



The **MAGAZINE**

of the

HOMEBUSH

BOYS' HIGH SCHOOL



1966

Principal's Message

This, the fifth year of the implementation of the Wyndham Report, has been a somewhat troubled year. Staffing has not at all times been adequate and accommodation has been stretched to the limit.

Over the past five years, this school has endeavoured to enter fully into the spirit of the new system and has provided courses and subjects for its pupils commensurate with their ability range.

It was no small task to satisfy the requirements of some one hundred and fifty fifth form pupils this year — it was no small task to timetable these and to find accommodation for the different levels in each subject.

Only a hard working, dedicated staff has accomplished this and the success that the school has enjoyed can be wholly attributed to their efforts.

During these five years the school has carried on without additional accommodation and it would appear that this will also be the case in 1967. It seems certain that classes will be larger next year and that the choice of "elective subjects" will be severely restricted in both second and fifth forms.

Small groups in some subjects will need to be combined with groups in the same subject in another form for some periods and this will necessitate teaching probably three levels in each of two classes at the same time.

It will be necessary for all art in first form to be taught in ordinary classrooms — we have no specialist art room and the improvised art room now in use is a technical drawing room capable of seating a maximum of twenty-four pupils.

It is then with some real misgiving that we look forward to the formation of sixth form in 1967. There is no doubt that this is not what was envisaged when the Wyndham Report was first introduced — there is no doubt that we will not be implementing it in a manner necessary for its complete success.

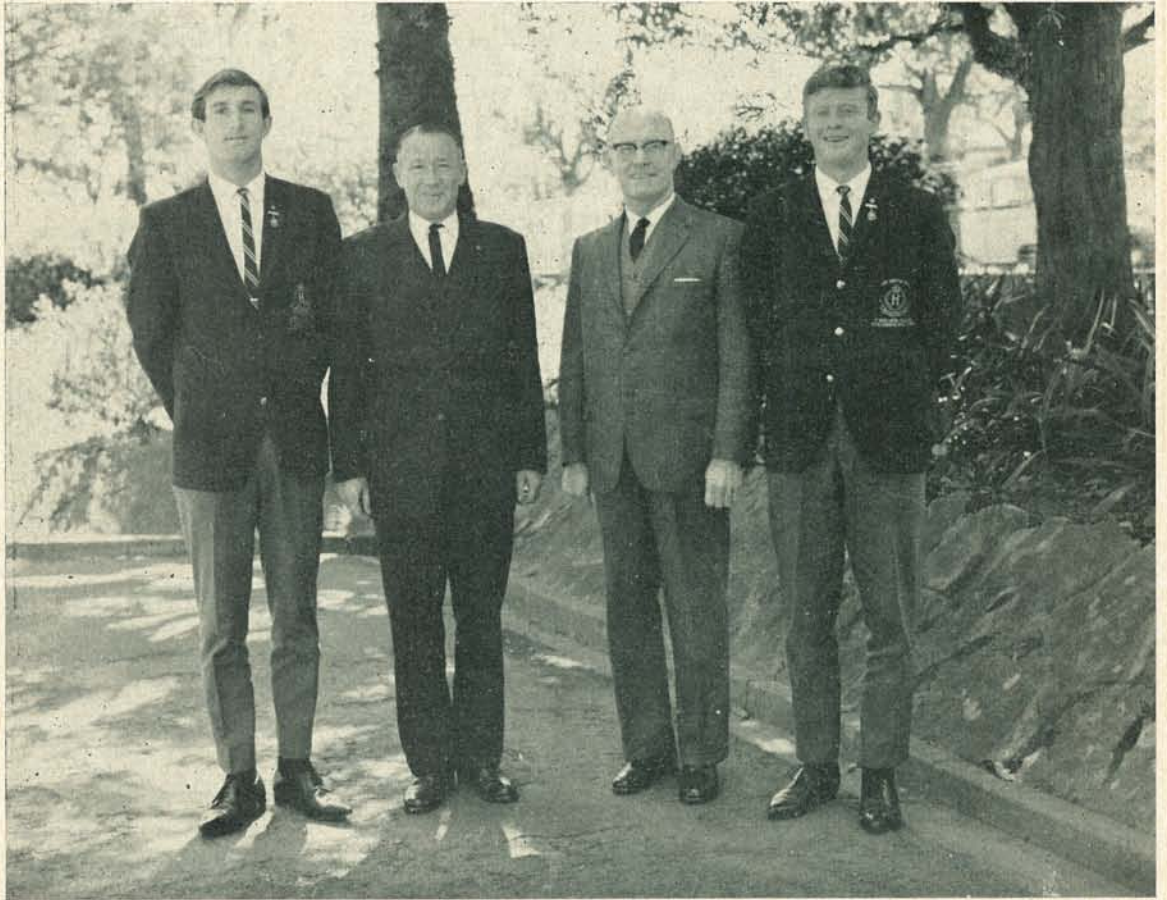
We can only hope that the position will improve greatly during next year, we can only hope that the staff will remain loyal and dedicated and we can only hope that we have the sympathy and understanding of the parents of our pupils.

It is very evident that the school and its grounds are in urgent need of repair — it is also very evident that we are in dire need of specialist accommodation to cope with six forms. We know that the improvements suggested for our school involve finance but we cannot remain resigned to this state of affairs.

This is a school with a fine tradition — with a fine record in both academic and sporting spheres. It then behoves all those interested in its future to be vocal in a big way regarding its immediate needs.

Only a concerted effort in 1967 by parents, old boys and other interested groups can remedy the situation and enable us to give this new system of education the "real trial" which is so deservedly its due.

K. J. MYERS.



D. HASSALL (School Captain); Mr. K. MYERS (Principal); Mr. H. BROWN (Deputy Principal), and P. BILBE (Vice-Captain).

EDITORIAL

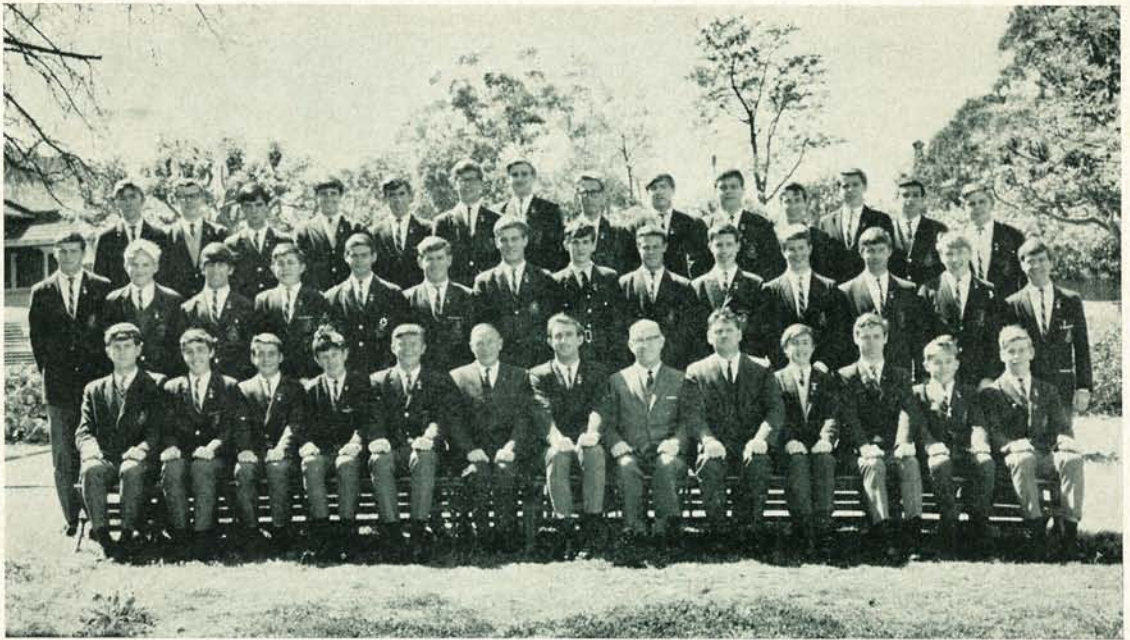
Today, in our changing day and age, as we progress to greater social, scientific and sporting heights, a greater emphasis is being placed on citizenship. As students of Homebush Boys' High we should set our aims so as to further our mental and physical activities in a way that it will benefit our community in the future.

Only a small percentage of the students of Homebush leave with the honour of attaining maximum leaving passes or C.H.S. sporting blues. These boys most probably will go further on in life to become leaders in our community. But it will be the average student who will form the nucleus of his community and on whom his fellow citizens will rely.

School in itself is a community which we should all serve. This can be attained by serving our fellow students and by taking a willing interest in the school itself, both academic and sporting. Each student has a certain responsibility in the school and if he fails to carry out this responsibility then the community's spirit is dealt a mortal blow. For the student who enters actively into the life of the school, the experience gained and the satisfaction of taking part in a successful community effort are of outstanding value.

You, as a student, don't have to excel in sporting or educational attainments to contribute to the well-being of the school. "It is well to remember that what you gain from the school is determined by the interest and effort you are prepared to give it." You must have pride, and to show this pride one must show outwardly by keeping a high standard of dress, attitude, behaviour and a willingness to help your teacher and fellow student in any possible way. Only by doing so can we be sure that we will be able to serve our community in every possible way.

—DAVID HASSALL, School Captain.



THE PREFECTS, 1966

THE SCHOOL PREFECTS

The office of school prefect brings both great responsibility and great honour to a boy. He is responsible for setting a good example for the rest of the boys of the school. He must use his authority with discretion, for he must bear in mind that the boys he speaks to may, in future, be prefects themselves.

This year's prefects have carried out their duties well and have lived up to the standard set in previous years. They have given up their time (and in senior years this means a great deal) to help the school and to make the job of discipline in the school easier, and they have assisted at such functions as the Music and Drama Festival. Some have also brought honour to the school in sporting and academic fields.

A prefects' dinner was held during the year and our thanks must go to the Ladies' Auxiliary for their excellent catering on this and many other occasions, and we must also extend our thanks to the guest speaker for his interesting and entertaining talk.

Mr. Stewart, our prefects' master has, throughout the year, been always ready with sound advice for us and has been interested in each one of us, and I would like to give him our sincere thanks for the excellent job he has done.

—J. DAVIDSON, Senior Prefect.

SCHOOL DIRECTORY

THE STAFF

Principal :	K. J. Myers, B.Sc.
Deputy Principal :	H. W. Brown, A.S.T.C. (Mech. Eng.)
English Master :	I. F. Stewart, B.A.
Mathematics Master :	G. C. H. Pavel, B.A., B.Ec.
Science Master :	M. O. Davies, B.Sc.
Languages Master :	H. F. Evans, B.A., Dip.Ed.
Commercial Master :	R. A. Duncan, B.A., B.Ec.
Manual Arts Master :	E. C. Dicker, A.S.T.C. (Man. Arts)
Special Master :	M. E. Dasey, B.A.

DEPARTMENT OF ENGLISH

Mrs. A. Ellison, B.A., Dip.Ed.; B. L. Fitzgerald; F. N. Gunther, B.A.; T. J. Hore, B.A., Dip.Ed.; C. H. Kelaher, B.A.; F. McKone, B.A., Dip.Ed.; T. M. O'Leary, B.A.; J. J. Sequeira, B.A.(Hons.), Dip. Ed.; Mrs. F. Attwill, B.A., Dip.Ed.

DEPARTMENT OF MATHEMATICS

G. E. Bushell; R. J. Clarke, B.A.; E. L. Cook, B.A.; J. E. Moore, B.A.; K. F. O'Donnell; H. E. Quail, B.A.; P. B. Sponberg.

DEPARTMENT OF SCIENCE

I. Castell-Brown, B.A.; M. Curran, B.Sc(Gen.); F. E. J. Gillogley, B.A.; E. S. Hardinge, B.Sc., Dip.Ed.; T. M. Hennessey; D. K. Hughes, B.Sc., Dip.Ed.; D. W. Magoffin, B.A.; W. H. Reading.

DEPARTMENT OF LANGUAGES

Miss J. Hartnett, B.A., Dip.Ed.; W. A. Parr, B.A.; Miss E. M. Perrin, B.A.; H. Webster, B.A., Dip.Ed.

DEPARTMENT OF COMMERCE

J. Borden, B.A.; T. P. Deamer, B.A., Dip.Ed.; G. W. Hilton, B.Ec., Dip.Ed.; A. H. Neal, B.Ec.; Miss S. C. Willis; D. A. Yardy, B.A.

DEPARTMENT OF MANUAL ARTS

A. A. Crabtree; H. J. C. Harrison, A.S.T.C. (Man. Arts); R. C. Johnson; C. Pears; L. V. Seagrott; G. J. Walton.

Art : J. R. McInerney; P. Milton, A.S.T.C.

Music : Mrs. J. M. Lalchere, A.Mus.A., L.Mus.; Miss L. J. Pater, A.Mus., D.S.C.M.

Physical Education : J. E. Mason, D.P.E.; F. H. Ricketts, D.P.E.

School Counsellor : Miss M. P. Murray, B.A., Dip.Ed.

School Secretaries : Mrs. B. M. Ferguson; Mrs. F. N. Keating

Laboratory Assistant : Mrs. T. Hillman

Librarian : Mrs. F. Attwill, B.A., Dip.Ed.

Careers Adviser : C. H. Kelaher, B. A.

Sportsmaster : J. E. Mason, D.P.E.

Assistant Sportsmaster : W. A. Parr, B.A.

Prefects' Master : I. F. Stewart, B.A.

Master in Charge of Textbooks : E. L. Cook, B.A.

Master in Charge of School Shop : J. E. Moore, B.A.

School Magazine Editor : J. J. Sequeira, B.A.(Hons.), Dip.Ed.

Business Manager : H. Webster, B.A., Dip.Ed.

School Cadets : Capt. T. M. Hennessey; Cap. C. H. Hunt; Lieut. M. Curran; C.U.O.'s G. Anderson, G. Sollom, P. Bilbe.

Air Training Corps : F/Lt. A. T. Howland; F/Lt. J. E. Penman; F/Lt. L. K. Gregory; P/O. L. V. Seagrott; C.U.O.'s A. Martin, A. Flett.

1965

Promotion: Mr. B. Morris, Deputy Principal Merrylands H.S.; Mr. P. Macleod, English Master Arthur Phillip H.S.; Mr. J. Butler, Acting Commerce Master Westfields H.S.; Mr. J. O'Grady, Acting Science Master Richmond River H.S.

Transfer: Mrs. H. Single, Normanhurst B.H.S.; Mrs. G. Walsh, Telopea Park H.S.; Mr. K. Blackburn, Ryde H.S.; Mr. D. Leake, Sydney Teachers' College.

Married: Miss J. Grout (Mrs. Lalchere); Mr. R. Clarke.

Retired: Mr. F. McDonald; Mr. D. Austin.

Resigned: Mrs. L. Hovath; Mr. C. Coates; Mr. C. Harkins.

1966

Married: Miss A. Driver (Mrs. Ellison); Mr. G. Walton.

Retired: Mr. F. Gillogley.

Resigned: Mr. T. Deamer.



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or any Branch Manager.

ACADEMIC PRIZE LIST

Fifth Year, 1965

- | | |
|---|---|
| <p>1. First in Year; First in Maths II; the Rodgers Prize for First in French; First in Chemistry; the Anthony Hamilton Prize for Science and Maths (shared); Greening Prize and Ladies' Auxiliary Trophy for Dux of School Roger Craig</p> <p>2. Second in Year; Equal First in English; First in Maths I; First in Physics; First in Geography; the Anthony Hamilton Prize for Science and Maths (shared); the Captain's Prize; the P. & C. Trophy for Outstanding Boy in School William Laing</p> <p>3. Third in Year; First in History; First in Maths III; First in Latin; the John Tierney Literary Award — Senior Robert White</p> <p>4. Best French Honours Student Jeff Cayzer</p> <p>5. For Equal First in English John Shepherd</p> | <p>6. First in General Maths Trevor Blundell</p> <p>7. First in German Ion Alexander</p> <p>8. First in Com. Physics and Chemistry William Callister</p> <p>9. The Johnson Prize, First in Economics Donn Eagleson</p> <p>10. The Hemingway Robertson Prize, First in Accountancy David Harris</p> <p>11. First in Des. Geometry Lawrence Hayes</p> <p>12. First in Music and for Meritorious Service David Sayers</p> <p>13. The RSSAILA Prize for All-round Merit Greg Bell</p> <p>14. The Lidcombe Rotary Prize for Service and Scholarship Peter Buttery</p> |
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LEAVING CERTIFICATE PASSES, 1965

Subject Code Key:

1. English; 2. Modern History; 3. Ancient History; 4. Economics; 5. Geography; 6. French; 7. General Mathematics; 8. Mathematics I; 9. Mathematics II; 10. Mathematics III; 11. Applied Mathematics; 12. Latin; 13. Greek; 14. German; 15. Hebrew; 16. Italian; 17. Russian; 18. Chinese; 19. Japanese; 20. Dutch; 21. Physics; 22. Chemistry; 23. Combined Physics and Chemistry; 24. Geology; 25. Botany; 26. Biology; 27. Physiology and Hygiene; 28. Agriculture; 29. Sheep Husbandry and Wool Science; 30. Accountancy; 31. Music Theory and Practice; 32. Music Theory and Practice Board Course; 33. Music (New Syllabus); 34. Art; 35. Home Economics; 36. Descriptive Geometry and Drawing; 37. Woodwork; 38. Metalwork; 39. Farm Mechanics; 40. Theory of Music; 41. Needlework.

The absence of a letter next to the subject numeral indicates that the candidate gained a B pass in the subject.

An A indicates a pass at A standard, while H2 or H1 denotes a pass with second or first-class honours respectively.

The letter x immediately following the subject symbol or grade of pass denotes that a pass has been secured in the oral tests in French, Italian, Russian or Dutch.

The letter p following the subject number or grade of pass indicates that a pass has been secured in the Special Practical Test in Music.

Ahlstrom, D. A. 1 8 9 14 21A 22H2
 Alexander, I. S. 1A 8H2 9A 14A 21A 22H1
 Allerton, R. W. 1 4 6Ax 8A 9 22
 Amosoff, V. 1A 8H2 9A 17A 21A 22A
 Anderson, P. F. 1A 2 4A 5H1 10 30
 Andrews, B. F. 1A 5 8 9 22
 Baker, N. W. 1 5A 8H2 9A 21A 22
 Beard, G. M. 1A 2A 4 5A 7 23
 Bernstein, M. 1 6x 8 9 21 22
 Blackshaw, S. F. 1A 4 5A 23
 Blundell, T. T. 1 2 5H1 7 23 30A
 Boland, R. A. 1A 5H1 8 9 21 22
 Brown, G. H. 1 5 8 9
 Bullot, R. E. 1A 6x 8A 9A 21 22
 Burcher, R. J. 1 5H2 6 7 14
 Burgess, R. 1H2 2H2 4A 8 9 23
 Buriak, G. 1 2 4A 8 9 23
 Buttery, P. E. 1A 6A 8A 9A 21H1 22A
 Callister, W. H. 1 6Ax 8H2 9A 12A 23H1

Cannon, J. L. 1A 2 8 9 21 22
 Carpenter, D. K. 1 2 7 30
 Cawley, R. O. 1A 6 8 9A 21 22
 Cayzer, J. F. 1A 2A 6H1x 7 12A 22
 Chen, N. 1 6 8H1 9A 21A 22
 Chow, K.-S. E. 1A 8H2 9A 18A 21A 22A
 Clarkson, B. J. 1A 2 4 5 30
 Coles, D. 1 5H1 8 9 21 36
 Conway, D. B. 1 6x 8 9 21 22
 Countouris, P. 1A 2 4 6 7 23
 Craig, R. W. 1A 6Ax 8H1 9A 21A 22H1
 Crosby, I. J. 1A 2 4 5 10
 Davidson, R. J. 1 2 4 5 7
 Dobbs, I. W. 1A 5H1 8 9 21 22
 Dobbs, K. O. 1 4 5 8 9
 Eagleson, D. J. 1A 2A 4A 8 9A 23
 Faulkner, C. R. 1 2 8 9 22
 Fieldhouse, C. H. 1 2 4A 5 10
 Finlay, P. J. 1 2 4 5 30
 Fisher, P. R. 1 4A 6 8 9 23
 Flaxman, B. E. 1A 4 5 8 9 30
 Fleeton, D. 1 2 4A 8 9 23
 Flint, R. S. 1 5 8 9 21 36A
 Ganin, M. T. 1 8A 9A 17Ax 21A 22A
 Garrick, K. C. 1A 5H1 8 9 21A 22A
 Gay, D. J. 1A 2 4A 5 30
 Gibbins, J. P. 1A 4 5A 9 30
 Golder, R. K. 1 4 5 7 30A
 Green, N. B. 1 2 4 30
 Haines, P. W. 1 5 8A 9A 21 22A
 Hallagan, N. R. 1A 5H2 8A 9A 21A 22
 Hankinson, A. J. 1 2 8 9 23
 Hankin, R. J. 1A 5 8 9 21 36A
 Hanlin, P. S. 1 4 7 14 23
 Happ, A. J. 1 6 8A 9 21A 22
 Harris, D. F. 1 2 4 30
 Hawdon, A. R. 1 5 8 9A 21 22
 Hayes, L. G. 1 4 5 10 23 36A
 Heggarty, G. E. 1 5 8A 9A 21 22H2
 Hincksman, W. J. 1 2 4A 5
 Holmes, P. 1A 2A 4 6 7A
 Howlett, P. P. 1 2 4A 23
 Humphreys, R. 1 2 4H1 5 7 30A
 Hunt, J. S. 1 6 8 9A 21 22
 Hyde, P. C. 1A 5 8 9 21 22
 Ibbett, G. J. 1A 2 4A 8 9 23
 James, D. T. 1A 2 6Ax 10 23
 James, K. J. 1 4 5 10A 14 23
 Jamieson, J. P. 1 2 4A 23

Jaul, M. 1A 8H2 9A 14H1 21A 22
 Johnson, D. C. 1A 6 8A 9A 21H1 22H1
 Johnson, P. C. 1A 2A 4H1 22
 Johnston, R. M. 1 4 5 8 30
 Kennedy, J. W. 1 2 4A 23
 Knowles, W. G. 1 2 5 6
 Krooglik, W. I. 1 5 8 9A 21 22A
 Krupka, T. 1 8 9 14 21 22
 Laing, W. P. 1A 5H1 8H1 9A 21A 22A
 Lalor, P. R. 1A 6 8 9 21 22
 Le Roy, S. W. 1 6 8A 9A 23 36
 Lee-Fatt, R. L. 1 4 5 8 9
 Leonov, V. 1A 8H2 9A 12A 21A 22A
 Letherbarrow, R. C. 1 2 8 9 21 22
 Leung, K. M. 1 8H2 9A 18 21 22
 Lill, W. J. 1 8A 9 14 21 22H1
 Liu, B. 5 8 9A 21
 Lofts, T. L. 1 2 8 9 21 22
 Logounov, G. 1 8A 9 17Ax 21 22
 Loxley, L. D. 1 5 8 9A 21 36A
 Lyons, A. D. 1A 6x 8A 9A 21A 22
 MacCarthy, B. E. 1A 6Ax 8H2 9A 21H1 22A
 Mayne, W. McD. 1A 2 8 9 21A 22
 Michell, W. R. 1 8H1 9A 14 21A 22H2
 Mitchell, G. J. 1 8A 9 12 21 22
 Morgan, D. R. 1A 2 4 6
 Morgan, N. P. 1 2 4 6 7 30
 Morgan, R. J. 1A 2A 4 5 23
 Murray, R. J. 1A 6 8A 9 21A 22A
 Ng, H. K. 1 8A 9 18 21 22
 O'Brien, C. 1 2 4A 5A
 O'Keefe, P. W. 1 8 9 21 22
 Owen, D. L. 1 6x 8A 9A 21A 22
 Paine, P. J. 1 5A 8A 9A 21 22A
 Perrin, K. J. 1A 2A 6Ax 10 12A 23A
 Powell, C. D. 1 2 4A 8 9 30A
 Price, G. R. 1 6 8 9 21 22
 Raush, N. 1A 8H2 9H2 12A 21A 22A
 Reimer, J. H. 1A 2A 4A 5 7 23
 Rigby, A. J. 1A 4 5 6 7
 Roberts, E. J. 1A 4A 5A 10A 14 23A
 Rowe, C. K. 1A 5 8 9 21 22
 Rutkauskas, R. T. 1 2 5A 23
 Sayers, D. T. 1 5 7 33 36
 Shepherd, J. A. 1A 6Ax 8H2 9H2 21A 22
 Sloggett, S. A. 1 8H2 9H2 12A 21A 22A
 Smith, L. H. 1 2 4 5
 Sutherland, R. J. 1A 4 8 9 30A
 Symond, J. J. 1 2 4 5 7 23
 Talbot, G. J. 1A 5H2 8 9 21 22
 Tan, B. S. 1 5A 9 22
 Thomas, D. S. 1 5 8 9 21 22
 Thorley, R. J. 1 2 8A 9 21 22
 Trantum, W. G. 1 4 8 9 21
 Travers, J. M. 1A 2 4A 7 23
 Vaughan, J. E. 1 5 9 21 22A
 Vturin, D. 1 4 8 9 17Ax 23A
 Waugh, B. L. 1A 2 6 10 21 22
 Waugh, D. B. 1A 2A 6 10A 21 22
 Weiss, D. I. 1 6 8A 9A 21 22
 White, R. S. 1H2 2H2 6Ax 10A 12A 23A
 Wiggins, T. M. 1A 8 9 21
 Wilson, D. N. 1 5H2 6 10A 14 23
 Wilson, P. R. 1A 5 9 22
 Windsor, I. R. 1 4A 5 6 7 23A
 Wong, H. 1 8 9 18 22
 Wong, S. W. 1 8A 9 18 21 22

SCHOOL CERTIFICATE PASSES, 1965

Subject Code Key and Grade of Results:

1. English; 2. Science; 3. Mathematics; 4. Social Studies; 5. Geography; 6. History; 7. Commerce; 8. Art; 9. Needlework; 10. Home Science; 11. Technical Drawing; 12. Metalwork; 13. Woodwork; 14. Farm Mechanics; 15. Agriculture; 16. Music (Secondary Schools Board); 17. Music (Australian Music Examinations Board); 18. Ceramics; 19. Weaving; 20. Art Metalwork; 21. Graphic Arts and Bookbinding; 22. Bookcrafts and Leathercraft; 23. Sheep Husbandry and Wool Science; 24. French—Paper I; 25. French—Paper II; 26. German—Paper I; 27. German—Paper II; 28. Latin; 29. Greek; 30. Russian; 31. Dutch; 32. Hebrew; 33. Chinese; 34. Japanese; 35. Italian.

The letter 'a' indicates a pass at Advanced Level.

The letter 'c' indicates a pass at Ordinary (Credit) Level.

The absence of a letter next to the subject numeral indicates that the candidate passed at Ordinary Level.

