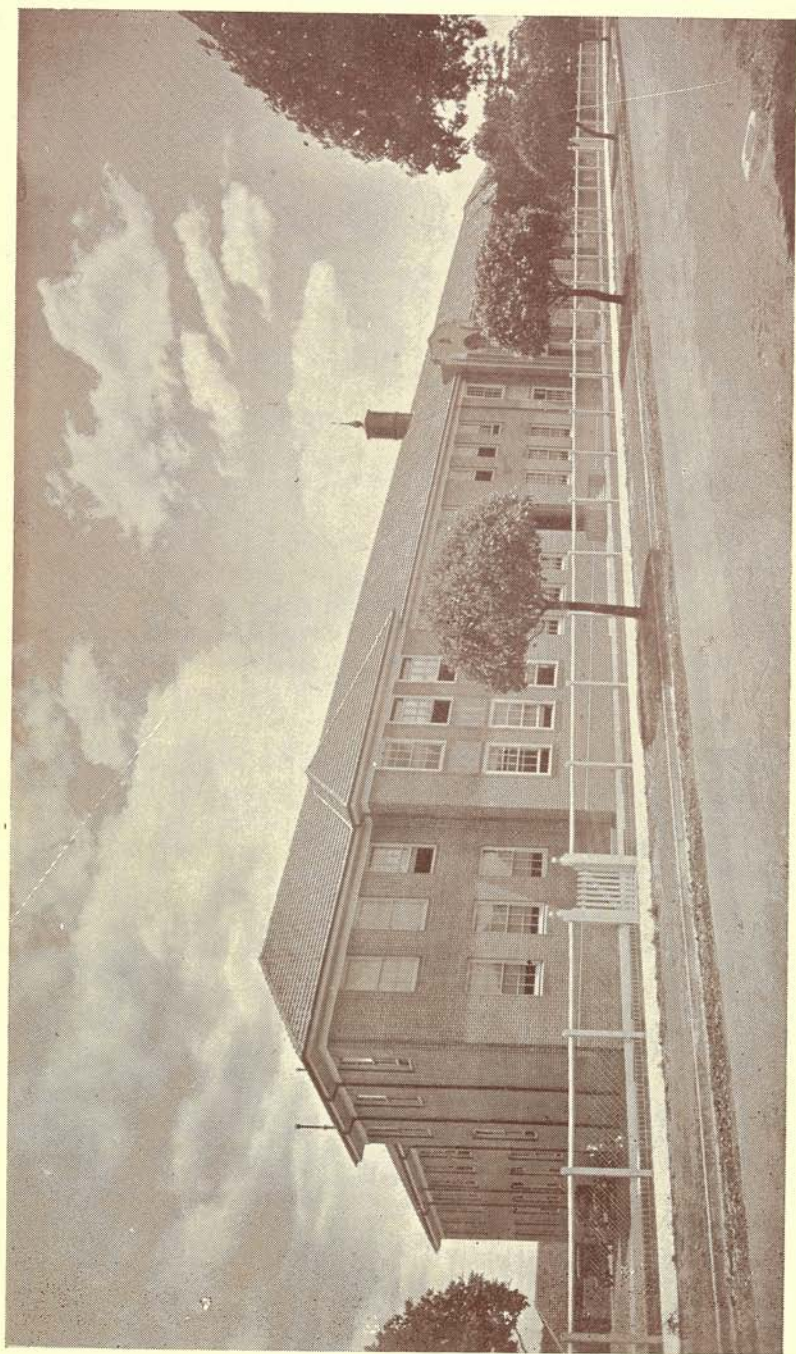
—J. MORRIS, 3A.

THE WIND

The wind that rushes round the house,
And scatters all the leaves,
The wind that blows the dust about,
And whistles through the trees,
The wind that breaks the flowers down,
That rushes through the eaves,
It saddens me.

The wind that gently waves the grass,
In soft, caressing ways,
The wind that softly ripples lakes,
And rivers, seas and bays,
The wind that frolics with the clouds,
And chases them on high,
The wind that whispers at the dawn,
And meets day with a sigh,
It gladdens me.

—R. SILLETT, 2A.



THE SCHOOL

LINES IN IMITATION OF LONGFELLOW

Kibonokka, he, the Northwind,
He the gently humming Northwind,
Wand'ring through the firs at evening,
Came upon the little hunter,
Came upon young Hiawatha;
Said to him "My little brother,
Learn the language of the Northwind.
Come with me unto the prairie,
Come unto the golden cornfields,
Come with me and learn my language,
Till the Golden Torch, The Sunrise,
Flames across the purple heavens."
Slowly followed Hiawatha,
Talked and learned full well the language,
Learned the language of the Northwind,
Till the Golden Torch of Sunrise
Bathed the world in golden splendour.
Thus it was that Hiawatha
Learned the language of the Northwind,
Of the gentle Kibonokka,
Gentle singer, humming Northwind.

—M. HATCH, 2A.

LIBRARY

The growth of the library during the past twelve months has more than justified the optimism with which this article concluded in our last issue. It is pleasing to report that those empty shelves are being steadily filled, our catalogues are lengthening.

In pursuance of our stated policy we have added only a few books to the fiction section, since we carried over from last year approximately 1,000 books which were in good condition. Those few which have been added are novels which no boys' library can afford to neglect or for which there has been a constant demand. Of such books Ernest Raymond's "Tell England" and Melville's "Moby Dick" are good examples.

In addition to such works of purely fictional interest many books by Australian authors have been bought. The Australian press has now nearly 80 volumes.

The bulk of library funds has been devoted to the equipment of the reference section to which over 100 books have been added. It is impossible to refer to all these, but some conception of the quality of these books can be gained from the following

examples. In the general section the Concise Oxford Dictionary and a splendid series of 8 volumes of the International University Society, designed to foster private study upon extra-curriculum topics, provide reference upon most subjects.

The English section has gained such works as Masfield's "Gallipoli," Kipling's "Toomai of the Elephants," 16 volumes of the "Told Through the Ages Series," several volumes of Arthur Mee's adventure classics, six volumes of modern plays, the Oxford Book of English Verse and collected poems of Tennyson and Lawson. To cater for our Public Service candidates, five books on precis writing have been added and these may be supplemented by more general text such as Warner "On the writing of English," Pocock, "Pen and Ink" and "An A.B.C. of English Usage," by Treble and Vallins.

Geography has been liberally treated by the addition of the latest Oxford Advanced Atlas, several texts on Intermediate work, and travel books of the type of Mawson: "Home of the Blizzard," Conyers: "Buffalo," and Barker: "North of '53."

In the History department most additions have been to the Australian section. The standard texts of Cramp, Harris, Porteus and Wood have all been obtained together with Scott's 2 vol. "Australian Exploration."

Science has fewer additions, but has not been neglected. One splendid work is "The World of Science" and several manuals on aeronautics have been bought.

Realising that a History text-book may make dull reading and a novel may be of doubtful educational worth, we have begun the building of a new section to contain books which, while retaining the interest of novels, do teach accurate history. Over eighty historical novels are now putting flesh on the bare bones of historical facts. Such books as D. K. Broster's "Flight of the Heron," give a picture of the '45 Rising, which is perhaps truer than any history text can hope to give. Henty, Orczy, Dumas, Dickens, Doyle, Strang, Bowen, Heyer, Sabatini, Buchan—these are a few of the authors who have volumes on our shelves.

It was stated above that our shelves are being filled. It is equally gratifying to note that they are being emptied with greater rapidity. It says a great deal for a school if a long line of boys is to be found at 1 p.m. waiting for the library doors to open, to exchange books, to use the reference section or to read magazines in the periodical room. So great was the pressure in the reference section that another room had to be converted into

a periodical reading room. Even after this relief the congestion is often great and it is not infrequent to see boys leaning against the walls, book in hand, with no chair to sit on. That there should be insufficient chairs is a blot on our library escutcheon, but a blot which we soon hope to erase.

I cannot conclude without reference to the work of the Librarians:—Hemming (3D), who manages the magazine section, Harrison (3B), who is in charge of the reference section, and Payne (2B), Swanton (2A), Macdonald (2B), Hillier (2J), Huxley (3E), of the lending section. All give up a large amount of their own leisure time to serve the school. Their work is efficient and it is freely given. Boys using the library owe them a debt.

—J.H.B.

CAPTAIN COOK'S COTTAGE

While I was in Melbourne not long ago, I visited the Fitzroy Gardens and inspected Captain Cook's cottage.

It was the idea of a wealthy Melbourne man to buy the cottage and have it transported to Melbourne, there to be erected as a gift to the people. This proposal was accepted, so a suitable site for the cottage was chosen in the Fitzroy Gardens.

As I approached the cottage I thought about the wonderful manner in which it had been taken to pieces in England and rebuilt on its present site. Great care must have been taken with the plans. Every part, from the tiles on the roof to the cobbles on the floor, had to be marked so that everything would be reassembled just as it had been in England.

The cottage is two storeys high, built of brick and covered with a tiled roof. The windows are few and rather small, some of them surrounded with ivy. The upper storey is barricaded off as it is considered unsafe, so I did not see it. All the floors of the lower storey are made of stone, which seemed to be very hard and untidy compared with our modern floors. On the kitchen dresser are a few pewter dishes, which were once used by the family. The fireplace is very large and seats are built into the wall on both sides of the grate. No doubt, many a night Captain Cook sat there, dreaming of the adventures which in later life were to become realities.

In the same room are two high-backed benches, each capable of holding three or four people. In between these is a table attached to the wall. All the other rooms are very small. A barn is attached to the rear of the house. This is constructed of stone and has a tile roof and a stone floor similar to that of the house.

Thus his own cottage stands, a monument to the discoverer Australia, Captain James Cook.

B. DUNLOP, 1A.

THE SONG OF THE SCHOOL

Work, work, work!
That's the song of the school;
We haven't time for hanky-pank,
We haven't time to fool.

We haven't time for counting sheep,
We have no time to shirk,
But keep on plodding all the time,
And work, work, work.

It might be fun to stick a pin
Into your next-door neighbour,
But in 3E it isn't done,
Such isn't our behaviour.

Each day's work is duly done,
And home-work handled too,
For we must plod on steadily,
The "Inter." in our view.

So it's work, work, work!
That's the song of the school;
We haven't time for hanky-pank,
We have no time to fool.

The future lies before us,
We've each our part to play;
To attain a useful future then,
We work from day to day.

A. CRAPP, 3E.

AUSTRALIA'S BIRTHDAY PARTY

Years of Progress Since 1788.

