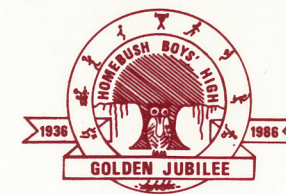




**HOMEBUSH
BOYS'
HIGH
SCHOOL**

1936 • GOLDEN JUBILEE • 1986



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HOME BUSH BOYS' HIGH SCHOOL

BRIDGE ROAD, HOME BUSH 2140 Phone: 764 3611

PRINCIPAL'S FOREWORD

1986, the Year of International Peace, the visitation of Halley's Comet and, most importantly to those of us associated with Homebush Boys' High, the year of the School's Golden Jubilee.

Such an anniversary is worthy of celebration. Accordingly for the past year, a Committee comprised of staff, ex-students and friends of the school has been meeting at regular intervals to plan activities appropriate for such an occasion.

Their interest and effort is much appreciated. Special mention must be made of the work of Sue Patterson, who prepared this souvenir booklet.

Fifty years ago, on the 11 August, the school opened its doors to the Junior boys of the Western Suburbs, aiming to equip them with an academic education and a sense of Australian citizenship that would prepare them for their role as responsible members of the community.

Since that time much has changed. Technological advances and the structure and expectations of our society have created a demand for an adaptable system of education. The School has met these challenges and handled each phase of its transition from Junior High to selective High then to its current status as a Comprehensive and Multicultural High School, carefully and efficiently.

Adaptable as the school has been it has remained consistent in its service to the community and retained the sense of tradition and school spirit established by the founding staff and students, many of whom you will find named in this booklet.

The first Principal, Mr. W. Roberts, stressed that "traditions of sportsmanship and cheerful carrying out of duty will guide us in general, ... we must make the number of enthusiastic scholars, true learners in the school remarkable ... Homebush must become a leader of its peers in sports."

The school motto "Recte et Fortiter" sought to instill in the students a consciousness of a high standard of achievement and conduct, a respect towards others, a keenness for learning and a pride in belonging to such a school.

Our adherence to such principles has indeed inspired the students of Homebush for many years both in the classroom and on the sporting field. The school honour boards and the following pages testify to their sustained existence.

And what of the next fifty years?

On the occasion of the school's Silver Jubilee, in 1961, a former Principal, Mr. R.T.W. Jane remarked:

"Let us look forward to that Golden Jubilee in 1986 when I am sure that those associated with the school will be able to say with the same degree of pride and satisfaction as I do that Homebush Boys' High School has maintained its place among the great High schools of the State, and that it has contributed its share towards the future development of Australia and the ultimate establishment of world peace."

I am sure that those associated with the school since 1936 will agree that the achievements of the school can indeed be recounted with pride and satisfaction. I anticipate such proud sentiments in 2036.

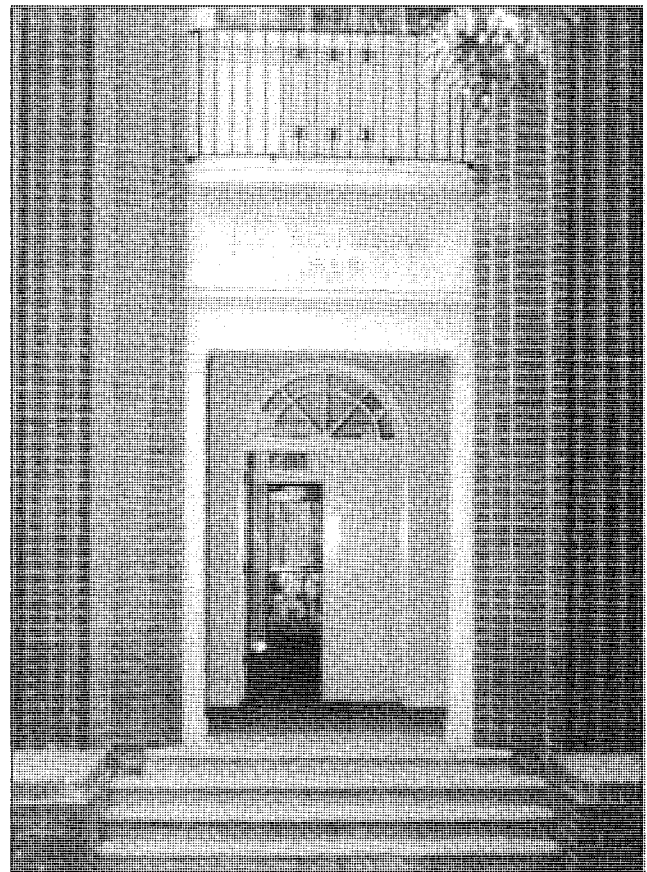
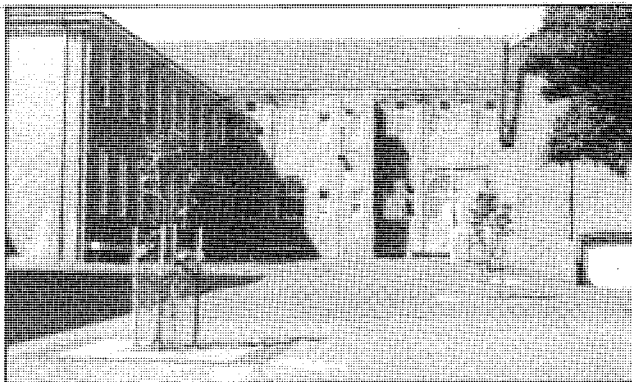
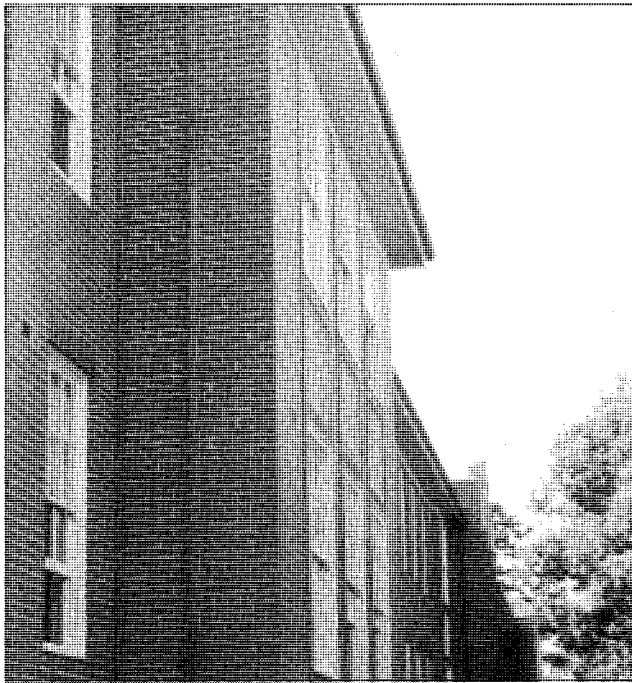
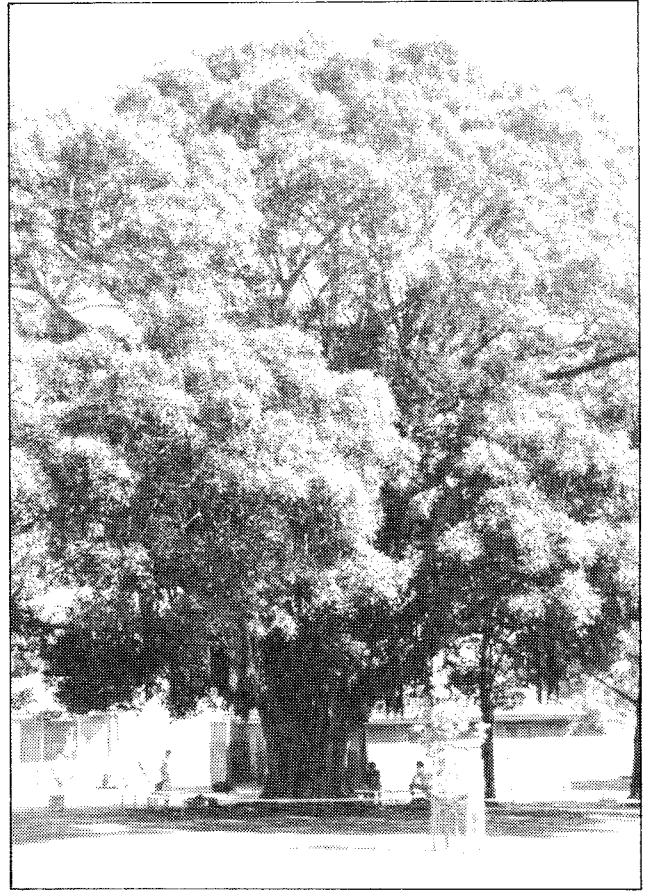
Malcolm Brown

HOMEBUSH BOYS HIGH

Images of the School



"Hark to the owl wise emblem's voice"



THE BEGINNINGS

Perhaps the most interesting fact about Homebush history is the one which refers to the site of our school. On the site was the estate and the colonial style mansion of a Railway Commissioner named Kircaldie. Our well beloved Morton Bay fig tree was one of the many big trees on the estate.

This colourful gentleman departed from his home in Bridge Road each morning by hansom cab. Arriving at the station, he was met by the Stationmaster of the day, a Mr. Bessett, who later became Stationmaster at Central. The best carpet had been rolled out, the station staff — all brushed up and shiny for the occasion — stood to attention acting as a guard of honour, and Commissioner Kircaldie took his seat in a Mountains' steam train, especially halted at Homebush. Again in the evening the returning fast Mountains' train halted briefly at Homebush. After his death the estate was bought by the Education Department as a site for Homebush High School.

To this three and a half acres was added another one and half acres purchased from E. Killen and Sons in 1930. On this five acres of land a school was built at the cost of £24,797 to cope with the overcrowded conditions at Petersham and Summer Hill.



The home of E. Killen.

The building, containing twenty eight class rooms, two science laboratories, two science demonstration rooms, a library, reading room, assembly hall and tuck-shop in the basement, was entered for the first time on the 10th August, 1936.