Allen, R. P. 1 2c 3 7
 Allison, J. A. 1 2 3 8 12
 Anderson, G. I. 1c 2a 3c 6a 7a
 Armfield, I. D. 1c 2a 3 6a 7c 24a
 Ashworth, I. G. 1 2c 3c 6a 7a
 Baker, D. N. 1 3c 5c 11c 13 25c
 Bateman, R. M. 1 3 6a 7a
 Baxt, R. B. 1 2a 3c 6a 7a 26a
 Beck, R. E. 1c 2a 3a 5a 17a 24a 26a
 Benson, D. H. 1a 2a 3a 6a 24a 28a
 Berkeley, C. P. F. 1a 2a 3 6a 25a 27a
 Bilbe, P. R. 1a 2a 3a 5a 11a 13c 24a
 Bird, R. L. 1c 2a 3a 5a 8c 11a 27a
 Bolt, R. H. 1c 2 3 5
 Booth, C. J. 1 2c 3 6c 7a 25
 Boyle, J. B. 1 2c 3 6a 7c 8
 Bramley, K. J. 1 3 11 13
 Bray, G. T. 1c 2 3c 6a 7a 24a
 Buck, P. S. 1 2c 3 5c 7c
 Burtonwood, L. 1 2a 3c 6a 25 28a
 Busby, L. C. 1 2a 6a 7c 25
 Buttery, D. A. 1 2 3 5c
 Callister, G. W. 1c 2a 3a 5c 11c 12a 27a
 Callister, R. G. 1c 2c 3a 5c 11c 12a 27a
 Cameron, M. R. 1 2c 3 12a
 Carpenter, J. W. 1 2c 3c 6a 7a 25
 Carpenter, R. M. 1 2c 3 6c 7c
 Charlton, M. J. 1c 2c 3c 5 8a
 Chenery, R. C. 1c 2a 3c 5c 7c 25
 Christensen, D. 1a 2a 3c 6a 11a 13c 27a
 Churchill, A. V. 1 2a 3a 5a 7a 24c
 Clegg, G. A. 1 2a 5a 25 28a
 Coates, J. D. 1a 2c 3 6a 25
 Cooke, M. R. 1 2c 3c 6c 7c 25
 Coote, A. I. 1a 2a 3a 5a 11a 13c 24a
 Coram, A. J. 1 3 6c 7
 Costello, P. J. 1a 2a 3c 5a 25c 27a
 Cox, D. R. 1a 2 3c 6a 24a 28a
 Crawley, R. 1 2 3 5a 11
 Creswick, M. J. 1c 2a 3c 6a 25 28a
 Cunningham, G. S. 1 2a 3 5 11c 12a
 Darke, K. A. 1c 2 5a 8c 25
 Davidson, J. 1a 2a 3a 6a 24a 28a
 Dewar, I. R. 1 2 3 11c 13 25
 Dickson, K. R. 1 2 3 5a 11c 13c
 Dillon, J. 1c 2c 3c 6c 7a 25
 Durham, W. A. 1c 2c 3 6c 7a 25
 Egan, J. R. 1a 2a 3c 5a 7a 24a

Engel, C. 2a 3c 11c 12c 30c
 England, P. C. 1c 3c 5c 25 27a
 Flett, A. R. 1a 2a 3a 5a 11a 12a 24a
 Fogarty, J. B. 1c 2c 3c 6c 25 28a
 Fox, J. R. 1 2c 3 6a 7 25
 Freshwater, M. L. 1c 3 6a 7
 Gardiner, J. V. 1c 2a 3 6a 8c 11a
 Gardner, F. M. 1c 2c 3 5 7c 25
 Gardner, G. L. 1 2c 3 5 7 8
 Graham, D. 1a 2a 3c 5a 25c
 Graham, K. L. 1c 2a 3c 6a 25a 27a
 Grant, G. J. 1 3c 5 11c 12c
 Green, R. J. 1 2c 3 6c 7
 Gregory, A. E. 1 5 8 11c
 Griffin, G. R. 1a 2a 3c 6c 25 27a
 Grove, P. W. 1c 2c 3c 5c 11a 12
 Hall, J. H. 1c 2a 3 5a 8a 12c 25
 Harris, G. L. 1 2c 3 6c 7
 Hartnett, R. W. 1c 2c 3a 6c 8 24a
 Haskell, K. J. 2c 3c 6 7c
 Hassall, D. J. 1c 2c 3c 5a 11c 13c
 Hawke, G. A. 1a 2a 3c 6 25c 27a
 Hearne, J. L. 1 2 3 6c 7a 25a
 Hewitt, I. R. 1 2 3 7c 25c
 Howe, R. J. 1c 2a 3a 5a 7a 24a
 Howells, T. J. 2a 3 5a 11c 12c 24a
 Howie, R. N. 1a 2c 3c 6a 17a 25a 28a
 Humphreys, G., 1c 2c 3 5c 7c 8
 Hutchinson, N. D. 1a 2a 3a 5a 24a 26a
 Johnston, R. D. 2c 3 5c 7c 24
 Jones, G. W. 1 2c 3c 5a 11a 12a 25c
 Jordan, W. P. 1a 2a 3a 5c 8a 11a 24a
 Kay, D. J. 2a 3 5c 24a 28a
 Keighran, C. R. 2 3 6 25
 Kennedy, A. H. 1c 2 3 5 13 25a
 Kennerson, G. L. 1 2a 3c 5c 7a 24
 Kilpatrick, R. J. 1 2c 3c 5 11c 13c 25
 King, R. A. 1 2 3 5 11c 25
 Kirchen, N. B. 1 2c 5 11 13c
 Kitching, I. R. 1c 3 5a 11c 12
 Knight, J. S. 1a 2a 3 6a 25a 27a
 Knowles, G. S. 1c 2a 3c 5a 8a 25
 Konakoff, B. P. 1c 2c 3c 5c 13c 25 30c
 Konstantinow, E. 1a 2c 5a 25a 26a 30a
 Laing, B. 1a 2a 3c 5a 25a 26a
 Lang, D. 2c 3c 11a 12c 26c
 Learmonth, P. R. 1 2 5 11c 13
 Lemcke, B. G. 1c 2a 3a 5a 11a 12a 24a
 Lewis, R. E. 2c 3 5c 25c 27c
 Liddell, T. G. 1 3 6 7c 25c
 Lindsay, R. J. 1a 2a 3a 6a 24a 28a
 Logan, R. M. C. 1c 2c 3c 5 11c 12c
 Logounov, S. A. 1c 2a 3a 6a 25c 28a
 Long, A. F. 1 2c 3c 6a 7c 24a
 Ma, D. 1 3c 5 33c
 Maitland, J. R. 1a 2a 3 6a 8a 11 25a
 Mansfield, D. R. 1c 2a 3c 5a 8 11c 13a
 Marsh, R. E. 1 2c 6 7
 Martin, A. M. 1a 2a 3a 6a 24a 28a
 Maynard, C. B. 1c 2 3 5a 11 13 25
 McDonald, C. W. 1c 2c 3 11
 McKenzie, R. R. 1 2c 3c 5c 7c 25
 McMahon, B. P. 1c 2c 3 5c 7 25
 Mercer, D. A. 1c 2c 3c 5a 24c 28a
 Mills, A. L. 1 2c 3 5a 25
 Moore, B. L. 1 5 11 13c
 Mullan, B. 1c 2a 3 6c 25c
 Murphy, G. C. 1 2c 3c 7
 Nagel, T. H. 1 2c 3c 5 7c 24a
 Nelson, D. 2c 3c 6a 7a 25a
 Nesbitt, C. G. 1c 2c 3c 5c 25
 Nichols, K. W. 1c 2c 3c 5a 8c 11a 25
 O'Hara, B. L. 1 2 5 13
 Oyston, B. 1 2a 3a 5a 11 12 25c
 Peetz, G. S. 1a 2a 3a 6a 24a 28a
 Pemberton, J. K. 1c 2c 3c 5 8 13
 Penderigh, P. R. 1 3 6 25
 Perry, J. C. 1c 2a 3c 5a 11a 13a 25
 Pettigrew, A. G. 1a 2a 3a 5a 17a 24a 28a
 Pigott, W. R. 2c 3c 6a 7a 25a
 Podolakin, W. 1a 2a 3a 5a 11a 12a 25a
 Poppleton, S. J. 1c 2a 3 6a 25a 28a
 Randell, M. J. 1a 2a 3 6a 25 28a
 Reaoch, I. L. 2c 3 6c 7 25
 Reddel, J. K. 1 2a 3c 5a 11a 12a 25
 Redfern, D. 3 5c 11 25
 Rose, I. A. 1a 2a 3a 5a 7a 24a
 Rosevear, G. A. 1 2 3c 6c 7c 25
 Sandstrom, K. J. 1 2c 3 5 13c
 Scales, G. R. 1c 2c 7 25
 Scarlett, P. E. 1 2c 3 5c 7c
 Shehovych, B. M. G. 1a 2a 3a 5a 24a 26a
 Shield, P. 1 2 3c 5 11c 13c
 Shipton, B. J. 1c 3 7 25
 Shlepov, V. 3c 5 7c 30
 Silcocks, L. R. 1 3 6c 7c
 Simpson, D. P. 1a 2a 3c 5c 24a 28a
 Smith, K. D. 1c 2 3c 6c 8a 11a
 Sollom, G. R. 1c 2c 3 6c 11a 12
 Staniland, B. G. 1c 2c 3c 6a 7a 25
 Stanton, R. W. 1c 2c 3c 5c 7a 25
 Stanton, R. M. 1c 2c 3 6c 7 25c
 Stephen, L. J. 3 5 11 16
 Stewart, I. T. 1 2a 3a 5c 11a 13c 24a
 Stiel, D. 1a 2a 3a 6a 24a 28a
 Stuart, P. C. 2a 3a 5a 11a 12a 24a
 Sweet, J. L. 1 2 3 5 13
 Talbot, W. H. 1c 2c 3c 5a 25 28a
 Taylor, A. E. 1 3 5 7
 Thomas, P. J. 1c 2c 3 5
 Thomson, M. B. 1a 2a 3 6a 8a 11c 25
 Tyson, A. G. 2c 3 6a 7a 25c
 Venczel, T. E. 1 2c 3 5 24a
 Walsh, G. V. 1 2a 3c 5 7 24a
 Wearne, G. T. 1c 2 3c 6a 7a 25
 Webb, L. D. 1c 2a 3c 6a 25c 28a
 Westcott, R. J. 1c 2a 3c 5a 7a 24a
 Wheatley, D. J. 1 2c 3c 5c 7
 Wheatley, R. G. 1c 2c 3 5a 11c 12
 White, I. H. 2c 3c 5c 7a 25
 Wickes, P. 1 2c 3 5
 Williamson, R. B. 2 3c 5 11c 12
 Withnell, R. J. 1c 2a 3 5a 8a 11a
 Wolf, L. N. H. 1a 2 3c 6a 7a 25c

COMMONWEALTH SCHOLARSHIPS

Ahlstrom, D. A.; Alexander, I. S.; Amosoff, V.; Anderson, P. F.; Baker, N. W.; Bullot, R. E.; Burgess, R.; Buttery, P. E.; Callister, W. H.; Cayzer, J. F.; Chen, N.; Craig, R. W.; Eagleson, D. J.; Ganin, M. T.; Garrick, K. C.; Jaul, M.; Laing, W. P.;

Leonov, V.; Lill, W. J.; Lyons, A. D.; McCarthy, B. E.; Mitchell, W. R.; Murray, R. J.; Owen, D. L.; Paine, P. J.; Perrin, K. J.; Rausch, N.; Reimer, J. H.; Roberts, E. J.; Shepherd, J. A.; Sloggett, S. A.; White, R. S.

TEACHERS' COLLEGE SCHOLARSHIPS

Ahlstrom, D. A.; Allerton, R. W.; Baker, N. W.; Beard, G. M.; Blundell, T. T.; Boland, R. A.; Bullot, R. E.; Burgess, R.; Buriak, G.; Buttery, P. E.; Callister, W. H.; Cayzer, J. F.; Craig, R. W.; Dobbs, I. W.; Eagleson, D. J.; Garrick, K. C.; Hallagan, N. R.; Happ, A. J.; Holmes, P.;

James, D. T.; Johnson, D. C.; Johnson, P. C.; Krooglik, W. I.; Laing, W. P.; Leonov, V.; Lill, W. J.; Lyons, A. D.; MacCarthy, B. E.; Mayne, W. Mc.; Paine, P. J.; Perrin, K. J.; Reimer, J. H.; Roberts, E. J.; Shepherd, J. A.; Sloggett, S. A.; Waugh, D. B.; Weiss, D. I.; White, R. S.

Fourth Form, 1965

15. First in Form; First in Maths; Equal First in French **James Davidson**
 16. Second in Form; First in English; First in Latin; Equal First in French **Robert Lindsay**
 17. Third in Form; First in Tech. Drawing **Barry Lemcke**
 18. First in Science **Neil Hutchinson**
 19. First in History **Geoffrey Peetz**
 20. First in Geography; First in German **Barry Laing**

21. First in Art **John Maitland**
 22. First in Commerce; the Burwood Rotary Prize for Outstanding Boy in Fourth Form **Ian Rose**
 23. Equal First in Woodwork **John Perry**
 24. Equal First in Woodwork **Anthony Coote**
 25. First in Metalwork **Peter Stuart**
 26. The Lidcombe Rotary Prize for Service and Citizenship **Alan Pettigrew**

Third Form, 1965

27. First in Form III; First in Maths; First in History; First in French **Peter Williamson**
 28. Second in Third Form; First in Science; First in German; First in Commerce **Chris Affecht**
 29. Third in Form III; First in Latin; Lidcombe Rotary Prize for Service and Citizenship **Robert Kass**
 30. First in English **John Druery**
 31. First in Geography; First in Woodwork **Paul Westcott**

32. First in Music **Kenneth Barnett**
 33. First in Tech. Drawing **Robert Scott**
 34. First in Metalwork **Roy Hunter**
 35. First in Art **Alan Butler**
 36. First in Social Studies **David Collins**
 37. John Tierney Literary Award — Junior **Richard Coady**
 37a. For Service **George Zantis**

Second Form, 1965

38. First in Form; First in English; First in Geography **Nestor Figol**
 39. Second in Form; First in German **Paul Harris**
 40. Third in Form **Gary Morphett**
 41. First in Mathematics **Robert Aston**
 42. Equal First in French; First in Science **Rodney Rust**
 43. First in History **Stephen Lewis**
 44. Equal First in French; First in Latin; Lid-

combe Rotary Prize for Service and Citizenship **Naum Noman**
 45. First in Music **Bruce McFadyen**
 46. First in Commerce **David Liddell**
 47. First in Tech. Drawing **Kenneth Sherwood**
 48. First in Woodwork **Michael Koryzma**
 49. First in Metalwork **Alfred Weekes**
 50. First in Art **Russel Armstrong**
 51. First in Class 2F **Chris Hawkins**
 52. Second in Class 2F **Gary Burns**
 53. Third in Class 2F **John Attlee**

First Form, 1965

54. First in Form; First in Science; Equal First in Social Studies; Equal First in Art; Equal First in Music **William Watkins**
 55. Second in First Form **Ain Korgvee**
 56. Third in Form; Equal First in Art **Gordon Tench**
 57. First in English **Alan Hancock**
 58. First in Maths **Gary James**
 59. Equal First in Social Studies **Philip Hunter**
 60. Equal First in Social Studies **Alex Mazur**

61. Equal First in Art **John Cox**
 62. First in Craft **Richard Dillon**
 63. Equal First in Music **Gregory Evans**
 64. Equal First in Music; Equal First in Linguistics **John Oyston**
 65. Equal First in Linguistics **Neville Rowe**
 66. The Lidcombe Rotary Prize for Service and Citizenship **Phillip Nesbit**
 67. First in Class 1F **James Wright**
 68. Second in Class 1F **Alan Evans**
 69. Third in Class 1F **Robert Wylie**

BOARD OF SENIOR SCHOOL STUDIES

Higher School Certificate Examination, 1967

Prescriptions for Study

THE following texts have been set for study in connection with the Higher School Certificate Examination, 1967:

English

FIRST LEVEL

FORM VI

(i) POETRY. Four poets are to be studied (in selection) from the following list:

Chaucer: *The Pardoner's Tale* (excluding the prologue to it). If the text is cited in the examination paper, it will be that of *The Canterbury Tales*, ed. D. Cook (Doubleday Anchor Books).

Donne: *The Good-Morrow, The Sunne Rising, The Anniversarie, The Apparition, A Valediction: forbidding mourning*. 'At the round earth's imagin'd corners, blow', 'Death be not proud . . .', 'Batter my heart, three person'd God . . .', Satyre: *Of Religion, Hymne to God my God, in my sickness*.

If any text of Donne is cited in the examination paper, it will be that of *The Metaphysical Poets*, ed. Helen Gardner (Penguin).

Milton: *Paradise Lost*, Books I and II. No edition is prescribed, but if the text is cited in the examination paper, it will be that of the Oxford Milton, ed. Helen Darbishire (Oxford Standard Authors).

Pope: *The Rape of the Lock, Moral Essays IV: Epistle to Burlington, An Epistle to Dr. Arbuthnot*.

Hopkins: *God's Grandeur, Hurrahing in Harvest, Pied Beauty, Carrion Comfort*. 'No worst there is none . . .', 'I wake and feel the fell of dark . . .', 'Thou art indeed just, Lord, if I contend', *The Windhover, Spring and Fall, 'As kingfishers catch fire, dragonflies draw flame'*.

T. S. Eliot: *The Love Song of J. Alfred Prufrock, Preludes, Rhapsody on a Windy Night, The Hollow Men, Journey of the Magi, Portrait of a Lady*.

(ii) NOVEL. Four to be chosen from:

Fielding: *Joseph Andrews*.

Jane Austen: *Emma*.

Hardy: *Tess of the d'Urbervilles*.

Mark Twain: *Huckleberry Finn*.

D. H. Lawrence: *Sons and Lovers*.

Patrick White: *Voss*.

The novels may be read in any complete edition.

(iii) DRAMA. Two Shakespeare Plays:

King Lear

Othello

and two other plays chosen from:

Sophocles: *Oedipus Rex* (in *The Theban Plays*, tr. E. F. Watling (Penguin)).

Shaw: *Saint Joan*.

Eliot: *Murder in the Cathedral*.

Miller: *The Crucible*.

Beckett: *Waiting for Godot* (Faber).

No edition of Shakespeare is prescribed, but if the text is cited in the examination paper, it will be for *King Lear* that of the Pelican Shakespeare, ed. A. Harbage, and for *Othello* that of the Pelican Shakespeare, ed. G. E. Bentley. These editions have

been chosen because they are not encumbered by detailed textual notes or elaborate preliminary comment on the play.

SECOND LEVEL

FORM VI

(i) POETRY. Three poets to be studied (in selection) from the following list:

Chaucer: *The Pardoner's Tale* (excluding the prologue to it). If the text is cited in the examination paper, it will be that of *The Canterbury Tales*, ed. D. Cook, (Doubleday Anchor Books).

Donne: *The Good-Morrow, The Sunne Rising, The Anniversarie, The Apparition, A Valediction: forbidding mourning*. 'At the round earth's imagin'd corners, blow', 'Death be not proud . . .', 'Batter my heart, three person'd God . . .'

If any text of Donne is cited in the examination paper, it will be that of *The Metaphysical Poets*, ed. Helen Gardner (Penguin).

Pope: *The Rape of the Lock, Moral Essays IV: Epistle to Burlington*.

Hopkins: *God's Grandeur, Hurrahing in Harvest, Pied Beauty, Carrion Comfort*. 'No worst, there is none . . .', 'I wake and feel the fell of dark . . .', 'Thou art indeed just, Lord, if I contend'.

T. S. Eliot: *The Love Song of J. Alfred Prufrock, Preludes, Rhapsody on a Windy Night, The Hollow Men, Journey of the Magi*.

Judith Wright: *Remittance Man, Bullocky, South of my Days, Woman to Man, Woman to Child, The Cycads, Metho Drinker, Old Man, Legend, Sanctuary*.

(ii) NOVEL. Three novels from the following list, at least one from group (a) and one from group (b):

(a) Jane Austen: *Emma*.

Hardy: *Tess of the d'Urbervilles*.

Twain: *Huckleberry Finn*.

(b) D. H. Lawrence: *Sons and Lovers*.

Greene: *The Power and the Glory*.

Carey: *The Horse's Mouth*.

The novels may be read in any complete edition.

(iii) DRAMA. One Shakespeare play:

King Lear

and two other plays, chosen from:

Shakespeare: *Othello*.

Sophocles: *Oedipus Rex* (in *The Theban Plays*, tr. E. F. Watling (Penguin)).

Shaw: *Saint Joan*.

Eliot: *Murder in the Cathedral*.

Miller: *The Crucible*.

Osborne: *Look Back in Anger*.

No edition of Shakespeare is prescribed, but if the text is cited in the examination paper, it will be for *King Lear* that of the Pelican Shakespeare, ed. A. Harbage, and for *Othello* that of the Pelican Shakespeare, ed. G. E. Bentley. These editions have been chosen because they are not encumbered by detailed textual notes or elaborate preliminary comment on the play.

THIRD LEVEL

FORM VI

(i) POETRY. An anthology chosen from:
Reeves: *The Modern Poet's World*.
Robert Shaw: *Flash Point*.
Day Lewis and Lehmann: *Chatto Book of Modern Poetry 1915-1955*
to be supplemented by reading in contemporary Australian poetry (e.g. Wallace-Crabbe, *Six Voices*; Thomson *et al.*, *Penguin Book of Modern Australian Verse*).

(ii) FICTION. Two texts chosen from:
Galsworthy: *The Man of Property*.
Steinbeck: *Of Mice and Men*.
Golding: *Lord of the Flies*.
Salinger: *The Catcher in the Rye*.

The novels may be read in any complete edition.
(iii) DRAMA. One Shakespeare tragedy (*Othello*) or one modern play chosen from:
Shaw: *Major Barbara*.
Anderson: *Winterset*.
Miller: *Death of a Salesman*.
Seymour: *The One Day of the Year*.

No edition of *Othello* is prescribed, but if the text is cited in the examination paper, it will be that of the Pelican Shakespeare, ed. G. E. Bentley.

(iv) GENERAL PROSE. One text chosen from:
Horne: *The Lucky Country*.
Scott: *Topics and Opinions*, Book II.

FIRST LEVEL

FORM V.

(i) POETRY. At least four poets to be studied (in selection), with at least two of them chosen from:
Chaucer (*The Prologue*).
Pope (poems other than those set for Form VI).
Coleridge.

Keats.
Byron (*Don Juan*).
Tennyson.
Slessor.
Auden.
Frost.

(ii) NOVEL. At least five novels, of which at least three should be chosen from:
Swift: *Gulliver's Travels*.
Dickens: *David Copperfield*.
Thackeray: *Vanity Fair*.
Bronte: *Wuthering Heights*.
Bennett: *The Old Wives' Tale*.
Camus: *The Plague*.
Joyce: *Dubliners*.

Waugh: *The Loved One*.
H. H. Richardson: *The Fortunes of Richard Mahony* (one or more books).

(iii) DRAMA. Two Shakespeare plays chosen from:
Hamlet
Richard III
Romeo and Juliet

and at least three other plays, of which at least one should be chosen from:
Marlowe: *Dr. Faustus*.
Sheridan: *School for Scandal*.
Synge: *The Playboy of the Western World*.
Shaw: *Androcles and the Lion*.
O'Neill: *A Long Day's Journey into Night*.
Pinter: *The Caretaker*.

Lawler: *The Summer of the Seventeenth Doll*.

(iv) GENERAL PROSE. Two or three books of non-fictional prose to be read and discussed (e.g., Orwell's *Essays*, Coleman, *Australian Civilization*, Pelican *Books of English Prose*). Teachers may wish to use an anthology ranging over different periods, to link with the work done in other sections of the course; they may select for reading a work in a particular category, such as biography, travel, or criticism of the arts; they may wish to use a text-book which presents passages for critical examination and discussion.

SECOND LEVEL

FORM V.

(i) POETRY. At least three poets to be studied (in selection), with at least two of them chosen from:

Chaucer (*The Prologue*).
Pope (other poems than those set for Form VI).
Coleridge.
Keats.
Byron (*Don Juan*).
Tennyson.
Slessor.
Auden.
Frost.

(ii) NOVEL. At least four novels of which at least two should be chosen from the following:

Swift: *Gulliver's Travels*.
Dickens: *David Copperfield*.
Thackeray: *Vanity Fair*.
Trollope: *Barchester Towers*.
Bennett: *The Old Wives' Tale*.
Camus: *The Plague*.

Waugh: *The Loved One*.
Martin Boyd: *A Difficult Young Man*.

(iii) DRAMA. Two Shakespeare plays chosen from:

Hamlet
Richard III
Romeo and Juliet
and at least two other plays, of which at least one should be chosen from:
Sheridan: *School for Scandal*.
Wilde: *The Importance of Being Earnest*.
Synge: *The Playboy of the Western World*.
Shaw: *Androcles and the Lion*.
O'Neill: *The Emperor Jones*.
Wilder: *The Skin of our Teeth*.
Lawler: *The Summer of the Seventeenth Doll*.

(iv) GENERAL PROSE. One or two books of non-fictional prose to be read and discussed (e.g., Orwell's *Essays*, Coleman, *Australian Civilization*, Pelican *Books of English Prose*). Teachers may wish to use an anthology ranging over different periods, to link with the work done in other sections of the course; they may select for reading a work in a particular category, such as biography, travel, or criticism of the arts; they may wish to use a text-book which presents passages for critical examination and discussion.

THIRD LEVEL

FORM V.

(i) POETRY. General anthology (e.g. Reeves, *The Poet's World*; E. W. Parker, *A Galaxy of Poems Old and New*; W. M. Smyth, *A Book of Poetry*).

(ii) FICTION. At least three texts of which at least two should be chosen from:

Barnes: *Short Stories of Our Time*.
 Richard Hughes: *In Hazard*.
 Chinua Achebe: *Things Fall Apart*.
 Hemingway: *The Old Man and the Sea*.
 C. P. Snow: *The New Men*.
 Eleanor Dark: *The Timeless Land*.
 Henry Handel Richardson: *The Getting of Wisdom*.
 Ernestine Hill: *My Love Must Wait*.
 (iii) DRAMA. At least two plays, including one Shakespeare play not previously studied, and one

modern play chosen from:
 Galsworthy: *Strife*.
 Shaw: *Arms and the Man*.
 Barrie: *The Admirable Crichton*.
 Anouilh: *Antigone*.
 (iv) GENERAL PROSE. One or two texts chosen from:
 Laurens van der Post: *Venture into the Interior*.
 Rachel Carson: *The Sea Around Us*.
 Ceram: *Gods, Graves and Scholars*.

LADIES' AUXILIARY, 1966

Patroness: Mrs. K. Myers.
 President: Mrs. T. Bull.
 Vice-Presidents: Mesdames G. Giutronich, G. Craig,
 B. Anderson, J. Ferguson.
 Hon. Secretary: Mrs. F. Pond.
 Hon. Treasurer: Mrs. E. McDonough.
 Convener of Catering Committee: Mrs. R. Styles.
 Convener of Floral Committee: Mrs. U. Jones.
 Convener of Clothing Pool: Mrs. J. Beattie.

As a result of the following functions to mid-October, 1966, our bank balance stands at \$1,245.70: crazy whist, two theatre parties, three factory visits, Education Day stall, selling of sweets at Music and Drama Festival, addressing of envelopes for the P. & C. annual appeal, two luncheons, Davis Gelatine demonstration, catering at our own sports and the Zone Athletics Carnival.

This money, in the main, will be donated to the school oval fund.

Included in our activities which were not money-raising were: welcome to new mothers in February, catering at the Prefects' Dinner, Senior Dance, Careers Night, and meeting of Form V parents with staff.

We wish to thank all who have helped in so many ways to make our year rewarding: Mr. and Mrs. Myers, staff, parents and boys, our year representatives, and those who organised stalls at the athletics carnivals.

We are looking forward to our Christmas Luncheon and to meeting again next year on the first Friday of each month, at 10 a.m. Our programme is published in the School Bulletin.

Good luck to our boys in their examinations and best wishes to all for Christmas and the New Year.
 Thirza Bull, President.
 Flo Pond, Hon. Secretary.
 Eileen McDonough, Treasurer.

DAVID JONES'

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THE PARENTS & CITIZENS' ASSOCIATION, 1966

Patron: Mr. G. Jackett, M.L.A.

President: Mr. D. Pettigrew.

Vice-Presidents: Mr. D. Craig, Mr. D. Webb,

Mr. J. Oyston, Mr. A. Michaelson.

Treasurer: Mr. S. Coates.

Secretary: Mr. W. Yorke.

This year has been a particularly interesting one for those parents who attended our meetings. We have been fortunate in receiving the full and untinted support of our Headmaster, Mr. K. Myers, and the Deputy Headmaster, Mr. H. Brown; their inspirational efforts in the interests of our lads and the school have been reflected in the increasing regular attendances at our P. & C. meetings.

At these meetings a common ground is available to discuss problems and raise matters which may concern the school. We also are given an excellent report, by the Headmaster, both of the good and bad points in school progress over the month. Naturally, quite a deal of the matter discussed, by its very nature, will be repeated at each meeting, but even this revision gives fresh opportunity for comment and thought to perhaps bring forth a better solution to the matters raised. Remember if you are interested in the education of your son, and we think every parent is, then the P. & C. monthly meeting will interest you. Even if it is only to "stir-up the old fuddy-duddies" who give their staunch support, we enjoy it, so come along and participate in this stimulating pastime.

During this year we have been most appreciative of the co-operation received from the Masters, who have come along to meetings to outline their departments' objectives in a most informative way and in such a manner so that each of us has a better understanding of the workings of the school. The opportunity also arises for the Master to impart to us any special problems in respect to his department which, together with the reciprocal questions from parents, enables a clearer, closer and perhaps, a more tolerant view of the workings of the school. For their time and efforts involved in attending our meetings we are most grateful.

Your Association has been this year, as in past years, most active in its endeavours to bring the school's accommodation problems as forcefully and as regularly as possible to the attention of those people who may be able to assist in this very real difficulty. The introduction next year of sixth form will pose even more trying conditions and restrictions on our lads. Despite these continuing efforts however, we still have not been successful in obtaining a statement from the Minister for Education and Science, Mr. C. B. Cutler, M.L.A. Your assistance in this matter is urgently sought.

We have also referred matters in respect to the fifth form and sixth form syllabuses to the Board of Senior School Studies and expect some helpful developments from these endeavours in the following few months. These two points are mentioned here just to give you parents, who perhaps do not come along to participate in our meetings, and to

give you lads some idea as to the items dealt with by the P. & C. Association.

The response to our annual appeal to parents has been most encouraging with \$904 being received by 21st September, 1966. As you were aware this appeal was made specially this year in support of the plans to create a Memorial Oval in Airey Park, in conjunction with the Old Boys' Union and the Ladies' Auxiliary. Current development indicates that the building of dressing rooms and facilities should, with the co-operation of all parties, including Strathfield Municipal Council and our old boy, Architect Mr. R. Dunham, be completed in the early part of 1967.

If you have not given your contribution to this appeal please send whatever you can with your lad to Mr. H. Brown, Deputy Headmaster. In a special effort to raise funds for the Memorial Oval buildings, a theatre night is to be held on Tuesday, 29th November, 1966, at the Palatial Theatre, Burwood. Your attendance on this night will be most enjoyable to you, whilst at the same time ensuring the provision of funds for this particular project.

The Ladies' Auxiliary again this year has maintained its splendid record of sterling support to the school with their regular assistance on many occasions to cater for school functions and events. Their own fund raising activities have been extremely successful and these special efforts have been instrumental in building a strong spirit in their Association. Ladies from the Auxiliary volunteer regularly to provide light refreshments at our P. & C. meetings, which provide an excellent opportunity for the informal exchanges between members on that evening. We are grateful for their support and constant willing assistance to the P. & C. Association and the school.

To the lads for whom 1966 will be a final year at Homebush, we extend our best wishes for success in whatever vocation they should choose to pursue. We trust that the years at the school have been fruitful and that they continue to conduct themselves in a manner which will bring credit to Homebush and favourably reflect on lads who follow, so that the traditions of the Homebush Boys' High School will be perpetuated.

We as parents are indebted to the efforts of Mr. K. Myers, Headmaster, Mr. H. Brown, Deputy Headmaster, and the entire staff, for the manner in which they have striven to give our lads the best possible guidance at all times throughout the year, to improve the already high standard of our school and to shape the lads to become useful members of this modern society.

Remember parents, the third Wednesday in the month is Parents and Citizens' night at Homebush Boys' High School and we would be indeed very happy to greet you there.

D. Pettigrew, President.

S. Coates, Treasurer.

W. Yorke, Secretary.

BANK RECONCILIATION STATEMENT

Credit balance as per Bank Statement	£1,828 10 4
Less Unpresented Cheques:	
479998	1 19 0
363169	1 2 6
363177	1 16 0
363181	9 10 4
363183	4 7 6
363206	1 10 0
363215	1 16 0
363220	2 12 6
363222	1 16 0
363224	1 13 3
363226	21 3 10
363227	17 0 0
363228	3 7 6
363229	4 0 0
363230	1 16 0
363231	1 9 3
363232	1 9 3
363233	2 6 6
363234	1 10 0
363235	220 12 9
363236	463 9 3
363237	163 9 3
363238	3 9 0
363239	1 2 6
363240	10 0 0
363241	19 4 0
363242	1 15 11
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Girls' High School. The team was the same as last year, being, Geoff Anderson, Geof Hawke, Robert Lindsay and Bruce Mullan, and was capably managed by Mr. Gunther, to whom we owe our sincere thanks.