If we would appreciate the importance of Australia's Birthday Party, which is being prepared for 1938, we must cast our minds back to the 26th day of January, 1788. Then it was that Captain Arthur Phillip established the first settlement of white men in New South Wales. If we capture the spirit of that day and try to retain its presence as we gaze around us, we cannot help being impressed by the great changes that have come to this land during the brief period of 150 years.

Gone are the hunting grounds of timid natives, the shouting of military commands, and the clinkings of convict chains. Gone are the huts of early farmers, the rumbling of waggons going westward to grazing lands, and gone are the jangling of multitudes tramping to goldfields. Gone are the thrills of finding fortunes, the excitement of eluding bushrangers, and the disappointment of failures when no gold was found.

Gone, too, is the martial tread of Anzac lads.

Around us are bustling city crowds and whirling wheels of modern traffic where but a century and a half ago were the primitive homes of dark-skinned wandering tribes.

Celebrations Planned for 1938.

Now let us peep into the meeting places of people who are anxious that Australia's 150th birthday shall be worthily commemorated. The Celebrations Council has committees arranging festivities that will commence on 26th January (Anniversary Day) 1938 and continue until 25th April (Anzac Day), 1938. Of these celebrations there will be spectacular displays and carnivals on a scale never previously attempted in Australia.

On the opening day of the party an historical pageant will be presented through the streets of Sydney. The British Empire Games for 1938 are to be held in Sydney from 5th February to 12th February. Numerous other sporting events and exhibitions are included in the programmes.

To the school pupils under the Department of Education six functions which are now well under way, will be of outstanding importance.

A Grand Anniversary Concert on the 8th and 9th March is planned to be presented in the Sydney Town Hall. Performers in this concert will be drawn from all types of metropolitan schools.

An exhibition of the work of schools will be held in the Town Hall from 21st to 26th March.

Of especial interest will be the Secondary Schools' Pageant which also will be presented in the Sydney Town Hall. The dates chosen are the 29th, 30th and 31st March. The thirty Secondary Schools within the metropolitan area will focus our minds on the drama of the Great South Land. Commencing with a corroboree, the pageant will unroll the most spectacular pages in our history. And yet you will not be watching a dramatised history lesson; you will be thrilled by the sweeping movement and the colourful, gorgeous costumes. The most beautiful item will be difficult to choose, so you must not miss this important event.

A Swimming Carnival has been arranged for the afternoon of 31st March.

On the Sydney Cricket Ground, on 6th April a Grand Schools' Festival is to be held. Athletics are also to be arranged.

Homebush Will Be There.

In drawing up the details of the part to be played by the schools, Homebush has already shown interest above the average. To date, the school has been asked to supply part of the Grand Choir for the Concert. Mr. Dabron has this in hand, as well as preparations for the exhibits of weaving, for which he has founded a weaving club at the school. Articles such as scarves, table runners, guest towels, cushion covers, rugs and mats will be attempted. Boys will also demonstrate the use of looms which they have made. On the supervising committee of the Secondary Schools' Pageant, with Mr. Inspector Hayes, Mr. Gordon Harris, Mr. Lindsay Gordon, and Misses Collins and Sherman, we have Mr. Hoffmann, who is producing an episode which will mark the end of the first half of the programme. The portion which depicts the Eureka Stockade will provide a fine tableau.

As you are well known for your prowess in athletics and swimming, we expect that Homebush will play no mean part in these events. Indeed, 1938 is to be a notable year for Australia, and a great year for your part of it in Homebush.

H. E. ATKINS.

Publicity Officer, Education Department Celebrations.



Photo: Courtesy "Daily Telegraph"
 ARBOR DAY: THE DIRECTOR OF EDUCATION (Mr. G. R. THOMAS) PLANTING A TREE IN HONOUR OF
 H.M. KING GEORGE VI.

ARBOR DAY

On Arbor Day, 28th July, one hundred and ten shade trees and flowering shrubs were planted along the front, the southern side and western side of the school grounds. There was a good attendance of parents, friends and official visitors, the latter including Mr. H. G. Jackett, M.L.A., Mr. G. Ross Thomas, Director of Education, Mr. J. G. McKenzie, Deputy Chief Inspector, Mr. L. Berman of the Forestry League and representatives of the Strathfield Municipal Council and the Parents' and Citizens' Association.

The ground had been prepared beforehand by ploughing and harrowing which was carried out by the Strathfield Council and the departmental gardener. Plants were obtained from the Gosford State Nursery through Mr. Phillips (Secretary of the Forest Commission) and from Hazelwood Brothers.

Trees and shrubs were planted by the visitors, parents and boys, the latter being invited to contribute one shilling per tree to cover expenses. Coronation trees were planted by Mr. Ross Thomas, Mrs. Roberts, and the captain and vice-captain of the school in honour of King George VI., Queen Elizabeth, Princess Elizabeth and Princess Margaret Rose, respectively.

After the tree planting the visitors were entertained at afternoon tea by the school.

MUSIC

Music is one of the oldest pleasures man ever had, and to-day it forms the main amusement of millions of people. People who say they do not like music are in all probability quite capable of its enjoyment if they would duly give it some attention, for there is only one person in every ten thousand who has no ear for music. Besides the enjoyment that comes from hearing music, it is also a great pleasure to be able to play an instrument. At one time in England's history it was considered that people were not properly educated if they could not sing from a musical score at sight and play a musical instrument.

A helpful way of becoming familiar with good music is to hear it played on the gramophone. This helps one to remember and learn tunes which one would not otherwise be able to do without first spending some years in learning to read music.

The easiest way to become acquainted with the various instruments of an orchestra is to go to one of the Symphony Concerts held in the Town Hall by the Australian Broadcasting Commission. These provide much pleasure and profit, and are enjoyed by thousands of children every year.

Stories of the lives of famous composers are also a help to the appreciation of their works, and one frequently finds that the lives led by composers are little different from those of other people.

N. MARTZ, 1A.

STRANGE VISITATIONS

As the circus proprietor sat in the tent which served him as office, he realised that again his show had failed. The show was over now—it was near midnight—and he knew why he had failed to entertain his meagre group of patrons. It was because his circus had no more to show than did all other contemporary circuses—a pet lion which walked around shaking hands with the audience, a pair of clowns who supplied most of the laughter to their own jokes, a strong man, "the tallest man in the world," and so on. Not one of his acts was sensational or original.

He was resting, with elbows propped on his desk and his head on the palms of his hands. All the circus hands were in bed and he was alone.

Suddenly a hand tapped his head and, looking up, the circus proprietor saw the strangest individual whom he had ever seen. The visitor was a small person, no more than four inches in height, who stood on the desk leaning against a glue pot.

"Mr. Hartigan, I presume?" the little imp said, with a twinkle in his eyes, and in a voice which would have been accounted big even for a giant. "No doubt you are surprised," he went on to say, without waiting for the amazed and staring Mr. Hartigan to reply, "but just look out the door."

Hartigan did so and was given reason to stare still more. Framed in the doorway was an enormous pair of man's legs. The body to which they belonged must have towered, judging from the size of the legs, far above the tent.

"That's a friend of mine, Major, a dear friend, for he rents his pockets to me as dwellings. But allow me to tell you our business. We are seeking a job with a circus, and thought you might be in need of new stock. Our wages? Well, I don't think £400 per week is asking too much."

"Four hundred! You'll have to seek elsewhere." The prospect of business had awakened Hartigan out of his amazement, and his voice was quite normal, though somewhat raised in pitch.

"Then we're to starve?" went on the imp, "sooner than that—this!" and he plunged a dagger which dangled at his belt into his breast.

The proprietor, incredulous at this action and heartily sorry that he had caused the death of his little visitor, started up from his seat, but the imp's booming voice checked him and, calmly, the odd being pulled the dagger out of his breast, saying, "Just a little trick of mine, you know. Quite a crowd-drawer though, don't you think? Enough to put your show on a footing again. Well, shall we say three hundred and fifty pounds a week?"

"And not a penny less," came the voice of the giant from outside.

"Yes, we must get something to live on," came yet another voice, and, looking whence it came, Hartigan saw a dog.

"Oh yes, another of our troupe," said the imp, "I forgot to introduce you. Do your stuff, Trixie."

The dog jumped on the desk and then commenced to imitate the calls of birds, beginning with the owl and finishing with a kookaburra.

"You'll get your three hundred," cried Hartigan. He saw possibilities in these three strange people. What could he not do with them? What other show could offer such attractions?

"We said three hundred and fifty but that'll do. Hurrah!"—and the little man threw the dagger in the air and caught it again in his breast. The calm manner in which he plucked it out amused the circus proprietor, and he could see it amusing thousands of his patrons, too.

"Then you agree?" Hartigan said in expectant tones. The imp leant over towards him and grasped his shoulder. What a strong grip he had!

"Eh, not so hard!" yelled the proprietor.

"Well, I had to waken you somehow. We're leaving for Trent to-day, you know."

The broad face of his "strong man" met the eyes of the proprietor as he looked up.

"Why, of course," murmured Hartigan wearily.

—W. BARRETT, 3F.

I'D RATHER

I'd rather lose than play the cheat,

I'd rather fail than tell a lie,

I'd rather suffer a defeat

Than face a cold suspicious eye.

I'd rather fail in every test

Than gain success by mean deceit;

I'd rather stand beside my best,

No matter what it be, than cheat.

—C. JANSSON, 3E.

A PSYCHOLOGICAL PARADOX

A duck's a stupid, waddling thing,
 And awkward as can be.
 The bright hen moves with easy grace,
 And stately dignity.

Yet, should you to your sweetheart say,
 To praise her: "You're a hen,"
 With deepest scorn she'd vow that you
 The rudest were of men.

But note her blushes rise, her face
 By sweet confusion struck,
 Joy beaming, should you to her say:
 "You are a little duck."

—J. SNEDDON, 3C.

MY DREAM

I dreamed I was a pirate,
 All dressed in glittering gold;
 I dreamed I was a pirate,
 A pirate strong and bold.
 I thought I had a white-sailed ship
 And sailed across the sea,
 And gave my enemies the slip
 Ere they could capture me.

—J. LEWIS, 1G.

"OH PHILLIPIDES!"

Once there was a great runner named Phillipides, who ran some hundreds of miles to tell the Spartans about the invading Persians. Whilst pondering recently over this event in history, there was borne to my mind the memory of (Oh horror!) a cross-country race in which some five hundred young Phillipideses (too many ssss?) took part.

The ground had absorbed about three days' rain and was in a truly delightful condition. All starters went off to the assembly ground excepting the halt, the maimed and the blind, who did not participate, but who offered all sorts of good wishes and, I think, condolences, to the runners. The assembly ground, I say, was covered with half a thousand or more young Phillipides (too few esses?), some of them in just a singlet and shorts, but the wiser ones in a jumper as there were balmy Winter breezes blowing. Some of the so-called hardy ones even went without shoes and socks, but I am sure they will repent their folly to the end of their days.