Classified as a Junior High School, Homebush Boys' High catered for pupils from 1st form to the Intermediate Examination Level (3rd Form). The total enrolment of the school was 925 boys who travelled from as far as Surry Hills and Bankstown.

Mr. H.O. Howard, an original member of the staff, recalls those early days:

In my first year of teaching I was initially appointed to the staff of Granville Technical School. I shall not forget that within moments of reporting my arrival to the Principal I was presented with a cane and was encouraged to use it. Within a few weeks I was transferred to Petersham Intermediate High School

where I was welcomed by the Principal, not handed a cane, and informed of the proposed merger with Summer Hill Intermediate High in a new school then being completed.

The day arrived and the new School, Homebush Boys' Junior High School, was born. It was a happy occasion as should any such occasion be. The new School was wanted and needed.

My stay on the staff ended on the last school day of 1940 after which I was a member of the Royal Australian Air Force until late in 1945. After demobilisation I rejoined the staff of the School for the last few weeks of the 1945 school year. Two eras of my life finished within a period of a month.

THE ERA OF BIRTH

In any appreciation of the era of the birth of the School it is essential to determine and discuss the key factors exerting pressures on the staff and the students. There were, and still are, many such factors. Of them I have chosen to write of the economic, social, physical and philosophical factors.

Economic

The period 1936-40 was one of continuing economic difficulty for the vast majority of Australians.

The staff and students of the School had had, with very few exceptions, sad economic experiences resulting from the Great Depression and its aftermath.

Whereas in 1936 it seemed that there was some chance of national economic recovery, there was an all-too-quick change to tough economic conditions when the threat of World War 2 became obvious.

As one measure of the upward trend in the economic situation in 1936, it is significant that that was the first year, for some years, that exit students from the Teachers' College were appointed to positions with effect from the first school day of the year. Previously exit students had waited one, two and even three years for an appointment.

To record the salaries paid to teachers at that time could be misleading. It is true they were not well paid. As an example I recall that in the first five months of my service as a four-year-trained graduate assistant I was paid five pounds six shillings and eight pence nett a fortnight or, in more recent terms, about \$10.67 a fortnight. It was my fault that I was under twenty one. When that birthday arrived my nett salary jumped to the equivalent of \$13.33 a fortnight. The equivalence in money terms is indeed misleading. In terms of purchasing power the true equivalents must be based on the fact that one dollar today has the same purchasing power as between threepence and fourpence in those days. Using the four pence level, my salary while under twenty one would equate to about \$320, and when I turned twenty one about \$400 a fortnight, after tax. There was not, however, any such thing as holiday pay loading.

As a final point in respect of the economics of the era, particularly in relation to schooling, it seems worth recording that of the very limited intake to the Sydney Teachers' College in 1932 only twenty two were selected to undergo four-year training. Needless to say not all of these returned to the College for their fourth year. This restriction on training, imposed by economic constraints, marked the start of a problem. The problem was aggravated by wartime call-ups and deaths, the baby-boom of 1947 and the tremendous expansion of numbers staying on at school beyond the age for compulsory attendance. The decline in birth rates in more recent years has reduced pressures but the problems arising from earlier shortfalls in numbers trained will continue for some years yet.

Social

In the fifty years since the School was founded there have been enormous changes in the social pressures operating on young Australians.

In 1936 there was a far greater influence exerted by the home and family than is the case today. It was within the home and the family that security and encouragement were most evident. Parents who had endured the Great Depression believed that benefits could derive from efforts devoted by their children to the achievement of high levels of qualifications. They encouraged their children to achieve beyond, in most cases, the levels they themselves had had the opportunity to achieve.

The churches exerted greater influence than they appear able to do today. Attendance at Sunday School was regarded as being almost compulsory.

For most of the students of the School in those early days the major entertainment was at the cinema. It was a time when the cinema was a popular outing for both young and old. Censorship was tight. The categories of "M", "AO" and "X" were unknown. On the other hand, a Saturday evening at the Burwood Plaza was a real outing, featuring, particularly, community singing, entered into very happily by all present. The words on the screen were marked in proper rhythm by the "bouncing ball". The music of the mighty Wurlitzer was often almost drowned by the voices. There was a spirit of togetherness. Families in attendance enjoyed that spirit.

Most homes possessed a radio but it would be another twenty years until television began its mighty onslaught. Radio provided some fun but had little influence, compared with its successor, on attitudes or study habits. Perhaps some teachers arrived at work rather tired after a late night session of synthetic cricket broadcasts.

Perhaps it was not until early 1939 that there was any evidence of an increase in tension in the community about the possibility of a war. There were two members of the foundation staff who were officers in the Citizen Military Forces. They were more aware than others of the cloud developing. By late 1939 there was no longer any doubt about the situation. There was no doubt about the call-up of members of the C.M.F. There was doubt about the futures of other younger staff members. There were also doubts in the minds of some of the older students. They wondered how long the war would

last. Would they become involved. There is no hard evidence to adduce to support a belief that students in 1940 applied themselves even more to derive as much as possible from their schooling.

The social climate in the era of the School's birth was very different from that of today. There is room to question whether, in total, today's social climate is better than that of 1936. There is little room to doubt that the role of the teacher at that time was different from and more comfortable than that of the teacher of today.

Physical

It is not necessary to write at length about the physical factors involved in the move. A brief comparison between conditions in the schools at Petersham and at Homebush should suffice.

The building at Petersham was old. It was close to being decrepit. The playground was asphalt and small. The classrooms were dark and dismal. The staffroom was depressing. Toilet facilities were antique.

The first inspection of the School at Homebush was the cause of elation. There was an immediate impression of newness and cleanliness. The garden area along the front fence was a magnificent change from asphalt.

The remainder of the outdoor area was of a magnitude beyond belief after the Petersham corral.

Inside the building the levels of size, light and airiness were a delight. The furniture and fittings were appropriate.

Surprise! Surprise! There were two staffrooms each about double the size of the one at Petersham.

The surprises continued. There were staff toilets inside the building, very modern for their day.

The great delight was still to come. There was an Assembly Hall. That was really something.

Even though I had been only a few months at Petersham that period was enough to prepare me to be quite joyful about the physical environment in which I would be working. It was a sentiment shared by all the staff and all the students.

Philosophical

Throughout the history of homo sapiens, a history well in excess of a million years, there has been some basic ethic. From the start, under the pressure of the survival ethic, man lived as a hunter and gatherer until a mere fifty thousand years ago when he learned to cultivate crops. So developed the agrarian society in which the work ethic arose. The agrarian society was dominant until about three hundred years ago when the industrialised society emerged, a society in which the work ethic flourished. It was only about thirty years ago that the technological society became recognisable, a society which soon saw the birth of the pleasure ethic as a fundamental feature.

So it was that in the era of the birth of the School the work ethic was a powerful influence.

A concomitant of the work ethic was discipline. It was generally accepted that the imposition of physical and mental discipline was a pre-requisite for the development of self-discipline, at that time a high esteemed attribute.

The task of the schools was to assist students to acquire the basic skills required for learning and to develop in the students a desire to continue learning.

ITS INFANCY

The period of the School's infancy was of considerable interest from a variety of aspects. Of these I have chosen to record memories of four aspects, the environment, the staff, the students and some activities.

Environment

Among the various environmental factors which exerted influence during the School's infancy, the most apparent was the physical. The new building and its comparatively enormous surrounds were such that staff and students immediately enjoyed a feeling which would, in much later years, be described as resulting from upward mobility. The School community enjoyed the feeling of improved status. This carried over into improved attitudes to schooling.

There was a curious social factor arising from the combining of the staffs and students of two distinct and separate schools. There tended, during the remainder of 1936, to be a separation, more among the students than the staff, of the groups from the two schools. The arrival of the new first year students in 1937 rapidly broken down the initial, self-imposed apartheid. By mid 1938 integration was complete.

The Staff

In general it could be said that the staff was composed of young teachers. There were, of course, some members of more mature age. Irrespective of age there was a bond of pride in position. High school teachers, in common with bank managers and postmasters, were held in high esteem by the community at large.

Pride in position produced other forms of pride; pride in performance, appearance and social example were among those forms.

There was one curious feature involving the staff. There were two staffrooms, the northern and the southern. There was a telephone in the south, not in the north. The north trapped summer sunshine, the south did not. When the staffs of the two schools combined there was what appeared to be an undirected natural selection among the members in the matter of which staffroom would become "home". Membership of the southern staffroom became an honour.

The Students

On the basis of memory alone, the new School was designed to permit twenty six classes each of forty students. There were, I think, forty one members of staff.

The students came from a wide area on the main suburban line, the Hornsby line and the Bankstown region. They were from homes of various socio-economic levels.

The student body was not representative of all students at government schools. Selective high schools were still operative, as were junior technical schools. So the students at the School were from a broad section around the middle of the spectrum of scholastic ability as it was then measured. But the range within the School was very great.

Activities

There was a strong feeling that to be Australian was worthy. The weekly flag ceremony and recitation of a loyal statement was more a reflection of pride in being Australian than in being a member of the British Commonwealth.

The three assemblies held each day, spread over both the northern and southern quadrangles, were accepted as normal disciplinary occasions.

Sport was popular. There was a wide choice with, perhaps, an unusual level of participation in athletics.

There was encouragement of community activities of varying kinds. The availability of an assembly hall was of great value in some of these activities.

As is probably the case today, the School, in its infancy, hummed with various activities. I crave forgiveness for confining myself to those with which I was closely associated.

At the simplest level there was the maintenance of the class-roll and the preparation of the Infectious and Contagious Diseases Return. A little later I was assigned to assist in the preparation of the timetable.

Progressively, there was further administrative experience in organising and participating in six-day schoolboy train cruises, always held during vacations, and visits to the Sydney Town Hall to enjoy the music of Sir Benard Heinze conducting the Sydney Symphony Orchestra.

As one who participated in athletics, it seemed natural that I should be asked to organise that activity on sports afternoons and at the annual athletics carnival. Frequently, on the sports afternoons, five hundred or more students took part, everyone having a chance to succeed because of the large number of handicap events.