—Robert Lindsay (5C)



HUME-BARBOUR DEBATING TEAM

MUSIC IN THE SCHOOL

Our musical programme for 1966 began with a group of senior boys participating in the Combined High Schools' Choral Concert — a matinee and an evening performance, which was televised, then shown during Education Week.

Homebush Boys' High has been represented again this year at the four Schools' Orchestral Concerts, given by the Sydney Symphony Orchestra. Our attendance at these concerts has increased to an average of eighty boys. Also, some pupils have attended, in their own time, the A.B.C. Youth Concerts, the Australian and Russian Ballets and performances at the recent Opera season.

Under the Wyndham Scheme all classes from first to fourth forms take music at the cultural level, while in forms II-VI groups of pupils may elect to take music as a full examinable subject. All interested boys, regardless of past musical experience, are able to take up music as an elective, then to use it as a matriculation subject to any university.

In the school there are several musical groups: choir, recorders, strings, brass, woodwinds. The rapid growth in interest is continuing as boys realise they are able to learn instruments, provided free by the

Department of Education for their use. These groups are open to pupils from any form.

Musical enthusiasm allowed us at the Annual Music and Drama Festival to produce "The Beggar's Opera", by Benjamin Britten (the 20th century version of John Gay's work), and the boys are to be commended on the standard achieved, especially as no work or rehearsals interfered with school time.

Two instrumental groups also performed at the festival — they are to be thanked for their continual willingness to give up spare time to rehearse

throughout the year.

At present the choir and instrumentalists are preparing for this year's Speech Day.

The help Mr. Deamer gave in the production of the opera was greatly appreciated — we thank him and wish him all the best for his stay in Canada.

We would also like to express our appreciation to Mr. Myers and Mr. Brown for their continual support of and interest in all our musical activities.

—J. Lalchere, L. Pater.



SCHOOL ORCHESTRA

MUSIC AND DRAMA FESTIVAL, 1966

The dramatic section of this year's Music and Drama Festival was a modern and ingenious farce by Terence Rattigan, "Harlequinade" by a travelling Shakespearian company.

Barry Shepherd, who played Mr. Gosport, the lead actor in the company portraying Romeo, did an outstanding job sharing lead billing with Marilyn Hodgson, who played his wife, Edna, portraying Juliet, and Christopher Dein as the harassed stage director.

Although the school may not produce distinguished Shakespearian dramatists, the calibre of its present actors as comedians is remarkable. On each performance the show was stopped several times for the

audience's uncontrollable laughter to subside.

The smaller and sometimes overlooked parts in the play were almost unblemished in performance, the obvious result of much preparation and rehearsal. J. Scotland, B. Danes, K. Ambler, R. Cunningham and R. van der Bosch, all distinguished themselves with their minor but quite humorous sequences. P. Nixon, R. Crawley and A. Cowan also proved themselves capable actors.

Credit must be given to the girls of Canterbury Girls' High for their contribution to the play, without whom it would have remained a mediocre production. Maree Sully, Vera Stoermer, Suzanne Heilbrunn and Beth Foote, all provided their own



THE SCHOOL CHOIR

personal touch of humour which enhanced the whole production.

The cast would like to extend their thanks to producers, Mr. Deamer and Miss Cooper, for the many hours spent coaching us at rehearsals and to the art department for painting the sets.

—K. Ambler (4A).

This year, for the second time, Homebush Boys' High combined with Canterbury Girls' High to present the musical segment for the Music and Drama Festival. It consisted this year of "The Beggar's Opera", written by John Gay in the early 18th century. This comic opera concerning the escapades of a bigamous highwayman was re-written by Benjamin Britten and it was this version that was presented.

The opera is also a satire on the law and the Italian Opera of that period, and on married life in general.

The soloists and chorus were of a very high standard for a school production and this was due mainly to the efforts of Mrs. Lalchere and Miss Pater from Homebush, and Mrs. Johnston from Canterbury, who spent so much time in preparing the casts for the performances.

Outstanding solo performances were given by Robert Beck, Mary Holloway, Diane Buckland, Stuart Pavel, Laurence Wolf and Peggy O'Brien, while the chorus and other solo parts maintained the high quality of the singing presented.

—R. Howie (5B)

CAREERS, OR VOCATIONAL GUIDANCE, 1966

In the school, vocational guidance is concerned with helping boys to select suitable careers.

The syllabus includes other topics, such as "How to Study", "Examination Techniques", "Growing Up and Social Maturity", and "How to get along with Others". One period weekly is allocated to first form classes and to some others in each form, as well as individual interviews with the careers adviser or school counsellor, and visits outside school time.

As usual third form was the group especially catered for, receiving the revised "Background to Careers, 1966", and vocational tests by the Vocational Guidance Bureau.

Many parents wisely followed this up by requesting individual careers interviews with the Bureau. (Boys thinking of leaving school are advised to take advantage of this service, as more and more prospective employers ask to refer to the

reports on these interviews.) Another special group tested were lower second form boys over fourteen years old.

The "V.G.B." pamphlets issued by the Bureau are used in class and by boys seeking information on employment. The pamphlets cover most trades and professions, and copies are also available for boys to peruse in the school library. Recent information — about apprenticeships, the Government Services, scholarships and cadetships — is displayed in the notice cases.

There have been numerous activities connected with careers and guidance: the Careers' Night was very well attended, as was "Parents' Night", when the parents of senior boys were able to discuss their boys' progress with the teachers who taught them. Outside school hours, boys went on one-day "job visits" in the May and September vacations. These

enabled interested boys to see certain occupations at first hand and to speak to people on the job. The careers advisers of various schools met in attending functions arranged by the Education Department, the Reserve and Commonwealth Banks, and "H.M.A.S. Watson".

To these and to the people who have assisted the lads by providing information, offering positions and providing scholarships, we are most grateful.

As evidenced by their attendances at careers functions at the school, many parents are interested in their boys, and anxious over present conditions.

More boys seem to be meeting the challenge, though unfortunately some, even in fourth and fifth form, do not seem to realise how competitive entrance to most vocations has become. As Mr. Pettigrew, President of the Parents and Citizens' Association, wrote in the October "School Bulletin": "Our boys will need understanding and encouragement as they prepare for their exams. There is no substitute for hard work and planned study on their part."

That work and planned study is required from now on, in ALL forms.

—C. Kelaher (Careers Adviser).

I.S.C.F. REPORT

"I.S.C.F. will be held today . . ." You have heard this announcement many times and probably wondered what goes on at their various activities.

Inter-school Christian Fellowship is a group of the boys run by the boys and working for the boys. It is an organisation, in schools, which seeks, first to provide a fellowship for those who would live a true Christian life; and second to bring before boys and girls the claims which Jesus has upon their lives.

At Homebush Boys' High School our general meeting is held regularly during lunch hour each Thursday and has endeavoured to cater for the spiritual needs of those who gather to listen to an interesting and authoritative speaker, either a visitor, teacher or senior student. The topics are chosen from the I.S.C.F. syllabus which is based on the "Scripture Union" reading and includes such subjects as "The Test of True Greatness" and "Why Believe?" During first and second terms senior discussion groups were held and such items as "Creation or Evolution" and "Sunday Observance" were debated.

In addition to these weekly meetings outings were organised. This included a most enjoyable hike and barbecue with Strathfield Girls I.S.C.F. group, in

September, when we hiked from Mt. Kuring-gai to Bobbin Head.

During school vacations, I.S.C.F. camps were held. These camps give a physical and spiritual challenge and offer pleasure and relaxation. There are many types, ranging from sports camps to sailing and there is also an agricultural camp. Later in third term we hope to arrange a Christmas party.

The success of our I.S.C.F. has been most dependent on the guidance obtained through prayer. Prayer meetings were held on Mondays at lunch-time.

We are sincerely appreciative of the attendance of three enthusiastic teachers at our meetings. Mr. Clarke, in particular, has acted as school counsellor for our I.S.C.F. at Homebush, and Mr. Hilton has been responsible for conducting the senior discussion group. Thanks must also go to Mr. Brown and Mr. Myers for their continued publicity and support.

We are thankful for the way God has guided us this year and we continue to look to Him for guidance as we echo the cry to the school:

"Christ lives and satisfies."

—Ray Callister (Leader) (5A)

THE SENIOR GEOGRAPHICAL SOCIETY

During the last visit by student teachers, Mr. John Hardgrove suggested to some fifth form students that a senior geographical society be formed again in the school. The first ensuing meeting was well attended and the election of officers was carried out. Those elected were President, Ian Rose; Vice-presidents, Barry Lemcke and Robert Hough (4th form), and Treasurer, Barry Laing. To help with the organisation and running of the club four committees were formed — the film, programme, advertising and current affairs committees, each of which has two boys in charge. Since this first meeting, three meetings have been held, each one being

well attended and the programme in all cases being a film.

Although the club has held only three meetings we feel that each meeting has been beneficial and it is hoped that future meetings will be well attended by any interested fourth or fifth form boy in order to keep the society functioning as well as is possible.

We must thank Mr. Hardgrove for his instigation of the society this year and for his invaluable enthusiasm and assistance towards furthering our education.

—A. Pettigrew, Secretary (5C).

LIBRARY REPORT

"Knowledge is of two kinds, we know a subject ourselves or we know where we can find information upon it."
—Samuel Johnson.

During the past year over 700 new books have been purchased for the library. With the changing syllabuses and the resulting heavy demands placed on the library by the Wyndham reforms, particular priority has once again been given to senior

students' needs. At the same time the fiction section and books of general interest have not been neglected.

Lack of shelf space and senior reading rooms are a serious problem. Senior reference books have had to be placed in separate subject libraries under the control of the respective masters.

Magazines are an important feature of any library.

They supply interesting and current information on many topics — information which often cannot be found in books. This year the library has taken out subscriptions to a number of new magazines. To prolong their period of usefulness, many magazines are bound at Bathurst Gaol.

Most exciting event for 1966 was the new flooring covering of lino tiles, which surprised and delighted staff and boys on their return from the May vacation. The large expanse of red was a striking contrast to the old, worn brown linoleum. We thank the Parents and Citizens' Association for this generous gift.

Although the chief purpose of the library is to encourage children to treat books properly, use them intelligently to do independent reading and research and find pleasure in the skilled use of books, there are some pupils who are careless with books. Until the co-operation of all pupils who use the library is obtained, maximum efficiency

will not be attained. Quietness and consideration for others are essential.

Most pupils in the school are registered borrowers but it is noticeable that the most regular readers are in first form. Interest in reading in the other forms followed a "normal" pattern with the top classes borrowing considerably more than the others.

The librarian is most grateful to the library prefects for their assistance in the mornings and at lunchtime, and to all class librarians who have helped the smooth running of the library during the year.

Donations of books and magazines were made by several boys during the year and for these gifts we are very grateful.

The co-operation of Mr. Myers and staff in the smooth functioning of the library has been invaluable.

—F. Atwill, Librarian.

SCHOOL RAILWAY CLUB, 1966

The Homebush Boys' High School Railway Club is one of 14 operating in high schools throughout Sydney and is a member of the N.S.W. School Railway Clubs' Association, which publishes a monthly magazine "Railway News". Earlier this year the association organised a special vintage train hauled by two "D55 class" steam locomotives to Richmond and return. The occasion of the tour was the tenth anniversary of the association's formation. Several Homebush Club members were present on the train and all agreed it was an interesting trip.

Special train tours such as this are not uncommon and with the great interest nowadays displayed in railways by the public and the large number of societies evolving from this great interest, trips are organised at the rate of about one every two months. Some are short afternoon journeys, others extend over three days; but they all have one thing in common — steam motive power.

Railway photography is becoming more and more popular and the trips are designed especially for the camera-laden passenger. "Photo-stops" are staged at intervals throughout the tour and these afford the enthusiast a chance of a photograph of the train in action in a scenic location.

It is not an uncommon sight in the country to

see several hundred enthusiasts lined up on a hill, all photographing their train staging a "run-past".

A society worthy of note is the N.S.W. Rail Transport Museum, whose aim is to preserve one steam locomotive representative of each class on the N.S.W.G.R. and keep them in running condition for future "vintage" use. Earlier this year this society arranged a "race" of steam against diesel locomotives. The race was held between Picton and Moss Vale and each locomotive hauled the same train in turn and the times were noted. Much to the amazement of Railways' officials the steam locomotive turned in the better time despite the fact it was some 17 years older than the brand new diesel-electric.

Our own club holds regular weekly meetings at which short talks and lectures are given, discussions held and films and slides shown. The club is always willing to accept new members, who are always welcome at meetings.

Special thanks are given by all members to Mr. Gunther, whose more-than-usual interest throughout the year has been a great help. His vast technical knowledge and huge library of colour slides have entertained us many times throughout the year.

—P. Stuart, President.

ARMY CADETS, 1966

Though we have suffered many setbacks this year, the Cadet Unit of 1966 has continued to uphold the traditions and efficiency of past years.

Parades have been held regularly, as well as promotion courses at Singleton, and our rifle team are establishing themselves as one of the top junior teams in the State.

This year we were fortunate to have the services of Lt. M. Curran as Quartermaster, whose enthusiasm and efficiency in the Q store were appreciated by all.

Once again cadets from the unit participated in the Anzac Day Commemoration Service at the Homebush-Strathfield R.S.L. Club. This was appreciated by the members of the R.S.L., who passed very favourable comments about the unit's bearing and standard of drill.

Congratulations go to the following cadets, who were successful in the respective promotion courses held at Singleton during the year (promotion in brackets).

Cadet Under Officers' Course:

W.O.II G. Anderson — (C.U.O.)

Sgt. P. Bilbe — (C.U.O.)

Cpl. G. Sollom — (C.U.O.)

Senior N.C.O.'s Course:

Cpl. R. Allan (W.O.II); L/Cpl. Benfell (Cpl.)

Cpl. W. Jordan (S/Sgt.); L/Cpl. Patton (Cpl.)

L/Cpl. O'Brien (Cpl.); L/Cpl. Hall (Cpl.)

L/Cpl. Punch (Sgt.); Cdt. Seidl (Cpl.)

Signals Course:

Cdt. G. Enright (Sgt.)

A Junior N.C.O.'s course was also held at school with good results.

The unit entered camp at Singleton during the May vacation, but, due to demonstrations and exercises by National Servicemen and the R.A.A.F., our training programme and bivouac area was severely limited. However, thanks to the co-operation and enthusiasm of the unit as a whole, we struggled through and learnt quite a lot.

This year the unit mounted a 24-hour guard at the camp headquarters. The guard, commanded by C.U.O. G. Anderson, performed creditably and gave

a demonstration of excellent drill and bearing.

Also this year the unit participated in the centenary celebrations of the Australian Cadet Corps, held at The King's School. The unit was commended by senior army officers for its display on this occasion.

Finally we would like to express our appreciation to Capt. T. Hennessey for his enthusiasm and the time he put into the unit, and also to Capt. C. Hunt and Lt. C. Aitken for their valuable assistance.

—C.U.O.'s Grove, Anderson,
Sollom and Bilbe.



ARMY CADETS



RIFLE TEAM

AIR TRAINING CORPS

The passing year proved an eventful one and saw the Flight attending camps, bivouacs, parades and individual cadets attending promotion courses.

The year started well with Alan Flett and Andy Martin passing the Cadet Under Officers' course, and indeed C.U.O. Martin topped his course and C.U.O. Flett came third in his. At the same time Allan Churchill was passing his Senior N.C.O. course as were Paul Hodges and Chris Baines passing their Junior N.C.O. courses. Further promotions were gained later in the year by Sgt. Bird and Cpl. Hudson.

The Flight had the honour of winning the Inter-flight rifle shoot, the most coveted honour in the N.S.W. Squadron A.T.C. The rifle team of F/Sgt. Churchill, Sgt. Bird, Sgt. Moroney, L.A.C. Venczel, L.A.C. Nichols and Cdt. Weekes succeeded in beating the rifle teams of all of the A.T.C. flights in N.S.W. to gain us this honour.



AIR TRAINING CADETS

Sgt. Bird later went on to win himself the Flying Scholarship, of which only a small number are awarded annually, thus bringing even more credit to the Flight.

It is pleasing to be able to report that the Flight was at full strength this year, enabling the cadets to attend several camps and bivouacs. On these camps the cadets acquitted themselves in such a way as to reflect credit firstly on themselves and secondly on their Flight.

The Flight was well represented at Anzac celebrations with the Flight marching through Burwood to Burwood Park and taking part in celebrations there and then again at the Homebush R.S.L. Branch on the dawn of Anzac Day.

All in all, a good year, but it could be even better, and indeed we hope it will be next year.

—C.U.O. Alan Flett

ANZAC ADDRESS

For the first time in twenty years Australia prepares to celebrate another Anzac Day with part of its forces engaged in war and the nation divided and confused.

When Mr. Myers asked me to deliver this Anzac Day Address, I wondered just what I could say to you that would be meaningful. What is the meaning of Anzac Day? Like most people, for years I have accepted the fact without any really serious thought. It is of course a personal matter, meaning a host of different things to a host of different people.

To many people and nations, Anzac Day is a puzzle. The Turks, it is said, are surprised that we should celebrate a defeat. Why then do we celebrate Anzac Day?

To me Anzac Day means three things. It is a day of remembrance, a day of thanksgiving and a day of dedication.

As you know, about dawn on Sunday, 25th April, 1915, the Anzacs began their famous attempt to land on the beaches of the long narrow peninsula of Gallipoli with a view to seizing the steep rugged hills which, running like a backbone down the peninsula, overlooked the Straits of the Dardanelles. As

a military expedition, it proved a costly failure and had to be withdrawn.

In 1914-18, whether or not her people realised it, Australia was fighting for her life. If the Germans had won, the Australian nation could not have survived. Anzac Day is, then, a time for looking back that we might remember and pay tribute to the gift of freedom and nationhood dearly bought for us. A day of thanksgiving that in dying, men and women handed on to us a life to live. They died to preserve a community they knew and loved. They bought time for the nation to enjoy the future. The price was the sacrifice of themselves.

Above all this, it is in no unreal sense that on 25th April, 1915, the consciousness of the Australian nation was born. Australia became of age at Anzac. It is this fact that gives Anzac Day its peculiar national significance. She entered the war as a colony living under the mantle of a great and powerful Britain. The conduct of her foreign affairs was in British hands; the British fleet, the mightiest in the world, was the guardian of our security and kept our gates. The British Empire, in the plenitude of its strength, marched around the coasts of Asia.

Australia's neighbours were the docile colonies of European powers. The affairs of the world were ordered in capitals ten thousand miles away. The Australian nation had been formed only 14 years before by the federation of six unconnected colonies whose people still doubted each other and were jealous. They had derisive nicknames for each other like cornstalks or crow-eaters. They felt no unity or cohesion. Suddenly these people, unsure and self-doubting, saw their own men; those who had dwelt in the same street, been daily travellers on the same train, and those who had lived in other towns and cities scattered across the nation, flash across the world's consciousness. They were Australians. So it was that this tragic but splendid event enabled the inhabitants of six mutually suspicious, London-orientated States to discover an identity — to discover that they were all Australians. And more than this, it enabled the men of Anzac to discover that in the soldierly courage, endurance and comradeship of some 15,000 amateur soldiers from peaceful towns and countryside, there were unique elements — a classless mateship, particular kinds of gallantry, staunchness and rough tenderness which amounted to a new and hitherto unrecognised Australian character. The nation entered the campaign a colony, she emerged from her baptism of fire at Gallipoli as a nation.

Today, as a Pacific power in her own right, we face dangers, responsibilities and challenges undreamt of half a century ago. In such a situation, the observance of Anzac Day surely imposes on all citizens the necessity of doing some serious thinking about the issues confronting us. The sacrifices made by thousands of men and women who gave their lives in the defence of their country can be commemorated in sincerity only if those who remain are determined to guard faithfully the true interests of the nation. The nation's true interests are not always the same thing as self-interest of the individual. There are times when what seems the obvious advantage will, in the long-range view, be seen as the wrong choice. The position in which

Australia finds itself today is an extremely complex and difficult one. Whether we like it or not, we live on the edge of the great East Asian population mass which is already becoming a power centre and within a generation or two could be the dominant influence in world politics. It is obvious that somehow we have to learn to live with those who will so vitally influence our future.

More testing skills in diplomacy, in government, in judgment of situations are required of our leaders. Our responses now as a people to the harsh trumpets to the north were formed and are conditioned by the manner in which the men of Anzac bore themselves. The traditions were established, the qualities they enshrined have shaped us as a nation. The need for those qualities is no less today. As they looked around in their generation and accepted responsibility, so ought we. Upon the measure that we are true to those traditions depends our future. We owe them much; we acknowledge the debt. What these men did, nothing can alter now. The good and the bad, the greatness and smallness of their story will stand for ever. We owe it to them to ensure that the country they left is well served by its people and so on this coming Anzac Day Australians have cause for some serious and chastened thinking and to dedicate themselves to the preservation of all that we hold dear.

France has its Bastille Day, America its Independence Thanksgiving Day; Russia its Triumph of Bolshevism Day; India, African and Asian countries celebrate the end of colonialism. All celebrate an ideal. We have Anzac Day. Whatever of glory it contains nothing can now lessen. It rises as it will always rise above the mists of ages, a monument to greathearted men; and for their nation a possession forever.

For the exserviceman it will mean the renewal of old comradeships, the reliving of old experiences and adventures. For the rest of us it could mean a happy day of thanksgiving, but for all of us it should mean a day of rededication.

—Address by Mr. Dicker

HERE AND THERE

Homebush High School records with deep regret the retirement of two men who were great teachers, strong personalities, highly competent organisers and individuals beloved and trusted by staff and boys alike.

MR. AUSTIN

Mr. Dinny Austin was for some years the guiding star of our senior mathematics students. During his earlier career as Deputy Headmaster at Sydney Technical High School and at Fort Street High School, where he was for a time acting Headmaster, he earned the highest esteem as a teacher and administrator. His former pupils keep in touch with him, with affection and gratitude; his colleagues count themselves fortunate to have known him.

Always Mr. Austin was the wise, tolerant, well-balanced mind; the complete courteous gentleman and the perfect good companion.

Homebush staff and boys were fortunate to have had him with them and deeply regret his departure. We wish him well in his future.

MR. McDONALD

Mr. Fred McDonald was our Science master when he retired in 1965. He took this position after some

years here as an assistant master, and apart from his teaching subject, had become one of our back-room boys. Nobody knew the routine of the school, the alternative courses for senior students as he did, and certainly nobody understood the appalling complexities of the timetable as he did.

He was a realist, who would laugh out loud during exam. supervision at the rubbish being written by a conceited, pretentious student; he was an idealist who would spend any amount of time and patience helping a serious student. Few people know of the hours of voluntary help this quiet and kindly man gave to other schools in their science course problems.

A few of the present staff remember Mr. McDonald as a member of a brilliant teacher group of infinite wit and inspired activities, of zany humour and heart-warming mateship. In him we had another fine person who gave the boys good teaching, wise counsel and a practical, sane approach to the problems of life. His friends miss him very much and are glad when they see him from time to time to note that each time he has lost a few more wrinkles!

A GET-WELL WISH

We would like to express our sympathy for Mr. Frank Gillogley, who has been seriously ill during the past few weeks. Mr. Gillogley is another of the grand old school of highly qualified and dedicated teachers, who has never spared his efforts to help his pupils. He came to Homebush from a long career as Science master at Canterbury High, where his record had made him famous throughout the N.S.W. teaching service.

We send him our best wishes for a swift and complete recovery.

THE SCHOOL ELECTRONICS CLUB REPORT

The electronics club was formed to fulfil an interest shown in the field of radio and communications by some of our pupils. The club operates in co-operation with the Wireless Institute of Australia, and indeed would not have been possible without their generous help in supplying equipment needed. Emphasis in the club has been placed on a practical construction basis, though radio theory examinations, leading to the Amateur Radio Certificate, may be passed; these too are organised by the Wireless Institute. Attendance at our lunch-hour meetings is at present small, but we hope to gain new members as time passes.

We extend our thanks to Mr. Davies, who prepared the necessary fundamentals on which the club has been built. Also to Mr. Dicker, our thanks for allocating a room in which to work and for supplying the necessary tools and equipment. In particular, we wish to thank the father of one of the boys (Mr. Crawley) for his donations of electronic parts.

In conclusion I make an appeal to those who have unused electronic gear at home to donate it to the club and I also extend an invitation to anyone with a genuine interest and a basic knowledge of electronics to attend our meetings.

—T. Coote, President (5A)

PREFECTS' DINNER

On the evening of May 11 this year, a dinner was held in the Golding Library for the prefects of the school. The Headmaster, Mr. Myers, Deputy, Mr. Brown, Prefects' Master, Mr. Stewart and guest speaker, Mr. Tom Ingersoll, joined the prefect body in this very enjoyable function and a pleasant evening was spent by the boys and members of staff attending.

Mr. Ingersoll was introduced by the chairman of the dinner, Dave Hassall, and gave a talk that was not only amusing, but of vital interest to the school's prefects and staff members. He made a number of references to experiences that he had shared with his friend Mr. Myers and at times it was clear that the boys would have been extremely interested to know just a little more about "certain experiences of early years". However, the theme of the talk was on a more serious level, as Mr. Ingersoll stressed the importance of the present school generation in providing the leaders of our community in the years to come. He said that the prefect body in any school plays an important part in achieving a high standard for that school, both in the academic and sporting fields, and at the same time is important in developing those qualities found in many young people that mark future leaders in the community. Mr. Ingersoll assured his audience that the world in which we live demands strong qualities of leadership, in wide and varied fields and in the near future even higher standards of leadership

will be necessary. The role of today's education system, he said, is one of utmost importance in cultivating and utilising potential qualities of leadership that exist in the youth of today.

Following a vote of thanks to the guest speaker by the vice-captain, Peter Bilbe, senior prefect, Jim Davidson moved a very well deserved vote of thanks to the Ladies' Auxiliary. The ever present ladies had done an excellent job in arranging a dinner that made the evening such an outstanding success and we are sincerely grateful to them for the work they did on this and other equally successful occasions throughout the year.

—John Egan (5B)

INTERACT

An Interact club, sponsored by Rotary International, was this year formed at Homebush, by the Lidcombe Rotary Club.

Don Graham (5B), was chosen President, Barry Laing (5C), Vice-president and Ian Rose (5D), Treasurer. The club consists of four committees — International Understanding, Service, Inter-club and Funding. Both the International Understanding Committee and Service Committee must attempt one major project a year. The International Understanding Committee has already sent several boxes of clothing to India, and the Service Committee, having already painted room numbers on the asphalt in the quadrangles, are now contemplating donating books towards a senior library, to help mainly first level work in the senior years. The Funding Committee have washed teachers' cars for 60 cents each (probably the most famous of interact doings around the school) and, by the time you are reading this, will have held a barbecue to raise funds and enlist new members. The Inter-club Committee maintains contact with other clubs, finding out new project and fund-raising ideas.

New members are of course always welcome from fourth and fifth forms, the joining fee being 40 cents, and the annual dues 60 cents. For the sacrifice of one lunch-time a fortnight, a boy can belong to an international organisation, which means not only added prestige in the school (which is always handy), but also that he can join in helping his fellows, both here and overseas.

We would all like to thank Mr. Clarke for the great interest, enthusiasm and energy he has shown to us during the year. —Robert Lindsay, Secretary

* * *

Here is a "commercial" which we feel the Education Department ought to sponsor — it might stamp out the noxious weed or at least reduce the membership of the "Society of Clandestine Incipient Inhalers".

"The filter's tough,
The flavour's rough,
There's forty-three beans in each puff." —A Nong.

* * *

Here is a cry from the wilderness — from our first Australians whose plight deserves sympathy and help.

"I am Alcheringa, thing of things.
Look at my people, ye mighty, and despair."

* * *

The business manager would like to take this opportunity of thanking his hard-working and most enthusiastic band of advertising salesmen from fifth form. They were this year: W. Jordan, D. Cox, R. Howie, D. Stiel, A. Martin, T. Howells, C. Berkeley, A. Mills, R. Stanton, G. Callister.

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LITERARY SECTION

SHAKESPEARIAN HOMEBUSH

(with apologies to Shakespeare and all teachers concerned)

"JULIUS CAESAR"

"With this she fell distract,

And, her attendants absent, swallow'd fire."

—Miss Perrin on first sight of

5th year repeat French papers.

"Why should that name be sounded more than yours."

—Dave Hassall.

"If you have tears prepare to shed them now."

—Exam. results.

"You blocks, you stones, you worse than senseless things."

—5A English.

"Cowards die many times before their deaths."

—School Certificate Candidates.

"My credit now stands on slippery ground."

—After Trial School Certificate.

"HAMLET"

"Stand dumb and speak not." —General Assembly.

"O! there has been much throwing about of brains."

—Lessons.

"I stay too long."

—5th year repeats.

"Come give us a taste of your quality, come, a passionate speech."

—Mr. Myers.

"The funeral baked meats."

—of the Tuck Shop.

"But break, my heart, for I must hold my tongue."

—Library lessons.

"Ay, fashion you may call it." —The school uniform.

"RICHARD II"

"Pale trembling coward." —Outside the office.

"Thou sheer, immaculate and silver fountain."

—The bubbler outside room 3.

"Young wanton and effeminate boy."

—Long-haired pupils.

"THE TEMPEST"

"A plague upon this howling." —The Music room.

"Prithee, do not turn me about, my stomach is not constant."

—After the trampoline.

"A very ancient and fish-like smell." —Chemistry lab.

"Freedom, hey-day, hey-day, freedom, freedom!"

—Holidays.

"By Providence divine."

—An exam. pass.

"MACBETH"

"What are these so wither'd and so wild in their attire . . ." —1st XV after playing Normanhurst.

"He hath been an unusual pleasure."

—Mr. Mason after a good win by 1st grade.

"This is a sorry sight." —First look at school report.

"Now good digestion wait on appetite."

—Lunch break.

"Let us seek out some desolate shade."

—A hot summer's day on the lawn.

"ROMEO AND JULIET"

"Me they shall feel while I am able to stand."

—Mr. Davies.

"And what obscured in this fair volume lies?"

—Studying the Messel Science book.

"Here's my fiddlestick; here's that shall make you dance."

—Mr. Stewart.

"I will be deaf to pleading and excuses."

—Mr. Brown.

—Dallas Cox (5A)

There is an old Indian proverb which says: 'One should learn to crawl before one can learn to walk, but if one crawls well enough one need not ever learn to walk!' Apart from the Public Service, which has its fair share of crawlers, we found that some of the pupils' contributions never did seem to get off the ground.