At all parts of the ground the excitement was intense. Everyone was waiting for the word to be off. Some, who had never been that way before, were particularly anxious to go through the cemetery. At last the final conditions were given and away went the whole band. A few rational individuals dropped into a walk immediately, and by the time a mile had been covered only about a hundred Phillipides (is that it?) had kept to the conditions.

Trudging on, those in the van who were indulging in that curious, nay vulgar form of respiration known as "puffing and panting," tried to overtake the leader, but their hopes, if they had any, were in vain. On he went as if tireless. Never thinking to avoid bushes or puddles, he made his way through very swampy and very marshy ground. Even if they did feel that they would not hesitate to push him down a deep hole should they come to one, they must at least admire his consistency.

However, the spirit hopeful was sustained by stirring passages hurled from one to another in between breaths. This stirring interchange was borne upon my ears at one stage:

"Nil desperandum" (by which I gather that the speaker—I mean panter—was trying to say, "Keep your pecker up, old egg.")

"Oh certainly, my good fellow," came the reply, "dum spiro spero" (which means, I think, "While I puff I hope.") The effect of these words was an increase in the respect each had for the other.

Please excuse my inventing this conversation. I don't know any Latin—thank goodness!—but it would have been a pity to leave such choice phrases out. Phillipides would have said things like that to himself anyhow, but they would not have been in Latin, would they? Never mind.

Well, to proceed. At last the great Phillipides was seen to stop. His followers could scarcely believe their eyes and began to utter sighs of relief, but their relief, sad to relate, like the life of a fly, was very short. Yonder tireless one had merely paused to reassure himself that he was being followed, and "On, on!" came the cry.

Again the line which very recently had been short and stout, as it were, soon became long and thin once more. At last, by twos and threes, scratched with bushes, bespattered with mud, soaked with water, feet nearly dropping off, five hundred thoroughly exhausted Phillips. (modern abbreviated form) reached home.

When they stopped to look at each other, cries of reproach and veiled threats were showered on the Great Phillipides for causing them to traverse such places. Some just dropped down on the grass to be numbered the next day among the halt, the maimed and the blind. A few were cheerful, mainly those who had walked and avoided the puddles. Some of the materialistically-minded were silent as they thought what they would get when they returned to their homes with their clothes and bodies covered with mud.

If all this commotion was caused by a "short five-mile-run," in which we had no message to carry, what might we not have done had we been Aristotles? (I know it wasn't Aristotles, but I'm tired of trying to form plurals for Phillipides). And now, however much we admire the performance of this famous runner, we have no doubt that it had not been raining before his big effort.

--D. BAKER, 2E.

THE FATE OF THE TYRANT

(With apologies to Coleridge)

It is a red-haired prefect,
And he stoppeth one of three;
"Why didst thou shot yon orange-peel?
Thou nearly smotest me."

The school-room door was open wide,
Protection lay within,
So in through here the luckless one
Took refuge from his sin.

"Next time thou shot'st an orange-peel,"
The prefect grated forth,
"Verily will I wring thy neck,
And thou shalt feel my wrath."

Upon his hapless victim,
The prefect poured his hate,
But failed to see the orange-pee
And falling, broke his pate.

The boy is hailed as hero,
The tyrant now is gone,
Reclining in a hospital
With lint and plaster on.

—J. O'NEILL, 3B

DAWN, AS SEEN BY A CAMPER

The darkness waned with the approach of dawn. The air was clear and bracing and, except for the continuous lapping of the waves on the rocks, everything was quiet and peaceful. A filmy mist hovered over the sea's face which was grey and motionless. The mountains behind the sea stood out in relief against the grey sky.

Then a soft gold tinted the sky as the great fiery ball rose into view, casting a dazzling glow upon the sea and forming a scintillating pathway. The sea gradually lost its grey pallor, and now a light blue-green tinged with crimson took its place.

The mountains changed from a dim hazy colour to dark green, tinted here and there with patches of light. As I lay back on my grass bed, the smell of bacon and eggs was wafted towards me, which added to the paradise that only a camper can find.

—J. DODD, 3F.

THE SCHOOL UNION

The Homebush Junior High School Union was formed in March of this year, to promote and control various school activities and to administrate the financing of these activities. It must be clearly understood from the outset that this is not a Sports Union, nor is the subscription to it a sports subscription. Sport is only one of the many subjects in which the School Union interests itself, though naturally the requirements of the boys on the playing fields make the greatest demand on the Union's resources. The Union is financed by an annual subscription, which for the purpose of the boys' convenience is payable in instalments, and it controls all expenditure

The Union has been made thoroughly representative of all aspects of the school's work, the committee consisting of the Headmaster (Mr. Roberts), the Deputy Headmaster (Mr. McKilligan), Hon. Treasurer (Mr. Pratt), Hon. Secretary (Mr. Eason), Sportsmasters (Messrs. Priestly and Eason), Cricket representative (Mr. Garnsey), Football representative (Mr. Cook), Tennis representative (Mr. Nelson), Athletics representative (Mr. Howard), Swimming representative (Mr. Page), Library representative (Mr. Britton), Magazine representative (Mr. Hoffmann), Music representative (Mr. Dabron), Transport representative (Mr. Guthrie), and representatives of the boys as follows: Captain (W. Hemming), Vice-Captain (E. McGuinness), First Year (R. Swan), Second Year (C. Craig), Football (R. Overell), Swimming (J. Dawson), Music (N. Martz), Athletics (R. Hooker), Library (J. Huxley), Third Year (J. Pollard).

During the year R. Overell has left the school and has been replaced by K. Bywaters.

The Union Committee meets on the last Thursday of each month, when the Treasurer's statement is received and all accounts are submitted for payment. General business is then proceeded with and reports are heard from each section of the schools' activities. In this way it is hoped to develop amongst the boys a greater interest in the development of the school and a greater sense of their own responsibilities.

W.J.E.

ANZAC DAY

On 25th April each year every Australian feels a thrill of pride, a thrill to think he belongs to the same race as those who fought so bravely in the service of their country at Gallipoli in 1915. Those men, the very flower of Australian and New Zealand manhood, went away, fully knowing the risks they had to take and the hardships they had to bear. Yet they went cheerfully and were prepared to accept the consequences.

Of these men ought we not to feel justly proud? Many writers have uttered praise in high terms of the Anzacs' courage and bravery. These men may not have paraded in spotless immaculate uniforms and polished buttons, but in battle they proved their worth. We are told that to drive the Turks from Gallipoli was almost humanly impossible. These dauntless men, however, though they knew that hundreds must be killed while landing, charged ashore, and somehow many of them survived and gave

battle to the Turks. This landing at Gallipoli cannot be praised too highly. The soldiers of the Australian and New Zealand Army Corps knew what they had to face; they knew that shrapnel and machine-gun fire awaited them, knew that the Turks were prepared for their arrival, but they did not flinch. Though they did not realise it, they very nearly did shift the Turks.

On Anzac Day we are also reminded of those who are still in hospital from the effects of the war. Some are deformed, many have lost their limbs and many are still affected by gas.

We must remember, however, that Anzac Day is not only held in honour of those who were present at Anzac Landing, but also those who fought throughout the war. We remember, for example, the gallant nurses who did their part in this great struggle, and we recall the splendid achievements of the Navy and the hazardous work of the airmen.

On Anzac Day of this year a fitting ceremony was held in the school assembly hall. The pupils were particularly appreciative of the extracts read by Mr. Huey from Masefield's account of the Landing at Gallipoli. These, I think, will help us to keep fresh in our minds the memory of these noble men and women who were prepared to lay down their lives in the service of their country, and above all, those who helped to make the name of Anzac immortal.

—E. FRENDIN, 3F.

THE GRAVE OF GENERAL BRIDGES

It is fitting that the grave of Sir William Throsby Bridges should be situated in the grounds of the Duntroon Military College of which this great soldier was the first commandant.

The road to the grave is a rough, brown, dusty one. It winds steeply and continually up a hill. On one side of the road there is a steep slope falling into a valley. The grave is situated on the crest of Mount Russell, overlooking the settlement.

General Bridges' last resting place is enclosed by an iron fence, but is open for public inspection. It is covered by a slab of granite about six feet long and three feet wide. On the top of the grave is a sword made of steel. On either side of it are inscriptions. The whole monument gives a picturesque touch to the bareness of the hill.

E. ASTLES, 1E.

"QUIPS AND CRANKS"

2D. The thing that has us worried,
That has torn our very souls,
Is to find a piece of butter
On the Tuckshop's buttered rolls!
* * *

Once upon a time, a Maths. teacher, having just finished the explanation of an exercise, said: "Now boys, watch the board and I will run through it again."
* * *

2E. Two-ee's K.B. is fine for hot weather!
* * *

2J. As the water at Enfield is supposed to kill microbes, teachers have wondered why our members are not one less.
* * *

1C. M d of our class says that Henry VI. was nine years old before he was born; what he means, of course, is that he was born nine years after he came to the throne.
* * *

1J. When in comes our King Arthur
With excalibur lifted high
He stops the noise and laughter
And tries to make us spry.
There's some of us who dare him
But others think it wise
To put on home-made armour
Before they have to rise.
* * *

1E. Mr. Guthrie has been waiting for a kangaroo skin for a long time. If he waits long enough, it may come from Emmaville to meet him.
* * *

2C. No one disputes our Churchill's claim, that he is a descendant of the Duke of Marlborough. Our class has quite an aristocratic tone, we think.
* * *

3E. It appears that soon we will have to procure new floor boards because of the tireless pacing of Mr. McCarthy.
* * *

2B. We know a brother of A.P.C.
When wild he is a snorter,
We take him with a grain of salt—
I mean—a glass of water.
* * *

1H. "With reference to 'bus passes!"
Do you recall that sound?
It's dear old Mr. G — —
On his early morning round.

PLAY DAY

Our school was ablaze with brilliant colour as Play Day prepared to launch itself for the first time. The spirit of youth conquered everything on this glad day, and boys rushed round busily, laughing loud and long at some classmate's appearance, and becoming extremely exuberant at the prospect of donning some outlandish mask or gown. Make-up was freely and liberally "slapped on," and the resulting characters were truly fantastic.* Here King John chatted with Brutus of "Julius Caesar" fame, while there a sinister-looking gangster laughed with his friend, the policeman!



In the hall the seats were crowded and overflowing when suddenly the inevitable clamour of schoolboys' conversation magically quietened, and the curtains parted.