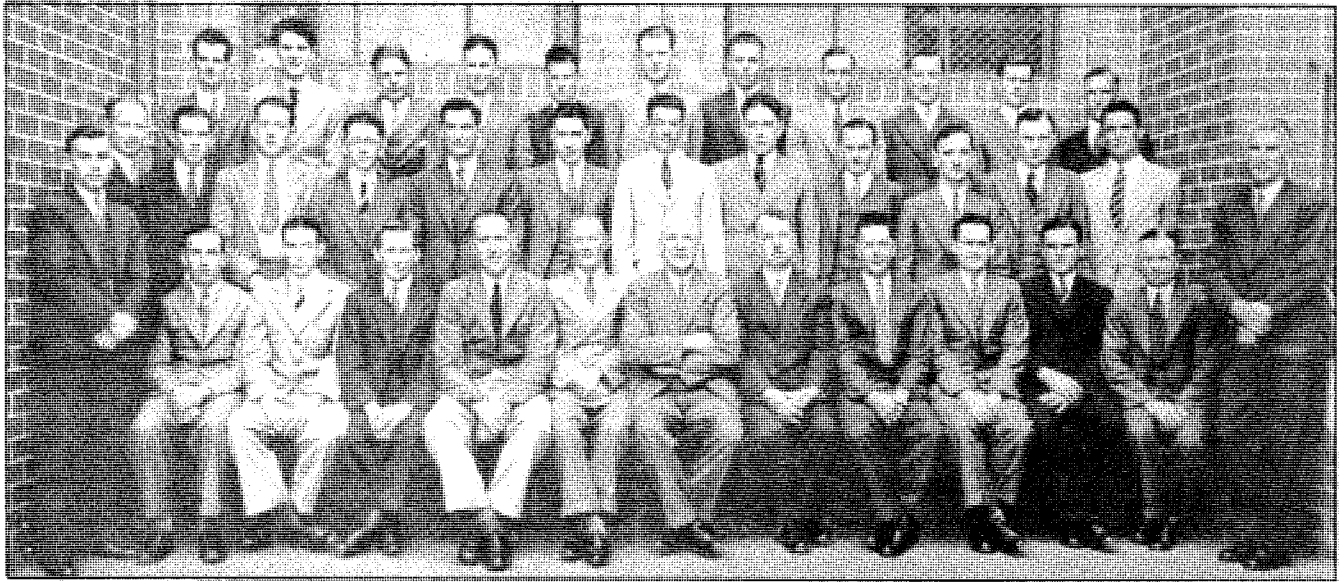
One activity which started in 1936 was still in operation at the end of 1945. I was a little disturbed, during my brief stay at that time, to learn that what had started as the Detention Squad in the Southern Quadrangle had become known as the Howard Chain Gang. I trust that at least the name, if not the activity, has been forgotten.

There were fun activities during the cooler months there were regular Parents' Dances, which many teachers also attended. The dances were Saturday night affairs. The preparation of the Assembly Hall was obviously regarded as an athletic event. In truth, it was. When the chairs were moved from their normal positions the floor was swept. Thereafter a liberal scattering of candle wax and sawdust was ground into the floor by hundreds of pairs of sliding feet.

Of all the uses of the Assembly Hall my fondest memory is of the Friday afternoon community singing sessions.

The songs which were sung would, with few exceptions, be recognised by few of today's teachers or students. The exceptions were "Advance Australia Fair", including the now-defunct verse, "Waltzing Matilda" and "The Road to Gundagai". "Land of Hope and Glory" was still popular. It appeared that "The Company Sergeant Major" and the Six Australian Bush Songs by W.G. James were the students' favourites.

Involvement in these activities gave rise to great pleasures.



The Staff, 1937.

Another original member of staff, Mr. Hal Pratt; (well known for his prowess in hurdling) commented in a letter to the school in 1977 on the school's architecture:

I was on the first staff of Homebush Boys' Junior High School (as it was known at that time). The joint staff of Petersham Intermediate High and Summer Hill Intermediate High schools moved into the new building in August, 1936.

In the Headmaster's Foreword in that year's magazine, he describes the building as "one of the largest school buildings in the state... a triumph of school architecture".

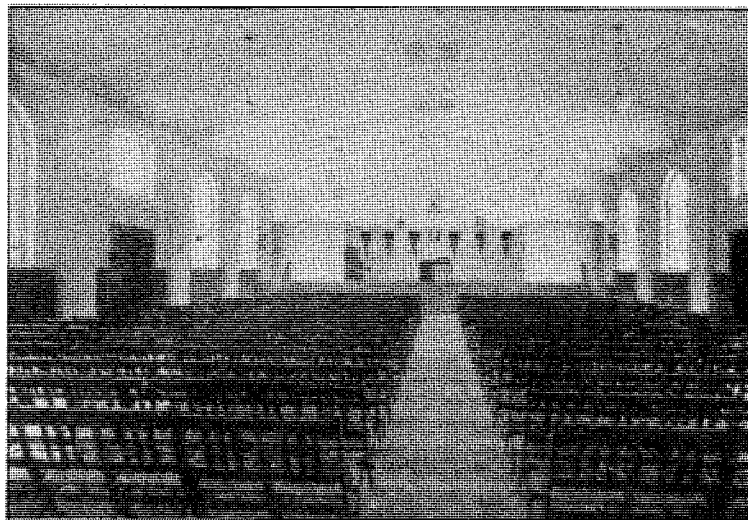
To those of us who had come from Petersham, where we taught either in the dim, church-like main building or in wooden portables, and where we had graduated to a portable in the playground for our staff room (it had a sink and a gas ring!), it was indeed palatial and luxurious — 4 double staff toilets under the main roof!

R.G. (Sam) Langford and I appreciated the design of the wings with their windows along the corridor wall — it enabled us to play remote control O's to X's, to while away the tedium of supervising exams.

Some of the materials weren't all that good, either. I remember the Cleaners being instructed not to use stiff brooms in the main corridors — they started to wear out the concrete.

Returning to architecture, you have no doubt heard of our "very fine double room" — the first library. It was wonderful to us who had come from schools where the library, if any, was housed in cupboards in an ordinary classroom. We also had one classroom with a power point in it, which we rigged up with black curtains to enable the Geography Teachers to use the ancient epidiascope — the school's sole projector.

Re furniture — all classrooms had single, screwed-down desks (wonderful for discipline as understood in those days and, I must confess, that I have sometimes looked back with longing to those desks when entering a shambles of individual, free-moving tables). If I remember correctly, they were all the same size, made for high school pupils, expected to be of uniform size, apparently. To match this uniformity, it was decreed that all class-room waste paper baskets be 'butter box'. (If you are 40 or 40+, you might remember these.) They had to be scoured, of course, by the boys. They were handy for staff during exams, as they could be placed on one of the flat-seated teacher's chairs and were solid enough to allow even a big teacher, to sit on them. This took the Supervisor sufficiently above the examinees, even to satisfy that face at the window, which appeared periodically to see that we weren't bludging'.



The Assembly Hall, 1936.

ACCORDING TO THE BOYS

Selwyn Chong, at present a student in Year 10, interviewed two original students, Mr. Keith Bywaters and Mr. Ron Marchant, to ascertain how it felt to be a pupil of the new school.

Nineteen thirty-six was a year of new endeavour for the students of Homebush Boys' Junior High.

Imagine being any one of those boys staring at a brand new school and experiencing the pride they must have felt to be a part of it:

"Obviously coming from schools with very poor conditions to one that seemed as grand as Buckingham Palace our attitude was one of immense and jealous pride in our new surroundings despite that fact that many of us now left home at 7 am to arrive at school by 9am."

The school was well organised and the students had pride in school achievement. Self Discipline was a must in the 1936 school year. Rarely would a boy act out of line and if he did, the cane or detention were both ready to be administered;

"Discipline of course had been instilled in us both in the home and through our early schooling. If we were caught doing something wrong and punished by caning, detention or both, we accepted this as "a fair cop" and bore no malice to the teacher concerned. Indeed the incident would be forgotten until you arrived home and explained your lateness when many a time your father would also add to the punishment."

Misdemeanors on the way to and from school were also punishable:

"Boys and girls travelling in trains and trams in those days always sat down and never got up unless it was for an adult or there were no seats available. Shouting out the windows and standing near the windows was not allowed. Had you done that back there then you would have lost your train pass and all."

Teachers of the day were treated with awe and respect but as was the fashion of the time many a nick-name was bestowed upon those found deserving:

"Slogger" McCarthy — adept in the use of the cane.

"Willy Evergrow" Halloran — a teacher of height 4ft-10ins.

"Spiritus Gollius" Coleman — Latin teacher whose speech was accompanied by flecks of spittal.

School, of course was not without its lighter moments:

"There was one student who spent much of his spare time writing pages of "lines" which he kept filed in a loose leaf binder for when they might be needed. On one occasion Mr. McCarthy caught him being inattentive and said "Take 300 lines in a fair round hand (pausing as the lad dived for his prepared sheets) copied from Gareth and Lynette." Uproar broke out when we saw the stunned expression on the student's face and we enjoyed his discomforture."

For these students the school year finished with the Intermediate Examination. For many the three years of secondary schooling would be all they would complete. For those seeking the Leaving Certificate it was a further two years at Fort Street Boys' High and for the luckier and wealthier ones, the chance of a University Education.

Once the Intermediate Examination was completed most boys went their separate ways. As the school's pupils came from such a large cross section of the metropolitan area (Balmain to Five Dock, Dulwich Hill to Belmore, Petersham to Stanmore) and as cars were a scarce commodity, associations were difficult to maintain.

What has been sustained however, are fond memories of these foundation years.

WORLD WAR TWO

The advent of the Second World War (1939-45) brought changes to school routine — staff and old boys enlisted, air-raid drill was introduced, trenches were dug, and students raised funds for the Public School's War gift.