Although the influence of go-go girls and the mini-skirt was minuscule upon this masculine society, one could not help admiring the effort of one youngster whose comment upon this very moving phenomenon (which, we are told, is here to stray) could best be summed up in the words of that immortal poet (who hides his identity under the pseudonym O.K.) . . . "The moving figure writhes and having writhed moves on . . ."

"Thoughts on winning the Opera House Lottery" was another contribution which we felt would have been worthy of perusal if anyone had bothered to send it in. It seemed to offer such possibilities for parody . . . "I am the Captain of my dole, I am the Master of my Mate; Under the bludgeonings of Cash my head is bloody-well unbowed!"

There were several efforts devoted to the theme of War and its corollary, Peace. Vietnam (both north and south) came under blistering attack, but in most cases the vigour of feeling was killed by a flabbiness and ineptitude of expression, and strong emotional undertones revealed an infantile mentality to such an extent that we felt the whole thing would best be buried under the epitaph 'BEST WE FORGET', which, after all, is not such a bad epitaph for War.

Generally speaking, however, the entries this year were disappointing in quality. Many lacked not only literary merit but failed to amuse. There was a certain trend towards 'sick' humour; Mavis Bramston and Mad Magazine seemed to have provided what we considered to be an undesirable inspirational impetus; plagiarism reared its ugly head on more than one occasion and wit often degenerated into a sort of witlessness incapable of raising even a titter in a school of retarded numbskulls, let alone in a school of such undisputed academic excellence.

On the credit side (yes, we do have a credit side!) it was gratifying to come across some excellent contributions, thoughtfully presented, couched in graceful language and exhibiting a maturity of approach and attitude far beyond what one would expect among 'callow youth'. In a school magazine it is inevitable that there will be a wide range of quality and the task of the editor, as we saw it, is to ensure that the efforts of a wide cross-section of the pupil-body are represented. Thus, many of the items, however humble, still deserve a place in the scheme of things, and we would be failing in our task if we did not encourage the not-so-talented as well as those who are gifted. Many worthwhile entries had to be left out as it was desirable to limit the number for obvious reasons of space. Some very good entries had to be omitted as there were too many from the same year or form and we try to retain as wide a range and balance as possible. Let us therefore hasten to assure those whose entries do not appear in this issue that this is not necessarily a reflection on their literary merit and we would like to extend our sincere thanks to all contributors.

MODERN ADVERTISING

Everywhere we travel, whether it be by boat, plane, train, bus, car, bike or just walking, we are requested, asked, pleaded with, beseeched, told and even ordered to buy Maxi-bubbles washing powder, Peel-off instant drying paint, Krunchy biscuits.

We are asked to see the error of our ways in not using strawberry-flavoured, pink-coloured, hexachlorophene-added Garbo toothpaste that turns all teeth to a delicate shade of purple—the latest fashion rage in Paris. Yet this sort of nonsensical advertising is just what we, people of the twentieth century and law-abiding, conservatively-thinking citizens, have to put up with.

Unfortunately, the persistent battering of advertisements and their products have weakened our natural defences, so we buy the wretched product, which is absolutely no use to us, and immediately discard it.

Look on the side of a double-decker bus and you will probably find "burbleurple upple bupple urbleburp" or some such trash and ridiculous nonsense such as . . . "kissing in any one of three exciting flavours: jaffa orange, wild cherry and absolute banana".

We go for a quiet Sunday-afternoon-type drive on the road: roadside signs inform us that "Hotel Krumbledown" has the best food in the country—only another 100 miles further on.

We spend a nice evening in front of the TV. We are told, by a woman with obviously false eyelashes and a wrinkled, pallid complexion (due to the fact that she is wearing a "Uniwrinkle" plastic face) to be centsible and buy new "Lesstaste" instant coffee, which now has 43 beans in every cup.

To relax in front of the radio is disastrous. Some wheedling-voiced little man will expound the virtues of "Slodrag" cigarettes (don't forget the new coloured picture on the back of each packet), the flavour of Shyland imitation Scotch whisky or Brushells tea, the one that tastes so good.

Advertising is not even an autonomous art, it is the handmaiden of commercial motives; its name carries connotations (well-earned, one might add) of half-truths, deception and outright fraud, of appeals to vanity, fear, snobbery and false pride. Unfortunately, advertising is part of our everyday life.

A poet would be concerned with a primrose for the beauty and feelings that are aroused in him. The advertiser, on the other hand, is concerned with the primrose only if it happens to be for sale. Once it is on the market, the advertiser can increase its saleability by making it thrillingly reminiscent of gaiety, romance and aristocratic elegance or symbolic of solid, traditional virtues or suggestive of glowing health and youth, depending upon his whim.

This is what the writer of advertising does with breakfast food, toothpaste, laxatives, whisky, perfume, toilet-bowl cleaners. Indeed almost all advertising directed to the general public is the poetising of consumer goods.

Advertising invites us to place ourselves in roles other than our own. Readers are invited to look upon themselves as "smart housewives and hostesses" (who serve Spam), as "men of distinction" (who drink Calvert's), as "responsible and prudent fathers" (who protect their independants with Metropolitan Insurance Policies), as "well regulated families" (who take Ex-lax).

Thus we may see that although advertising is a part of our everyday lives (most people are opposed to it, although they still obey its stringent laws), it is really only yet another burden thrust upon us by modern society.

—B. Danes (4B)

UMBRELLAS

Pink umbrellas, blue umbrellas, yellow, violet, primrose umbrellas, purple umbrellas, green umbrellas, umbrellas with artistic slashing of colours, striped polka-dotted and dabbed umbrellas, umbrellas made from nylon, rayon, terylene, plastic, synthetic paper, umbrellas that click, umbrellas that rattle, broken, bent, twisted umbrellas; in short, umbrellas.

Umbrellas take on many shapes, sizes and forms. There are umbrellas for babies, small children, teenagers, the middle-aged and the ageing.

There are umbrellas for the young woman, with slashes of colour; umbrellas for the housewife, plainer shades; umbrellas for the businessman, sedate, grey, almost menacing in their calmness and drabness and lack of originality.

The consumer may wander into any large store, when it is raining, and choose from a range of umbrellas with cane handles, plastic, rubber, nylon, vinyl handles, umbrellas that fold or retract into themselves, from a price range that can vary from twenty-five cents to twenty-five dollars.

If you take a lift to the first floor of any building, or if you just stand on a city street corner, you may notice the flashing and fumbling of many fingers on catches, springs, buttons, rods, sticks, etc., as soon as the slightest drop of rain falls.

I know one woman who carries an umbrella in her hand every day, rain, hail or shine; has at least four in her home and another extra in her car. Her husband is as bad with three in his car (one for each unoccupied seat), three at his office and two in his room.

People seem to invite rain as they wander from shop to shop, in town, with their umbrellas in their hands.

Indeed, umbrellas are pessimistic pieces of paraphernalia.

—B. Danes (4B)

FRACTURED SHAKESPEARIAN

"O, that I were a glove upon my hand."

—Lined up to get the cane.

"This wind you talk of blows us from ourselves."

—The breeze from the saleyards.

"Give me the mattock and the wrenching iron."

—A guilty 4th former.

"Holding thy ear close to the hallowed ground."

—A prefect standing on a 1st former.

"By Heaven, I will tear thee joint by joint."

—4th form riot in the back playground.

"A sin-absolver, and my friend professed."

—Mr. Myers' feelings about Mr. Stewart.

(Apologies to William Shakespeare — from his tragedy, "Romeo and Juliet".)

—R. Howe (5B)

WYNDHAM'S WAY

The Wyndham scheme is on us,
We find it very hard,
Our teachers find it difficult,
They think Wyndham's quite a card.

The Wyndham scheme is on us,
We find it quite a bore,
But if we don't get our work done,
We won't get through the core.
—Ian White (5D)

THE INS AND OUTS OF RUGBY

Rugby's a game of bash and barge
Whether the players be small or large:
Those fifteen men on the other side
Stand awaiting just to tan your hide!

That fellow known as the referee,
Who darts and dashes like a flea;
No matter where the ball may go
You'll likely hear his whistle blow.

The crowds today are out in force,
Yelling and shouting till they're hoarse;
They are ready always to criticise
No matter what their age or size.

The game's all over, bar the shouting,
The crowd's enjoyed a wonderful outing!
One team lost and the other won,
Such is life — yet we had fun.

—D. Hassall (5B)

PRAISE FOR THE DEAD

Praise for the dead, revere the men who knew
How good a thing was life . . . and knowing, died;
Who held no homes, nor loves nor friendship true,
Save such as sacrifice had sanctified.
Praise them the happy dead, applaud their worth,
Who found a cause to die for here on earth.
Prayers for the dead, in some far twilight land
They cleanse them of their stains and wait the light.
Prayers most for us who need to understand.
For things he loves alone, a man will fight.
Their work is done, for the calling high
Will guard the simple things for which men die.

—Peter O'Brien (4B)

I HAVE DESIRED TO GO

I have desired to go,
Where springs cannot fail,
To fields where falls no sharp and sided hail,
And lilies blow.

I have desired to go,
Where war cannot touch me,
Nay, not o'er land, air nor sea,
And blood does not flow.

And I have asked to be,
Where no storms come,
Where the green swell is in the havens dumb
And out of the swing of the sea.

—C. Berkeley (5A)



FIRST TO *Farmer's* THEN BACK TO SCHOOL

SYDNEY
AND
BURWOOD

Bring your Summer uniform list to Farmer's, Burwood or City, and be correctly fitted from the most extensive collection of regulation schoolwear in Sydney. For your convenience choose one of Farmer's three payment plans.

O.P.A. (Optional Payment Account) enables you to buy your uniforms with no deposit and up to 8 months in which to pay.

Budget Account offering up to \$120 of credit in our own store currency to shop with, while you make small weekly payments.

Lay-By for as little as 20c in the \$ deposit, all of your uniform requirements will be put aside until you need them.

NATURE

One sunny morning when flowers were showing their bright colours, and birds gave forth their merry song, our family decided to have a picnic in the hills, in the midst of nature's beauty. It was a day when nature was smiling on the earth.

Journeying on the mountain highway we looked down on the picturesque scene below, which was so colourful and breathtaking that it appeared as if it had been painted on a canvas spread around us. Small villages lay beside rivers winding their way to the far distant sea. Far away on the other side of the hill in which direction the road twisted and turned away from the sea, a large forest of pine trees, broken by green meadows, dotted with cows and little country streams, met our eyes. It was to here that we were heading, with a view to a bright happy day filled with fun and pleasure.

We arrived before midday when the flowers were opening to the direct rays of sunlight shining through the tops of trees, when nature was beginning to reveal her beauty. Having left our car on the side of the road we walked down a narrow track where we discovered a tall pine tree with part of its roots growing into a merry little stream. We began our picnic lunch under its spreading branches. We ate our lunch in quietness aware of the peace and tranquillity of the countryside.

Suddenly the birds hushed their singing and the flowers began to hide their beauty. We looked up at the sky through the trees seeing nothing but the deep rich blue we had noticed on the mountain road. Yet we could vaguely sense that something was about to happen. The forest was now deadly silent, the flowers were now completely devoid of colour. This was nature's warning to the inhabitants of the forest. Animals disappeared into their holes or hiding places to hide from the danger.

Presently, when all was still, a gentle wind commenced blowing. This wind soon developed into a howling gale. Leaves blew everywhere, dust flew into our eyes and the merry little stream was now windswept. Looking at the sky there remained the deep blue colour, however, wisps of white cloud were appearing. The wind continued blowing and became stronger, now whole trees were swaying under the strain of the gale. The sun was slowly being covered with white cloud as the gale blew. The white cloud became darker and the sun was blotted out. The inky black clouds formed a heavy blanket of doom; nature was angry and rebellious.

We hurriedly packed our baskets together, as we knew that unless we hastened we would be caught by heavy torrents pelting down from the inky black canopy above; however, our quickness was to no avail. The rain began falling, first in drops, then increasingly torrential downpour. The little merry stream had now become a windswept swirling mass of foam overflowing its banks and hiding our picnic spot from our view.

Our ascent was hampered by the slipperiness of the track and rain driving us backwards. To our dismay we discovered on reaching the end of the track, we had taken the wrong way. Water was swirling around us as it raced for the valley below. Fear clutched our hearts with the realisation that unless the storm ceased we would surely be stranded, as the hungry waters would soon cover the bridge.

A rainbow appeared in the sky and we remembered

its promise. The rain eased and the black clouds rolled away, revealing patches of white and blue. The waters abated from the bridge and a watery sun peeped through. Nature smiled and we were saved from the peril of the storm.

—J. Toms (4A)

"THE ALL-IMPORTANT"

In the near future we may hear of a schoolboy failing to be allowed to continue his education because he is poor at sport. This I believe is a very good thing, as being strong in a scrum or accurate with a bat and ball is of infinitely greater importance than any knowledge that a person may acquire whilst at school. Academic accomplishments like five A's and one B pass or two first class honours and four A's, appear dull and mediocre against the glories of a ninety-yard run to a touch-down, or a century at cricket.

One only uses knowledge acquired at school to earn one's living, but unless a person can play a good game of golf with his employer, belong to a Leagues club and be an ardent supporter of the team, he has little chance of advancing in his chosen vocation or in his social strata: he may only boast of being one of the intelligentsia. When being interviewed for a social position one of the first questions you are asked almost invariably is: "What sport do you play?" Though to be truthful I must add that, sometimes, the interviewer does eventually ask you for your qualifications, but this obviously cannot indicate whether a person can succeed in the prospective occupation. For this your academic achievements are unimportant. You must be judged on more detailed and revealing knowledge — your ability in studded boots or in creams.

Whatever happened to the intelligentsia, that noble body of men and women who tirelessly devote their lives to the furtherance of the horizons of man, or to make the world more beautiful to live in? Do we read of their achievements in the daily press; or, is it of the glory of people like Reg Gas—r that we read? The latter of course, and thus it should be, for what does it matter if men slave to give cancer sufferers a few years longer to live, as long as that vicious animal-like mass of humanity — the public, has its sadistic desires fulfilled by this wholesome form of entertainment supplied by such a dedicated group of men who do so much for their spectators?

Still more yet can be gained by dedicated participation in sport. Sport improves your character and personality — what is better than a scrum or a tackle two yards from the goal-line to teach the aspiring footballer the finer points of fair-play, or a game adjudicated by an obviously disinterested referee to bring out the best examples of fine sportsmanship? These valuable aspects of one's character could not be cultivated nearly as well by activities such as chess, wherein fair-play is immersed in an ocean of violence, and sportsmanship cloaked in foul play and skulduggery.

It is obvious that learning must, therefore, yield to ever-increasing physical activities before the little knowledge that we would gain could make us so impious as not to worship and pay our just and due homage before the altar of the Great God Sport. Therefore long may sport reign victorious over that useless and largely unwanted quality inherent in man — intelligence!

—James Seabrook (5G)

"LORD OF THE FLIES"

By William Golding

This novel develops gradually and plausibly as the boys slip back through various stages of development to eventual barbarism. It commences with the boys marooned on a coral island, quite a possible situation. They are brought together and Ralph chosen as leader. He organises the boys, in the best interests of the group, but some decide that others have a better job, and so neglect their duties. It does not take long before the "littluns" sway their elders with talk of "beasts". The sighting of a dead parachutist on the mountain adds further to the break between Ralph's group and the hunters under Jack.

Jack and his group, having become accustomed to blood shedding through their hunting expeditions, develop rituals by which they work themselves into a frenzy. Simon is killed as a result of one of these dances. Both groups realise the necessity of fire and "Piggy" is first "blinded" and then killed as a result.

With the death of "Piggy", Ralph is left alone with the "littluns" and Jack determines to kill him. He is only saved with the arrival of a naval ship.

Ralph is sensible with regards to the fire, the hunting procedure and the shelters. He is about the only one, excepting "Piggy", who maintains any sense of decency. He gradually matures during the novel, from a boy with nothing to do but play, to a young man, capable of feeling deep emotion. This change is due mainly to the responsibility placed on him.

Jack is the main cause of the split in the group. He slips back through various stages faster than the rest. He is the first to become accustomed to the slaying of pigs for meat. He decides on the use of various war paints to scare the victims of raiding parties. He possesses a dominating character and is elected chief by the other warriors. His rapid deterioration is most noticeable, going from a meek choir boy to the lordly chief of the mountain.

"Piggy" is a sickly, inoffensive, intelligent boy with a large stomach and a pair of "specs". He desperately wants to become friendly with Ralph, mainly as a protection from the vicious Jack. His glasses become a much desired article for a fire and as a result, they are stolen by Jack's group. His advice is always wise although the others refuse to listen to it. Ralph realises after "Piggy's" death that he really respected his advice. He realises too late that he was a "true, wise friend".

Simon keeps much to himself and he likes to keep away from the others. He finds a shelter and goes there often when he wishes to be alone. He imagines that the "Lord of the Flies" speaks to him, thinking it to be someone older and more experienced than himself.

The use of conversation in the novel is quite well done. The author uses conversation to say a thing which would have been difficult to "get over" to the reader any other way, e.g., the "Lord of the Flies" talking to Simon and Ralph would have been difficult to express.

The conversation follows the boys' reversion to barbarism. It is well expressed at the beginning of

the novel but gradually becomes curt and harsh towards the end, the boys expressing as much as they could in as few words as possible.

"What's the matter."

"Jus' a tooth loose."

"You alright 'Piggy'?"

"I thought they wanted the conch."

William Golding has chosen to use a large amount of description throughout the novel.

"The edge of the lagoon became a streak of phosphorescence which advanced minutely, as the great wave of the tide flowed. The clear water mirrored the clear sky and the angular bright constellations. The line of phosphorescence bulged about the sand grains and little pebbles; it held them each in a dimpled tension, then suddenly accepted them with an inaudible syllable and moved on."

Many metaphors and similes are also used. "The dark sky was shattered by a blue-white scar," "a block large as a millwheel" and "There was only one other rock there that they might conceivably move; but that was half as big as a cottage, big as a car, a tank."

Perhaps the most striking use of personification is the "Lord of the Flies" set upon the stick. However, there are others. "Then the red thing was past and the elephantine progress diminished towards the sea."

The novel as a whole is written from an onlooker's point of view, although the story is so well told, it seems as though the author was really on the island with the boys himself.

This rather frightening story criticises the delicate situation in which human civilisation must be if these boys, when separated from their elders and subjected to the taunts of their inner feelings and emotions, slip back to barbarism through the stages that man has developed.

The way in which he manages to do this is excellent. The criticism is there, although it is not so obvious as to detract from the sheer excitement of the fire, the raids, the chases; in fact, of the whole novel.

—Ian John (3A)

(This entry won the Junior Tierney Literature Prize)

SCIENCE

Biology is the study
Of all things raw and bloody,
Nerves, muscles, bones,
Enzymes and peptones.

In Chemistry you neutralise
Metals, bases and alkalies;
The salts you get you crystallise,
Dissolve and then electrolyse.

In Physics we try to measure
Weights and lengths for pleasure;
And if some joy in this, one sees,
Then measure capacity, in pints and cc's.

In Geology we discover
All about the land;
Its form, its age, its origin
Are investigated by man.

So this then you may analyse
And see it's all a list,
But it also makes you realise
The mind of a scientist.

—J. Starkey (3A)

DAYLIGHT UNDER THE KEEL

In recent years tremendous advances have been made in the field of marine engineering, and old established concepts have been displaced by the great strides that have been made in twentieth century technology. Not only has the conventional merchant ship been subjected to such radical improvements as the variable pitch propeller, the gas turbine engine and the semi-automation of power plants and navigational aids, but a whole new class of vessel has appeared and seems to be gaining greatly increased importance among the world's merchant fleets.

In January, 1965, the Port Jackson and Manly Steamship Company placed an ultra-modern hydrofoil ferry on their seven mile run between Circular Quay and Manly. The new craft, imported from the Hitaihi Shipbuilding and Engineering Company at a cost of \$256,000, and named "Manly", was the first hydrofoil vessel to enter commercial service in Australia and marked a complete change in the type of transport to appear on Sydney Harbour. A small, but speedy craft — 68 feet in length with a beam of 15½ feet and a cruising speed of 35 knots, the "Manly" was a contrast to the larger and slower, double-ended ferries — "South Steyne" and "North Head", "Dee Why", "Baracoola" and "Bellubera", that had previously maintained the Sydney to Manly service. Designated a PT20 type by its Swiss designers, the 31 ton hydrofoil has achieved considerable popularity since its introduction, cutting the harbour service from 40 to 16 minutes. She is probably the forerunner of considerably larger hydrofoil ferries, that in time will replace the conventional ships on Sydney Harbour. The older ferries, although popular with harbour travellers, are too slow for modern operations and their owners are anxious to replace them with more modern craft. The five larger ships are ending their economic life:— The "Bellubera" (505 gross tons) was completed by Morts Dock in 1910, while the latest and largest ferry, the "South Steyne" (1,203 gross tons) was completed in 1938, in Leith, Scotland. Of the other vessels, the "Baracoola" (498 tons) was completed in 1922, the "Dee Why" (799 tons) in 1928, and the "North Head" (466 tons) in 1913.

The hydrofoil ship is a means of transport unique to the twentieth century and is such a recent innovation that some of the most exciting passenger ships (hydrofoils) of recent years have come from design offices hundreds of miles from the sea, not from the important shipbuilding firms that have remained in more regular construction. Modern hydrofoil vessels with speeds of 30 to 40 knots have set new standards as they skim across the Mediterranean and the Black Sea, along the great European rivers and the Caribbean, the Baltic, Asiatic and Australasian waters.

Until very recently (1964) the design and construction of hydrofoil ships has remained centred in three countries — Switzerland, Japan and Soviet Russia, but there is a growing British interest in the commercial hydrofoil, and in the United States the great aircraft firms of Boeing and Grumman are applying their knowledge of light alloy construction to hydrofoil development for the U.S. Navy.

Basically, hydrofoils are vessels whose hulls are supported entirely above the surface by struts or underwater wings known as foils, the design of which has been subject to much experiment. As the speed of the vessel increases, the hull is lifted from the water by the lifting force of the foils as the water flows smoothly around them. Thus, by placing the hull above the surface, the peculiar wave pattern made by a conventional ship as it cuts through the surface layer of water is avoided and the hydrofoil is not subject to the restrictions on the economic speeds of other ships; 10 knots for a 100 foot vessel and 30 knots for one of 900 feet. Designs by early engineers were largely unsuccessful although the ships often achieved high speeds in smooth water. Unfortunately the early vessels were found to be extremely unstable in even the lightest swell as they could not accommodate themselves to the shape of the seas, the foils either diving too deep or breaking surface.

The Swiss firm, Supramar AG, of Lucerne, was the first to develop a completely successful hydrofoil design — the PT20 type, completed in 1954, was first placed in service between Messina and towns along the Italian and Sicilian coasts. A total of 175,000 passengers was carried during the first year of service and more and more of these craft were introduced on Mediterranean routes during the following years. The Supramar hydrofoils have over 30 years of intensive development behind them and the basic design measuring 67 feet has been developed into the PT50 type of length 91 feet. The PT50 class measure 91 feet 2 inches by 20 feet and can carry up to 140 passengers in a hull twice as wide as an aircraft fuselage of equal length.

Powered by two Mercedes lightweight oil engines of 1,350 h.p. each, the PT50 class vessels are capable of speeds of 41 knots, and 13 vessels have been completed to date, not only by the designers but in Italy, Holland and Japan, under licence. The smaller PT20 hydrofoils, displacing 31 tons against 60 tons for the PT50's, have been sold throughout the world and have been the most successful and widely used hydrofoil design yet produced. They are powered by one 1,350 h.p. Mercedes Benz diesel motor and can carry up to 74 passengers in an aluminium alloy hull. They have also been built under licence in Italy and Japan.

The foil arrangements of the Supramar boats have been thoroughly investigated in a Berlin test tank and it was found that even a foil breakage on one side, as might occur in a collision, would not upset the balance of the vessel. The forward foil is "V" shaped and the port and starboard legs are placed wide apart, tapering away considerably downwards, while the second foil, located beneath the stem, is small and flat. The "V" foil provides transverse stability since, when the craft is rolling, the rising side sheds a lot of lift and the sinking side gains it. When the boat meets a wave the front foil rises and keeps the hull clear of the water. Any increase or decrease in the foil depth so alters the lift that the foil quickly adjusts itself to the wave pattern, thus ensuring that the foil front never jumps out of the crest into a trough because it is already sinking to achieve equilibrium. The power required by a hydrofoil craft has been found to be half that required by a conventional, seagoing, surface placing craft such as a naval fast patrol boat. This is because less power is required to

overcome the resistance of the water as the hull is forced through it.

Great strides have been made in the design of hydrofoil vessels in the last few years and already design studies have been made of vessels up to 1,000 tons. If development in the next 10 years continues at a similar rate, we may find that the hydrofoil merchant ship will replace conventional vessels on the world's sea lanes and will travel from continent to continent at speeds as yet only dreamt of. Whatever the future holds, it is obvious that the hydrofoil, even if only as a means of river transport, is here to stay for some time to come.

—John Egan (5B)

CASE OF TASTE WITH SERIOUS UNDERTONES

It was recently reported in "Time" magazine that London, home of one legitimate queen and half a million others, is the "swingingest" (the term is "Time's" not mine) city of the 'sixties'. Consequently this caused a sensation amongst American tourists seeking the "with it" city. However, this gross deception was not discovered (for how would one American tourist know a "with it" city when he has lived in Paris, Texas all his life) until the daring Art Buchwald published ("Time": August 15) his sensational exposé that the world's most vice-ridden city did not swing at all. In fact it swung in and out of the New Bond Street office of Time-Life Incorporated.

In an admirable attempt to make Sydney the foremost "swinger" in the Southern Hemisphere, noting her main rivals are Stanleyville, La Paz and Melbourne, a group of top Sydney socialites, under the leadership of Miss Zola Wrekasfière, have launched a campaign entitled "Keep My Sydney In". Prior to February 14, 1966, they were headquartered in Lubra Lane, Paddington, but due to the untimely arrival of an aboriginal family next door, number 8½, they were forced to move. Before Zola's clique, "Les Marceux", departed, Albert Bung, the Treasurer, sent a vehement letter of protest to the Sydney City Council, demanding the street name be changed to Wahroonga Road with its zulubrious ring. Zola even sent a letter of remonstrance to Mr. Opperman, the Minister for Immigration, asking for their deportation to Port Arthur, Tasmania.

Finally the matter was cleared up when, in her annual journal, "Nous Chez Nous", Zola sent a letter to Cardinal Gough, who secured their resettlement at La Prouse. Seeking more congenial surroundings, they moved to Molong Heights, a rugged setting amongst the desert mulga and salt-bush. Here surely could they escape the natural environment of Australia.

Systematically "Les Marceux" set about preparing their schedule which took little temperance and much impatience. Wishing to retain the bourgeois "nouveau riche" ideals they cherished so dearly, they began with the city's most important social event of the year: the Legacy Charity Ball. Henceforward their manifest appearances of our swinging city were formulated. Mainly the ideas originated from Prudence Chastity, the loose-living daughter of Albert's mistress, Victoria Juan. Bubbling outward

from Prudence's imaginative mind came the following "swinging" suggestions: the painting of the Harbour Bridge pink with a lavender under-structure (to match our opera house and her grey matter), the superficial painting of Blacktown, Green Valley in the respective colours, glossy black and matt green, the erection of a gilt Holden seven times larger than normal size, with genuine purple plastic pleats, shining chrome buttons, an empty rear boot and an autographed, coloured photograph of Robin Boyd on the roof at Bradley's Head, and the conversion of our El Alamein fountain into the world's only public bubble blower.

Zola proclaimed Prudy (as she is affectionately called) a genius, but a threat to dissension came from the only honorary life member, Earl Robertsen Minge, Order of the Oxalis, who thought her quite an impractical and tasteless copy of a public-service-style Auntie Mame. Nevertheless did the news spread, even into the 'eighth column'. The date was decided upon for the grand scale redecoration (in fact December 25, a friend's birthday). Ready were the plans, people and preparations until the fateful day of December 7 (another friend's anniversary). In a blatant exposé the "Sunday Mirror" did a full page story on Zola, Prudy and "Les Marceux". In spite of Zola's ensuing allegations in the "Australian" nothing could be done. The slanderous article not only got past the society column but reached the historical feature. Funny.

P.S.: From the above story some may draw a moral:

Ashes to ashes, from still to still,
If Buchwald doesn't get you, the "Sunday Mirror"
will.

Trevor J. Howells (5B)

HOLT! WHO GOES THERE?

Snorkel, snorkel, little twink
Here we go into the drink,
Splashing in Port Phillip Bay
Having fun the Harold way.

All while the nation is at sea
I am catching fish for tea,
In my wet suit, James Bond Sinister,
What a crazy Prime Minister.

Pictures in the press galore
Right from here to Singapore,
Cabinet meets tomorrow early
At the bottom of Lake Burley.

National problems large and tiny
Can be settled in the briny,
When I want to dodge my Zara
I go and sit right in the Yarra.

Ord River Scheme not going on
I'll think about it in the Swan,
Vietnam war not really right
Splash! here I go into the Bight.

World-wide problems by the score
I sort out just eight feet off shore,
Australia may disintegrate
But I'm her cleanest head of State.

Mark Harris (2A)



Arnott's
famous
Biscuits

There is no Substitute for Quality

B218

PUNISHMENT: A LEGITIMATE RESPONSE?

In early societies man obeyed the customs of his tribe for the superstitious fear of evils which might befall him if he did not. However, although the ultimate sanction was religious, the immediate sanction was the vengeance wreaked on a wrongdoer by the person he injured or by the community as a whole acting through a sufficient number of the more vigorous members of it.

Today crime is a wrong, the sanction of which involves punishment, and "punishment" signifies death, penal servitude, whipping, fine, imprisonment or some other evil which, once guilt is established, is not avoidable by any act of the offender nor terminable at his discretion. We all equate crime with punishment, but why, simply because it is a reality of our society, or is it an instinctive response?

Let us assume that in our complex society rules of conduct are essential, our way of life is so far advanced from the jungle law of absolute self-interest that only individual rights remain, with responsibility to respect those rights inherent in all members of the community. And these rules of conduct are in fact restrictions on self-interest (if everybody could take what they wanted, who'd work?). Therefore they must be more than simple requests; they must, we conclude, entail compulsory evil as an act of legitimate self-defence, with and only with, the majority opinion, or morality, deciding which acts are "wrong" and to be punished.