Several giggles disturbed the quietness as boys recognised classmates and acquaintances among the cast, but soon IC "got into its stride," and after some thrilling (?) skirmishing, their play, "How Hereward Played the Potter," finished amid tremendous applause.





SCENE FROM "HOW HEReward
PLAYED THE POTTER."
(1C Players)

Secondly came 1A, with "A Cure for Colds." Despite the fact that this statement may run me into much danger with other classes who presented plays, I honestly consider this performance the best of the day. It dealt with the antics of a certain "monarch," King Katah by name, who could not stop sneezing. The outcome was that he was cured by soup thickened with pepper.

At 10.59 1G took charge of the stage with (despite its title) the extremely droll sketch, "You're All Dead."



SCENE FROM "REVENGE."
(2E Players)



SCENE FROM "TWELFTH NIGHT."
(3F Players)

Third Year at last! Satire at last! and "Chez le Fripier" was staged. The perfect (!) French accent or the salesmen in their attempts to sell a certain "professeur's" dust-coat (?) was something to be admired, and 3A certainly deserved the applause received.

3E and "Scenes from the White Co." captured the stage next, and this act possessed at least one redeeming quality. If one tired of monkeys'—er—pardon me, monkish talk, one could at least distinguish between the Persil-washed sheets and otherwise. (Have mercy 3E, it wasn't my suggestion.)



Scene from "ST. GEORGE AND THE DRAGON," an old English Mumming Play.

3F was next, and they retired after a performance taken from Shakespeare's "Twelfth Night."

Representatives from Classes 2A, 3E, 3F, and 3C then performed an old English play, "St. George and the Dragon," which was re-staged during the afternoon performance.

After luncheon, the plays were resumed, 2E performing "Revenge." To judge by the applause, this play supported the old saying, "Revenge is sweet," and, although my eyes are good, I'm certain I saw a football jersey and a lady's blouse amongst the diabolical sailors' clothing.

Friends, Romans, School Companions, lend me your ears, while I praise the show given by 3B, and immensely enjoyed by the boys. The performer of Cassius' role certainly shed new light on an old part, while the other players gave us some valuable insights into Roman antiquities.

2B made "William Start Working"—and also made the audience applaud.

"Green Chartreuse" was staged by 2F, and rather tended to increase thirst. I have no doubt other unfortunates felt the same way.

At 2.45 came "Scenes from the Christmas Carol." Dickens must have turned in his grave if the husky voice of that "lady" reached him where he sleeps. B-r-r-r.

1F was next with "The Grand Becket," a play particularly enjoyed by students of history, and finally "St. George and the Dragon," was presented again. 3C presented a play reading from "Toad of Toad Hall."

Compliments, you actors, and I hope that you enjoyed presenting your plays half as much as we, the audience, did.

J. HOLT, 3D.

* In Room 14 (the make-up room) Messrs. Priestly, Page, Thomas and Harrison, with Mr. Fraser Harvey, laboured with a will to produce these creations.

Eight of the plays were presented again at night, when there was quite a good attendance of parents and friends.

We are grateful to Mr. Tinckham, of the P. and C. Association, for his help with the lighting. Among the boys, the most indefatigable assistants were Ivanov (1D) and Bromwich (1E).—Ed.

THE RADIO

Regardless of the raging storms
That blow without, the gowned forms
All listen-in, by fireside glow,
To voices from the radio.

Stories of adventure come—
Soldier, sailor, bugle, drum—
All in fantasy they go,
With stately step, or swift, or slow.

Travel, murder, mystery, love—
Here they find a treasure-trove,
And as the golden hours slip by
The moon ascends the cloudy sky.

The embers of the fireside fade,
And many a drowsy yawn is made,
And many a dream of happy things
This night of stories with it brings.

Regardless still of raging storms,
The comfortable, cosy forms
Still harken, as they linger there,
To voices coming o'er the air.

—H. ROGERS, 3E.

PARENTS AND CITIZENS' ASSOCIATION

The first meeting of the Homebush Junior High School Parents and Citizens' Association, was held on 21st October, 1936. The Principal of the School, Mr. W. Roberts, B.A., heartily welcomed the parents and friends of the school and expressed his delight in seeing such a large and representative gathering.

At this meeting it was reported that the sum of £14 had been contributed by those parents present on the Visitors' Day, and that the Association would present this sum to the school to assist in the purchase of library books. The Association was duly formed, and officers elected, and on the 1st February, 1937, membership stood at 245. The first dance and card party was held on 14th April.

Similar functions have been held monthly till the 23rd October, and very pleasant evenings have been spent at these social gatherings.

During the year the Association has actively assisted the school in the following matters. Representations were made to the Minister for Education, with regard to the need for closing

in the open arches of the corridors on the western side of the building. As a result of these efforts by the Committee the Minister has agreed to have these openings enclosed with steel and glass windows, an improvement which will be highly beneficial to the welfare of the pupils.

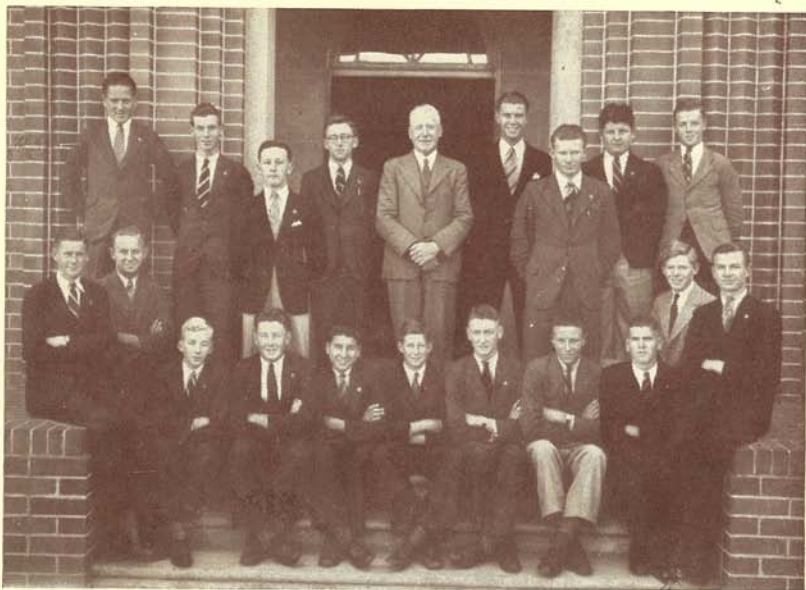
The sum of £10 was made available to assist in the purchase of sports equipment for the school.

A framed portrait of King George VI. was purchased from Canberra and presented to the school.

Play Night was held on 6th May under the auspices of the P. & C. Association and realised over £10 for the School funds.

Arbor Day on 28th July was a very pleasing function and a large number of parents accepted the Principal's invitation to participate in the proceedings by planting a tree.

The Association has initiated a movement to obtain the use of a large area at Hampstead Downs for playing fields for the surrounding schools.



PREFECTS, 1937

Back Row, left to right: R. NICHOLLS, J. WICKENDEN, E. HEGGARTY, W. HEMMING, E. McGUINNESS, J. POLLARD, W. ALLEN, E. ALLARDICE.

Front Row: P. HEATH, J. DAWSON, P. TAYLOR, K. BYWATERS, B. LEY, I. BLACKSHAW, D. DICK, E. DAWSON, J. BLACKER, J. DRANSFIELD, C. SHERLOCK.

At the general meeting on 18th August, 1937, this Association decided to affiliate with the Western Suburbs District Council of P. & C. Associations and it is expected that this action will strengthen the work both of the Council and the Association.

For the September meeting, the President, Mr. R. H. Jenner arranged a lantern lecture by Mr. W. Pitcher, B.Sc., who gave an interesting discourse on paint and its manufacture. It is intended to have a series of lectures on popular subjects as opportunity offers.

Altogether, the activities of the Parents and Citizens' Association have been beneficial to the school and enjoyable to the parents. The Committee is a live body and numbers of parents have come to know each other and to appreciate their common interests. There are however, still a great number of parents not actively interested, and it is hoped that next year will see a substantial increase in membership, and attendance at the meetings.

A PARLIAMENTARY MEETING

When the Federal Parliament met after the death of our late King, George V, I was in Canberra and accompanied my mother to the first session in which the motion of sympathy with the Royal Family was moved and carried.

As we entered the spacious hall with its mosaic floor and many palms, statues and paintings, we could not help noticing the writing table, at one time belonging to Queen Victoria, standing at the far end, above which hung a large painting of the opening of Parliament House in 1927 by the Duke and Duchess of York, now King and Queen.

As we went up the carpeted stairs to the visitors' gallery, there were more paintings to be seen on the walls, and at each turning was a notice marked "Silence."

As we waited in the public gallery, the blinds were drawn and the lights turned on. When all was ready a bell rang and the Speaker, the late Sir Lyttleton Groome, wearing wig and gown, entered and seated himself. The members then entered and took their places. The Speaker rose and called for order, and the members rose, too. The Speaker offered a prayer and seated himself, the members following his example.

The Speaker called upon Mr. Lyons, who moved a motion of sympathy with Queen Mary and the Royal Family, which was seconded by the Leader of the Opposition, Mr. Scullin, supported by Dr. Earle Page, of the Country Party, and Mr. Beasley, of the Labour Party. The motion was carried in silence, the members standing.

The Speaker immediately declared the Assembly adjourned and left the chair, the members also retiring.

J. BAKER, 1A.

HIGH-LIGHTS OF MY SCHOOL LIFE

I remember very distinctly my first day at school. My mother used her best clucking and cooing noises to pacify me, and made me all spick-and-span. She left me in the charge of a nice young lady who asked me my name.

"Freddie Jones," I said. "What's yours?"

She ignored my question, and asked, "What is you father's name?"

"Same as mine," I said.

"Frederick?"

"No, Jones."

"Yes, but what does mother call him?"

I wouldn't tell her this, because mother had often told me not to repeat anything which I overheard her calling father.

"How old are you?" she next asked.

"Six. How old are you?"

After that she seemed to tire of asking questions, so she said, "sit there for the present." I sat there all day, a poor innocent child of six, a victim of malicious deception, for I got no present at all. This helped, I think, to destroy my faith in human nature.

* * * *

My first day at a high school was equally disappointing. I came home trying hard to look pleased.

"What do you think of your new teachers?" asked my father.

"They made a striking impression on me," I said. I was trying to be truthful, yet to please him at the same time—no mean task.

"And what do you think of your new school?" was his next question.



"Spick-and-Span."

"The Principal struck me very forcibly," I replied quick-wittedly.

"To what principle do you refer?" my parent pressed.