Mr. Jim Greening, a prominent old boy of the school, recalled those days in an interview for the school magazine in 1984:

"During the war there were great shortages. Textbooks were a prize possession, because when they were lost you couldn't replace them. We used to hire our textbooks, in fact Homebush was the first school in the state to set up a textbook library.

Exercise books were hard to get as well.

Even though there was clothing rationing, we still had to wear full uniform, that consisted of grey suit, blue shirt and maroon tie.

Because of the war, there were no replacement teachers. Retired teachers were encouraged to return to teaching. We called them "retreads".

As you got older you had two feelings. You wished the war would end but you also wanted it to carry on so you could be in it.

I have one lasting impression concerning the morning after the Atomic Bomb was dropped. First period that day our Chemistry teacher walked in the room with a pile of books, put them on the desk and didn't say a word for about five minutes. There was absolute silence. Then he spoke, "I know you're going to ask me how they split the atom. You're atoms, I'm atoms. One day they'll split the wrong one and that will be end of us". That's all that was said about the atom bomb."

Alec Cameron, at the Old Boys' Reunion Dinner in 1983, recalled the day the Japanese surrendered.

"Japan was defeated and surrendered on a school day and the crowds of celebrating people heading to Sydney were so dense that trains from Homebush were packed and we had to "Scale" dangerously by riding on the wee platform above the buffer of the last car of an electric train. We joined the wild celebrations in Martin Place."

Maxwell Royal also attended school during the war years and recollects:

YOU ATTENDER ME.

It is easy to recall those wonderful days at Homebush High, for I was in 1st Year in '41 and 5th year in '45. It was a pleasant surprise indeed to enter a new, clean school with an energetic Headmaster, whose enthusiasm and organising ability had already set a high standard in scholastic and sporting achievement. Mr. Bill Roberts, the first Principal, was a compact, forthright, understanding man of about 60 years with white hair and piercing blue eyes, who was known to us all as "the boss". Although an authoritarian figure, he was much more respected than feared. His memory for pupils names, faces and abilities was phenomenal.

Discipline was fairly firm but most of us accepted it without demur. We had spent our Primary years in the depression (with 25% of the work force unemployed) and most entered High School with a grim determination to work as being the only way out of poverty. The lesson was obvious — the unskilled were the first fired. Only the Principal; and the Deputy Principal could cane and this they did by all accounts, most fairly. If you obeyed the general rules, discipline become virtually unnoticeable. "The Boss" was very strong on fair play and "booing" was prohibited at sporting events as being bad-mannered. Woe betide the unfortunate caught in mid-Boo!

With few exceptions, our teachers were excellent. They knew their subjects and were keen to teach. I am indebted to them for a firm grounding in the essentials. As the war wore on, the quality of the staff declined somewhat through enlistments etc. and others came out of retirement to teach.

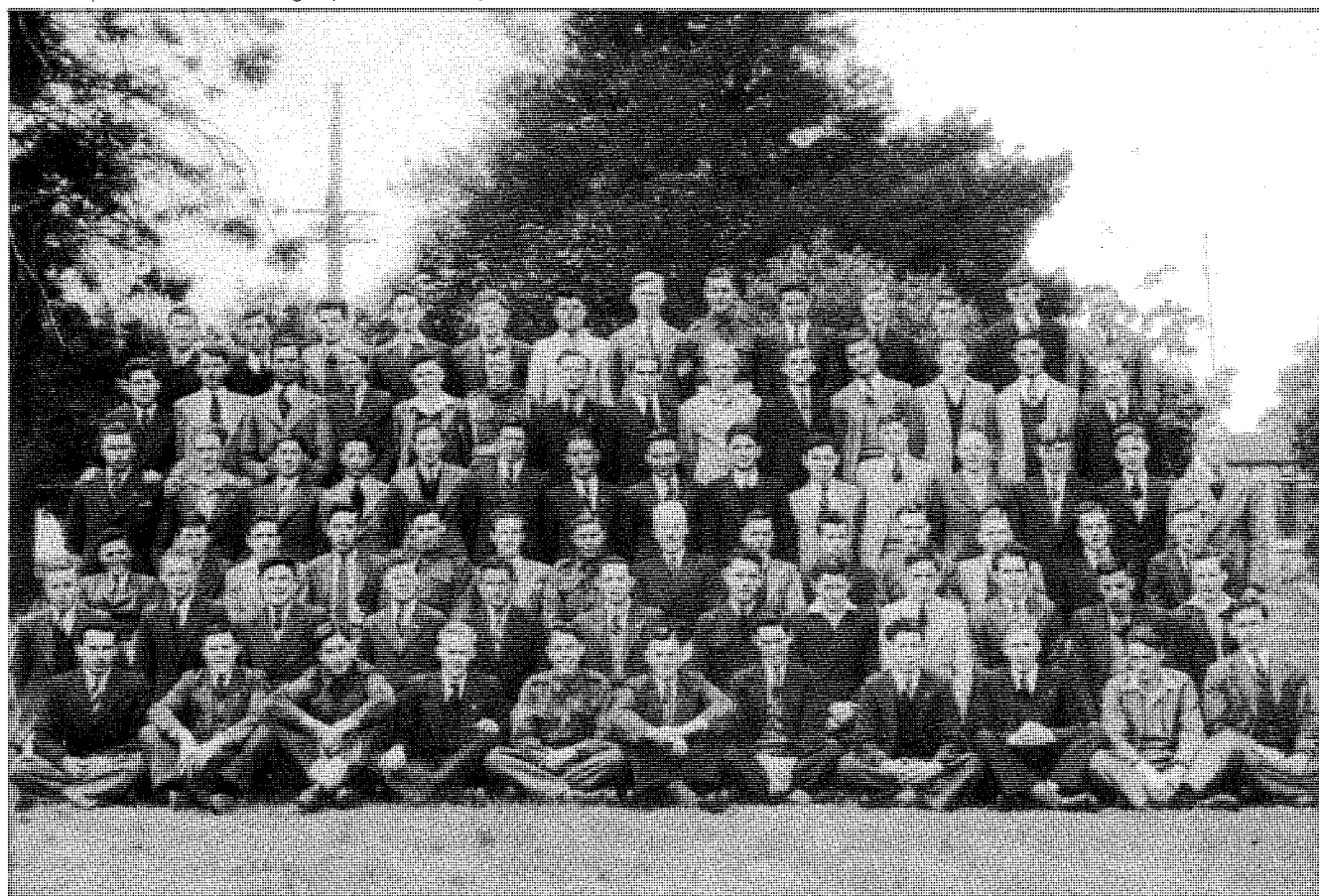
Our syllabus was also restricted in scope, if not in essentials. One teacher we found, (he was at least 70 years of age) would drop off to sleep if we were very quiet whilst working maths. exercises. His periods with us were henceforth almost silent and his chair was placed beforehand in the afternoon sun in order to induce the utmost drowsiness.

My year in '45 was the second Fifth Year to face the Leaving Certificate (H.S.C. nowadays) and we had before us the awful prospect of our first Fifth Year, whose pass rate was only 30%. This example did not go unheeded and ours was better at 85%.

I well remember the stock comments of some of the teachers, one of which constitutes the title of this piece. Mr. Pfitzner, our Science Master, for instance. On entering the room — "Cut the cackle!" or "Break up the mothers' meeting!" or "The small fry will come to order!" Then to the boy nearest the door — "Put the wood in the hole, son!" and to an offender "Take a walk down the aisle!" (to stand outside the classroom door and hope "the Boss" did not come past). He met our ill-reasoned arguments with one contemptuous word "Bovril!" which delighted the class and even caused amusement to the recipient.

A French Teacher called "Chooky Williams" was violently allergic to his nickname and one boy, who rashly asked "If la Foule is the crowd, Sir, what is la Poule?" (the hen), received his just desserts of 1000 lines of French prose. In the deathly silence which followed his blundering (or stupid) question, "Chooky" explained that although the boy maintained it was not an allusion to his nickname, he would do the lines so that he would be more careful in future. Either that, or explain to "the boss". The lines were done. "Chooky" was a very good teacher, being conscientious to a fault. Why he had that nickname, I never did find out.

The Principal, Mr Roberts, with a group of Fifth Year Boys 1945.



“Okker” Burgess (English), who always entered the class with “Up straight and keep ’em folded!” seemed to know all about body language before the term was invented.

When Greer Garson was appearing in the film classics “Mrs. Miniver” and “Blossoms in the Dust”, there appeared a new teacher, who shall be nameless. His eyes were slightly crossed and he wore thick lens glasses. Face to face, one was confronted with a pair of eyes, each filling it’s lens entirely, giving him the look of a slightly puzzled, benign owl. His poor eyesight, combined with his small stature, heightened the effect, as he uncertainly negotiated the playground or stairs. His nickname, as befits such a frail and gentle soul, was “Blossom”. One day, while on playground duty, he tripped backwards over the roots of the large fig tree at the rear of the main hall. No sooner had he reached ground level horizontal, then the cry went up “Blossom’s in the Dust!” and the adjacent playground rocked with laughter. Immediately, pupils rushed to help him up. No damage was done but now he knew his nickname. Slings and arrows, eh?

A contrast to “the boss” was “Sav.” (short for saveloy) Kevans, who taught us English Lit.

He was renowned for crying at unruly students “Other people get peace, why can’t I?” and “You’re putting the boot into me, son!” (Shades of C.J. Dennis.) On meeting a boy without socks or a tie in the playground, he would blandly order him to “Pull up your socks and straighten your tie, son!” This always resulted in a reflex twitch of the hands to the knees before the penny dropped. He was not without defence and could hurt with comments such as “Homebush is no place for you. You belong a little further west.” (The sheep saleyards at Flemington.) I shall always remember him with great affection for my introduction to the classical world, the “Rubiyat of Omar Khayyam” and Hendrik van Loon’s books, mostly notably “The Arts of Mankind” etc. He intruded reality into our insulated existence with “You will meet problems in life with no solutions”. He would discuss any subject with the class and no holds were barred. I am sure some of us started to think there, for the first time.