So much for theory, today those principles are so old they are forgotten by jurists and penologists who view punishment in the deterrent-disabling-reformative-retributive light. Punishment supposedly deters crime through fear, but conceding that there are degrees in the gravity of crimes, so punishment must also be graduated — capital punishment for pickpocketing not only refuted the deterrent idea and showed the relationship of crime to social conditions, but encouraged repetition and even more violent crimes ("they can only hang you once"). In short, social conditions or psychotic influences determine the pattern of crime more than punishment.

"Disabling punishment" is more or less the justification to imprison the real habitual criminal.

Retributive punishment is the "vindication of the law". Although usually considered separately, all punishment is retributive when the idea behind crime and punishment is recalled.

Reformative punishment or the humanitarian approach of "letting the punishment fit the criminal" instead of the crime, is an important aspect of modern correction. In view of the fact that 95% of prisoners are going to be released, the "let him rot and suffer" attitude is hardly objective preparation, especially for those with genuine psychiatric disorders, where exaggerated retribution, especially the death penalty, regardless of the viciousness of the crime, is no more than a lazy answer, avoiding the real problem, hindering the search for effective means of curbing crime and for a rational system of prevention.

Probably the most practical response to crime is the indeterminate sentence of not less than X nor more than Y years where X is no more than a quarter of Y. Hence X satisfies the basic retributive

reaction, Y the deterrent factor, the difference allowing responsible authorities to give the prisoner another chance, if and when, he deserves it, so satisfying the reformative and disabling aspects.

School discipline is that unique institution that insists on adult attitudes, adult behaviour and an adult approach to responsible authority and goes about it by "adult" means. The reaction to open canings would theoretically be deterrent (like public hangings), and truly draw about the same degree of morbid fascination as the Tyburn tree spectacles. The only thing it disables is rapid note taking. Reform? Most victims go to elaborate lengths—even repetition—to insist that they were not affected by it one bit. Retribution is its sole triumph. Never has there been a method of punishment so perfectly suited to expressing as many different viewpoints and reactions to the same type of misbehaviour as there are canes to go around. Recently students have gained first hand confidence that the presence of innocent parties in the class is no longer restraining the long arm of justice — everybody gets reformed.

P.S.: In no way do these comments contain overtones of complaint or sarcasm.

G. Peetz (5C)

"THE EPICUREAN"

I know not if this earth on which I stand is the core of the universe or if it is but a speck lost in eternity. For I know that happiness is possible to me on earth. "Man is what he makes of himself."

Ever since man first became a political creature he has been searching for a code, a morality which would enable him to live successfully and productively with his fellow man. "Ask not what your country can do for you; ask rather, what you can do for your country." A morality of rational self-interest.

Man's distinguishing characteristic, the factor which has enabled him to gain dominance over every other living creature is his power of reasoning; coupled with this is the fact that the actions of man, unlike those of animals, are not automatic, or instinctive, nor are they infallible. Man must make choices and for this reason he has the power to think, to reason and to perform volitional actions. Surely the greatest morality can be to respect the freedom of the individual. The highest ideal which any society can aim for is to make each individual free to make of himself what he can. If a man realises that he is completely alone, that he can expect no help or guidance from the undefinable "all-powerful" spirit which he hopes pervades the universe, then will he find freedom and happiness in this knowledge.

But unfortunately, perhaps, man must choose to think; the alternative is the blind placing of his trust in faith, thus abandoning the volitional powers which make man dominant, the master of his fate, the moulder of his environment and the creator of his destiny. Man's unique reward for choosing to think is that he survives by adjusting every facet of his surroundings to suit himself; he is no longer at the mercy of the chance happenings of nature. Happiness is not the means to an end, it is the end. It is its own goal. It is its own purpose.

J. Maitland (5C)

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A DEAD LETTER

Cicero, in Rome, to anyone who'll listen,

Perhaps you've read in the "Daily Palimpsest" about the trial of Verres for provincial misgovernment. You may also have read about the lucky bloke who's prosecuting!!

V. came into my office last week. "How much will you take for dropping the prosecution, Cicero?" he asked, stuffing my cigarette case up his tunic.

"Nothing," I replied, "will deter me from my purpose."

"How about one ex-Roman navy cruiser, top-class condition, rowers optional?"

"Nope."

"Twenty assorted statues, all genuine, all different?"

"Nope."

"Thirty-three hand-maidens?"

"Er . . . (Stoic, Cicero) . . . Nope. You see, Verres, I am a not-having-to-be-bribed man. And kindly return my bust of Queen Victoria."

After the second day of my speech (you know, the "not only . . . but also" bit) I noticed V., leaving the dock, was having difficulty walking.

"Search that man!" I ordered, in my consul-type voice.

V. was duly searched, and on his person was found: three copies of Hansard, 16 statues, several reams of paper (including some of my own notes), four water-jugs, two benches and an elderly scribe. V. immediately skipped town, followed by a train of hand-maidens, objets d'art, Roman cruisers, etc.

My only worry is that now I have several hundred pages of speech, lying useless, undelivered. I don't think I'll burn it; you never know, one day it might come in handy.

Your great friend,

Cicero.

R. Lindsay (5C)

SHADOWS! THEY WOULD NOT FRIGHTEN ME

The towering buildings cast their eerie shadows on the floor of the dimly lit street, imprisoning body and mind of the young woman as she hurries along, alone in the night. Her subconscious creates horrible visions of what she sees and what she does not see. She begins to run. The shadows frighten her. They would not frighten me.

High above in one of the tall buildings, the night watchman watches the magnified outlines (on the ceiling) of the rats as they scurry about on the crates in search of food. He becomes frightened of what he sees. It would not frighten me.

Far away in a far eastern hospital, a malaria-stricken man lies in bed, awake. He watches the dancing outlines of the flowers beside his bed luminated only by the flickering flame of the oil lamp. His fever creates visions from these shadows of dancing devils coming to carry him away, away to hell. The shadows frighten him. They would not frighten me.

It would not frighten me to walk in the dark, seeing the shadows of tall buildings. They would guard me. They would be kind shadows.

It would not frighten me to see shadows on the ceiling. They would keep me company. They would be friendly shadows.

It would not frighten me to see shadows on the wall. I would watch them dance and my heart would be filled with joy. They would be gay shadows.

I would not fear any shadow. I pray for them. I would love to see a shadow, even a tiny one, for just a moment. I am blind.

R. Baxt (5A)

NOISE

"Some research workers believe that the bedlam in which we live plays havoc with our subconscious minds, saps our vitality, raises our blood pressure, and upsets our digestion."

Yet, as many people who inquire on the subject soon discover, there is much disagreement and uncertainty among the experts. In a report made by the British Medical Research Council, they said that when the noise level reached 90 decibels (a decibel being a degree in amount of noise for the same purpose as a degree in temperature) there was a drop in efficiency for the worker in industry; at this level it is impossible for a human being to communicate even by shouting. The average noise level for an office being about 60 decibels, of a city street 70 decibels and of a jackhammer, 90 decibels.

Surely, it is a marvellous adaption our ear drums and nervous systems have made to cope with a world full of motor cars, jet planes, transistors, mechanical lawnmowers, jackhammers, vacuum cleaners, telephone bells, sirens and the rest. For us to persevere in spite of all those noises and yet remain relatively sane is a tribute.

But most city-dwellers agree that the din of modern life will become intolerable and wonder what can be done about it. The obvious need is in the research field. Research into the sources of noise, the control of noise at its source, and human tolerance of noise.

But there are also, it seems, some people who enjoy noise, and work and play amidst it, and who make a great deal of it themselves. They are known as somatonics, and it is a rare and fortunate person who does not know some of them.

B. Shepherd (3A)

A PICTURE OF DESOLATION

Small wisps of mist set in on the swamp. In the extreme distance a train chugged along an ancient track.

Weird, eerie lights appeared now and again over the murky depths. A strong wind suddenly heaved a branch off an unsightly tree. Splash! the branch had fallen to its doom in the filth-ridden scum.

A few local insects disturbed by the intrusion flew away with a flutter of wings.

The mist by now had fully settled and ghostly silhouettes of trees swayed menacingly.

The refuse of decades had filled this swamp and had proved ruinous to animals who had depended on this as a source of water.

Sun-bleached bones glistened in the twilight as the moon reached its peak.

D. Volker (3A)



PROBLEMS! PROBLEMS!

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CALIGULA

Someone once said somewhere:
"The Emperor Caligula
's habits were somewhat irrigula."

The key word is "somewhat". Caligula was mad, which helped. But how mad was he? Was this mysterious figure in Roman history, strange or just eccentric? (Unfortunately, there is a gap in the manuscript of Tacitus, the main source of the period, and so we have to rely on the enormously interesting, though sometimes unreliable, biographer, Suetonius, who wrote about a hundred years after the events.)

He was born in 12 A.D., the son of the immensely popular German commander, Germanicus, who died young. He was soon summoned to Capri, where the ageing emperor, Tiberius, had retired to indulge in merry pastimes in little nooks of lechery spread about the island (though this story is now generally attributed to the blackening of the previous emperor's name habitually doled out by his successor to make his own reign seem better). When Tiberius finally died in 37 A.D., Caligula found himself on the throne.

Thus started a reign, which Suetonius chronicles with much amusement and detail, in what is probably the best of his "Lives of the Caesars", not because the others suffer in comparison to Tacitus, but that here is a life in which Suetonius must have rejoiced: absolutely no politics, plenty of scandal to keep the reader's interest, and much personal detail.

Caligula was a good, or at least generous, ruler for a time, but, after eight months, he suffered a serious illness, probably a nervous breakdown, and was never quite the same again. He declared himself a god and even (which was far worse to the Romans) a king. He killed off most of his relations (except his spastic uncle, Claudius), not with as much finesse as Nero, but just as surely. He initiated a reign of terror: men, on the slightest of pretexts, were branded, sent to the mines, confined in tiny cages, sawn in half, etc., etc. He seems, however, to have preferred to hand out slow, lingering deaths—his favourite phrase was "Make him feel that he is dying!"

He loved watching a crowd he had provoked to riot, trample themselves to death at the Games. Suetonius, telling the story with obvious relish (and, by the way, he is the only historian of this period who kept his sense of humour) says: "He used to complain about the bad times, how there had been no great catastrophes in his reign like the massacre of Varus's legions under Augustus, or the collapse of an amphitheatre, under Tiberius. He said that his reign was so prosperous that it would not be remembered, and he prayed often for a military disaster, or a famine, or a plague, or a fire, or at least an earthquake."

He delighted in the impossible: making plains out of mountains, and mountains out of plains. The banquets held must be read about to be believed. Suffice it to say that after twelve months he had wasted the 27,000,000 gold pieces Tiberius had amassed over the years. He was bankrupt. He went to extreme measures to make money: he sold the palace furniture, he put a duty on everything, he auctioned off anything that came into his hands.

(There is an excellent story that, at one of these auctions, a senator fell asleep. Caligula warned the auctioneer to keep an eye on the senator nodding his head, and finally the poor man had unwittingly bought 13 gladiators for a total of 90,000 gold pieces). He gave his horse, Incitatus, a gold and ivory stable, and talked of making it consul. Finally, he grew so enamoured of money that he played and wallowed and swam in it, like Uncle Scrooge.

He made one expedition northwards, skirmishing with old women and cripples the enemy had left behind, and retreating at full speed when the Germans appeared, and returning to Rome he demanded a Triumph.

At last, a captain of the guard, Chaerea, whom Caligula had persistently teased for his supposed effeminacy, hatched a plot with other guardsmen and killed him. His reign had not lasted four years. His successor was his harmless, doddering Uncle Claudius.

His behaviour was, to say the least, erratic; in fact, most modern scholars, hesitant as they are of making sweeping statements, admit he was mad. He had been definitely odd since boyhood, but no doubt his breakdown and his epilepsy aggravated the illness. In a strangely moving passage, Suetonius talks of his insomnia, how he would "wander through the long corridors, invoking the day which seemed as if it would never break", and how, when he did sleep, he had terrifying and mystic visions, like talking to the Mediterranean Sea. He was both over-confident and over-timorous—he would quake at the sound of thunder, but would yell into the very ear of Jupiter's statue how the world was not big enough for the two of them.

He was, therefore, even without the help of Claudius's blackening of his name and of the condemnation of historians, probably the maddest of the Roman emperors, who were notoriously never fully sane.

R. Lindsay (5C)

HOW BEES "TALK"

One of the most fascinating fields of study in the animal field is that of communication between animals. For instance, most people know that bees live in communities with a queen, workers and so on, but how many people realise that bees, in order to run their community successfully, must communicate with each other. A German biologist Karl von Frisch has done many experiments on the "language" of the bees. In one of these he placed a dish of syrup near the south entrance of a hive. A foraging worker found it and while she was feeding, von Frisch marked her with paint. He observed her when she returned to the hive, unloaded her food on the comb and immediately began what he called a "round dance". She turned to the right and then to the left in small circles. She brushed against the workers on the crowded comb and they touched her with their antennae and chased behind her. The dancing bee abruptly moved to another part of the comb and repeated her dance. The workers that had followed the dance flew out of the hive. Soon they were gathered at the dish of food. Von Frisch placed other dishes of food at all four points of the compass about 20 yards from the hive. Soon all dishes were crowded with bees. He concluded that the bees had not learnt where the food was located

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but had flown out in all directions and found it by chance.

Actually the bees had more help than this. Their antennae can pick up the scent of the food on the dancing worker which identifies the type of food and helps the bees seek out objects with that particular smell.

When the workers, which had been told about the food, returned to the hive, they also performed the round dance. As long as the food holds out, the returning bees dance, but when the supply dwindles they stop dancing.

Von Frisch also did experiments to find out the area over which foraging bees will report back by means of a round dance. He observed that a bee returning with food collected from a distance greater than 100 yards performed a different kind of dance which he called the "tail-wagging" dance. He observed the worker walk in a semi-circle and then rush back to her starting point. She then walked around the other way, rushed back to the start and repeated her dance.

On the straight rush her abdomen wagged vigorously. She brushed against other workers on the crowded comb who touched her with their antennae and followed her closely. Soon the workers that had followed the original dancer left the hive and flew straight to the food. Von Frisch concluded that the tail-wagging dance had enabled one worker to communicate to others the distance and direction of the food. After performing further observations and experiments von Frisch concluded that foragers dance a "map" on the vertical comb of what has been experienced on the horizontal. The distance of the food is indicated by the rate of the straight rush and by the rate of wagging the abdomen. Distance is measured in flying time. One remarkable discovery was that a bee flying home with the wind would make a correction for this and would signal the time it would take to get to the food against the wind. Direction is indicated by altering the direction and angle of the straight rush (most bees learned the direction of the food within a few degrees of its position).

From these few facts it can be seen that the system of communication used by bees is one of the marvels of nature.

D. Benson (5A)

THERE ARE SWEET FIELDS

There are sweet fields that lie
Under mountains,
Where life runs pleasantly
Like little fountains.

There has the sun forgot
His cruel fire,
And the strong air wanders not
From the craig-heads higher.

There may the grey heart sing
How youth was stronger,
And love a far off thing
That hurts no longer.

—C. Berkeley (5A)

NOUNS OF ASSEMBLAGE

Can You Match These?

Technical usage and old custom have ascribed particular words for the assemblages of animals, things and persons.

ANIMALS

Asses	herd
Bears	brood
Buffaloes	bevy
Chickens	sleuth
Crows	covey
Gnats	stud
Flies	murder
Mares	cloud
Partridges	pace
Quails	swarm
Hounds	watch
Bucks	gang
Elks	kindle
Kittens	leash
Nightingales	mute

RATINGS:— 30, Excellent; 25+, Fair; 20+, Average; 15—, Unlucky.

ANIMALS

Asses	pace
Bears	sleuth
Buffaloes	herd
Chickens	brood
Crows	murder
Gnats	cloud
Flies	swarm
Mares	stud
Partridges	covey
Quails	bevy
Hounds	mute
Bucks	leash
Elk	gang
Kittens	kindle
Nightingales	watch

THINGS AND PERSONS

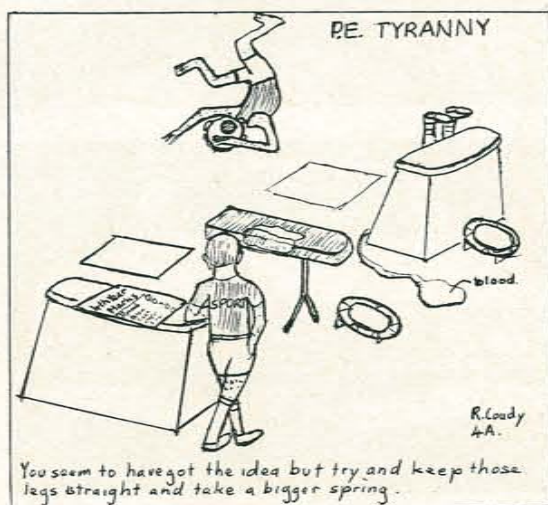
Aeroplanes	clutch
Arrows	fleet
Boats	rope
Cars	flight
Eggs	cluster
Onions	sheaf
Stars	squadron
Ships	flotilla
Actors	field
Servants	host
Magistrates	bench
Beaters	bench
Runners	staff
Bishops	squad
Angels	company

THINGS AND PERSONS

Aeroplanes	flight
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Servants	staff
Magistrates	bench
Beaters	squad
Runners	field
Bishops	bench
Angels	host

Information from Brewer's Phase and Fable.

W. Talbot (5D)

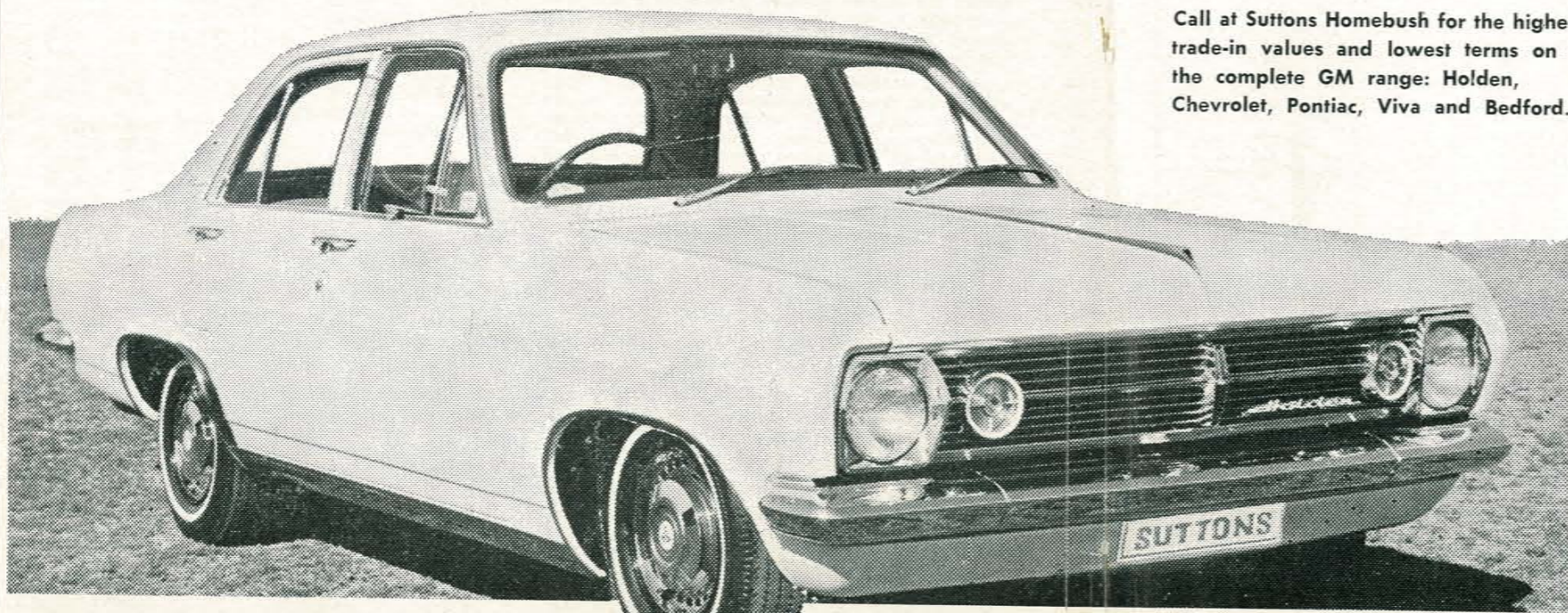


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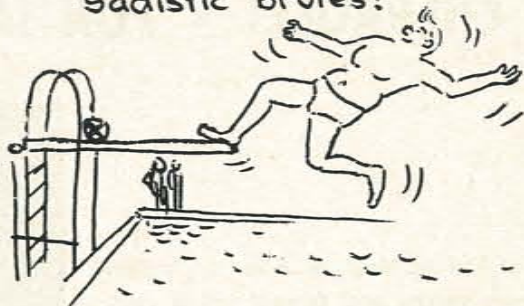
"66 AND ALL THAT"

"THE DAY THE DRINK TRUCK DROPPED IN."



FEBRUARY - The 'whole' drainage system was exposed.

MARCH - The spectators' highlight of the School Swimming Carnival - Sadistic brutes!

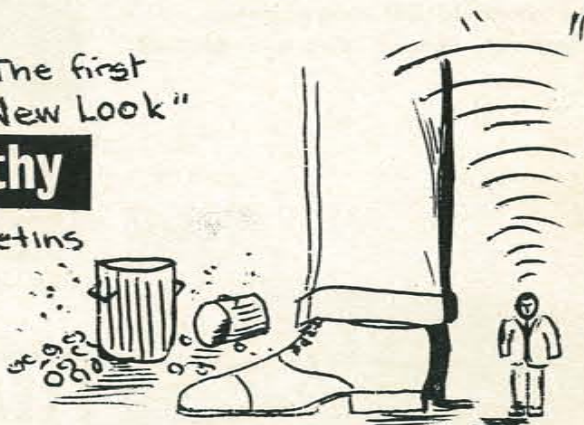


APRIL - The pupils helped in the security of the school (side door near Room 3)

JUNE - The first of the "New Look"

Monthly

P8C Bulletins



APRIL - 'quote of the year' "Someboys don't use the garbage cans do they Mr Myers - er... Mr Myers?"
- "THE INCREDIBLE SHRINKING H.M."



JULY - "THE FIGHT OF THE YEAR"

The supposed rumble between the two senior forms of the school was a great anti-climax after staff intervention. The heavy weight champion is still undecided.

NEW CAR ?
NO NEW RINSO!



MAY - The 5th Form Industrial Arts class were exceptionally lucky to be presented with this valuable teaching aid.

M. THOMSON. 5D.

TO WHOM IT MAY CONCERN

Somewhere in Sydney today there sits a boy, he's tired, sad and disillusioned.

For five years this boy's only aim in life was to become a maths teacher. For five years he slaved day and night towards this end, then the fateful days began to draw near.

The leaving came and went, but he was unable to enjoy his new-found freedom. The results were yet to come.

At last the day came: the results were out:— Smith, J. A. — Maths 1H, Eng. B. . . .

Overwhelmed by relief, he could only mumble, "Thank God!" But his ecstasy was soon cut short with the realisation that a scholarship was vital to him. Confidently he grabbed up the paper, but . . . despair! His name wasn't there! Why? Why?

Then suddenly the words came floundering back, "English B, English B".

No one would deny that a knowledge of English is an essential for any teacher, yet surely no maths teacher will ever have need of the knowledge that Macbeth's fatal flaw was ambition.

This boy would have been a wildly enthusiastic teacher, dedicated to his job to the point where he would have willingly devoted much of his own time to helping his pupils. He was thwarted while some others, who were less enthusiastic, but better scholars, gained scholarships.

The greatest tragedy of this story is that there are thousands of other boys and girls throughout the country who found themselves in just this same situation. Yet the powers that be, sitting pretty in their fat little sinecures, their only reaction is to deplore the shortage of trained teachers.

Gentlemen, on behalf of the scholars of Australia, both present and future, I beg of you, rouse yourselves from your complacency and act. The future of Australia lies in your hands.

[P.S.: Any resemblance to any person, living or dead, is not surprising.]

G. Hawke (5B)

NUMINBAH NATIONAL PARK

The most beautiful place I have ever visited is the Natural Arch in Numinbah National Park, Queensland.

The arch is both a geological wonder and a natural scenic spot, located on the Nerang River, some twenty miles inland from the densely populated 'Gold Coast'.

The road leading to the arch is winding and narrow, and does not go right to the place of beauty. One must walk down a well-marked bush track through dense rain forest. The temperature and humidity are high and the visitor must travel unhurriedly.

As the would-be explorer nears the arch a sound of falling water can be heard in the distance, but it is not until the last twist of the track that the spectacle can be seen.

The traveller can then only stand in awe, looking at this natural phenomenon and deafened by the roar of the water.

The natural arch consists of a hard rock layer about twenty feet thick, over which the river once flowed. Its path fell over the end of the layer

for about sixty feet and eroding the softer material back under the rock layer, to form a huge cave about three-hundred feet across. Gradually the roof of the cave was eroded away till a hole was formed linking the river flowing above, so that now the water falls down through this hole into the cave.

Visitors may walk to the edge of the hole to observe the water falling through, or they may enter the cave itself and see the water and sunshine filtering through the roof of the cave.

It is indeed a "miracle of rare device"! In summer, the pool at the bottom of the waterfall is a popular spot for swimmers.

Towards the rear of the cave, where it is dark and damp, live glow worms. If all torches are extinguished, the glow worms shine brightly, appearing like the tail lamps of many cars travelling along a distant road.

P. Stuart (5D)

HOME BUSH SCHOOL

Homebush school is the place, to always watch the teacher's face,

For when aglow you always know, that everything is whacko!

But when a grump you cop the blunt unless you're just an invisible lump.

We always know when things are crook, as out comes Myers' little black book;

But after all is said and done we really know what should be won,

With work achieved it's sure to please, for we'll have our Leaving up our sleeve.

P. Churton (1D)

ASIA: THE RIGHT OF FORCE AGAINST THE SCIENCE OF COMMUNISM

To appreciate the need to stand and fight in Vietnam, the basic differences between Asian and Western outlooks and the real face of Communism must be understood.

Primarily the democratic process, difficult at best, is faced with special obstacles in Asia where the Western concept of liberty under law is nearly incomprehensible. The idea of a political opposition is repugnant to a world in which social harmony rather than creative competition, set the atmosphere; and the practice of a "loyal opposition" seems only proof of Anglo-American hypocrisy. Although all Asians wish to see their civilisations modernised, they do not want them Westernised. However, their efforts to utilise technology without Western ethics and social organisation has proved difficult and caused disruption and often violence when unthinkingly forced on them by "enlightened" rulers or "benevolent" foreigners.

It is fallacy of increasing momentum, or malignancy, depending on one's politics, that there is a senseless and unwarranted American preoccupation with opposing Communism everywhere by instinct more than intellect. Admittedly it may be true that many Americans equate Communism with danger and conspiracy, without justifying their opposition to Communism, but surely that ideology stands indicted by its own word of mouth. To elaborate, the very first words in a book entitled "How to be a Good Communist", by Liu Shao-Chi, President of China, read: "What is the fundamental and common

duty of us Communist Party members? As everybody knows it is to establish Communism, to transform the present world into a Communist world." In addition, this transformation **must** be achieved by violence:—

"It will be obvious to anybody at all familiar with the requirements of history . . . that the revolutionary dictatorship of the proletariat is **violence** against the bourgeoisie: and the **necessity of such violence** is particularly created as Marx and Engels have explained by the existence of a military clique . . . , a revolution is the most authoritarian thing there is, . . . an act whereby one part of the population imposes its will upon the other by **rifles, bayonets and cannon** . . . and if victorious, it must maintain this rule by **means of terror** which its arms inspire in the reactionaries."

—LENIN.

With its aims and means defined Communism is on the march. Liu continues, ". . . the cause of Communism has become a powerful, invincible force throughout the world. There is not the slightest doubt that this force will continue to develop, and advance, and will win final and complete victory, . . . to sacrifice one's life without the slightest hesitation and even with a feeling of happiness for class and national liberation is the highest manifestation of Communist ethics."

How many East-West crises must be experienced before it is realised by the vocal minorities in the West, acting out of misguided senses of humanity and **national** interest, that Communism is an **international** conspiracy requiring the successful application of counterforce to render its aims (i.e., ideology) unachievable, before we can "co-exist". Only after crises in Iran, Greece, Turkey, Hungary, Berlin and Cuba, and after the phenomenal build-up of Allied counterforce that rendered blatant aggression an act of national suicide, did the Soviet Union accept the situation and "co-exist". Appeasement and concessions are fatal—in Chinese schools marching three steps forward and two backward (as concessions) repeatedly, will of course inevitably get the Chinese where they're going, and like all Chinese education, it is rife with political overtones.

Because the application of counterforce in Asia is more difficult than in Europe, it should not deter us, particularly in Vietnam, for were Hanoi to conquer the South, Cambodia and Laos would tumble immediately. After that we would be forced to fight from a less advantageous position in Thailand to hold the rest of South East Asia. If you lose Asia you lose the Pacific "lake". It is an extraordinary problem—that of the next 20 years. Another unjustified phobia plaguing many "intellectuals" is the almost hysterical fear of war with China. Incapable of thinking except in terms of the Korean stalemate against the Chinese land armies, they fail to perceive the military and economic vulnerability of Red China. Despite their large army, Chinese communications, supply network, power and irrigation networks are precariously vulnerable to air attack and they are unlikely to be sacrosanct from attack as they were in Korea.

Thus, although a peaceful settlement should be sought in Vietnam it would have to be a true and genuine agreement ensured by political and military force, but such a settlement, in view of the absolute inconsistency of East-West minimum requirements for settlement, is far from likely. There are those

who suggest the Vietcong is a national uprising, and indeed there are many non-Communist among the Vietcong, but every reasonably well informed source agrees that it is an integral part of Hanoi's Communist apparatus. We cannot afford to withdraw and observe. A fool learns from his own experience, wise men from others', and surely the wholesale slaughter that followed Communist takeovers in China, North Korea, North Vietnam and Tibet, not to mention the Soviet spheres and the present massacres of thousands of teachers and administrators in Vietnam, bear witness to the experience of history, which we cannot afford to ignore.