It is hard to be honest, but I tried manfully to make a truthful reply.

"Well," I explained, "my teachers seemed to agree that I should immediately make the acquaintance of the Head Master. I—er—offered him my hand, and—er—was very warmly treated by him. Now I think we understand each other very well."



My father patted my head. I remember the incident because it taught me that "Honesty is the best policy," but it ruined my faith in principles.

*

*

*

*

This may be a good place to mention my early French lessons. My class was to be taught by a real Frenchman. This was a rare piece of fortune for me, as I had always looked forward to such an experience when I reached a high school. I was not nervous when I met him because my father had prepared me a few polite things to say. When, therefore, Monsieur asked, "Quel est votre nom?" I replied readily, "Mercy be hanged! Je vous remercie sept mille fois; et votre grand 'mère aussi 4 Mille bombes."



Had he been a normal Frenchman, he would have kissed me on both cheeks at the sound of his native tongue so lovingly handled, and replied with feeling, "Je t'aime excessivement si, si, neuf mille fois." However, he simply frowned at me and told me to sit down in front of his desk. I sometimes wonder if a slight mispronunciation on my part antagonized him from the start. I refer, of course, to the phrase, "Mercy be hanged," which I soon learned to pronounce properly as "Mercy be Anne." This experience, small as it may seem, lessened my faith in French teachers.

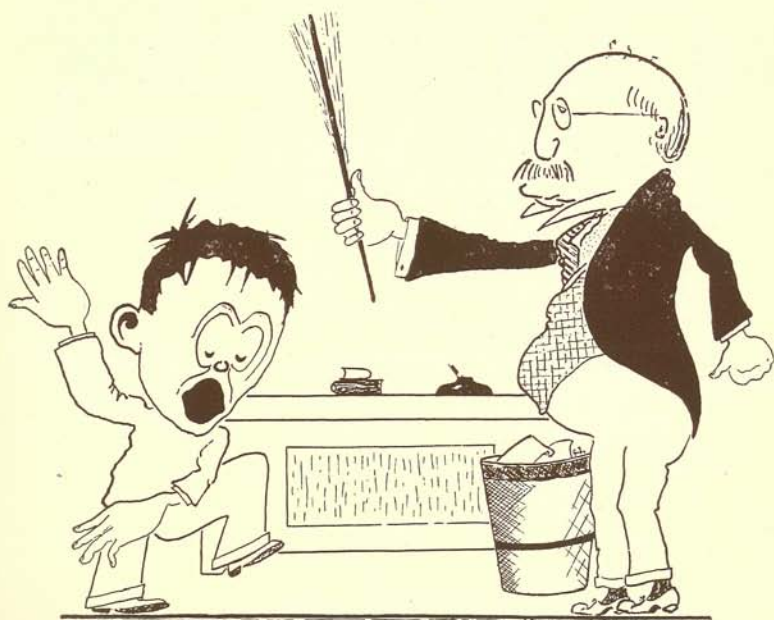
Latin presented me with great difficulties. My Latin teacher was a very dignified gentleman, though somewhat austere. He taught me Roman History without any trouble. In fact, it took me no time to learn the strange Roman system of counting in which 55B.C. comes before 54B.C., etc. Equally quickly I learned how Roman armies were equipped with elephants and tortoises, the elephants to do the fighting (a very fine idea), and the tortoises to provide mock-turtle soup for the soldiers (a shameless piece of deception). I also learned how Hannibal crossed the Rhone and perpetuated the phrase, "Crossing the Rubicon." All this, I say, was easy, but I had great difficulty with the language. Latin words always seemed too long for me to pronounce. Take, for example, "Amoamasamatamamusamatisamant," and that is only one of many. My efforts to conquer that one word increased my veneration for the Romans, but it utterly destroyed my faith in classical literature.



* * * *

At other subjects, however, I was outstanding. Geometry I dismissed with the greatest of ease. Where other pupils had to spend many months **proving** such facts as that the exterior angle of a triangle is greater than either of the interior opposite angles, I could **see** it. I thought out many time-saving devices, too. To make an angle equal to a given angle, I used tracing paper; to draw a straight line parallel to a given straight line, I used parallel rulers; to write out one hundred times, "I must remember to learn my theorems," I used my young brother. The time thus saved I was able to spend at history. I read carefully, a "History of Surveying." What I should have read was a "Survey of History," but the mistake mattered little, as I soon found that history and mathematics were closely related. You have "lines" of kings, "points" of view, "parallel" cases; you look at things from different "angles," witness eternal "triangles," and argue in vicious "circles." History, in fact, was usually too easy. The examination papers always said, "If you do not know, put an X." I always used to put an X and make certain.

English, of course, was an insult to my intelligence. I could speak English long before I ever went to school.



What Struck me Most at School was
the Principal!

* * * *

Before I had been at a high school twelve months, the Head Master wrote to my father: "Your boy is wasting his time. I advise you to take him away immediately." When questioned by my father I met the situation with my usual presence of mind. "That means," I explained, "that I have mastered the whole curriculum, and that the teachers can teach me nothing more." (The latter part of which was, of course, rigidly true.) Both my father and myself agreed that the Head Master's advice should not be ignored, so I launched forth into the world to take my place with those whom my education had so undeniably qualified me to join—the unemployed.

--J.E.N.H.

ACKNOWLEDGMENTS

- L.R. (2J): Your subject is too ordinary to be interesting.
 C.L. (2F): Rather dry.
 B.S. (3A): Interesting, but has not much to do with this school.
 R.B. (1E). Quite interesting. Keep on trying.
 E.F. (3F): Good composition, but story not sufficiently gripping. Other essay passed over to make room for other boys' work.
 E.M. (3G): Where did you find it?
 M.H. (3C): Really quite gruesome. Scarcely suitable for publication.
 K.R. (3B): Ordinary stuff.
 S.M. (1H): A fair piece of work, but is it original?
 C.J. (3E): We have used only one of your poems, to make room for another boy's work.
 E.P. (2E): Quite interesting. Keep trying.
 J.A. (3B): Good, but we had better material to replace it.
 J.D. (3E): Ideas interesting, but not quite interesting enough to be published.
 I. McL. (1E): Fair, but we had reams of such descriptive stuff.
 B.L. (3E): Sound, but lacks "pep."
 K.R. (3B): See remark for I. McL.
 R.S. (1E): Good, but too scientific and not sufficiently literary.



INTERMEDIATE CERTIFICATE, 1936

In the following list of passes the numbers refer to the following subjects:—

- | | |
|--------------------|-------------------------|
| 1. English | 11. Elementary science |
| 2. History | (physics and chemistry) |
| 3. Geography | 15. Business principles |
| 4. Mathematics I. | 20. Art |
| 5. Mathematics II. | 21. Music |
| 6. Latin | |

- Allen, William N., 1B 2B 4B 5B 7B 11B.
 Allwood, Norman A., 1B 2B 3B 4B 5B 11A 15B.
 Anderson, Frederick G., 1B 2B 3B 7B 15B.
 Artup, Jack H., 1B 2B 3B 5B.
 Austin, Edward P., 1A 2B 4B 5B 7B 11B.
 Ayers, Leonard A., 1B 2B 3B 4B 5B 7A 11B 15B.
 Bain, Robert., 1B 2B 3B 5B 11B 15B.
 Barnes, Arthur E., 1B 2B 4B 7B 11A.
 Batho, Jack C., 1A 2A 4B 5B 7A 11B.
 Baxter, Jim, 1B 2B 4B 5B 7B 11B.
 Beach, Richard J., 1B 2A 4B 5B 6A 7A 11A.
 Bell, Harry J., 1B 2B 5B 7B 11B 15B.
 Berman, Maxwell F., 1B 2A 5B 7B 11B.
 Bevan, Robert M., 1B 2A 3B 5B 7B 11B 15A.
 Black, Joseph A., 1B 2B 4B 5A 6B 7A 11B.
 Blackwell, Ross K., 1B 2B 11B 15B.
 Booth, Rex E. T., 1B 2B 5B 7B 11A.

- Brennan, John J., 1B 2B 3B 5B.
Bridle, Harold J., 1B 2B 7B 15B.
Brocklehurst, George W., 1B 2B 3B 7B 15B.
Brown, Harold E. A., 1B 2A 5B 7B 11B.
Buckle, Keith A., 1B 2B 3B 4B 5A 15A.
- Cameron, John V., 1A 2B 7B 11B.
Cappe, Philip, 1A 2B 4B 5B 7B.
Carroll, Allan G., 1B 2B 4B 5B 7B.
Chandler, Norman, 1B 2B 4B 5B 6B 7B.
Checkley, Albert H., 1B 2B 5B 15B.
Chidgey, James P. S., 1B 2B 4B 5B 7B 11B.
Choat, William J., 1B 2B 3B 15B.
Clark, Alan G., 1A 2B 4B 5B 6B 7A 11B.
Cleal, William R., 1B 2B 5B 11B 15B.
Coffill, Neville T., 1B 2B 4B 5A 11B 15B.
Conder, William E., 1B 2B 4B 11B 15B.
Cox, Jack A., 1B 2B 5B 15B.
Curgenvin, Gordon, 1B 2B 3B 15B 20B.
- Davies, Lloyd J., 1B 2B 4B 5B 11B 15A.
Davies, Thomas G., 2B 5B 11B 15B 20B.
Dicker, Allan V., 1A 2A 4A 5A 6A 7A 11A.
Dilley, Douglas B., 1B 2B 5B 7B 11B.
Dodd, Raymond, 1B 3B 4B 5B 15B.
Dunk, William T., 1B 5B 11B 15B.
- Evans, Owen A., 1B 2B 4B 5A 6B 7B 11A.
Evans, Richard E., 1B 2B 3B 11B 15B.
- Fletcher, Peter A., 1A 4B 5A 6B 7A 11B.
Frendin, E. C., 1B 2B 4B 5B 7A 11B 15B 20B.
Fryer, Robert E., 1A 2B 7B 11B 20A.
Furlong, Vincent P., 1B 3B 5B 15B.
Fussell, Keith T., 1B 2B 4B 5B.
- Glover, Leonard, 1B 2B 3B 4B 5B 15B.
Greenwood, Alan E., 1B 2B 3B 4A 7B 15B.
Greenwood, Bruce F., 1A 2A 5B 7B 11B.
Grime, William, 1B 2B 4B 5B 7B 11A 20A.
Groves, Neville L., 1B 2B 5B 11B.
- Haig, Douglas, 1B 2B 3B 11B.
Hallam, Kenneth, 1B 2B 3B 7B 11B 15B.
Hamilton, Douglas, 1A 2B 4B 5A 11B 15B.
Harris, Bruce E. J., 1B 2B 5B 7B 11B.
Harrison, Trevor H., 1A 2A 5B 6B 7A 11A.
Haskell, John R. W., 1B 3B 4B 5B 7B 11A 15B.
Hayes, David C., 1B 2B 5B 7B 11B.
Hayes, John W., 1B 2B 5B 6B 7B 11B.
Hayward, Herbert, P., 1A 4B 5B 7B.
Heazlewood, H. C., 1B 2B 3B 4B 5B 7B 11A 15A.
Heggarty, Ernest A., 3A 4B 5B 11A 15B.
Henderson, John D., 1A 2B 7A 11B.
Herbert, Norman, 1B 2B 3B 15B.
Hockey, Gordon B., 1B 4B 5B 7B 11B.
Hunt, James P. B., 1B 2B 3B 5B 11B 15A.
Hunter, Lionel G., 1B 4B 5B 7B 11B, 15B.