As time went on, the War pressed more closely upon us and shortages and rationing affected us. The school

magazine was not published in ’42 and ’43 owing to shortage of newsprint and text books became scarcer. The cadet corps and then the Air Training Corps were formed and at Easter break, students in full uniform could be seen lumping Brens, Stens and the odd Lewis with other military gear. As well, covered trenches zig-zagged their way down half the north perimeter of the ground along the west side (Mackenzie St.) and up the south fence. Windows were criss-crossed with masking tape (which, we were later told, was useless) and some teachers became A.R.P. wardens. The basement under the rear of the main hall became part armoury and A.R.P. post.

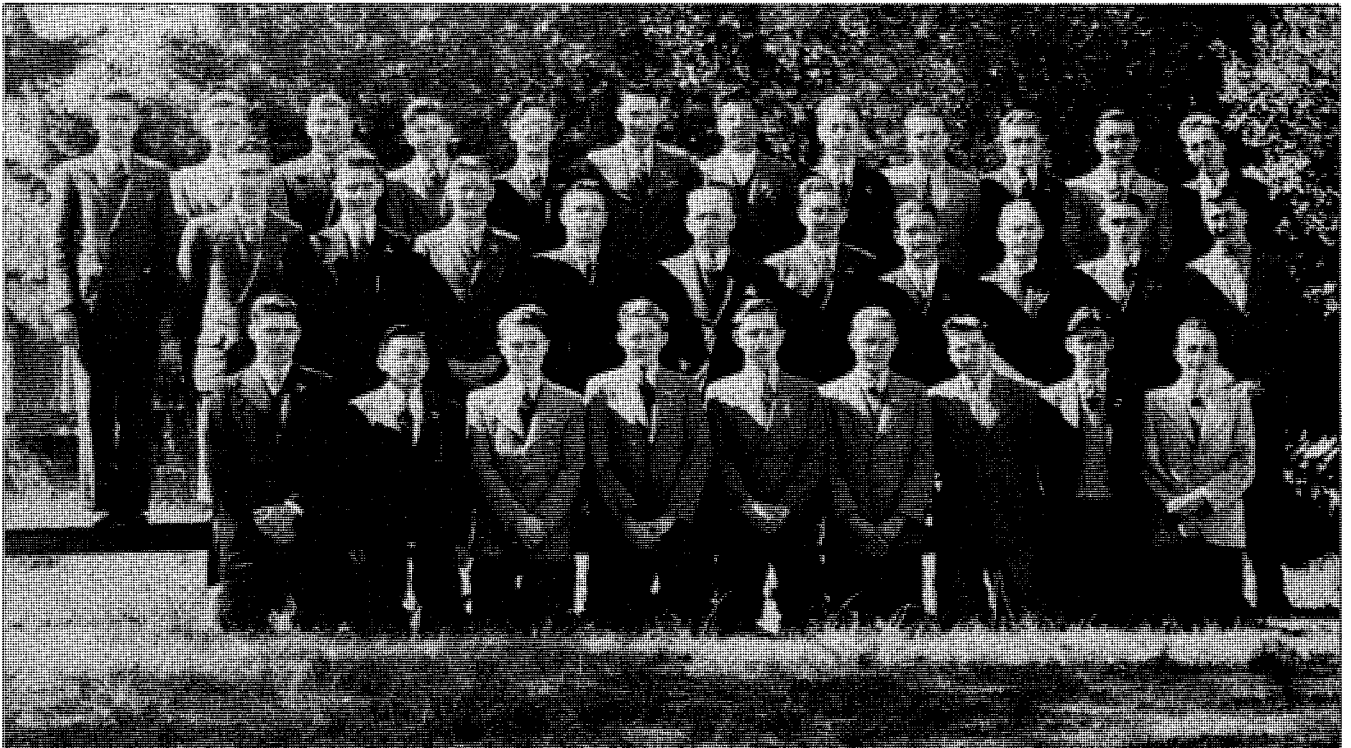
The most memorable day for me was victory over Japan day — call V.J. Day. The war was at an end. We had heard in the morning of the surrender and half-holiday was declared. We formed a conga-line which danced down Burlington Road to Homebush Station. Here and there could be heard the hooters and sirens of factories and ships and train whistles, who were celebrating, too. V.E. Day (Victory in Europe) was not as impressive, as we were by then sick of war and Japan remained to be beaten.

At the Intermediate and Leaving Certificate years, we had a “stew vac.” (holidays for swotting) of about a week. After annual exams, discipline was relaxed and in the week before break-up, periods were allocated so that students could lecture on hobbies or recount holiday experiences etc.

Our reactions on last days of the year were somewhat varied. Some just went home quietly whilst others, mainly of younger years, when at a safe distance, made off at top speed with chants such as “For 42 days we shall be, out of the gates of misery.”

I must not close without mention of Joe Symes, a pupil whose talent on the drums was formidable. He was our irrepressible school drummer, and stationed under the fig tree, he would drum us into school after assembly. He was positively incandescent on jive and boogie-woogie and, as the last teachers and lines were leaving the quadrangles, his discipline would snap and he would break loose, as the remaining columns “alive with the jive and hep to the step, man!” disappeared, capering and bobbing into the ambit of the waiting teachers.

M.P. ROYAL



School Prefects with Mr Jeffrey 1946.

FIRE

PATROLS FAIL TO SAVE SCHOOL FROM \$500,000 FIRE

was a headline that caught the eye of many present and past staff members and pupils of the school as they read the Sydney Morning Herald on January 3, 1983. The school was of course Homebush Boys' High School and under a graphic photo of the damage was reported:

"This was the view through a broken window of one classroom after an hour-long fight to control a blaze at Homebush Boys' High School early yesterday morning.

An estimated \$500,000 worth of damage was caused and Arson Squad detectives say they are looking for four people seen leaving the scene soon after the alarm was sounded."

Those who visited the scene that day found the main building of the school still smouldering, its gutted classrooms opened to the sky, corridors and rooms covered in the debris of shattered roof tiles, fallen roof timbers and charred joists ... and so the tale of destruction continued.

School returned without any power, timetable or bells but classes resumed as restructuring and rebuilding began. Mr. M. Christison, the school librarian, (1980-) documented the extent of the damage and its effects:

THE BUSHFIRE OF THE YEAR

During the night of 1 January, 1983 the main building of Homebush Boys' High School was rendered unusable by fire. This building had contained thirty classrooms; staffrooms of the Mathematics, Social Sciences, English/History ESL/IME and Languages staffs; staffroom of part of the Science faculty; the offices of the Principal, Deputy-Principal, Heads of the abovementioned Departments, School Counsellor and the clerks. Materials in these areas were either burnt to varying stages of destruction and/or

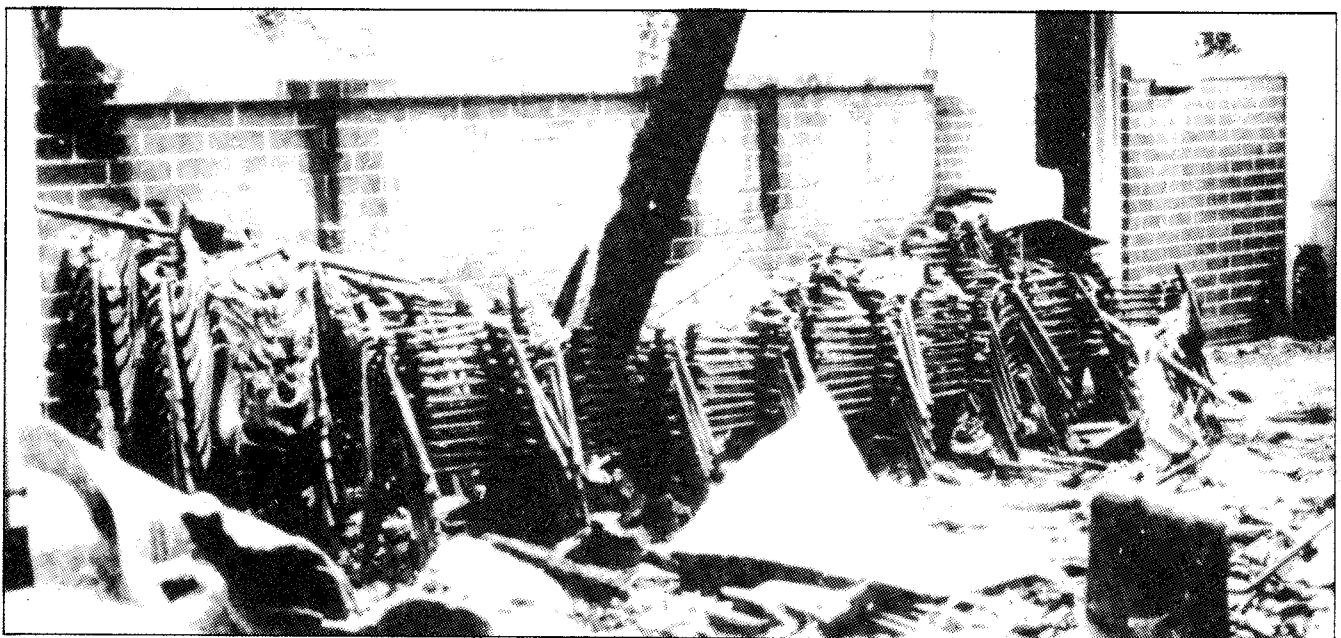
water damaged depending upon location within the building. Some staff lost everything they had left at the school and for some this was virtually all their teaching resources.

Subject department teaching resources suffered markedly, with all textbooks of the Social Sciences, Mathematics, Junior English, ESL, Remedial Reading and Languages departments being completely destroyed. The History bookroom was water damaged resulting in a great loss of texts.