Some "intellectuals" have toured Communist states and favourably described them having reported on what they saw and heard. What they saw was limited and superficial; what they heard was to say the least, "channelled". The only people who are bigger idiots than they are those who take any notice of what they say — a football match might appear as a circus, unless you know the rules of the game.

Communism is not inevitable. It is reactionary and demands uniformity when the wave of our times and the demands of technology call for individualism and specialisation. The Communists say that Communism is science, any advance in science aids them. You must therefore acknowledge Communism or repudiate science. Arson is fire. I acknowledge it. Everyone knows it. I must therefore acknowledge arson and become an arsonist or repudiate fire for cooking and heating.

G. Peetz (5C)

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THE HISTORY OF THE BOURGEOISIE SINCE 1789

The word "bourgeoisie" is taken directly from the French. Originally, the word is derived from the Latin "burgus" and late Latin "burgensis". From there it was taken into French and English as "bourg", which means essentially "a town built under the shadow of a castle", or "a market town", and can be compared with the West German "burg" (as in Hamburg), the Anglo-Saxon "burh", and the English "borough".

Thus originally the French "bourgeois" meant "a person, or pertaining to a person abiding in a 'bourg'". Its meaning then slightly narrowed down to "a citizen", or "one of the citizen class", or simply "a freeman". This term applied especially to merchants, traders and so on, distinguishing these people from both the aristocracy and the "working" class.

At the time of the French Revolution, the word covered merchants, financiers, shipowners, manufacturers, mine-owners, brewers, shopkeepers, master craftsmen and also professional men such as lawyers, journalists, doctors, engineers and teachers, but not the wage-earners or peasants.

The term is often loosely translated in English as the "middle class", but some writers, especially Marxists, prefer to use "bourgeoisie" to indicate the capitalist class, which, to use Marx's own words, "owns the means of production and employs wage labour"; the term "middle class" or "petty bourgeoisie"; they apply to small farmers, small shopkeepers, professional people, managerial staffs and all but the lowest grades of civil service.

The history of the bourgeoisie has been a most vital and interesting one. It has played an enormous part in world affairs, especially since 1789. It is a popular misconception that the French Revolution was instituted by oppressed peasants who, together with the Paris workers, stormed the Bastille on July 14, overthrew the monarchy and gained control of France. The Aristocracy was originally responsible for the revolution but in the succeeding years the bourgeoisie was the most active and prominent group, which not only greatly influenced the trend of the revolution through its most difficult period (as is displayed by the fact that the Girondins and Jacobins were bourgeois clubs), but which was eventually to profit most from the revolution.

In the nineteenth century the bourgeoisie were dominant. The period 1830-1878 is commonly referred to as the Era of the Bourgeoisie in England and France. Here, liberalistic movements and suppression of political absolutism, accompanied by economic expansion were all led by the bourgeoisie, a class then rising even more rapidly than before, and which the Industrial Revolution was enriching. By the time of Marx and Engels, the bourgeoisie was the "ruling class", as it controlled nearly all large-scale industry, comprised the richest proportion of the population (at least in England), and which indeed was the vital controlling body in nearly all aspects of life.

Marx despised this bourgeois monopoly and stated in his "Communist Manifesto" that "the bourgeoisie is unfit to be any longer the ruling class in society". German poet and critic, Heinrich Heine, a contemporary of Marx, made the following comment: ". . . What the bourgeoisie want above all is order and protection — protection of their existing

property rights — and these are objectives that a republic should be able to guarantee as effectively as a monarchy. But . . . these shopkeepers sense instinctively that a republic today might no longer represent the principles of the seventeen-nineties. It might become the instrument through which a new unacknowledged power would seize control, a proletarian party preaching community of goods. The bourgeoisie are therefore conservatives by external necessity, not by inward conviction. Their politics are motivated by fear."

This is an interesting observation, particularly the remark about the bourgeoisie's conservatism, as it cannot be supported by evidence in Germany and England at least. In France (to which country Heine is referring) and other less advanced European countries which lagged behind the giants — England, Germany and U.S.A.—economically and industrially, as well as socially, this situation did exist, although not in the proportions that Heine expressed.

After the prominence they attained during the nineteenth century, the bourgeois have never looked back. The role of the bourgeoisie has not diminished since then in importance, nor indeed has the bourgeoisie itself. It seems likely then that the bourgeoisie, or middle class, will continue in the foreseeable future to be as great a force to be reckoned with as it has been for the last two centuries.

D. Stiel (5D)

YOU NAME IT

"Car 54 Where Are You?"	Mr. Gunther
"Texan"	Mr. Curran
"Please Don't Eat The Daisies" or	
"Tall Man"	Mr. Dasey
"Superman"	Mr. Reading
"My Name's Magoffin—What's	
Yours?"	Mr. Magoffin
"Mickey Mouse Club"	Mr. Davies
"Kommotion"	Mrs. Lalchere and Miss Pater
"This Week in Britain"	Mr. Webster
"Man in Room 17"	Mr. Brown
"No Time For Sergeants"	Mr. Hennessey
"It Could Be You"	Mr. Stewart
"Invisible Man"	Mr. O'Leary
"Concentration"	Mrs. Ellison
"Alfie"	Mr. Clarke

George Zantis (4A)

THE RIVULET

It starts in the Mountains,
Wriggling from its fissure home,
Slowly, as would a snake from hibernation.
It trips, laughing, through the foothills,
Rounding jagged rocks, forming potholes
And water-worn pebbles.
It meanders through the open country
Murmuring lazily at the sleepy cattle
On its grassy river banks.
It becomes an estuary,
Joining with the salty sea
And thankful that its journey is done.

Paul Brennan (3A)

"I AM HE"

I

The young addict in his freed warmth will gladly breathe

After half a moon of no weed

The murky mist,

Through a broken pane he awaits the time to leave
The chains of lingering boredom stagnating his tinkering brain.

Such are thoughts that float, but no deed

Will I attempt

To sway or list,

Nor break or twist.

Hold in contempt?

Or come in glory on swift steed

That rhymes the pounding of his hooves with the soft loping fall of the rain

Dripping green and cool; nurse a babe who longs to teethe

An exiled cyst—

Eats of itself, exists to bleed

Under the expiring glow of you, dying, grieve.

II

To listen to the rending scream of burning tears;

To dream above life; live below;

To escape now;

To avoid the paralysing blow of pierced fears;

To hang suspended in a radiating warmth, sapping the dark death;

To sleep through the crash of smashed snow;

To beat the night;

To sleep sweep bow;

To eat sweet sow;

To shine half-bright;

To keep pace with the stopped, not slow;

To see through all planted, submerged spikes trying to puncture the breath;

To be tried by no jury, but full court of peers;

To milk red cow;

To taste the fruit of sleeping blow;

I would sell my soul gladly for these to be here.

III

Many times before the night stranded me

High above the level of peace.

Caught in lost dread

I have pleaded with the Strangler to let me be:

"Get away, vile beast!" It chews and chokes the light, leaving it broken

It eats the soul in gluttonous feast,

It sings in Hell

And shakes its head

Leaving me dead;

It weaves its spell

Amongst the stench of Satan's fleece.

Through Dante's depths of evil, punished and struggling—panting spoken

To the ear of classic master ascending free:

"Salvation fed".

Watch from the tower, greatest and least;

Mightier than the sword is the one you will see.

IV

For the one whose golden tongue will conduct the world,

Who will command fraud to depart

From sacred ground:

Who from the tallest and highest will have fast hurled

The blots of men from the eyes of those greater in thought, deed and mind;

Those titans of perfected art!

In fields of bliss,

In trumpet sound,

In sword full round,

In one like this

That feels for all, and dies short-heart,

That bleeds for those who bleed in swamps of mud, that weeps damp dew in kind

And sorrows at the sight of stomach wrenched, gored swirled;

The godless pound

Of northern feet past marching; part

Through libertine's foul corpse, lies red, spinning, twirled.

V

Do not go gentle, nor go quick Lord, but speak soft;

Think well of past days, and to come

At the dawning,

At the birth of a sickly new day, Sol to waft

Into the precincts of a sweet carousing house that shall stand no more

But fall into the night, black slum—

Rat-ridden, dead,

Dirty morning

Deaf to warning;

Sharp broken head

That speaks no more, but no more dumb

Still is dead, either from broken tongue or unwilling, clamping jaw.

The sound soon to come weakly coughed!

Black hole yawning

Swallowing all cursing. The sun

Flaring through the window to the sleeper in the loft.

VI

The crusading one, not to come, but not yet formed

The tender shoot only half grown

To spark-bloomed size

Breathes lowly now, awaits the hour when death is warmed

By the fragranted ray in conquest of a furtive sip of life's sweet milk:

Youthful froth in gazing, sown

In mundane womb

Of life, killed lies

To see all wise

The putrid tomb.

Grappling usurers stole, not loaned

From purses of the seven-edged light; bulged tinkling gold, pig-lined silk

Filled with doubling accelerating wealth, coins swarmed

Before my eyes:

"Money won't buy your soul!" sneers Lord

To my greedy ear, unheeding viciously stormed.

VII

Shred, desiccated, bleeding, forgotten, lost—

The cause abandoned for wealth, fame —

Her friendship scorned,

Bleached golliwog breaks with first lady, meets the cost

Of his notoriety, but no more than a blade in a field Will be affect me with his name,

His hairstyle worn,

His suit of check,

Purist hates hex,

Profile forlorn.

There is but one key, the stabbed flame

Of genius released from his mouth, the compassion sword he wields

For the underfooled friends from the summit tossed

Denied thrice, pawned,

Spurned, despised, whipped, submissive, tame

By the cold cat of tails, not hide, but human coshed.

VIII

Billowing fluidly against the waves, it drifts
 Safely under the harbour light,
 Cautiously white,
 Overcoming the telegraphed seas echoing swift.
 The ship is safe, barnacled and gory, proudly
 showing a flag,
 A dully iridescent kite;
 Overly proud
 Of conquered sight
 Watching the night,
 Hearing the loud
 Sounds of a battering washed fight
 Not aimed at anyone, just charging to the fore,
 wrapping the time lag
 Around a rooted tree trying hard to lift
 Its boughs; not quite
 But trying its chlorophyll might
 Vaguely managing to stir its leaved, barklined gifts.

IX

I hear a stampeding convoy over the plain,
 Flashes of gold over my eyes,
 Another gun
 Reverberates through my economical brain.
 The jelly upsets again, but I feel no illness, only
 numb
 And through ikons, blessedly wise
 Ingratitude
 From another sun
 To another one
 In amplitude
 Comes upon me, and I cry "Spies!"
 But the words of my mouth fall onto the floor in
 grave accents glum,
 They go back into the night to be uttered again
 By other sons
 Of the backlog of misplaced lies:
 Only the stampeding goes on, always remains.

X

Through the ages of riot and chaos comes peace—
 The peace of deep sleep, deep rest
 The peace of kings.
 The inevitable ones and the great one's niece
 Will be slightly pleased at the new arrival's merry
 purple nails.
 He lies on his back in the nest;
 Within his mind
 With sleeping brings
 The bell that rings
 "I feel you're fine".
 With sleeping he travels due west,
 Beyond the setting sun, dazzling fitfully on the
 transworld rails
 Of the ghost train, reeking of velvet from furrowed
 crease
 Of seats and things.
 Crash! A dropping clash wakes him, lest
 He stay in the carriage, robbed of life's lease.

XI

The god of laughter listens for the tolling bell,
 Tolling for the far, magic isle,
 Tolling aloud
 For the sweeping street, for the limousine as well,
 For the top-hatted clowns and the "only observing"
 spectator,
 For the bespectacled Argyle.
 And the ringing
 Between the clouds
 Of sightless shrouds,
 Of dank singing

Quietly heard above the pile
 And pit of wandering angels, deafens the defences
 not later
 Than the line of muffled malefactors evil smell.
 Powdered-down dowd
 Pledged rendezvous in alleys while
 Death and destruction came to an earth above Hell.

XII

Overhead and relentless, harshly blinding, slashed red,
 Awaiting the event of birth
 Before sunset
 Shines the sun, ready for emergence from the dead,
 Or rebirth, of the gross comprehension of a far
 reaching plan
 For all life on its fertile earth.
 A plan of men
 Who don't know yet,
 Who can't forget
 The apple when
 Forbidden fruit from all the girth
 Of Eden's Garden was eaten, against divine desire,
 by man.
 When man saw his nakedness he hung his head:
 Man still regrets
 An image of lost safety; dearth
 Caused no want, cold no garment, nor danger a bed.

XIII

On the grey bus a hand gropes in the darkness, deep
 Into the seething hate, feeling—
 Feeling with fear
 Snatching a little warmth, a fetid warmth to keep
 In the heart of a weary wanderer, straying under the
 streets
 Of tempered steel, footsteps peeling
 On the weary
 Highway too near
 Keeping the rear
 Of its bleary
 Metallic eyes wished dealing
 The obstinate walker off its body. "Walk the streets
 at night", bleats
 A lamb, "looking for someone", desiring to sleep;
 Glistens a tear
 In his lost eye, closed, revealing,
 "You might not find"; he puffs, notices, accepts.
 Leaps!

XIV

Only in interest does the infidel smile,
 Only in hunger does he groan,
 Only in pain.
 The infidel, a far distant man, distant mile
 Has trod since the sands of time ceased their fleeting
 movement over the plain.
 The heartless desert slowly grown
 Out of chaos
 Deprived of rain
 Parched, dead again,
 Speaks of Laos,
 A forgotten place, and half blown
 By strange intruders; speaks of another him, other
 loss or gain,
 Speaks eternally of the past; dead; rank and file;
 Monkey cage; wain
 Of compassion; apathy; mown
 Soldiers; kings; emperors; warfare; weapons
 stockpiled.

XV

"How final is the Last Trump?" nonentity asks
 And is answered threefold by fate
 The first: "As quick

As a cheetah's speeding, death-dealing flashing task
And as final as the slash of his jaws." The second
speaks: "As long

As a line from here to the gates,
Final as Hell."

The third, she licks

At her paws, ticks

In her mind, tells

Of the last day: "As vividly rates

As poignant as Keats, as merciful as love and
throughout the throng

Of herded charges, grasping flask,

Shovel and pick

Sounds the sound to end and abate,

Coddle and nurse, judge and dispense. Why do you
ask?"

XVI

"I ask because I am he." . . . The one who has
warned

Often, long ago of this day,

King of Zion

The coming of age and of ages: precious born

To free and liberate; and to finish what remorse
had begun.

"I am he," . . . he attempts to say

But is stopped

In his sighing

With his dying

In the sun, topped

By his statement, "I am he." . . . Day

Halted after noon, restarted at 3: he dies. "I am the
one." . . .

He rises still unheard. "I am he" . . . broken, torn

His blood buying

Still unnoticed, fades away.

It is he who says, "I shall blow that final horn".

M. Randell (5D)

(This entry won the Senior Tierney Literature Prize.)

A PICTURE OF DESOLATION

Lightning flashed. The eerie shadows of the headstones seemed to mourn for the corpses beneath them. The rain teemed down upon the wretched figure kneeling, silently praying for her dead father. She was dressed in rags, drab rags, with no shoes. She was starving, hoping for some food to live on, but there was little chance of that. She, along with thousands more will soon have joined her father, in the cold lonely earth.

Another flash of lightning, another cloudburst, and a lean, hungry dog was sullenly silhouetted against a backdrop of stars, moon and clouds. He whined, for he too was on the verge of delivery from this cruel world; a world that is full of hunger, desolation and neglect. He didn't really want to die, but he must, as all the thousands in this cemetery had died to make room for others, who would live, to die, to make room for others. And on goes the circle.

Suddenly there was a screeching and an explosion. It must be the army come to kill, to torture, bully and to enjoy themselves at the expense of others. And yet this war accomplishes nothing, but does tremendous damage to a world that was bad enough before it started. Why are so many young men dying? To satisfy a politician's whim? Or was it some cruel and futile attempt to overcome the population problem?

The bombing ceased and both the dog and the girl had joined the girl's father, in the second life. Theirs was at least a quick death. But this is the pattern of life that cannot be altered. PEOPLE MUST DIE, THAT OTHERS MAY ALSO LIVE AND DIE.

S. Lyons (3A)



ON AUSTRALIAN CULTURE

The history of Australia is very short and our traditions are based on such rural characters as the swaggies, squatters, shearers and aborigines, and a cult of colloquialisms such as "Ow yer goin' mate", "Yer a true blue Aussie, cobber" and "What the 'ell goes on 'ere", just to name a few. The folks from down under are world renowned for diggers, sportsmen and women, a climate based on sunshine, and kangaroos, aborigines, etc.

Our greatest achievement in our short history is the construction of a society with a standard of living comparable to any in the world. Yet our civic fathers are aghast. On analysis they have found a dearth of patrons of the arts and now devote their efforts to a vigorous promotion campaign in the hope of enlightening the general public. As a result, a highly praised, much maligned, costly and incomplete monument to culture, now stands on Benelong Point, the product of a misguided State Government, which has merely created a fresh burden for the taxpayer.

Who will use this edifice upon its completion? Obviously the project was envisaged for performances by world famous orchestras and impresarios. This fact is shown by its very name. But in this, haven't our venerable civic leaders shown unnecessary discrimination? Shouldn't they have built a more functional cultural centre and given complete representation to all branches of our culture?

The only activity given consideration is singing, and then, only along operatic lines. Painting, sculpture, modern singing, dancing and drama have been completely neglected. Especially anything from the youth of the nation is immediately rejected in favour of extracts from foreign culture. This is the whole crux of the nagging and as yet unanswered question. In our rush to build a culture is it right to adopt little snatches of foreign culture, in many cases composed even before the time of Australia's discovery?

Overseas countries have taken many centuries to form their present societies. The process was slow (and natural), starting with the simple ballads and sculptures and with a gradual awareness of the population to the arts, an individual culture commences to form. At present the awareness to art of the Australian population in general is non-existent.

In the meantime we should follow and nurture present and future trends and not inflict (via the government) any more wasteful expenditures on the taxpayer. This will not promote awareness but will foster a hate of that "damned fool cultural jazz" and do harm to a worthy cause.

Ian Rose (5D)

BOOK REVIEW:

ANIMAL FARM — by George Orwell

In this story, George Orwell has created a biting satire on dictatorship. The story is the history of a revolution that went wrong. It makes full use of the excellent excuses which were forthcoming for every mistake made in the course of the ensuing situation. The animals on a farm expel their master and set up a state of communism which they call Animalism. The leadership of the animals devolves itself upon the shoulders of the pigs, who, unfortunately, do not have characters in proportion to their intellects. From this vice on the pigs' part

springs the main development of the story. In the last chapter, a dramatic change takes place, which, as soon as it occurs, is seen to have been inevitable from the start.

The story is an allegory based on the 1917 Revolution in Russia. Each of the animal characters has a counterpart in the Russian Revolution. This book is excellently written and is a searching commentary on the dominant philosophy of the age. It is suitable for all age groups and is enjoyable reading, though it is worth the reader's while to inwardly digest the book's second, and more important, purpose.

Paul Brennan (3A)

"STRING"

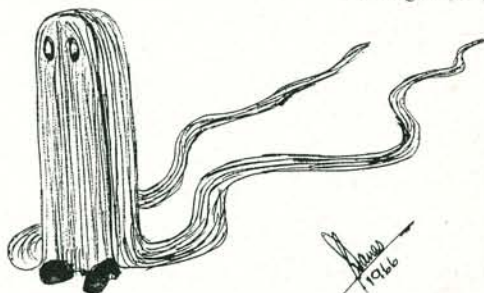
String is the most commonly used, most misunderstood, three dimensional lineal conglomeration, ever to be degraded by man. It is very useful — when it isn't tangled up — and has been known to do everything from strangling a human being to tying up rope, which is a funny type of string. Rope is what you get when string is said to be diseased. This explains why it looks swollen.

String is a very common occurrence, when you aren't wishing someone was it, you yourself are it, for example, "to be strung up", or "strung in". Musical instruments, especially the violin, are nearly always "strung out". And certain people, usually old women, are stringy. People often say that they are tied up. Taken literally, we can see that string is at work again. But taken figuratively, we see someone trying to untangle a piece of string. You may ask how can this be figurative. Well, if you were trying to untangle a piece of string, you would probably be using a few metaphors while working. A metaphor is a figure of speech, and so, trying to untangle a piece of string means using figurative language.

In case you want to know what goes into the making of string, I dedicate this paragraph to you. Other than being a three dimensional, lineal conglomeration, string is made to take the stresses which daily life puts on it. For example, when the reader has finished this essay, he will probably feel much better after breaking a few pieces of string. Also, string is made to contradict itself, for example, you need string to tie something up, and also to untie something. This shows its elasticity, which actually doesn't exist — whoever heard of elastic string?

Now that we've finally reached the last paragraph, you are probably wondering, "what next!" About string I mean. To that I answer, "nothing!" except that string is really the most romantic, useful, three-dimensional lineal conglomeration, with two ends.

T. Nagel (5C)

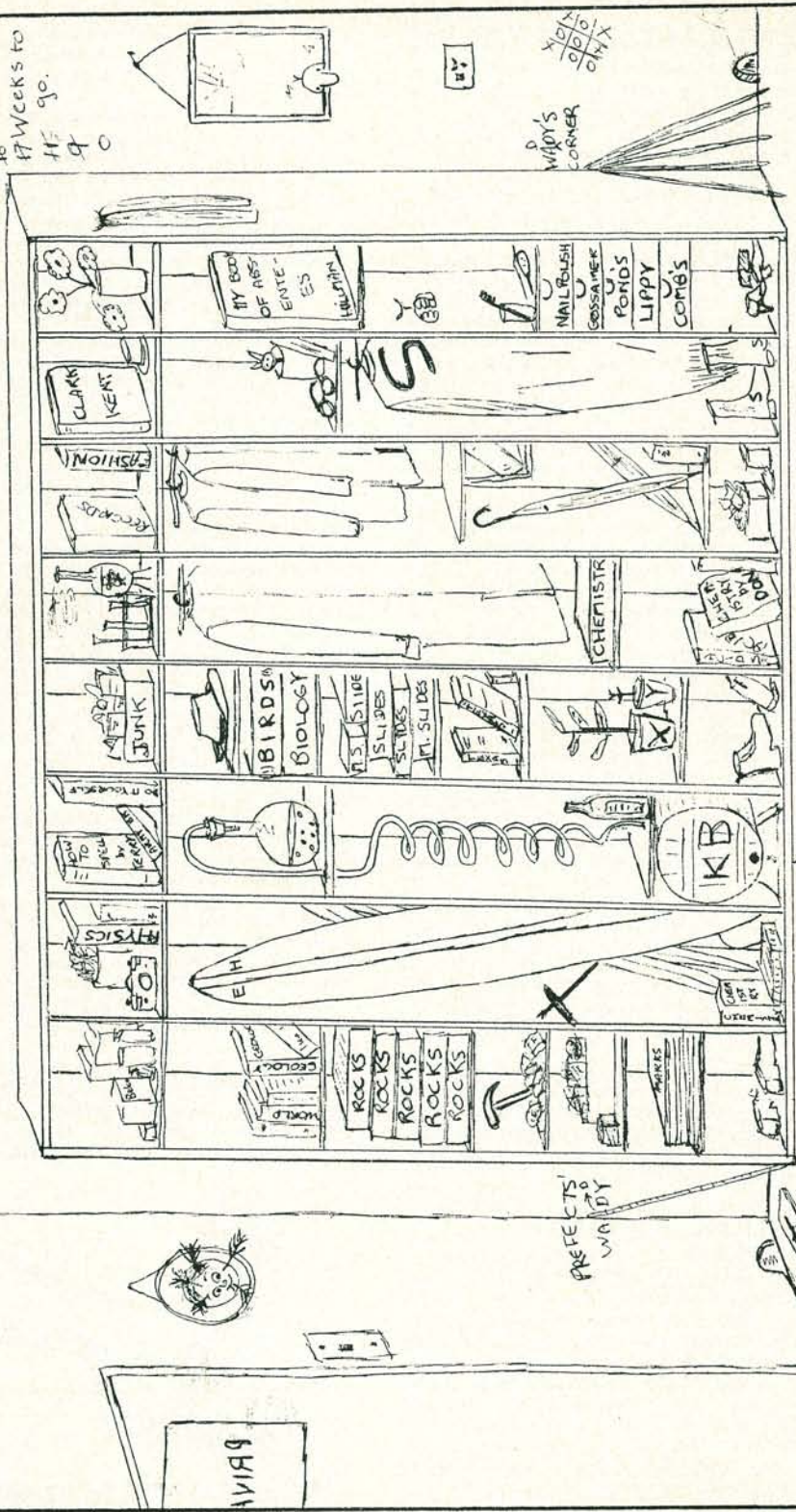


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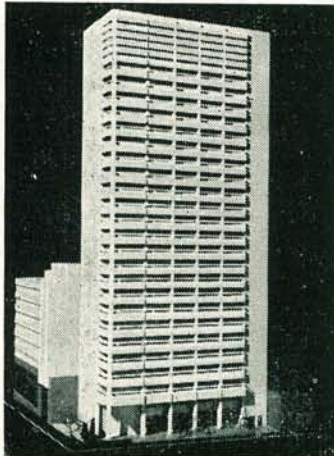


Please Note: Any resemblance to the characteristics or hobbies of present Science Staff members 1966 is purely coincidental.

A.P. 5C

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Ask your Careers Adviser for the booklet on Sydney Water Board Careers. Take it home to your parents and talk it over with them. If further details are desired, contact the Staff Office (Telephone 2 0648, Extensions 5192 or 5201).

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Secretary.

Department of Main Roads, N.S.W.

Careers for Boys in Professional and Clerical Positions

Vacancies usually exist in the Department of Main Roads, New South Wales, for boys leaving school who desire employment in the following positions:—

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SCIENCE TRAINEES:

Matriculants (to study full-time Degree Course in Science at the University of Sydney, the University of New South Wales or the University of Newcastle) — with conditions as shown for Engineering Trainees.

SURVEYING TRAINEES:

Matriculants (to study full-time Degree Course in Surveying at the University of New South Wales and in addition to satisfy the requirements of the Surveyors' Board of N.S.W. for registration) — with conditions as shown for Engineering Trainees.

JUNIOR CLERKS

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The Department advertises vacancies in these classifications towards the end of each year. In the meantime boys and parents who are interested in these careers are invited to call on the Staff Officer (telephone 2 0933) to discuss the opportunities that exist, salary ranges, and the prospects of advancement in the service of the Department.

C. W. Mansfield
Secretary

309 Castlereagh Street
SYDNEY

SPORTSMASTER'S FOREWORD

Perhaps the year 1965 gave more boys a greater opportunity than ever before to represent his school in the inter-school competitions organised by the North-western Metropolitan Zone.

Twenty-three teams contested the summer sports whilst twenty-nine competed in the various grades during the winter, and to these must be included the additional chances offered in athletics, cross-country and swimming.

Every boy is expected and should strive to represent his school on the field of sport. If and when he has tried but failed to make the grade, then he has the opportunity to excel in the various House competitions.

The following pages will show how our teams fared in the various competitions. I wish to thank all those who contributed something to make this year a very satisfactory one in sport.

J. E. Mason

ROWING

IN CHARGE: Mr. CURRAN.

1965-66 marked the second season of C.H.S. rowing and although not quite as successful as in the previous season, Homebush was well to the fore. The squad succeeded in gaining second place in the overall point score, with Sydney Boys' High first and Cleveland Street third.

The second four, comprised of Alan Pettigrew (bow), David Wheatley (2), Tony Coote (3), Keith Dobbs (stroke) and James Davidson (cox), had a fair amount of success throughout the season and succeeded in gaining first place at Mosman Regatta. The first tub pair, coxed by Barry Lemcke, with Steve Poppleton (stroke) and Don Graham (bow), had a number of wins during the season and were successful in winning the C.H.S. Championship, thus retaining the First Tub Pair Shield, which Homebush also won last year.

Our congratulations must go to Sydney Boys' High, who, apart from winning the point score trophy, also won the championship 1st and 2nd fours.

Mr. G. Carlsson was once again the driving force behind our crews, and although there may have been times when he became a little exasperated, he never complained and continued to coach our crews with great skill and undying interest. To him we are deeply grateful and hope he will remain with us as coach for many years to come.

Since October, Sydney Rowing Club has been acting as the sponsoring club for Homebush. It was with much regret that we left Leichhardt club, which had acted as our sponsor during those difficult first years of our rowing, but as Sydney Rowing Club had so much to offer in the way of equipment and training facilities it was thought best to make the change. We extend to Leichhardt Rowing Club our very sincere thanks for their great interest and assistance.

Interest in C.H.S. rowing grows day by day and several of the schools competing have been able to purchase boats both for training and for racing purposes. Although rather heavy expenses are involved, it is hoped that Homebush will soon be able to join this fortunate group as the possession of our own boats would provide a great spur to success in competition and would also improve our performances, as the boats could be rigged to suit our crews.

Homebush looks forward to another season of rowing competition and our hopes that it will be a successful season were raised at the Waratah Regatta during the Waratah Festival, by the fact that two of our crews were successful in entering the C.H.S.

fours final and that our first four obtained equal third placing (with Sydney Boys' High) in a very close final.



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SWIMMING

Our twenty-third annual swimming carnival was held at Bankstown Olympic Pool, on 3rd March.

The standard of the swimming was very high and there was a good deal of rivalry between the four Houses.

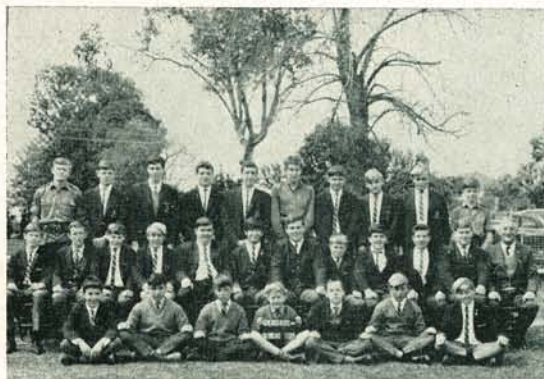
Once again, Hayes House proved too strong, and came off winning the House Shield.

The House results were:—

- 1st Hayes — 551 points.
- 2nd Vaughan — 382 points.
- 3rd Greening — 298 points.
- 4th Howe — 250 points.