- Isherwood, S. H. H., 1B 2B 3B 5B 7B, 11A 15B.
- Jackson, R. A., 1B 2B 3B 7B 11B 15B.
Jacobs, Ronald, 1B 2A 4B 5A 6B 7A 11B.
Jaconelli, Cosmo, 1A 2B 4B 5B 6B 7B 11B.
James, Ralph I., 1B 2B 3A 5B 11A 15B.
James, Walter H., 1B 2B 3B 5B 15B.
Johnson, Keith J., 1B 2B 5B 7B 11B.
- Kelso, Jack E., 1B 2B 4B 5B 11B.
Kirby, Noel D., 1B 2B 5B 7B 11B.
Krahe, Frederick C., 1A 2A 3B 4B 5A 6B 7B 11B.
Krosby, P. E., 1B 2B 7B 11B.
- Lalor, Ronald E., 1B 2B 3B 4B 5B 11F 15B.
Layton, Lionel H., 1B 2B 4B 5B 7B 11A.
Lea, Thomas, 1B 2B 5B 11B.
Lemcke, Harold B., 1A 2B 4B 5B 7B 11B.
Levy, Allan N., 3B 4B 5B 7B 11B 15B.
Lewis, Gwyn, 1B 2A 5B 6B 7B 11B.
Lewis, John R., 1A 2B 5B 6B 7B.
Lloyd, M. A., 1B 2B 4B 5B 11B 15B.
Lofts, John N., 1A 2B 4B 5B 6B 7B 11B.
Lonnon, Harold, 1B 2B 3B 15B.
Lumsden, Robert J., 1B 2B 3B 11B.
Lundie, D. C. P., 1A 2B 5B 6A 7B 11A.
- Macdonald, Roy D., 1A 2A 3B 5B 7B 15B.
Mason, John W., 1B 2B 3B 5B 11B 15B.
Maude, Jack W., 1B 2B 3B 5B 15B.
Mawson, Douglas L., 1B 2B 4B 5B 7B 11B 21A.
McAlpine, Edward J., 1B 2B 4B 5B.
McKay, Allan, 1B 2B 5B 7B 11B.
McLaggan, Douglas O., 2B 3B 4B 5B 7B 11B 15B.
McRoberts, Bruce O., 1A 2B 3B 5B 7B.
- Melton, Leslie A., 1B 2B 3B 11B.
Middleton, Raymond G., 1B 2B 7B 11B 21A.
Millar, Kenneth A., 1B 2B 3B 11B 15B.
Milne, Kenneth G., 1B 2B 3B 7B 15B.
Monro, Basil J. H., 1B 2B 5B 11B.
Moore, Basil J. M., 1B 2B 3B 4B 5B 7B 11B.
Mutton, Elwyn L., 1B 2B 3B 5B B7.
- Nash, John S., 1B 2B 3B 5B 7B 11B 15B.
Nicholls, Ronald A., 1B 2B 3B 4B 5B 6B 7B.
Nicholson, Raymond W. T., 1B 2B 3B 4B 5B.
- Ogilvie, Colin F., 1B 2B 3B 4B 5B 15B.
O'Rourke, Terence, 1A 2B 7B 11B.
Orr, Donald C., 1A 2A 3B 5B 7A, 15B.
Ottaway, John S. A., 1B 2B 3B 7B 15B.
Oxspring, Walter G., 1B 2B 7B 11B.
Pandelis, John, 1B 2B 7B 11B.
Patterson, Jack C., 1B 2B 3B 7B 15B.
Pinson, Keith S., 1B 2B 4B 5B 7B.
- Rice, Harold V., 1B 2B 3B 7A 11B 15B.
Roberts, Geoffrey MacKenzie, 1A 2B 4B 6B 7B 11A.
Roberts, Russell F., 1B 2B 3B 7B.

- Robinson, Ronald, 1B 2B 3B 4B 5B 7B 11B 15B
Rodes, Wilfred J., 1B 3B 4B 7B 11B 15B.
Rowe, Robert S., 1B 3B 5B 7B 15B.
Rudd, Wilfred V., 1B 2B 5B 7B 11B.
Ryder, Edward M., 1B 2B 3B 4B 5B 11B 15B.
- Sanderson, Arthur D., 1B 2B 3B 4B 15B.
Scoffin, Bertram J., 1B 2B 3A 5B 7B 11B.
Scott, John C., 1B 2B 3A 4B 5B 7B 11B 15B.
Simpson, Homer W., 1B 2B 3B 4B 15B.
Sinclair, Donald, 1B 2B 4B 7B.
Sindel, Gordon S., 1B 2B 3B 15B.
Sharpe, James E., 1B 2B 5B 7B 11B.
Shepherd, Colin B., 1B 2B 4B 5B 11B.
Skinner, Neville C., 1A 2B 5B 6B 7A 11B.
Small, George W., 1B 4B 5B 7B 11B 15B.
Small, Kenneth R., 1A 2B 3B 4B 5B 11B 15B.
Small, Wesley R., 1B 2B 3B 4B 5B 11B 15A.
Smith, Douglas G., 1A 2B 3B 4B 5B 7B 11A 15B.
Smith, Keith B., 1B 2B 3B 5B 7B 15B.
Smith, Leonard F., 1B 2B 4B 5B 7B.
Smith, Mervyn R., 1B 2B 3B 5B.
Smith Stanley, 1B 2B 3B 5B.
Strang, William F., 1B 2B 3B 7B 15B.
Springfellow, Keith, 2B 3B 7B 11B 15B.
Sulis, Donald W., 1B 2B 3B 5B 11B 15B.
Summerson, Clifton J., 1B 2B 4B 5B 7B 11B.
- Terry, Allan G., 1A 2B 7B 11B.
Thorley, Carl J., 1B 2B 5B 7B.
Timms, Kenneth, 1B 2B 4B 5A 7B 11A.
Turner, Edward A., 1B 2B 3B 4B 5B 11B 15B.
Turner, James J., 1B 2B 3B 5B 15B.
- Virtue, Kenneth W., 1B 2B 3B 11B 15B.
- Walker, Neil R., 1A 4B 5B 6B 7A.
Warwick, Allan, 1A 2B 4B 5B 7B 11B.
Waters, Reice A., 1B 2B 4B 15B.
Watson, Kensington J., 1A 2B 4B 5B 7B 11B.
Watson, William A., 1B 2B 5B 7B 11B.
Webb, Lawford J., 1B 2B 7B 11B.
White, John B., 1B 2B 5B 7B 11B.
White, Norman, 1B 2B 3B 5B 7B 15B.
Woodward, John M., 1B 2B 4B 5B 7B.
- Zihrul, Waldamar E., 1B 2B 5B 7B.



SCHOOL ROLL

3A.—O. Blomfield, K. Bywaters, N. Campbell, J. Casey, J. Fitzpatrick, R. Hartman, R. Hatter, P. Hobson, D. Howell, H. Jenkins, R. Johnston, J. Kirkpatrick, K. Lee, M. McLaughlin, J. Morris, B. Murray, D. Power, T. Roberts, W. Shanahan, C. Sherlock, S. Sprott, G. Trotter, C. Wright, K. Webb, R. Price, B. Schaefer, J. Wickenden, J. Martin, W. McLean.

3B.—W. Allen, K. Ambler, J. Anderson, J. Argall, J. Blackshaw, H. Bleach, W. Barrett, B. Chandler, E. Dawson, B. Donaghue, J. Drennan, A. Edgar, K. Graham, T. Harrison, J. Howell-Price, D. Hunter, R. Hennessy, B. Hewson, A. Juleff, B. Lee, R. Levy, E. McGuinness, L. Mathews, P. Newman, J. O'Neill, J. Priestley, K. Rose, B. Shearman, N. Symons, M. Sullivan, K. Venn.

3C.—R. Baker, A. Cracknell, W. Davis, N. Eldred, J. Harrison, M. Hawdon, R. Hicken, D. Howe, J. Kent, D. Lorking, N. Macintyre, E. Mathews, J. McGill, K. McLean, E. Mutton, K. Oakman, M. Perry, A. Petterson, H. Picker, H. Rogers, F. Rylands, J. Simson, E. Snelson, E. Spencer, J. Stirling, J. Thompson, R. Warne, J. Sneddon.

3D.—G. Ardill, D. Byers, M. Bullard, D. Cameron, R. Chenhall, E. Clark, A. Cunningham, J. Duncan, D. Dunn, R. Eason, J. Fry, P. Heath, W. Hemming, J. Holt, A. Lockyer, J. MacNoughton, J. McClure, A. May, G. Miller, R. Nichols, G. Pole, R. Pogson, L. Rees, N. Robinson, K. Sanchez, L. Sheffield, P. Taylor, A. Temperly, J. Thompson, W. Twine, R. Walder, H. Whitemarsh, C. Williams, H. Witherdin, H. Wood.

3E.—D. Baker, B. Broughton, E. Cottle, A. Crapp, D. Dick, A. Dilli, J. Dransfield, J. Fahey, G. Goodhew, J. Gosbell, B. Gordon, L. Grant, G. Halls, K. Harris, N. Higgins, J. Huxley, C. Jansson, L. Jarrett, E. Kinkade, B. Ley, D. Leyshon, R. Lord, W. Mackinder, K. Mansfield, C. Nicholls, E. Paton, J. Poulton, A. Reynolds, S. Riches, H. Rogers, M. Smith S. Sutton, R. Trevillian.

3F.—W. Barrett, J. Blacker, R. Boyd, M. Cartwright, W. Davies, J. Dawson, J. Dodd, M. Egan, D. Flett, E. Frendin, B. Fuller, J. Herron, C. Horley, L. Horley, B. King, K. King, R. Knight, K. Ledsam, A. Levy, L. Meller, D. Mercer, R. Merchant, R. Pearson, J. Pollard, S. Poulter, S. Reeves, A. Rothwell, W. Rudd, R. Sayers, K. Sutherland, L. Thornton, F. Took, G. Williams, A. Wooll.