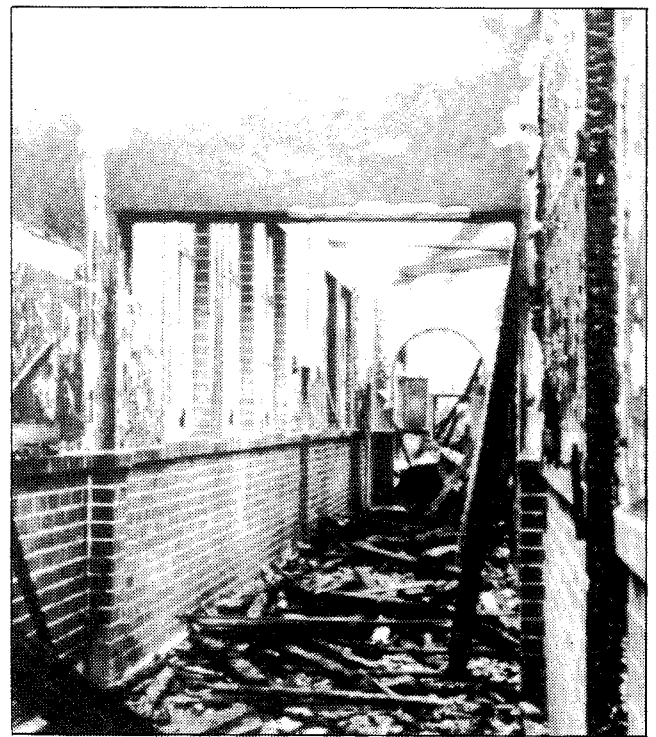
Virtually only specialist rooms were left standing in the two remaining blocks. Nine demountable classrooms were supplied along with an administration unit, common room and staff room. Despite their presence, sufficient accommodation at the school for c. 835 students did not exist. With Meadowbank Boys' High School to close at the end of 1983 and having only a small Year 10 & 12 returning in 1983, the opportunity was taken to use its facilities for Years 7 & 8 from Homebush Boys' (c. 325 students). This meant seventeen teaching staff were sent to Meadowbank Boys' to take these classes which immediately resulted in neither location having a permanent timetable. Staff started off with 'daily' timetables but after a short time and much work from the timetablers at both locations permanent timetables were achieved.

The only part of the school to continue to operate in the damaged building was the canteen (on the lower ground floor) until it was regularly flooded due to rain and the absence of an overall roof on the top of the building two floors above. The canteen had to be relocated as a matter of urgency and it went into the Pottery Room which meant a chain reaction of room changes with the end result meaning the loss of the Audio-Visual Room. However, this really didn't matter as all the 'videos' and equipment had been totally destroyed by fire with the 'videos' melting into a mass of black plastic.

Internal communication within the school was difficult and frustrating with the remaining permanent buildings on one side of the site while the demountables, due to the geography of the site, way over the other side. Of course, the internal telephone communication system was put out of action by the fire. For a short time at the start of the year the school even operated with teachers' car horns as period bells.



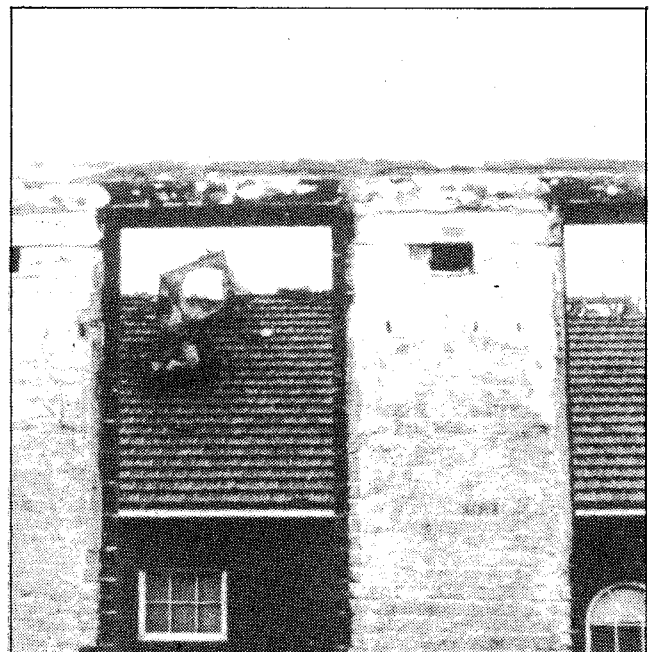
One of the classrooms gutted by fire.



Mr. Doug Thornton, the Principal, and Mr. Phil O'Neill, the State Member for Burwood, consulted at length with Mr. Ron Mulock, the Minister for Education, to ensure adequate funding for the rebuilding of the fire damaged portion of the school.

\$195,000 was spent varying the design of the school to enable an enlargement of the library and the upgrading of administration facilities. Another \$34,200 was set aside to improve the physical security of the buildings and grounds.

It is, however, largely due to the efforts of the staff of 1983 that order was achieved from chaos. All worked hard to ensure that disruption was kept to a minimum, that unity was maintained between the two sites of the school and most importantly that each boy received the optimum education.



THE HEADMASTERS

WILLIAM ROBERTS

B.A. DIP. ED. (1936-45)

The first Principal of Homebush Junior High School entered the Department of Education as a pupil teacher at North Sydney S.P.S. in 1898. Upon graduating from the University of Sydney, he was appointed to Fort Street High School where for some years he was Sportsmaster and O.C. Cadets. In 1919, Mr. Roberts was appointed English master at Parramatta High School and remained there till 1925, when he returned to Fort Street as Deputy Headmaster.

In 1928 he became Headmaster at the new Glen Innes High School, transferred to Albury High in 1931 and at the beginning of 1936 was appointed to Petersham Intermediate High to handle the transition to Homebush Junior High.

As the founding Headmaster of Homebush he guided the school through its formative years, chose the school motto and was well respected by both staff and students.

"Boxer" or the "Boss" as he was fondly known brought to the school a belief in the pursuit of excellence in every field of human endeavour. The admiration and affection with which he was regarded is quite evident in the following tribute written by a fifth year student on his retirement in 1945.

The "Boss — that's how we knew you, and you were our Boss, and we were your boys. You knew our different needs, whether we wanted your firm restraining hand, or your pat on the back. I know, because I have had both bestowed on myself. Although many of us stood inches over you, we all respected you. We respected your precision, your understanding, your habits, your moods, your — well, just you.



William Roberts

ANDREW D. WATSON

B Sc. (1946-49)

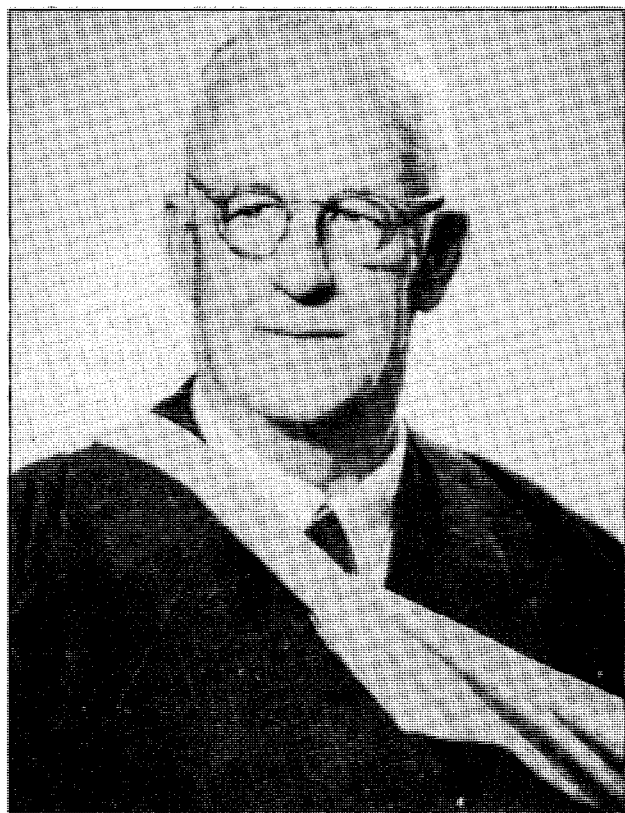
Mr. Watson entered the teaching service as a pupil teacher in 1901 at Hamilton High School. After graduating as a Bachelor of Science in 1913 he became Science Master at Sydney Boys' High School in 1914 and Deputy of North Sydney Boys' High in 1920.

Thereafter he became Headmaster at Glen Innes, Bowral and Canberra High Schools before arriving at Homebush Boys' High School in 1946.

Mention should also be made of Mr. Watson's achievements outside the field of teaching. As a geologist he was a member of Sir Douglas Mawson's staff in his first Australian Antarctic Expedition of 1911-1914. As a cricketer he represented Sydney University and North Sydney in First Grade Competition. As a baseballer he represented N.S.W. and Australia.

Upon his retirement in 1949 the following tribute was paid to him in the school magazine.

"In your years with us you have fashioned and directed a tradition. How you have succeeded in doing so is not easy to define — but your personality, patience, sense of fair dealing, tolerance, diligence in duty, interest in all activities — these and many more, help to explain. Last and most that dignity that is yours as a natural right. Your greatness rests in "mild in precept, strong in example."



Andrew Watson

ROBERT A. GOLDING

B.A. (1950-58)

Mr. Golding entered the teaching service in 1914 as a teacher of Mathematics at Ashfield Boys High School. At an early age he became Mathematics Master at Newcastle High School and subsequently occupied a similar position at Sydney Technical High and Fort Street High. He was then promoted to the position of Deputy Headmaster at Parrmatta High School and thence to Glen Innes as Principal. After two years at Glen Innes he held the position of Headmaster at Griffith High then Orange High before arriving at Homebush in 1950.