Seven new records were established at this carnival, these being:—

- 1. Ashley Long (Greening), Open 55 yds. Freestyle in 29.3 secs.;
- 2. Garry Lennon (Greening), Open 220 yds. Individual Medley in 3m. 1.8 secs.;
- 3. 16 yrs. 110 yds. Freestyle in 1m. 6.8 secs.;
- 4. 16 yrs. 110 yds. Backstroke in 1m. 20 secs.;
- 5. and 6. Keith Thompson (Howe), 13 yrs. 110 yds. Freestyle in 1m. 11.5 secs.,



SWIMMING TEAM

and 13 yrs. 55 yds. Freestyle in 32.7 secs.;

7. Don Boland (Hayes), 13 yrs. 55 yds. Backstroke in 42.6 secs.

The individual champions of the carnival were:—

- Senior:** Warren Durham (V), Lyn Burtonwood (Hayes) aeq.; Ashley Long (G) 3rd.
- 16 yrs.:** Garry Lennon (G) 1st; Mark Healey (V) 2nd.
- 15 yrs.:** Paul Brennan (Hayes) 1st; Martin Grove (V) 2nd.
- 14 yrs.:** John Cox (Hayes) 1st; Ian Webb (Howe) 2nd.
- 13 yrs.:** Don Boland (Hayes) 1st; Keith Thompson (Howe) 2nd.
- 12 yrs.:** Richard Bitmead (Hayes) 1st; Stephen Ironside (V) 2nd.

ZONE AND C.H.S. CARNIVALS

The zone carnival was held at North Sydney Olympic Pool, on 21st March.

The competition and standard of swimming at this carnival was exceptionally high, thus making the day a most interesting one for swimmers and for spectators.

In the overall point score, Homebush finished third behind Asquith and Normanhurst.

Our outstanding 13 year old swimmers won their age trophy at this carnival. This was mainly due to the fine swimming by Don Boland, Keith Thompson, Paul Duval and Steven Goldsmith.

As a team, these four young swimmers broke numerous records.

At the C.H.S. carnival, held on 24th and 25th March, Homebush Boys' High provided fifteen swimmers to represent the North-Western Metropolitan High Schools.

Excellent performances for Homebush at the C.H.S. carnival were by Lyn Burtonwood, Mark Healey, Garry Lennon, Steven Goldsmith, Don Boland and Keith Thompson, who all reached finals.

Considering many swimmers at the C.H.S. carnival were in the N.S.W.A.S.A. swimming team, it was indeed a great achievement by these six boys to reach finals.

Ashley Long, Captain.

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LIFE SAVING

IN CHARGE: Mr. O'DONNELL.

During the 1965 swimming season life saving classes were held each Wednesday at Cabarita Baths.

Tests for the various awards were held on 6th, 7th and 8th December, 1965, and resulted as follows:

Five Proficiency Certificates; 32 Intermediate Stars; 19 Bronze Medallions; six Bronze Crosses; one Award of Merit; one Instructor's Certificate.

The 64 awards gained 305 points in the City Tattersalls Club Cup for Life Saving in Boys' High Schools. These results are rather disappointing in view of the fact that some few years ago Homebush won the coveted W. Marx Cup for all Secondary Boys' Schools, gaining well over 1,000 points.

At present the squads to be examined this year are training each Wednesday at Cabarita Baths and there should be a marked improvement in the number of awards gained.

WATER POLO

COACH: Mr. RICKETTS.

Homebush Boys' High sports two water polo teams in the zone competition. Both our first and second grade teams were successful in the preliminary play-offs and reached the semi-finals.

Throughout the play-offs such boys as Lester Sloabart and Warren Durham scored many of the first grade's final tally, but Bruce McMahon and Peter Bilbe were the force behind all these goals, as they played the "backs" and thus formed the defensive section of the team. Also a mention to Ken Smith, our goalkeeper, who made many good saves, but as he left us later in the year, we had to replace him with Geoff Anderson, whom we found to be equally as good as Ken. John McDonough played a good game as a back, and Mark Healey's speed in the water won us the ball many times.

Warren Durham, Bruce McMahon and Ken Smith went to the C.H.S. trials but didn't gain selection.

The second grade team also entered the semi-finals

in second place behind Meadowbank High. The efforts of Martin Grove, John Cox and Greg Haynes are to be acknowledged for they were both the offensive and defensive players. Also the goalkeeper, G. Butcher, was most satisfactory.

Both teams are expected to do well in the finals and the thanks of all players concerned go to Mr. Ricketts, who trains both teams before and after the competition. Mr. Ricketts, after the grand final, runs a training afternoon in order to make a pre-selection of next year's teams.

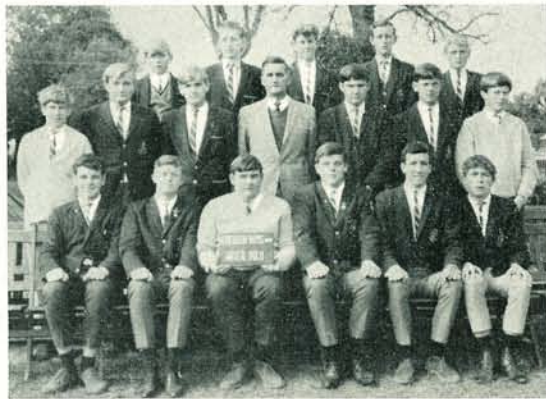
Later: Both teams defeated Meadowbank in the finals 11 to 3 and 2 to 1, and will meet Asquith and Normanhurst in the grand finals.

STOP PRESS WATER POLO

Both grades won the grand finals, the first defeated Asquith High 6 to 3 and the second had a 2 to nil victory against Normanhurst.

In the 1st grade Asquith had the right to challenge as its team's only loss during the season was in the grand final.

This match will be played next week and should provide a very even game.



WATER POLO TEAM

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SPORTSMAN OF THE YEAR, 1966

Congratulations are the order of the day for Warwick Hincksman, who has been named "Sportsman of the Year", 1966.

This is the most coveted sports award the school has to offer and to merit this honour the winner must be outstanding as a sportsman in every sense of the word both on and off the field.

Warwick is not only one of the finest Rugby players the school has turned out, but his great versatility in the field of sport made his selection clear-cut for this award. Besides Rugby he has represented the school in cricket, athletics, swimming and in 1965, with his partner, won the pairs rowing championship in the first ever C.H.S. rowing regatta. This win gave the school the points honours for that year.

He has been a member of the school and C.H.S. rugby for the past three years and last year achieved the rare honour of gaining a "blue" from each team for outstanding play. He became a regular 1st grader in this sport whilst still a third year student and his 50 games for the school constitutes a fine record. He capably captained both the School and Zone 1st XV during the past season, in all representative fixtures.

Good luck Warwick and we all wish you success for higher honours in the near future.

J. O'SHEA

11A THE BOULEVARDE,
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GENTS' HAIRDRESSING
AND TOBACCONIST — FOUR CHAIRS

1ST GRADE HOCKEY

ZONE FINALISTS Coach: Mr. Deamer.

The team: S. Gribble (Capt.), K. Ashton (Vice-capt.), D. Simpson, T. Krupka, G. Clegg, B. Pownsett, R. Campbell, S. Dood, B. McMullen, J. Punch, S. Wier.

As this was our first year in competition, the team did very well to reach the finals. Thanks to the interest and coaching of Mr. Deamer we were able to shape ourselves into a well-functioning team.

With Kev. Ashton attacking dangerously and John Punch defending safely, they gave the others in the team an incentive to better their play. The team had four players which had previous experience and full credit goes to the inexperienced players



HOCKEY 1st Grade (Zone Finalists)

who helped strengthen the team. The best of these players was Bruce Pownsett at left half, who played consistently well through the season.

K. Ashton, J. Punch and J. Gribble were selected to represent the zone in the C.H.S. trials.

J. Gribble (Capt.).

2nd GRADE HOCKEY

ZONE FINALISTS

The team: R. Dowdall (Capt.), R. Haines, G. Butcher, C. Berkeley, D. Lemcke, R. Callister, M. Healey, C. Pulley, R. Tavener, W. Jefferies and R. Cunningham. Reserves: G. Prunster and P. Brennan.

The team played remarkably well for its first season and at various times was adjusted to fit our players into their best suited positions to develop a strong side. During the season we were beaten by Asquith 2 to nil, then we won against Meadowbank 1 to nil, drew with Macquarie nil all, were beaten by Normanhurst 3 to 1 and finally we won against Epping 3 to nil. This put us in the semi-finals, in which we played Meadowbank and beat them 1 to nil, we went on to the finals but were beaten by Asquith 2 to 1. Goal scorers of the season were R. Haines, C. Berkeley and R. Callister. Other outstanding players in the team in either helping the forwards to score or to defend against the attacking team, were M. Healey, G. Butcher and D. Lempy.

I also wish to thank Mr. Deamer and Mr. Sequeira on behalf of the team for their valuable assistance in training us during the season.

R. Dowdall (Capt.)

GRADE TENNIS

Coaches: Mr. Quail and Mr. Clarke.

A team was entered in each of the four grades in both summer and winter competitions.

In the winter competition Homebush teams were zone premiers in first and second grades and were runners-up to Asquith in third grade.

First and second grades had the fine performance of winning all matches.

In the summer competition first grade are at present undefeated while second grade has lost only one match.

The following boys represented Homebush in grade tennis this year: S. Leroy, L. Leroy, G. Walsh, T. Bell, R. Graves, G. McKee, R. McKenzie, B. Ashford, A. Long, I. Hoole, G. Vernon, G. Casson, C. Walsh, C. Willmott, G. Valler, P. Christopher, G. Campbell, R. Clark, M. Levett, P. Britton, C. Affleck, R. Aston, R. Walsh.

The winter teams once again won the Zone Championship Points, and as all our teams are finalists in the summer.

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1ST GRADE TENNIS

WINTER ZONE PREMIERS

Homebush, for the first time in years, won the winter competition without losing a match. The 1st grade has a good chance of also winning the summer competition.

The team: S. Le Roy (Capt.), L. Le Roy, G. Walsh, T. Bell.

Throughout the competition the team played sound and reliable tennis. The team's conduct was



GRADE TENNIS (Zone Champions)

excellent both on and off the court.

All grade players would like to extend their thanks to Mr. Quail for the enthusiastic way in which he supported them. Also, we would like to thank Mr. Clarke for the special attention he gave the junior grades.

S. Le Roy (Capt.)

2ND GRADE TENNIS

WINTER ZONE PREMIERS

Throughout the winter season, 2nd grade tennis team — R. Graves, G. McKee, B. Ashford and R. McKenzie, played sound and determined tennis. The team was undefeated, losing only 3 sets in the entire competition and winning the grand final 7 sets to 1.

3RD GRADE TENNIS

Summer Comp: C. Willmott (Capt.), C. Aflecht, R. Aston, R. Walsh.

Winter Comp: C. Willmott (Capt.), C. Walsh, P. Christopher, G. Valler.

Third grade has performed well through the year, losing in the grand final of the winter comp and so far making the finals of the summer comp. Both teams played consistent tennis throughout the two competitions.

The two competition teams would like to thank Mr. Quail and Mr. Clarke for their co-operation and management of the team throughout the year.



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4TH GRADE TENNIS

Winter: P. Britton (Capt.), M. Levett, R. Clark, G. Campbell, R. Thompson.

The team did well to reach the semi-finals as it was a very hard competition. Each player played consistently.

Summer: G. Valler (Capt.), M. Levett, R. Clark, G. Campbell.

At this stage of the summer competition our team are zone finalists and expect to give our opposition (Asquith) a hard fight for it.

1ST GRADE CRICKET

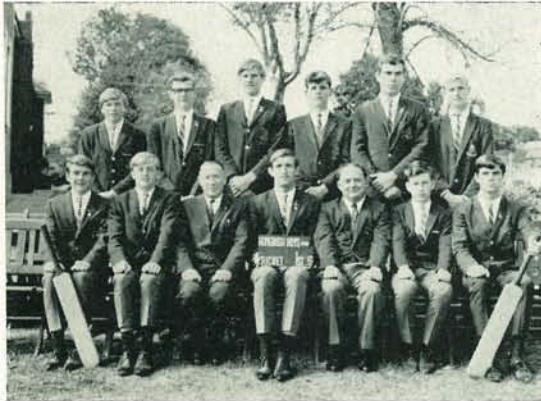
Coach: Mr. Moore.

Team: D. Hassall (Capt.), P. Ferguson (Vice-capt.), G. Bray, J. Carpenter, G. Fox, P. Hardgrove, W. Hincksman, W. Hooker, A. Mills, D. Nelson, R. Young.

RESULTS

Homebush v. Asquith:

Homebush 3 for 47 drew with Asquith 131 when rain washed out play on the second day. For Homebush, Hincksman took 5 for 33 and Hassall 4 for 24.



GRADE CRICKET (First Grade)

Homebush v. Epping:

Homebush 46 and 79 was defeated outright by Epping 9 for 101 and 1 for 32. Our only batsman to get going was Ferguson with scores of 23 and 33. Of the bowlers, Hassall did best with 4 for 28 (at one stage his figures were 4 for 4).

Homebush v. Meadowbank:

Homebush 3 for 184 declared (D. Hassall 82 and G. Bray 61 n.o.) defeated Meadowbank 95 and 35, outright. P. Ferguson 5 for 25 and 6 for 18, including "hat trick". Hassall 3 for 15 and G. Bray 2 for 7.

At this stage of the competition with 2 matches to play we look forward to better results than those listed above. With all players except captain, David Hassall, new to first grade, the experience gained this year should help to provide Homebush with a stronger and more evenly balanced first XI next season. Congratulations must go to Peter Ferguson on his selection in the C.H.S. team to play Newcastle. We would like to congratulate also last year's captain, Greg. Bell, for his fine performance for C.H.S. against the N.S.W. Cricket Association team at the end of last year.

2ND GRADE CRICKET

Coach: Mr. Neal.

The team: G. Lewis (Capt.), I. Kitching (Vice-capt.), P. Muller, R. Bateman, A. Butler, R. Graves, S. Zoeller, A. Clark, T. McFarlane, V. Shlepov, R. Kass, J. Weir, E. Scheer.

With two matches still to play Homebush has to gain two outright wins to have any chance of taking out the premiership this season. In the first match Homebush played Asquith and looked set for an outright win when rain washed out play on the second day. Good bowling performances, spearheaded by Bob Bateman, have resulted in meagre scores by other schools. However, the batting of our side has not yet reached the standard that it should and it was this that caused our narrow 1st innings loss to Epping.

"Doc" Weir showed his batting ability with a fine 37 against Epping but none of the other batsmen could find true form in assisting him. Shlepov has kept wickets reliably and has taken 4 good catches to date.

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RESULTS

Homebush v. Asquith:

Homebush drew with Asquith 7-49 (Bateman 5-19, Scheer 2-9).

Homebush v. Epping:

Homebush 77 lost to Epping 99 (Weir 37, Bateman 5 for 39, Lewis 2 for 6).

The team would like to thank Mr. Neal for his great interest and coaching of the team during the present season. Also on behalf of the team I would like to thank Mr. Myers for his interest and attendance whenever possible.

Graham Lewis (Capt.).

3RD GRADE CRICKET

Coach: Mr. Gunther.

Team: G. Bray (Capt.), R. Gentles (Vice-capt.), J. Punch, R. Creighton, A. Smee, M. Spinks, G. Quedsted, D. Maude, S. Heyes, G. Thornton, B. Graf, D. Kingsley.

To date the team has had a successful season with one first innings and an outright win against Normanhurst. A good all-round display was shown by the boys with G. Bray and D. Maude opening the bowling and G. Quedsted and R. Gentles putting up a solid opening defence in the batting. Due to constant coaching from Mr. Gunther and a fine fielding display from the team, 3rd grade has enjoyed an encouraging season.

4TH GRADE CRICKET

Coach: Mr. O'Leary.

Team: T. Hawkins (Capt.), J. Langley, I. John, K. Flood, J. Thomas, G. James, G. Henderson, G. Bent, D. Liddell, D. Hooker, L. Davis, T. Challenger, N. Hillyard, B. Rider, R. Kidd, F. Gasper.

So far with two matches played Homebush is leading the competition with an outright and first innings win.

Good bowling performances have been shown by K. Flood and J. Thomas.

T. Hawkins, G. Bent and I. John have shown good form with the bat.

The fielding has been up to its usual standard with J. Langley performing well as wicket-keeper.

We would like to thank Mr. O'Leary for his help at practice.

T. Hawkins (Capt.).

13B CRICKET TEAM

Coach: Mr. Yardy.

Team: G. Timmins (Capt.), M. McNally (Vice-capt.), A. Tsembis, G. Wood, C. Faucett, B. Willoughby, A. Weeks, P. Turner, B. Beecham, R. Johns, G. Hunt, T. Smee, R. Edwards.

Outstanding players were Wood and Beecham. We did not win any matches in the first part of the season, although we became much better in the second part.

Our best game was against Meadowbank. Wood hit 14 and Timmins 5.

On behalf of the team I would like to thank Mr. Yardy for coaching us.

12 YEARS CRICKET TEAM

Team: J. McGrath, A. Creighton, S. Ironside, R. Bitmead, G. Coates, L. Kitching, D. Jamieson, D. Wollner, C. Werthien, D. Lewis, W. Farley, D. Aldridge, S. Jeffes, J. Scotland, N. Bennett.

Although only one match has been played by this team, many players showed considerable ability. McGrath, as well as being a very capable captain, shows much promise as a batsman, while Imlay, Creighton and Ironside are talented bowlers. The most improved players are Wollner, Kitching and Jamieson. The enthusiasm shown by the rest of the team, in the field and at practice, must result in improved performances. Homebush was beaten outright in the last over of the day by Normanhurst, after leading on the 1st innings and declaring in the 2nd innings.

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1ST GRADE BASEBALL

Coach: Mr. Hughes.

Games played:

Homebush v. Asquith, lost 4-6.

Homebush v. Normanhurst (B), won 26-1.

Homebush v. Normanhurst (A), won 16-3.

Homebush v. Meadowbank, won by default.

Team: T. Krupka (Capt.), M. Grant, P. Ord, R. Stowar, P. Emery, C. Stevens, P. Woods, L. Farrell, M. Brogan, W. Rudgley.

This is the first year that Homebush has entered a team in the Baseball competition. At the moment we are 2nd in the competition and we will play Normanhurst (B) in the semi-final. The team was always consistent and we lost only one game, that was to Asquith. P. Ord, R. Stowar and L. Farrell could always be relied on to hit a few home runs, while M. Grant, P. Emery and M. Brogan were outstanding in the field. On behalf of the team I would like to thank our coach, Mr. Hughes, for the trouble that he has gone to to make this a really good team.

T. Krupka (Capt.).

Later: Following semi-final wins against Normanhurst (B), both the 1st and 2nd grade teams have qualified for the finals against Normanhurst (A) team.

RUGBY UNION

ZONE CHAMPIONS

This year Homebush teams won the Zone Championship point score by winning premierships in 1st, 2nd, 3rd (open teams) and the 15 years B grades.

PREMIERS 1966

Coach: Mr. Mason

Played 10. Won 8, lost 2. Points: For, 140; against, 64.

The team scored 33 tries to 8 against.

v. Epping, won 12 to 3.

v. Meadowbank, won 33 to 0.

v. Normanhurst, lost 8 to 9.

v. Asquith, won 16 to 14.

v. Asquith (semi-final), won 9 to 6.

v. Normanhurst (grand final), won 12 to 9.

Other Games:

v. St. Patrick's, Strathfield, won 12 to 3.

v. Narwee, won 11 to 3.

v. Edmund Rice Col., W'gong, won 17 to 0.

WARATAH SHIELD

v. Hurlstone Agric. H.S., lost 8 to 11.

The team was captained by Warwick Hincksman, who also led the zone firsts in C.H.S. trials. His outstanding play was a major factor in the 1st XV winning its fifth successive zone premiership.

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Warwick 6 ft. 3 in. and weighing almost 14 stone, besides being a lineout specialist, proved himself a fast, rugged forward, and with Col. Tipney (Normanhurst) formed one of the finest ever C.H.S. second row combinations. For the second year in succession he represented C.H.S. firsts in all fixtures. More will be heard of this fine forward in the near future. (Sportsmaster.)

1ST XV RUGBY

The 1966 Rugby competition resulted in another success for the Homebush 1st XV, which, in winning the zone premiership for the fifth consecutive year, created a city of Sydney record.

Our first trial match of the year against St. Patrick's College, Strathfield, resulted in a 12-3 victory and gave an early indication of the team's potential. Under the magic mastery of Mr. Mason, the team developed into a formidable combination which suffered defeat in the zone competition only once, by one point.

The team again entered the N.S.W. Waratah Shield Rugby competition but was not as successful as its predecessor. We were defeated in the early rounds 11-8 in a closely fought match against Hurlstone, the team which went on to contest the final with Manly.

The team: W. Hincksman (Capt.), G. Bray (Vice-capt.), G. Anderson, D. Morgan, B. Humphries, R. Boland, J. Gordon, W. Piggott, G. Sly, D. Flood, F. Gardner, P. Bilbe, I. White, B. Shipton, D. Hassall. Reserves: L. Abraham, W. Marmont, T. Mills, M. Brown.

The Players:

David Hassall: Full-back and one of the most reliable goal-kickers in the Sydney competition, Dave clinched the final with two magnificent penalty goals, both 45 yards from the posts. I forecast C.H.S. selection for Dave in 1967.

Bruce Shipton and Ian White: These two speedsters on the wings, finished off many promising movements and were rewarded with numerous fine tries. Both were honoured with selection in the North-western Metropolitan Zone side. Bruce topped the list of try scorers with a tally of 13.

Peter Bilbe and Frank Gardner: Two hard-running and crash-tackling centres who developed elusive swerves that baffled the opposition and paved the way for many fine tries.



1st GRADE RUGBY (Zone Premiers)

Dennis Flood: Dennis, gifted with a tricky side-step, became the most penetrative member of the backline. This, together with his goal-kicking ability, made him a valuable member of the side.

Gordon Bray: Gordon is one of the finest halves I have had the pleasure of playing in front of. His excellent ball distribution from all phases of set and loose play combined with his tigerish defence, earned him a place in the zone firsts and C.H.S. squad this year, and should ensure a trip away to New Zealand with the C.H.S. 1st XV next year.

Gary Sly: His excellent cover defence broke down many of the opposition's promising moves and put our own side onto the attack.

Bob Boland: An early injury forced Bob out for several matches, but he returned with great vigour. His weight noticeably strengthened the scrum and, playing at number eight in the lineout, initiated many scoring moves.

Brian Humphries: A fine loose head prop, who assisted the hooker greatly in the winning of scrums. His speed and fitness enabled him to stay "on the ball" for eighty minutes, thus being instrumental in many quick heels from rucks close to the opposition's line, which resulted in scoring opportunities.

John Gordon and Warren Piggott: The very few tries scored against us during the season speaks for itself with regard to the ability of these two breakaways. Their consistent heavy tackling of the opposition's inside-backs was a major contributing factor to our success. Warren sustained a broken collarbone early in the grand final, but was creditably replaced by Wayne Marmont.

Geoff Anderson: This rugged 14 stone prop forward featured in many tear-away runs, a memorable one being in the grand final which resulted in a try. His heavy tackling and vigorous rucking earned him a place in the North-western Metropolitan Zone side, then the C.H.S. squad, and should, with the experience gained this year, go to higher honours in 1967.

David Morgan: David's consistent hooking always gave us "more ball than we knew what to do with". His hooking form reached its peak the day of the grand final where he out-hooked the Normanhurst C.H.S. hooker 3-1, giving us the necessary ball with which to score tries and win the match.

Lester Abraham and Wayne Marmont: These two experienced utility forwards, although reserves in the grand final, (the latter being called upon to replace the injured Piggott) played most of the season in the first grade and on occasions turned in fine performances.

Michael Brown and Tony Mills: Our two reserve backs who, when asked to fill positions in our injury prone backline, performed creditably.

The record established this year is one to be proud of, and on behalf of the team would like to extend my thanks and appreciation of the interest, help and advice given by Mr. Mason throughout the season, and congratulate him on the success of his teams over the last five years. I can only hope that the success of the Homebush 1st XV sides does not finish with the 1966 side, but continues for many years to come. I would also like to extend my thanks to Mr. Bryan Palmer for the assistance given by him to Mr. Mason in coaching the side, also a special thanks to our headmaster, Mr. Myers, whose enthusiasm and patronage at matches was appreciated by all the team.

Warwick Hincksman (Capt.).

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2nd GRADE RUGBY (Zone Premiers)

2ND XV RUGBY

ZONE PREMIERS

Coach: Mr. Stewart.

The 2nd grade rugby team won their competition this year. They played consistently good football both in backs and forwards.

The team: G. Kennerson (Capt.), R. Marsh, M. Randell, P. Wickes, D. Nelson, R. Stanton, A. Rigby, M. Reardon, L. Burtonwood, M. Brown, J. Allison, T. Mills, A. Long, L. Abraham, K. Darke, W. Mar-mont, R. King.

The above team, on many occasions supplied players to the 1st grade rugby side. These players produced solid team football at a 1st grade standard and they helped in a small but vital way to ensure a 1st grade zone victory. In a similar way the 3rd grade side also assisted the 2nd grade team to victory.

Only on one occasion was the team beaten this year — this was in the final with Normanhurst. However, in the grand final the 2nd grade beat Normanhurst 6-5. On that particular occasion, despite the closeness of the score, Homebush was superior in both backs and forwards.

Finally, I would like to say that as team coach, I enjoyed my association with the 2nd grade this year. Not only was I pleased with the football that the team played, but I was most impressed with the spirit and sportsmanship they displayed.

I. Stewart.

3RD GRADE RUGBY

Coach: Mr. Moore

The team: P. England (Capt.), M. Freshwater (Vice-capt.), R. Chenery, K. Dobbs, C. Duncan, N. Epoff, C. Fieldhouse, P. Hardgrove, W. Jordan, H. Kuser, D. Lalor, G. Leo, B. McMahon, A. Martin, J. Paine, J. Shanks, L. Webb, M. Willard, P. Williamson.

The above list does not consist of 15 players and reserves: many times during the season it was necessary for some third graders to play in the seconds. In acting as a backstop for the senior grades the thirds can be proud, not only of their own premiers-ship win, but also of the success of their mates in the firsts and seconds. I would like to thank Phil. Eng-land for his enthusiastic work as captain of the



3rd GRADE RUGBY (Zone Premiers)

side and congratulate all the boys on their willingness to train and their fine spirit of play on the field. They have shown that a side that trains as a team will win matches.

RESULTS

- v. Epping, won 20-5.
 - v. Asquith, won 37-0.
 - v. Normanhurst (B), won 18-3.
 - v. Normanhurst (A), won 15-3.
 - v. Normanhurst (A) (semi-final), lost 6-9.
 - v. Epping (final), won 14-0.
 - v. Normanhurst (A) (grand final), won 16-5.
- J. Moore.

4TH 'A' GRADE RUGBY

ZONE FINALISTS

Coach: Mr. O'Leary

Team: M. Brogan (Capt.), S. Hayes (Vice-capt.), G. Hincksman, B. Stebnicki, M. Blake, L. Ryan, M. Korjzma, M. Grant, J. Hind, R. Henderson, D. Hassall, A. Fong, G. Lee, E. Spears, I. Atherton, G. Hennessy, B. Riddell, V. Tagg, I. Ellis.

Comment: Our team played consistently well all year, but was beaten in the final by Asquith after 20 minutes' extra time. All players played well, but Ian Atherton and Stephen Hayes were a bit above the rest in overall performance. John Hind, who started hooking late in the season, came on well at the close of the season.

We would like to extend our appreciation to our coach, Mr. O'Leary, for his advice throughout the year.

Mark Brogan (Capt.).

4TH 'B' GRADE RUGBY

PREMIERS

Coach: Mr. Bushell

Team: R. Hokin (Capt.), G. Krooglic, R. Arm-strong, B. Graph, D. Jones, I. Lynch, J. Wright, J. Darke, B. Chilcott, G. Boland, R. Watling, N. Tsavdekias, E. Goddard, M. Borinelli, J. Steel, G. Langham, D. Keating.

The 4th grade "B" team put up a valiant struggle to beat Normanhurst for the grand final honours after a poor start in the competition. The first comp game against Epping, in which we were beaten 6-3, showed many of our faults. Soon, under

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4B RUGBY (Zone Premiers)

the guidance and advice of our coach, Mr. Bushell, the determination of the team and captain, R. Hokin, we managed to beat Asquith by the narrow margin of 3-0. The team's greatest loss occurred in the third game against Normanhurst, when half-back, Michael Borinelli, fractured his leg. At the time we were leading 5 to 3; this unsettled the team and Normanhurst won 8-5.

Reference here must be made to the forwards, particularly Krooglic, Langham and Armstrong in the lineouts, Graph, our hooker, in set scrums, also Jones and Keating in the rucks. Darke at half-back distributed the ball well to Hokin at five-eighth, who kicked intelligently, or had his backline moving well; this move paid off in tries by inside-centre Chilcott and outside-centre Boland.

The best try was scored by Goddard, who backed-up well from the full-back position to score off his inside-centre.

The grand final was keenly contested against Normanhurst, who looked likely winners right up to within seconds of full time. At this stage our team was down 5 to 3 when Boland intercepted the ball and ran almost 70 yards to score in the corner for captain Hokin to convert, with a kick worthy of a senior. The final bell rang and our team were Zone Premiers 8 to 5.

On behalf of the team I would like to thank Mr. Bushell for his coaching and advice on Tuesday afternoons.

5TH 'A' GRADE RUGBY

The team reached the semi-final of their division and were unlucky not to have made the final. The competition was dominated by the Epping High team, who scored a 35-3 win over us. Otherwise every game during the season was close, three games being decided in the final minute of play. This helped bring out a fine fighting spirit in the team and it was this that almost changed the result of the semi-final.

In the early part of the season our strength appeared to be in the three-quarters where Bill Watkins and Allan Wright both showed combination and speed. It was, however, in the forwards that a marked improvement took place as the season wore on. This was due in large measure to the drive of Ken Flood who, while at the beginning of the season was a very reluctant captain, soon developed into an able leader. His goal-kicking was a great asset to the team.

The team all gave of their best and had a very enjoyable season.

6TH 'A' GRADE RUGBY

Coach: Mr. Fitzgerald

The team won only two games during the season, but were not disgraced and showed rapid improvement as the season progressed.