3G.—E. Allardice, J. Argent, W. Beatty, G. Cobbin, A. Dryburgh, R. Fensom, N. Franklin, W. Fraser, C. Hayward, E. Heggarty, K. Horne, R. Johnson, W. McLeod, M. Ongley, W. Peckover, T. Powell, C. Rheuben, A. Shaw, J. Skelton, F. Summerhayes, D. Weston, G. Wilkie, M. Wright, R. Yeatman, A. Young.

2A.—A. Allen, R. Baker, G. Barraclough, A. Breeze, R. Brown, K. Chapman, J. Christie, F. Cotterell, E. Cullerne, T. Dickinson, J. Doherty, R. Eling, D. Foord, C. Frizelle, C. Greenstein, K. Guthrie, M. Hatch, S. Hutchinson, B. Knowles, J. Laurence, R. Lunn, D. McKay, R. Miller, R. McMaster, T. McKenzie, R. Mason, G. Park, S. Parkinson, L. Portley, K. Robson, R. Seach, R. Sillett, L. Stepto, B. Swanton, J. Tatham, R. Threlfo, P. Ward, A. Wheat, L. Wren, N. Wright, T. Yabsley.

2B.—J. Adlington, C. Atkinson, L. Bradley, R. Brierley, G. Brown, H. Bailey, B. Connor, D. Clark, N. Craddock, A. Dibble, H. Eadie, R. Faulkner, H. Hall, R. Hill, I. Henderson, N. Johns, D. Johnston, G. Lovett, F. Leake, K. Mulray, D. McKenzie, W. McCarthy, K. McDonald,

G. Ninness, R. Niblett, E. Palmer, W. Parker, K. Payne, G. Quigg, R. Rhodes, G. Ramsey, K. Roberts, H. Robinson, D. Robson, H. Stirling-Wilkinson, R. True, R. Wallace, H. Wybrow, E. Wilkinson.

2C.—H. Alexander, D. Barnett, B. Bombelli, K. Churchill, J. Coles, J. Craig, J. Day, W. Dixon, G. Dowling, A. Duncan, O. Durham, L. Giffin, E. Gore, A. Goyen, L. Grono, J. Hair, E. Hamilton, O. Hunter, G. Jones, H. Joseph, K. Kent, G. Lees, R. Marsden, A. McIlrath, R. Moran, J. Morris, B. Prior, K. Ramage, B. Randell, G. Reid, L. Smith, N. Spedding, W. Sweeney, R. Stubbs, G. Wilkins.

2D.—K. Campbell, A. Collins, R. Crane, R. Farrano, K. Fox, I. Grant, B. Harding, N. Hook, M. Ireland, H. Jackson, W. James, E. Jarman, A. King, J. Marsh, T. Marshall, A. Martin, D. Martin, E. McCamley, J. McKenzie, R. Merrick, K. Moeser, G. Mowatt, J. Nicholson, E. Pickard, B. Purcell, R. Radestock, M. Rowland, G. Siddall, N. Sky, N. Stevens, G. Stewart, N. Sutton, W. Thrower, D. Tinckan, J. Vincent, F. Welsh, J. Wilson

2E.—J. Allen, N. Badior, M. Byers, N. Brett, K. Brown, D. Baker, K. Chapman, A. Crichton, D. Draper, N. Elston, R. Feakes, F. Green, E. Hicks, R. Ireland, R. Lingard, R. McIntyre, H. McMichael, R. Morrison, K. Murphy, B. Moller, E. Pettersen, C. Ralph, E. Smith, D. Southwell, D. Wallace, M. Waugh, R. Will, J. Worthy, D. Worsnop, K. Worsley, M. Young, B. Younger.

2F.—J. Allan, R. Appleby, G. Brew, J. Byrnes, A. Chadder, G. Clarke J. Coleman, R. Ellis, H. Freeland, C. Gardner, V. Hallett, L. Hozack, D. Hutchinson, L. Jagers, L. Jones, C. Lambert, G. Lambert, R. McCarthy, N. Maguire, K. McClure, J. Miller, K. Milne, R. Mutkins, D. Parmenter, D. Sandell, R. Stapleton, B. Ward-Smith, M. Williams, A. Wall, L. Warbrick.

2G.—D. Berry, R. Bomford, W. Chapman, R. Ferns, L. Forrester, L. Gilbert, R. Grieve, R. Griffiths, A. Ikin, W. Imlay, W. Lane, R. Lawler, L. McDivitt, R. McClelland, M. McLeod, J. Moore, N. Munday, J. O'Neill, J. Owens, J. Robertson, D. Roxsburgh, R. Smith, L. Storey, R. Street, N. Sumpton, A. Wills, H. Wilson, N. Vindin, S. Young.

2H.—F. Adams, J. Barr-Brown, D. Broxom, A. Cassidy, A. Darke, H. Enright, C. Grono, K. Grove, E. Grubb, A. Klum, D. Lyons, G. May, R. Maxwell, A. Mitchell, W. Murray, N. Neave, L. Nelson, T. Pearson, C. Pickering, C. Robinson, F. Sanderson, P. Sherring, E. Skeen, C. Staples, K. Taylor, J. Taylor, N. Wark

2J.—K. Bowden, R. Clement, E. Corso, L. Crawford, N. Cunningham, H. Dowsett, J. Felton, C. Gaunt, N. Hart, N. Hillier, A. Klimpsch, B. Knight, B. Kyle, J. Lester, J. MacDonald, J. MacPherson, T. Morton, K. Playford, L. Reynolds, A. Richardson, D. Sheppard, B. White-Smith, A. Wilkinson, G. Taylor.

1A.—R. Bailey, R. Brown, J. Baker, K. Buckland, N. Bennett, B. Crane, G. Caton, W. Cochrane, J. Clarke, R. Dicker, B. Dunlop, A. Evans, A. Gillespie, D. Griffiths, D. Handel, P. Holden, F. Kaldasun, R. Lalor, N. Martz, P. Mansley, A. Massey, K. Morris, C. Mitchell, G. Prochaska, N. Rees, W. Rathbone, B. Rose, N. Roden, E. Rooke, L. Rowley, L. Schneider, N. Skulander, J. Somen, R. Swan, K. Taylor, E. Touhill, W. Vaughan, L. Ward, P. Whipp, W. Whipp, G. Watkins, M. Younger.

1B.—T. Arnold, S. Bell, J. Buchanan, J. Collins, G. Gilmour, P. Glenn, R. Griffiths, H. Grundy, H. Hackman, J. Hearn, L. Hughes, I. Hunt, R. Keith, J. Laffan, J. Lawson, R. Leslie, R. Lutherborrow, E. McInnes, L. Murphy,

J. Nesbitt, H. Ozard, S. Olsen, W. Patterson, F. Pritchard, J. Rawlinson, G. Robson, H. Rogers, A. Smith, Rex Smith, Ross Smith, K. Taylor, C. Turner, S. West, K. White, F. Williams, T. Williams, B. Wood, B. Woodward, D. Wogan-Browne, J. Young.

1C.—B. Barns, S. Bennett, K. Beohm, J. Brown, L. Gilbert, J. Giles, D. Graham, J. Hepper, J. Hedges, R. Higgins, R. Howe, W. Jackson, R. Jones, T. Jones, M. Keane, L. Kenny, K. Kilgour, J. Lawler, L. Levi, R. Mashford, R. Mackintosh, R. McPherson, P. Morcom, H. Nicholson, R. Orr, R. Price, H. Reed, D. Richmond, E. Rice, G. Shaw, J. Shrimpton, L. Simpson, C. Smith, K. Smith, K. Sutton, H. Tall, W. Taylor, C. Thompson, A. Thorpe, A. Woodcock.

1D.—E. Blinman, N. Broadhurst, L. Clare, H. Coggan, R. Coleman, J. Davison, A. Denning, B. Duncan, K. Easter, L. Edwards, G. Gunston, A. Hammond, K. Heasman, F. Hyland, A. Ivanov, J. Jenner, R. Kessing, P. Linehan, R. MacFarlane, C. Meares, W. Mills, B. Mulvey, G. Paterson, W. Rawlinson, M. Renwick, G. Richter, R. Rowe, G. Sanders, G. Swinbourne, D. Taylor, L. Tost, R. Twogood, A. Wight, H. Worboys.

1E.—G. Abbot, E. Astles, R. Booter, R. Bosward, A. Bromwich, R. Clark, K. Clifford, G. Cobham, A. Collis, L. Collum, A. Dickson, B. Donald, S. Druitt, K. Egan, R. Farrington, W. Harvey, H. Haskell, G. Hickson, S. Jackson, P. James, C. Johnston, A. Kirk, C. Knox, R. Lee, W. Lewis, K. Marshall, I. McDonald, I. McLeod, N. Payne, K. O'Hara, R. Ransford, R. Smith, E. Wade, B. Wenman, C. West, F. West, J. Wilson, N. Winter.

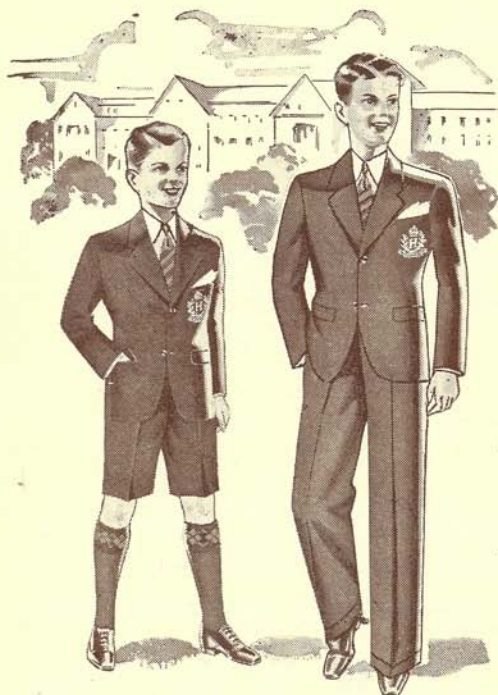
1F.—G. Batchelor, B. Bisby, R. Borland, F. Boyer, R. Bramley, L. Campbell, D. Christey, E. Clarke, D. Davis, J. Diessel, J. Folwell, C. French, L. Goodwin, N. Griffiths, R. Guiver, J. Hardy, E. Henderson, L. Hodge, J. Isherwood, N. Jenkins, D. Kelly, D. Kenyon, K. Knight, C. Lawson, F. Layton, B. MacDonald, J. Marshall, J. McAllery, C. Millar, A. Parkin, N. Playford, K. Pyne, L. Schlaadt, D. Seale, G. Smith, W. Southern, T. Summerson, F. Suttle, T. Sweeney, G. Thompson, K. West, M. Willcoxson.