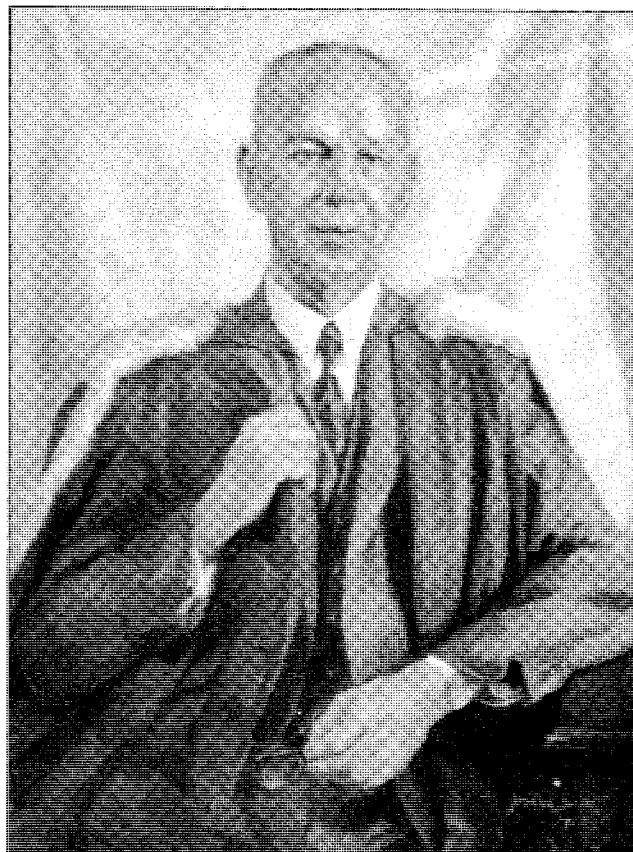
Mr. Golding's career was no less distinguished in the field of Sport. He was Sportsmaster at North Sydney High and a first grade cricketer for Manly, Glebe and Petersham and a member of the N.S.W. Teachers' Team.

As Headmaster of Homebush he did much to improve academic standards. He was one of the first Headmasters to realise that the Commonwealth Scholarship was the key to advancement and with his encouragement two hundred and fifty eight Scholarships were won in his time at the school, in addition to many Cadetships, Bursaries and Exhibitions.

He did much to encourage sport, charity and greatly expanded the Library. His was the idea for the establishment of a school oval and to his end he worked untiringly, visiting many local firms to seek donations.

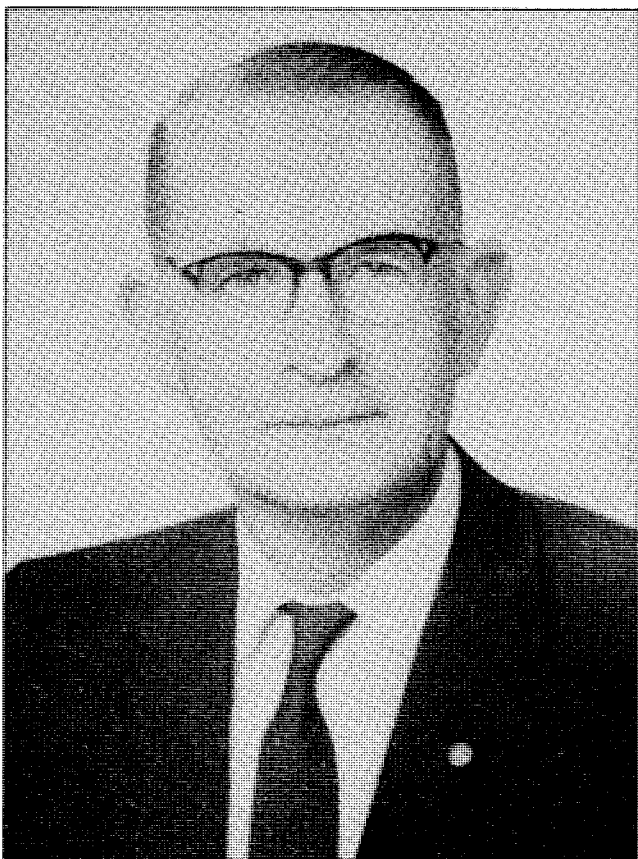
His insistence on the School uniform and general neatness in appearance aroused in pupils a consciousness of belonging to a school of which they could be proud.

His nine years of leadership were indeed the "Golding Age".



Robert Golding

The portrait was painted by Joshua Smith as a result of a 10 day fund raising campaign in 1958. Unfortunately it was destroyed in the school fire of 1983.



Richard Jane

RICHARD T.W. JANE

B.Sc Dip Ed (1959-64)

Mr. Jane entered the teaching service in 1922 as a Science teacher at Mosman High School. In 1938 he became Science Master at Broken High High, transferring to the same position at Maitland Boys' High School and Newcastle Boys' High School from 1940 to 1944.

He was promoted to Deputy Headmaster at Lismore High School in 1945 and after a year as Headmaster at Wagga High School, Mr. Jane became Headmaster of Yanco Agricultural High School in 1948, transferring to Homebush in 1959.

His efforts at Yanco earned him the Queen's Coronation Medal in recognition of his contribution to education in N.S.W. He continued his fine record of service at Homebush until his retirement in 1964.

He was responsible for the management of 1200 pupils, the smooth implementation of the Wyndham Scheme, the instigation of Father and Son Dinners and many informal visits to all school functions.

The staff remember him as gentleman and a scholar; the pupils as a wise and humane figure.

KEVIN J. MYERS

B. Sc. (1965-73)

Mr. Myers began his teaching career at Ballina High School, in 1932 as a teacher of Science. In 1950 he was appointed Science Master at Maitland Boys' High, a position he subsequently held at Gosford High and Drummoyne Boys' High. He was promoted to Deputy Headmaster in 1957, being appointed to Singleton High, then Drummoyne Boys' High.

From 1960 to 1964 he was the founding Principal of Ingleburn High School before transferring to Homebush Boys' High where he served until his retirement in 1973.

His scientific background did not preclude an interest in the arts, literature, sport and all activities of the school.

A fitting tribute to Mr. Myers' contributions to the school was made by the Deputy Principal, Mr. I. Stewart, in 1982 on Mr. Myers' death.

Kevin Myers, who departed this life on April 15, 1982.

From 1965 to 1973 this school was fortunate to be led by an exceptional headmaster and an exceptional man. This school prospered and developed in that time in a remarkable manner.

The school was remodelled — new buildings were obtained and the grounds restructured. The gymnasium was redesigned. The library was carpeted and well stocked with books. The school band was reformed. The school won the prize presented by the Arts Council and The Bank of N.S.W. for the best play presented by any school in the State. The school was awarded a prize presented by the "The Telegraph" for the best produced school magazine. The school won environment prizes presented by "The Herald" twice: one intermediate and one senior. The school won the Karl Cramp and Hume Barbour debating competitions and the prize for best schools' orator and provided the captain of the N.S.W. and Australian school-boy debating team. The school was twice first in the State in science and once in mathematics. The school won the Waratah Shield and The Stan Jones Trophy. The school won C.H.S. rowing; the Head of the Northern Rivers; and the school fours at the St. Ignatius Gold Cup Regatta. The school senior Rugby and cricket teams dominated the zone competition. The school's representatives at C.H.S. level were legion. The school won the C.H.S. swimming carnival twice and school representatives went to the Olympic Games — one was a gold medallist.

I have listed these remarkable school achievements, because I believe that they occurred largely because of the inspirational leadership of Kevin Myers. They are a tangible reminder to the school of his ability.

But I am also sure that those of us who were fortunate to serve with Kevin will remember him for his friendliness, his good humour and his fairness. Of him, one can truly say: "His life was gentle, and the elements So mix'd in him that Nature might stand up And say to all the world, 'This was a man'."



Kevin Myers

J.R. KELLY

A.S.T.C. (1974-76)

Mr. Kelly entered the teaching service in 1935 and was appointed to Auburn North Primary. In 1938 he transferred to Wollongong Technical High, subsequently served as an assistant at Glebe and in 1953 became Supervisor of the Junior Farmers at Ungara Central. In 1958 he became Science Master at Ashfield Boys' High and was appointed Deputy of the same School.

In 1972 he became Principal of Blacktown High School and in 1974 transferred to Homebush where he served as Principal until his retirement in March 1976.



J.R. Kelly

W.E. BARRY

B.A. (1976-78)

Mr. Barry began his teaching career in 1950 as a member of the Language Staff at Tempe Boys' High School. In 1955 he was appointed as Classics Master to a school with which he was to have a long association; Manly Boys' High. Following a year's secondment in 1960 he returned to his position as Classics Master at Manly Boys' High. In 1969 he was promoted to Deputy Principal at Katoomba High, returning yet again to Manly Boys' High as its deputy in 1970. 1976 saw Mr. Barry's appointment to Homebush Boys' High School as Principal, a position he held until transferring to Killarney Heights High School where he served as Principal until his retirement in 1985.

Mr. Barry also achieved recognition for his active participation in the field of sport. As a schoolboy he swam in state championships, as a young man he played 1st Grade Cricket and Rugby Union for Manly, represented N.S.W. in Rugby Union and as a teacher he coached many sports, becoming a C.H.S. convenor of athletics, cricket, rugby union, swimming and water polo.

While at Homebush he actively supported sport, by being present at school sporting fixtures and actively participating in swimming and athletics carnivals. The novelty events he engineered and organised at the latter are still a topic of discussion.

He was responsible for the school's first International Night and promoted the cause of multi-culturalism. He is fondly remembered by all associated with him for his interest in all aspects of school life and his quiet, but approachable, nature.



Doug Thornton

MALCOLM BROWN

B.A. (1985-)

Mr. Brown began his teaching career in 1950 at Portland Intermediate High School as a member of the Manual Arts Department. By 1962 he had become a qualified teacher of Mathematics and received his first appointment as such, in that same year, to James Ruse Agricultural High School.

In 1967 began a long association with Beacon Hill High on his appointment as the Mathematics Master, a position he held until his promotion in 1977 to Deputy Principal of the School.

His final five terms at Beacon Hill were in the capacity of relieving Principal, an experience which equipped him well for his appointment to Homebush Boys' High School in 1985 as its ninth Principal.



Bill Barry

DOUG THORNTON

A.S.T.C. (1979-84)

Mr. Thornton entered the teaching profession in 1947 as one of a successful twenty eight chosen from some eighty applicants to train as an Industrial Arts teacher in a special condensed course to alleviate the shortage of such teachers after the Second World War. His previous career had been with the C.S.I.R.O. where he had trained as an Instrument Fitter.