Our forwards, with the experience gained this year, will be a strong force in 5th grade next year. Johns with fine defence, Watling with tigerish work in the rucks and Hall with many strong runs, headed a strong pack of forwards.

In the backs Glover was our most impressive player. Thompson improved a great deal and played some intelligent football, and Burtonwood showed that he will be a strength in years to come. Stephan, our winger, began as a "B" grader, but scored easily our finest try of the year against Meadowbank and showed real potential and speed.

On the whole the team lacked experience, but with a year behind them they should give a much better account of themselves next year.

1ST GRADE SOCCER

ZONE CO-PREMIERS

Coach: H. Webster

The success which we had this season in finishing as co-premiers with Epping, can be attributed largely to good team work and not to any individual brilliance.

The defence played soundly throughout the season and it is to this section of the team that we mainly owe our position in the Zone Championship. Ian Kitching, our captain, played throughout in his usual capable manner.

The forwards on the other hand displayed a lack of inclination to shoot, and we must aim at improving this next season.

However, congratulations are due to all team members on their fine spirit and good sportsmanship.

The teams were chosen from the following boys: P. J. O'Brien, R. J. Murray, A. Carroll, R. J. Delaney, I. Kitching (captain), R. Bateman, V. Shlepov, W. Wood, P. Costello (Vice-capt.), J. Dillon, W. Talbot, M. Charlton, J. Lowbeer, R. Kilpatrick, L. Busby.



1st GRADE SOCCER (Zone Premiers)

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2nd GRADE SOCCER (Zone Premiers)

2ND GRADE SOCCER

ZONE WINNERS

Coach: L. Seagrott

Original team: D. Maude (Capt.), R. Gentles (Vice-capt.), G. Qusted, G. Pecotich, R. Wiley, R. Rust, A. Barker, J. Starkey, D. Todd, G. Thornton, K. Smith.

Reserves and 14 yrs. members who played: P. Ivers, A. Mazer, B. MacKay, G. Massman, F. Gasper, A. Hawkins, A. McDonough.

This team played ten matches against other schools. The first three games were trials. Homebush had decisive wins over Narwee (6-0), Meadowbank (3-0) and Asquith (2-1). Following these matches was the first round of the zone competition. Two big wins against Epping (4-0) and Normanhurst (5-1), as well as two draws against Meadowbank (1-all) and Asquith (2-all), resulted.

Homebush annihilated Asquith with a four goals to nil victory in the semi-final. Keven Smith, Homebush's strongest back, humiliated the Asquith forwards with his brilliant defensive play. Gary Qusted played his best game of the season, scoring three goals and setting up another.

The grand final was a gloomy day for Homebush. Keven Smith and Robert Wiley had left school. Rodney Rust was too sick to play. Two other boys had very bad colds and were doubtful of playing. Homebush commenced playing with three reserves and two sick players. Asquith led until seconds before full-time, when Gary Qusted 'headed-in' another of his thrilling goals. Extra time was then played with Asquith taking the match (4-2).

Being undefeated until the grand final gave Homebush the right of challenge for the premiership. Pecotich and Gentles, in addition to the boys already left were absent and unable to play. Only one reserve was available to play and three spaces had to be filled. Then came the "crime of the century" — three players were brought up from third grade to play second grade. McDonough, Gasper and Hawkins gave the team "new heart" and the score of three goals to one at full-time resulted in a fine victory for Homebush.

As the game was about to conclude, with the "evil victors" about to share their "spoils", a "grand

upholder of justice" intervened, and with one stroke of his "mighty sword of justice" "severed" Homebush's right to the premiership.

The undisputed star of the side was Gary Qusted. During the ten matches, he scored twenty-one exciting goals. Allen McDonough and Frank Gasper, from third grade played well in the final match. The remainder of the team, from which it is hard to choose individuals, proved themselves to be a class above other players in the zone.

3RD GRADE SOCCER

ZONE SEMI-FINALISTS

Coach: A. A. Crabtree

The team was selected from the following boys: B. Rider (Capt.), G. James (Vice-capt.), A. McDonough, G. Rosevear, G. Edwards, A. Hawkins, F. Gasper, G. Henderson, N. Hillyard, G. Tench, G. Bent, A. Weekes, D. O'Brien, W. Rudgeley, G. Thomas, M. Petros, F. Scopoletti.

The third grade soccer team was made up this season from an abundance of very keen young players. We were able to field a strong eleven each week with ample in reserve.

With only one round to play, the competition was fierce and every game was keenly contested.

Bruce Rider as captain, led the team with fighting spirit and morale was high at all times.

The team made the semi-finals but were eliminated by Asquith after a hard-fought battle — the scores being 2 to 1.

The boys, nevertheless, played the game as it should be played — with enthusiasm and good sportsmanship.

I feel confident that next season's performance as the new second grade side should be one to watch.

13A SOCCER TEAM

Coach: Mr. Yardy

Our team may have only won one game throughout the season but at all times we played our best.

All forwards played well, especially Graham Wood, Martin Dwyer and Bruce Beauchamp.

Stephen Ironside showed very good handling in defending goal. Special mention must be made of Lindsay Kitching's play at half-back and later at centre-half.

Team: G. Thorne (Capt.), Ralph Guthrie (Vice-capt.), Ross Mutton, Stephen Ironside, Stephen Birmingham, Wayne Tagg, Martin Dwyer, Graham Wood, Mark Armsfield, Bruce Beauchamp, Warwick Vincent, Lindsay Kitching, Theodore Zantis.

G. Thorne (Capt.).

13B SOCCER TEAM

Coach: Mr. Gunther

This team, though its members played with enthusiasm and some degree of skill, suffered the common fate of "B" teams, which are entered to prevent byes. It failed to win any matches but was not heavily defeated on any occasion. With the experience gained, some of its members may reach "A" standard next year.

The team, which was coached by Mr. Gunther, was as follows: Imlay (Capt.), Holland, Gavin, Bitmead, Crowe, Pecotich, Hannam, Wollner, Murray, Dillon, Creighton, Hunt.

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RUGBY LEAGUE

Rugby league was started again as a winter sport at H.B.H.S., after a lapse of many years. Four teams were entered in the zone weight competition, 8 st. 7 lb., Mr. O'Donnell; 7 st. 12 lb., Mr. Sponberg; 6 st. 12 lb., Mr. Duncan; 5 st. 12 lb., Mr. Hilton.

A team was also entered for the University Shield competition. Teams were also entered for the Western Suburbs Knock-out competition. The 10 st. 7 lb. team won their weight division.

The four teams did splendidly in their first zone competitions.

The 8 st. 7 lb. and 6 st. 12 lb. teams carried off the premierships and the zone point score championship.

The school wishes to thank the Western Suburbs Leagues Club for supplying the teams with jerseys and equipment. Many of the boys play regularly in the W.S.J.R.F.L.

8 Stone 7 Pounds

ZONE PREMIERS

Coach: Mr. O'Donnell

This year, for the first time, Homebush entered the N.W. Zone Rugby League competition.

The team, under the guidance of Mr. O'Donnell, developed a good combination during the season. The team suffered only one defeat during the season — against Normanhurst — who won 13-10 in a hard-fought match. Homebush, however, played Normanhurst again in the first semi-final and got their revenge by beating them 17-9.

The grand final against Meadowbank was keenly contested, but Homebush, playing one of its best games, won 14-3.

The outstanding players were picked to represent the North-western Metropolitan Zone against Gosford, winning 19-8. The players to be congratulated are: R. Young, C. Riggs, B. Mutton, A. Brache, R. McMillan, J. Fox, J. Carpenter.

Games: Played 13. Won 12, lost 1. Points: For, 204; against, 45.

RESULTS

v. Epping, won 37-0.

v. Asquith, won 20-9.



RUGBY LEAGUE — 8 st. 7 lb. (Zone Premiers)

v. Meadowbank, won 9-3.

v. Macquarie, won 20-2.

v. Normanhurst, lost 10-13.

v. Normanhurst (1st semi-final), won 17-9.

v. Meadowbank (grand final), won 14-3.

Team: R. Young (Capt.), C. Riggs (Vice-capt.), B. Mutton, P. Emery, A. Brache, R. McMillan, P. Muller, J. Carpenter, R. Walsh, G. Sharp, G. Seidler, G. McGill. Reserves: J. Grant, R. Copping, G. Luscombe.

The team would like to thank Mr. O'Donnell for the effort he put into coaching them into a winning combination.

R. Young (Capt.).

7 Stone 10 Pounds

Coach: Mr. Sponberg

The team: A. Kennerson (Capt.), D. Collins, P. Toule, W. Ross, R. Hunter, B. Dunne, B. Reidy, K. Teasdale, W. Sydenham, T. Smee, G. Lewis (Vice-capt.), R. Timmons, G. Kennedy, J. Grosby, G. Hearne, C. Faucett.

Despite the handicap of having no coaching during the first half of the season, the 7 st. 10 lb. team still reached the zone semi-finals, in which they were defeated by Asquith 14-3. The fact that the team reached the semi-finals is a credit to Mr. Sponberg, who coached us in the second half of the season.

Lewis and Collins were both selected to represent the school in the zone team against Gosford.

6 Stone 12 Pounds

ZONE PREMIERS

Coach: Mr. Duncan

The team: B. Clymo (Capt.), J. Piech (Vice-capt.), I. Styles, R. Bates, A. Hancock, J. Barwick, I. Macnab, M. Ward, W. Clegg, M. Stewart, R. Doyle, L. Day, M. Hyman, R. Ford, W. Clymo, G. Fleeton, P. Guitronich.

The team played consistently throughout the season, coming through undefeated in spite of tough opposition, particularly from Meadowbank and Epping. The grand final was a game worthy of the name and the "Bush" showed traditional fighting spirit to win through 8 to 7 in extra time after trailing Epping for most of the game.



RUGBY LEAGUE — 6 st. 12 lb. (Zone Premiers)

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It was team play that won the premiership, but congratulations to B. Clymo, J. Piech, R. Bates, L. Day and I. Styles, who won positions in the zone team selected to play against Gosford district.

Rugby League University Shield

A team was entered in the University Shield competition this year for the first time for many years. The first game was against Mosman. Homebush won 61-0. The second game was against Meadowbank, again at Concord Oval. Homebush won 25-9. The third round match was against Camden, at Camden. Homebush won 21-18. Kicking by Dave Hassall and a very attractive opposition "cheer squad" were contributing factors.

We played Griffith in the quarter-finals on the School Oval, but were defeated 20-9 in a hard-fought match. Griffith later went on to win the shield.

10 Stone 7 Pounds

PREMIERS

Coach: Mr. O'Donnell

Homebush 10 st. 7 lb. team won the Western Suburbs District Rugby League Knock-out competition, held at Lidcombe Oval, on Saturday, 13th August. As the team won this competition they were to have played in a State-wide knock-out competition, but much to the disappointment of the team it was cancelled due to wet weather. The success of the team was due mainly to the non-stop

effort of the forwards, the speed of the outside-backs and a very keen team spirit.

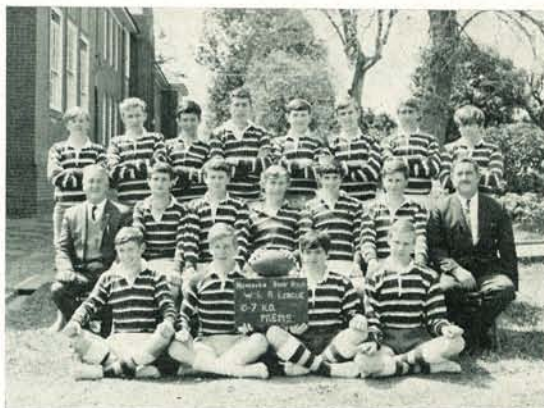
RESULT OF KNOCK-OUT COMP

v. Granville High, won 3-0.

v. Birrong High, won 6-0.

v. Sth. Strathfield High (grand final), won 17-2.

The team: P. England (Capt.), F. Gardner, G. Leo, T. Mills, J. Allison, P. Williamson, D. Lalor, N. Epoff, I. Dynham, J. Green, D. Rooney, P. Costello, R. Haines, D. Morgan, R. Campbell, J. Gribble, C. Fieldhouse, T. Krupka.



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ATHLETICS REPORT

The 23rd Annual Athletics Carnival was held on Friday, 12th August, at Concord Oval. Howe House recorded an easy victory ahead of Vaughan, Hayes and Greening. The age division champions were: R. Boland, Open yrs., G. Paton, 16 yrs., G. Hinckman, 15 yrs., B. Watson, 14 yrs., W. Vincent, 13 yrs., and J. Scotland, 12 yrs.

The North-west Metropolitan Zone Carnival, held on 16th September, proved to be one which attained very high standards. Unfortunately Homebush athletes were completely outclassed by the well-trained and equipped teams from Epping and Normanhurst. Epping triumphed on the day and repeated last year's performance in beating Normanhurst with Asquith, Homebush and Meadowbank finishing in that order. Few Homebush athletes shone in the carnival with the exception of T. Krupka, who set a zone record in winning the Open Javelin, and D. Jamieson, who also set a zone record in winning the 12 yrs. Shot Put, and B. Beauchamp, who was victorious in the 13 yrs. High Jump. Both Krupka and Jamieson duplicated their fine performances by winning their respective events in the C.H.S. carnival, held at the Cricket Ground, on 23rd and 24th September.

Boys chosen to represent the zone at the C.H.S. were:—

- J. Scotland, D. Jamieson 12 yrs.
- W. Vincent, B. Beauchamp 13 yrs.
- B. Watkins 14 yrs.
- B. Shepherd 15 yrs.
- Koryzma, A. Bracht 16 yrs.
- T. Krupka, K. Dobbs, J. Carpenter, B. Shipton Open

At the C.H.S. carnival our zone proved its strength by easily winning the zone championship for the second year in a row. Of the 265 schools competing, both Epping and Normanhurst proved their

strength and athletic ability by coming 1st and 2nd respectively in the individual school championship. Homebush was 27th in the final aggregate point score.

It was evident this year that there was a general lack of enthusiasm among Homebush pupils in respect of the school and zone carnivals, and it is hoped that more effort, both vocal and physical, will be put into athletics in the coming year. However this lack of enthusiasm was not missing from some pupils of the school who had enough school spirit to compete in the school carnival and also put up good efforts in the zone carnival.

Mr. Fitzgerald and Mr. Hennessy are two who must undoubtedly receive as much credit as all competitors. Both spent a great deal of time coaching, organising and advising athletes, and on behalf of the school athletic team, I would like to extend my sincere thanks for their helpful assistance and keen interest throughout the year.

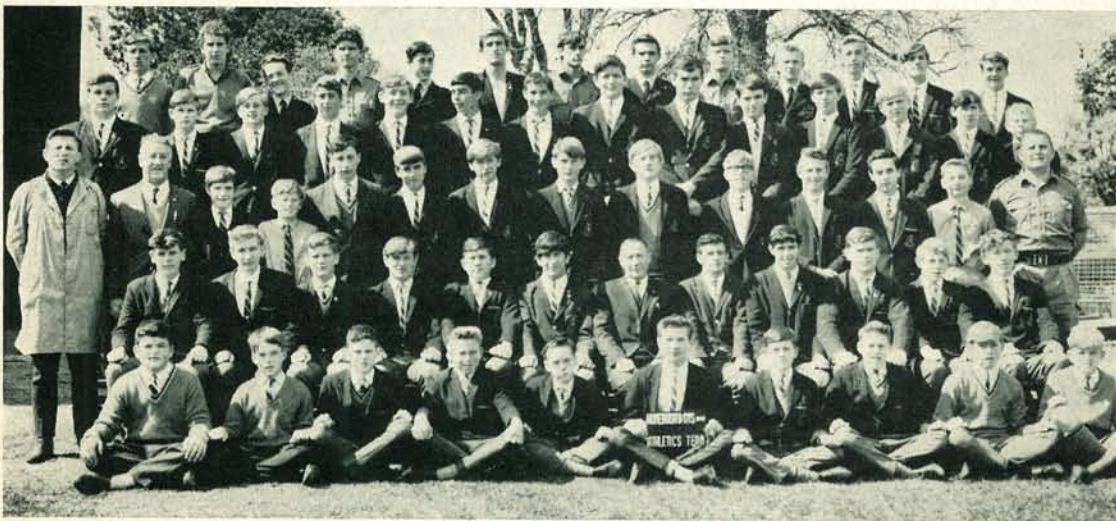
CROSS-COUNTRY

Homebush is not a renowned cross-country school, but this year fared much better than in previous years. In the zone cross-country, held at Meadowbank, Homebush surprised everyone when the Open team turned in a splendid performance to take out the Open teams championship, the first time since the days of J. Hardgrove and D. Barrett. A fine effort was also put forward by J. Carpenter, who won the zone Open division championship, also the first in many years. Other members of the successful Open team: K. Dobbs, 2nd; A. Long, 4th, and G. Kennerson, 11th.

Those who represented the zone in the C.H.S. were:—

- J. Carpenter, K. Dobbs, A. Long Open
- P. Brennan, G. Quested 15 yrs.
- B. Watkins 14 yrs.
- R. Brennan 13 yrs.

The school cross-country results were as follows:



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HOUSE WINNERS

1. Hayes, 2. Vaughan and Greening (aeq.), 4. Howe.

OPEN: 1st J. Carpenter, 2nd K. Dobbs, 3rd A. Long, 4th F. Gardner.

16 yrs.: 1st P. Lucas, 2nd K. Flood, 3rd J. Darke, 4th R. England.

15 yrs.: 1st P. Brennan, 2nd R. Shepherd, 3rd C. Afflect, 4th J. McAuley.

14 yrs.: 1st J. Cox, 2nd G. Hamilton, 3rd S. Mico, 4th R. Taylor.

13 yrs.: 1st K. Thompson, 2nd P. Newman, 3rd P. Turner, 4th R. Brennan.

12 yrs.: 1st J. McGrath, 2nd B. Smith, 3rd D. Allridge, 4th D. Imlay.

BASKETBALL 1ST GRADE

Team: A. Rigby (Capt.), V. Duselis, D. Rooney, Tan, I. Rose, R. Hartnett.

The team functioned well this year and met with success against every team with the exception of Meadowbank, who must be congratulated for some fine basketball. A. Rigby was again successful in gaining zone representation to the C.H.S. trials, but did not gain C.H.S. selection. The most improved player would be V. Duselis, who has developed into a player of great potential. With the end of the season near, Homebush seems likely finalist to the favourites — Meadowbank.

On the court, the guard positions were filled by Rooney, Tan and Rose, while Duselis played centre and Rigby and Hartnett were forwards.

Later: Homebush met Epping in the final, and in a splendid match, won 40 to 38. Homebush began well and soon led 12 points to 4, but at half-time Epping was ahead 23 to 20.

The second half was a battle royal and the lead changed hands seven times during this period, with no more than three points separating the teams; however, a fine tie effort saw Rigby shoot two baskets with less than a minute to go to give Homebush victory. Homebush will play the strong Meadowbank team in the grand final.

STOP PRESS BASKETBALL

The 1st grade Meadowbank once again proved itself to be zone champions by winning the grand final 41 to 31 against Homebush. The game was much closer than the scores indicate as the Homebush team gave away far too many fouls in the last quarter of play.

2ND GRADE

This team has much potential, with a fair share of skill and teamwork. Up to date the side has won two and lost two, and we should finish as a semi-finalist in zone comp. Gaffy is a consistent forward who has netted some nice baskets. Johnson at centre, shines well in attack. Schehovyeh is a handy defender. Ashworth and Seidl, although comparatively new players, are improving with every match. The team should combine well next season after more match-play.

W. Talbot (Capt.).

14 YEARS — WINTER

The team: P. Grigor (Capt.), V. Duselis (Vice-capt.), D. Ralph, J. Stephenson, G. Rose, B. Mullan, D. Bartlett.

The team played very well, especially V. Duselis. Duselis and Ralph attacked forcefully as forwards, helped by Grigor, the centre, who top-scored for the team. Mullan was substitute forward and played in this position very well. Stephenson and Rose defended excellently as backs and Bartlett, the substitute back, showed marked improvement.

The team would like to thank Mr. Hardinge for his help and encouragement.

P. Grigor (Capt.).

GRADE GOLF

In its first year of competition golf, Homebush Boys' High golf team acquitted itself extremely well this year. The team narrowly missed out on making the semi-finals at its first attempt. On a count-back, we were defeated by only a small margin for fourth place in the semi-finals. We were unlucky not to make the semis, as we lost the majority of our matches on sudden death play-offs. Greg Kennerson had the best record of the seven players in the team, having won three out of his five matches. The remainder of the team consisted of David Simpson, No. 1; Ray Marsh, No. 2; Ross Campbell, No. 3; Ian White, No. 5; David Baker, No. 6, and two reserves: Robert Baxt and Bob Howe.

Although the golf team did not make the semi-finals, it must be remembered that it was our first attempt at grade golf, and in our zone was the State champion schoolboys' golf team, Normanhurst.

In the August holidays, outside the realms of the grade competition, our number one position player, David Simpson, was third in the State Schoolboys' Golf Championship, with a three over par 74. This was two strokes behind the winner, Jack Newton, Epping High School.

The team has gained a great deal of experience during the season and I am sure it will turn in improved performances next year.

SUMMER SQUASH

Teams: (A1) Captain, L. Busby; R. Westcott; R. King; M. Freshwater. Reserve, K. Darke. (A2) G. Griffin; D. Christensen; K. Dobbs; R. Lemcke. Reserve, P. Costello.

The summer teams were not so successful as the winter teams, because of a stronger competition, but they still played to the best of their ability, even if it wasn't good enough to win. We were defeated in the semi-finals 3-1, by a strong Epping side, however, as the score indicates, they did not have an easy victory. Some fighting squash by Homebush provided many an interesting game, which had the opposition on its toes. The sporting ability of all boys in squash, both winter and summer, must be commended and their demeanour both on and off the courts, was heartening to see.

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WINTER SQUASH

Teams: (A1) Captain, L. Busby; B. Lemcke; R. Westcott; M. Cooke. Reserve, P. Grove. (A2) D. Christensen; R. Baxt; R. Howe; G. Griffin. Reserve, J. Nesbitt.

Homebush grade teams this year showed great improvement on previous years and the A1 team succeeded in securing third place in the zone, being beaten by Normanhurst in the final. The A2 team played well, but due to more experienced opposition were beaten in the semi-finals. On the whole, quite a pleasing result with both teams enjoying their squash and playing it in a sporting manner, typical of Homebush Boys' High.

Leigh Busby (Capt.).

SPORTS AWARDS 1966

A.A.A. OF C.H.S. BLUES — Nil

W. Hincksman, 1965 Rugby Blue, not eligible for 1966.

C.H.S. REPRESENTATIVES

Rugby Union: W. Hincksman, 1st XV all fixtures. G. Bray and G. Anderson, reserves.

Athletics: T. Krupka.

Cricket: P. Ferguson.

SCHOOL BLUES

Basketball: Nil.

Athletics: T. Krupka.

Swimming: A. Long.

Water Polo: W. Durham.

Cricket: D. Hassall and P. Ferguson.

Tennis: S. Le Roy.

Hockey: J. Gribble.

Soccer: I. Kitching.

Rugby Union: G. Bray, G. Anderson, B. Shipton.

ZONE CHAMPIONSHIPS

Tennis (Winter): won 1st, 2nd grades; runners-up in 3rd grade.

ZONE CHAMPIONSHIP POINT SCORE

Swimming: 3rd in zone; 1st in 13 yrs. age div.

Athletics: 4th in zone.

Cross-Country: 1st sen. div.

Baseball: Zone finalists both grades (incomplete).

Hockey: Zone finalists both grades.

Basketball: 1st grade to play Meadowbank in grand final.

Soccer: 1st grade co-premiers; 2nd grade premiers.

Rugby League: A and C teams zone premiers.

Rugby Union: 1st, 2nd, 3rd and 15B grades, zone premiers.

CHAMPIONSHIP PENNANTS

Swimming: **Open,** W. Durham (V); L. Burtonwood (Hy) aeq. **16 yrs.,** G. Lennon (G). **15 yrs.,** P. Brennon (Hy). **14 yrs.,** J. Cox (Hy). **13 yrs.,** D. Boland (Hy). **12 yrs.,** R. Bitmead (Hy).

Athletics: **Open,** R. Boland (Hy). **16 yrs.,** G. Paton (G). **15 yrs.,** G. Hincksman (V). **14 yrs.,** B. Watkins (Hw). **13 yrs.,** W. Vincent (Hw). **12 yrs.,** J. Scotland (Hw).

Tennis: (Incomplete).

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C.H.S. REPRESENTATIVES



HOUSE MASTERS AND CAPTAINS

HOUSE RESULTS

Swimming: 1st (Hy), 551 pts.; 2nd (V), 382 pts.; 3rd (G), 298 pts.; 4th (Hw), 250 pts.
Athletics: 1st (Hw), 733 pts.; 2nd (V), 527 pts.; 3rd (Hy), 495 pts.; 4th (G), 441 pts.
Basketball: 1. Howe; 2. Greening; 3. Hayes; 4. Vaughan.
Tennis: 1. Hayes, 17 pts.; 2. Howe, 15 pts.; 3. Vaughan, 9 pts.; 4. Greening, 5 pts.
Soccer: 1. Hayes, 24 pts.; 2. Greening, 16 pts.; 3. Howe, 13 pts.; 4. Vaughan, 12 pts.
Rugby: 1. Howe, 18 pts.; 2. Hayes, 11 pts.; 3. Vaughan, 4 pts.; 4. Greening, 2 pts.
Champion House in all Sports: 1. Hayes; 2. Howe; 3. Vaughan; 4. Greening.

HOUSE INFORMATION

Hayes: Colour, red; House Master, Mr. Bushell; Captain, L. Burtonwood; Vice-captain, P. Bilbe.
Vaughan: Colour, blue; House Master, Mr. Fitzgerald; Captain, D. Hassall; Vice-captain, K. Dickson.
Greening: Colour, green; House Master, Mr. Johnson; Captain, S. Poppleton; Vice-captain, W. Piggott.
Howe: Colour, gold; House Master, Mr. Ricketts; Captain, K. Smith; Vice-captain, B. Shipton.

TROPHY WINNERS, 1966

Lidcombe Rotary Club Shield — School Citizenship — P. Bilbe.
 The Briars Cricket Shield — outstanding player, 1966 — D. Hassall.
 The Briars Rugby Union Shield — outstanding player, 1966 — W. Hincksman.
 The Old Boys' Cricket Club Trophy — Champion Athlete — Vaughan House — G. Hincksman.
 The West Strathfield Bowling Club Trophy — Champion Athlete — Hayes House — R. Boland.
 The Bell Bird Trophy — Champion Athlete — Greening House — G. Paton.
 The Grace Bros. Trophy — Champion Athlete — Howe House — B. Shipton.
 The Greening Trophy — Champion Swimmer — Greening House — G. Lennon.
 The Aboud Trophy — Champion Swimmer — Vaughan House — M. Healey.
 The Air Force Memorial Trophy — Champion Swimmer — Howe House — K. Thompson.
 The Hyman Trophy — Champion Swimmer — Hayes House — P. Brennan.
 The Suttons Trophy — Champion Athlete — Senior — R. Boland.
 The John Hardgrove Trophy — Champion Athlete — 16 yrs. — G. Paton.
 The Homebush R.S.L. Sub-Branch Trophy — Champion Athlete — 15 yrs. — G. Hincksman.
 The Lewis Berger Trophy — Champion Athlete — 14 yrs. — W. Watkins.

The Charles Warne Shield — Champion Athlete — 13 yrs. — W. Vincent.
 The Fulton Trophy — Champion Athlete — 12 yrs. — J. Scotland.
 The Angus & Robertson Trophy — Champion Swimmer — Senior — W. Durham, L. Burtonwood, aeq.
 The Hyman Trophy — Champion Swimmer — 16 yrs. — G. Lennon.
 The Vaughan Trophy — Champion Swimmer — 15 yrs. — P. Brennan.
 The A.R.C. Engineering Trophy — Champion Swimmer — 14 yrs. — J. Cox.
 The Bell Trophy — Champion Swimmer — 13 yrs. — D. Boland.
 The Ingersoll Trophy — Champion Swimmer — 12 yrs. — R. Bitmead.
 The P. & C. Trophy — most outstanding boy in school — D. Hassall.
 The Ladies' Auxiliary Trophy — Dux of School — J. Davidson.
 The Burwood Rotary Club Trophy — most outstanding boy in School Certificate Year — R. Kass.
 The Carlyon Cup — Best and Fairest Soccer player — I. Kitching.
 The Samuels Trophy — outstanding Tennis player, 1966 — S. Le Roy.
 R.S.L. Trophy — outstanding Cadet Under Officer — G. Anderson.

Drummoynes R.U. Club Trophy — Best and Fairest
player — W. Hincksman.
Drummoynes R.U. Club Trophy — Most Improved
player — P. Bilbe.
Champion House — Athletics — Howe.
Champion House — Swimming — Hayes.

Champion House — Sport and Academic — Hayes.
Champion House — Sport — Hayes.
Champion House — Basketball — The Bert Oldfield
Shield — Howe.
Inter-House Cricket — The Stan McCabe Trophy —
not yet finalised.

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HAYES HOUSE

Coolawah, Coolawah, Yah, Yah, Yah,
Yoshito, Yoshito, Fah, Fah, Fah;
Always in front, never been led
Cheer on your house, it's in red;
Always in front in the frays
It's always, always, Hayes! Hayes! Hayes!

VAUGHAN HOUSE

Chirrawong, Chirrawong, Chirrawong,
The colour's blue as dawn;
Bulla, Bulla, Bulla,
We represent VAUGHAN!
Rah! Rah! Rah!
We've hit the front again,

Now, let's hear cheers for our man
V-A-U-G-H-A-N!
VAUGHAN.

GREENING HOUSE

Who are, who are, who are we,
We are, we are somebody;
Where do we come from?
Yah! Yah! Yah!
Greening, Greening,
Rah! Rah! Rah!
Boom chicka boom — boom chicka boom —
Boom chicka chicka chicka
Boom boom boom!
Seskoombah — here we are!
G-R-E-E-N-I-N-G!
GREENING!

HOWE HOUSE

Wurrammi, Wurrammi!
Reet-pa-teet!
Howe's the house that's hard to beat!
Murawa, Murawa
More, bore, lore.
Boys of Howe win through once more!
H, H, H, H — Howe!

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