1G.—J. Barriskill, A. Beauchamp, J. Beauchamp, J. Benham, R. Blake, A. Bourke, W. Bow, R. Brown, R. Browne, M. Chapman, J. Cornell, E. Eaton, C. Eggleton, L. Elder, P. Finlay, A. Ford, R. Graham, E. Greeshaw, H. Gregory, K. Grisdale, J. Hodgson, A. Holloway, C. Horton, T. Jones, J. Jones, J. Lewis, A. McDonald, K. McPhail, I. Moore, L. Neasbey, A. Neil, A. Ormerod, J. Roberts, R. Robson, W. Seach, R. Seale, E. Tench, P. Thompson, D. Waterhouse, J. Wheeler, D. White.

1H.—I. Andrew, M. Blamey, L. Bosley, T. Campton, K. Canham, R. Druitt, A. Duncan, R. Finch, F. Ford, J. Fordham, G. Freer, A. Fuller, W. Goodlet, R. Green, L. Groves, R. Hoseason, K. Hulmes, R. Hungerford, H. Jarrett, M. Jones, D. Julian, D. Knowles, R. Lovett, R. McCarthy, L. Mitchell, K. O'Brien, K. O'Farrell, R. Perry, H. Pole, A. Shipton, R. Smith, J. Steven, F. Tanner, J. Thomas, F. Thompson, W. Thompson, M. White, I. Willis, R. Wills.

1J.—R. Armstrong, W. Ayling, K. Bagnall, J. Bell, A. Bown, D. Cable, H. Chapman, J. Cooper, B. Davis, N. Grocott, J. Hobbs, A. Hoy, R. Horsfall, D. Jefferys, F. Johnson, R. Lakeman, J. Moore, N. Nightingale, R. O'Loughlin, D. Pearce, R. Pontifex, F. Powell, M. Pringle, G. Rayer, N. Roadknight, J. Simpson, A. Spencer, C. Taylor, L. Thew, J. Townsend, K. Walker, D. Watts, M. Westwood, E. Wolstenholme, A. Wynne.

1K.—D. Abberfield, A. Boyd, K. Brown, J. Costello, R. Coulson, L. Doran, A. Dowding, R. Doyle, J. Dutton, C. Evans, F. Fisk, K. Fogden, B. Gardiner, F. Gregory, J. Griffin, D. Landel, G. Lee, A. Lyon, H. Mason, D. McNeill, B. Moxon, F. Neill, E. Orr, C. Page, K. Parson, J. Phillips, J. Sergel, G. Stymour, R. Strong, A. Soult, G. Tanner, R. White, D. Whitehurst.



**SPICK AND
SPAN**

... that's what your suit will look if you give it periodical dry cleanings at David Jones'. Suits cleaned and pressed for only 4/6

School Outfit supplied by David Jones'

The regulation school uniform of the Homebush High School is made with the best materials by expert craftsmen. Every garment is tested for shape, fit and wear before leaving our hands. School outfitting departments at both George Street and Castlereagh Street Stores.

Cotswold suit has 2 pairs of double-seated knickers. School badge on pocket. At 45/- (1 pair knickers, 35/-)
Three-piece sac suit of dark grey worsted. Badge on pocket. 59/6.

DAVID JONES'

For Service

De Groot

MAKER OF FINE FURNITURE
30 CARRINGTON STREET
WYNYARD SQUARE,
SYDNEY

•

'Phone :
B 4328

'Phone :
B 4328

GOWING'S

REGULATION SCHOOL SUITS

GOWINGS ARE OFFICIAL OUTFITTERS TO
THE HOMEBUSH JUNIOR HIGH SCHOOL

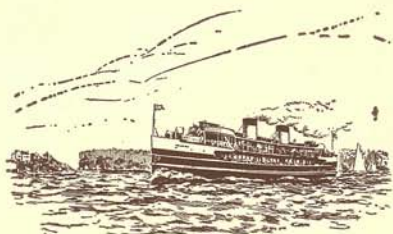
You will be certain of securing the correct regulation school outfit when you buy from Gowings. Gowings specialise in school clothes, keen in price and guaranteed to give long service. A special school representative is at your service.

Remember, you can buy your complete outfit at Gowings. Socks, ties, caps and blazers are all stocked at the keenest prices.

GOWING BROS., LTD., Market & George Sts., Sydney.



Manly Beach 7 Miles--



And Every Mile Well Worth While!

Visit the **MANLY WONDER POOL**—the largest enclosed Bathing Pool in Australia. It is teeming with aquatic novelties — slippery dips, floating pontoons, diving towers, revolving drums and many other novelties, that make every moment a delight and — **IT IS FREE.**

Manly Beach Steamers leave Circular Quay at frequent intervals, day and night.

FARES—Adults, 6d.; Children up to 14 years, 1d. (5 years and under FREE).

The Port Jackson & Manly Steamship Co. Ltd.

No. 2 Jetty, Circular Quay. 'Phones: B 3221 — B 3783.

MCNIVEN'S

ICE CREAM

PURE AND DELICIOUS

- "VANILLA SLICE"—A large slice of pure Ice Cream packed in our factory.
- "TRIPLE TREAT"—Three flavoured Ice Cream, Strawberry, Chocolate Vanilla.
- "ROCKET"—One Big Block Chocolate Coated Ice Cream on a stick.

Australia's premier Boys'
Wear Store

MURDOCH'S

for quality

SCHOOL

UNIFORMS



Boys! You should be correctly attired in your school's uniform, and of course, buy your uniform where you know you'll get the best quality and the best service, namely—MURDOCH'S.

Boys' 35/-

Boys' two-piece suits, strongly made by Murdoch's experts from high grade material. Coat has plain back and knickers have plain knees. Complete with school badge on pocket.

Youths' 57/6

Three-piece sac suits for youths who desire distinction in weave coupled with smart styling. Made from high grade correct material, "just like Dad's." Badge on pocket.

Ties 2/6

Wear "the old school tie." These are in regulation design for the Homebush School, made from pure wool.

Caps 3/11

Your outfit is not complete without a school cap, as illustrated. Well made, in regulation design.

WE PAY FREIGHT

Kindly mention this programme
when ordering.



MURDOCH'S LTD. PARK AND GEORGE STS. SYDNEY

MAKE SLASHING DRIVES WITH BERT OLDFIELD'S AUTOGRAPH BATS

All personally selected and autographed by W. A. Oldfield and C. G. Macartney.

Size 4 bats, 9/6, 12/6; Size 5, 10/6, 12/6, 14/6;

Size 6, 15/-, 17/6, 19/6. Harrow, 15/-, 25/-, 28/6.

Tennis Rackets

Arlington 22/6 — Golden Ace 27/6

LEARN TO PLAY GOLF AT
OLDFIELD'S GOLF SCHOOL

V. S. Richardson, Professional

FEES: 3/- Half Hour. BW 4257-8



W. A. OLDFIELD Pty. Ltd.

54 HUNTER STREET, SYDNEY

PUBLIC SERVICE ENGLISH

Containing Precise-Writing: Letter-Writing: Sentence Construction:
Vocabulary Extension: Essay-Writing.

By J. W. MULLINGER, B.A., B.Ec.

1. This book deals in concise fashion with the above important aspects of the study of English. 2. The treatment is comprehensive. Not only are methods and principles treated, but, in all sections, the application of these principles are demonstrated by the illustrative working out of examples. 3. The treatment throughout is essentially practical and is based upon actual experience in teaching. 4. Graded exercises are provided with each section. 5. This book will be of service to: Teachers desiring a concise course in these subjects. Pupils seeking entrance to the Public service. Those preparing for Local Government Courses; Commercial Activities.

PRICE, 2/6 posted, 2/8

THE INTERMEDIATE HISTORY NOTEBOOK

(British, Colonial, Australian)

By O. W. HUNT, B.A., B.Ec.

Containing 140 pages. Bound in semi-limp Leatherette 2/6; posted, 2/8
This is a little book that should be placed in the hands of every Intermediate student. It releases the teacher from that dreary work of dictating notes and preparing long blackboard summaries which destroys the charm of History. It reaches down to the mentality of the child. By confining the essentials of "Intermediate History" within reasonable limits, it inspires confidence and paves the way to later excursions into the wider fields of detail. In brief, it enables the teacher to retire into the background, while students lay their own foundations in the study of History.

OBTAINABLE FROM

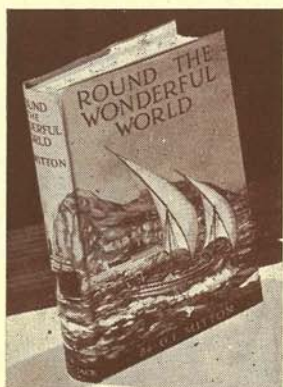
GEORGE B. PHILIP & SON ————— Educational Booksellers

451 PITT STREET, SYDNEY
AND ALL BOOKSELLERS

"TRUTH IN ADVERTISING"—always

THE SENIOR STORE

Beautiful Gift Books



For Boys and Girls

ONLY **8'6** EACH

POSTAGE 11d. EXTRA

OUR ISLAND STORY SERIES

Magnificent gift volumes, size $9\frac{1}{4} \times 6\frac{1}{2} \times 1\frac{1}{2}$ ins., handsome cloth bindings, gilt lettering, with coloured picture wrappers. Profusely illustrated. Price: each 8/6. Postage 11d.

TWELVE TITLES

- Round the Wonderful world (as illustrated).
- A Book of Discovery.
- Triumphs of Man in Science and Invention.
- The World's Story.
- The Story of Greece.
- The Story of France.
- The Story of Rome.
- Scotland's Story.
- English Literature for Boys and Girls.
- Our Empire Story.
- The Ancient East and its Story.

Books—Second Floor. Free Delivery City and Suburbs only.
Postage extra as quoted.

Ask for our 112 page Book Catalogue — free on request.

Anthony Hordern & Sons Limited
SYDNEY,



HOME BUSH MODEL BAKERY

176 PARRAMATTA ROAD,

H O M E B U S H

(opp. Council Chambers)

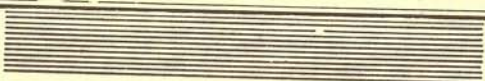


J. CORBY

Quality Bread Manufacturer

'Phone : - - - UM 8020

E A T M O R E B R E A D





this
magazine
was
published
and
printed
by



barrymore

press

ma 2324