In 1948 he began teaching at Penrith Intermediate High and by 1960 was serving as a subject master at Blacktown Boys' High. From 1963 until 1970 he was subject master at Cumberland High School and in 1971 was appointed Deputy Principal of Strathfield South High where he served until his appointment as Principal of Homebush Boys' High in 1979.

It should be noted that this was not Mr Thornton's first association with the school. As an assistant teacher he had been a member of the Industrial Arts staff from 1951-52, again from 1956-58 and in 1958, a member of the School's Cadet Unit.

As Principal he had the unenviable task of dealing with the aftermath of the Fire in 1983. He closely supervised the rebuilding of the school and did much to ensure that the students would have an even better school than the one destroyed.

This was not the only area of close supervision for Mr. Thornton. The resplendent front garden and pleasant environment created by his tree planting programme are a fitting tribute to this Principal who retired in 1984.



Malcolm Brown

PARENTS AND CITIZENS ASSOCIATION

"On the 14th October, 1936 the Headmaster and the Staff of the High School extended an invitation to the parents of the High School pupils to be present at a Visitors Day.... the Headmaster met them in the Assembly Hall.... Before this meeting came to a close it was unanimously decided by the parents present to form a Parents and Citizens Association.... the day decided upon for the first meeting was the 21st October, 1936."

So reads the foreward to the minutes of the first meeting of the Homebush Boys' Junior High School P&C Association, a body that has served the school willingly and ably since its inception.

The principal objectives of the Association have been: To promote the interests of the school by bringing parents, pupils and teaching staff into close cooperation.

To assist in providing desirable teaching aids and recreational equipment which the Department of Education is unable to supply.

Thereby the P&C has assisted in ensuring the best possible operating functions of the school and in providing for the better education of its students.

There have been many ways in which the P&C has achieved or attempted to achieve, its goals. Far too often, much of its efforts are not seen but without the consistent hard work of such a dedicated and often small band of workers, the school would not enjoy many of the facilities that it has today.

Since its establishment the Homebush P&C has:

- 1937: Raised funds for much needed stage equipment.
- 1939: Installed linoleum on the library floor.
- 1940: Lobbied the Department of Education for the appointment of Subject Masters.
- 1941: Gained a bus service between Homebush railway station and the school.
- 1947: Provided funds for the installation of a Public Address System.
- 1950: Financially assisted the Airey Park Oval Scheme.
- 1962: Raised finances for the Arthur Cave Memorial Pavillion.
- Carpeted the School Library and Senior Study.
- 1966: Successfully lobbied for new school Buildings.
- 1983: Formed a Building Committee to help finance the re-building of the school.

Most years have witnessed fund-raising schemes, supplementing the ever increasing costs to the school of textbooks and equipment, and approaches by letter and deputation to members of Parliament and other dignitaries for quality in education.

The boys of the school are indebted to the Association's interest in their welfare and their education.

LADIES AUXILLARY

Imagine what the past fifty years would have been like without the efforts of the members of the Auxillary!

Apart from assisting and supplementing the P&C in its fund-raising activities, this group of women has catered at various school functions such as Year 12 dinners, Prefect Dinners, Music and Drama Festivals, Parent-Teacher Nights, Athletic Carnivals, Dances and Career Nights.

The Auxillary has also held welcome Luncheons for the mothers of First Year Students, a Reunion Dinner for the Old Boys of the School to raise money for the Rebuilding Fund (this fund, it should be noted, replaced honour rolls, trophies and flags lost in the fire) and operated a Clothing Pool for the students.

As with the P&C, much of their work remains unnoticed but they continue to play an active role in the school, having amalgamated with the P&C at the beginning of 1986.

OLD BOYS UNION

The Old Boys Union was formed on April 24th, 1940, temporarily disbanding during the war but reforming in 1945. Its aims were both social and benevolent, holding functions such as dinners and dances that enabled the rekindling of old friendships and the raising of funds to assist the school. It maintained contact with the school in various ways, fielding football, tennis, debating and cricket teams against school teams, collectively and individually donating trophies to the school and under the presidency of Jim Greening (1948-58) negotiating on the school's behalf for an oval.

Jim Greening remembers:

"At an Old Boy's Reunion, Bob Golding was there, as Headmaster. When I asked him about a suitable goal to work for he replied that he'd always dreamt of an oval for the school. We had £300 in the bank and put half in a special account and called it the "Oval Account". We negotiated with Strathfield Council and the Mayor of the time, Arthur Cave, who got Council to give us the land at Airey Park. It was swampland filled with shale. We launched a massive fund-raising drive and in one day received £10,000."

In 1966 the Old Boys Union joined forces yet again with the P&C and Ladies Auxillary to lobby for desperately needed classrooms.

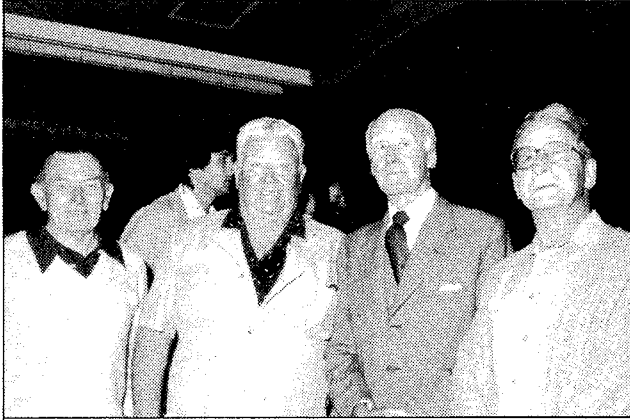
By 1968, as a result of their combined efforts, the construction of new buildings was completed and the school was now adequately equipped to deal with the Wyndham Scheme.

Although the Union is no longer operating, a remnant still functions in the form of the Old Boys' Cricket Club. The club had its beginning in 1958 and since that time has had a team competing in the city and suburban Cricket Association. More recently in March of this year, it fielded a side against the schools First X1.

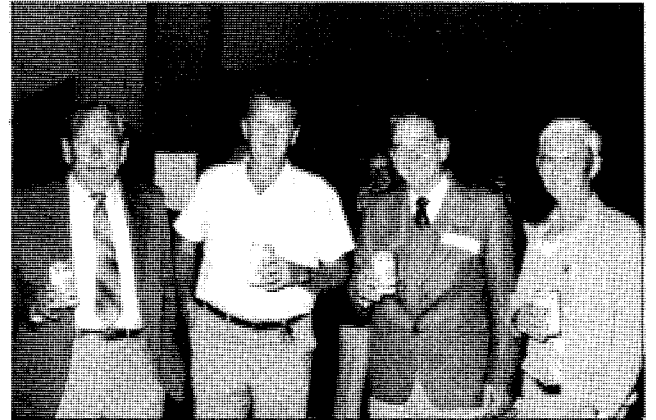
A Reunion Dinner, held in 1983 by the P&C and Ladies Auxillary was well supported as was a pre-Jubilee barbecue in 1985.

Several "Old Boys" have been actively involved in preparations for the Jubilee and it appears that a side effect of the celebration may well be a reformation of the Union. Already the "Old Boys" have begun fund raising for a trust account for a deserving student of the school to commemorate their association with Homebush Boys' High.

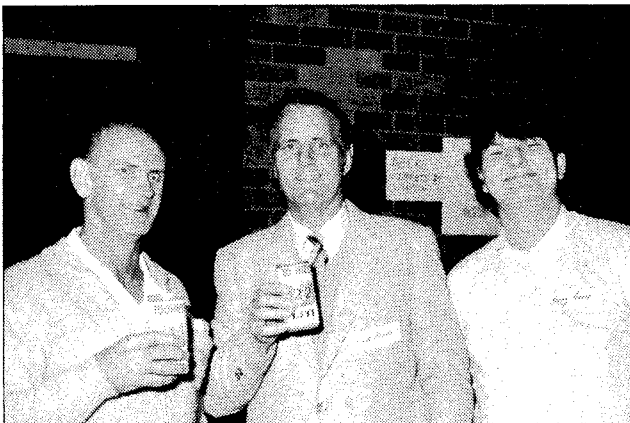
OLD BOYS' BARBECUE, 1985



Original Students and Staff (L to R) Ron Marchant, Keith Bywater, Dudley McCarthy and another student of '36.



Students from the 1930's and 1950's swap yarns, from L to R, Harry Chapman, Robert Chapman, Merv Rowlands and Bruce Hatter.

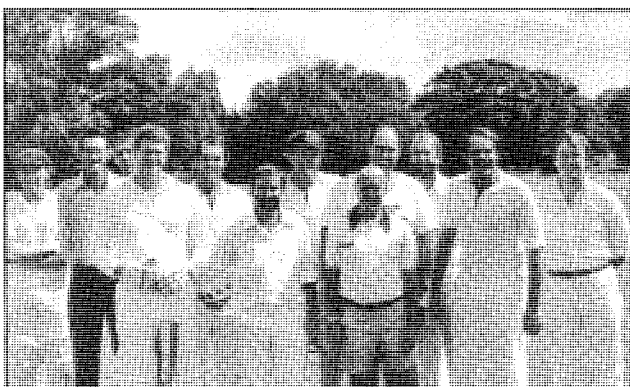


Bob Newey, an old boy of the 1950's and a current member of the school staff chats with one of the many father and son combinations who have attended Homebush over the years, Bruce and Gary Simes.



Classmates of the 1960's Warren Tschannon, Rick Atkinson, Frank Messina, Neil Dobbs, Bill Hooker and Ken Mochan reminisce.

THE CRICKET MATCH, 1986



The Old Boys' Team.



The participants: the school's First XI and past members of school cricket teams.

THE STAFF

What Is A School Teacher?

A School teacher is a remarkable being. He is something that amazes most people, with the exception of other school teachers. He comes in many assortments of sizes and shapes and the one you have as a teacher, seems an extreme. He wears a dusty, chalky suit, a mostly white shirt, an old fashioned tie, half polished shoes and generally gives the impression that he is untidy and behind the times.

He is good natured, comes to school each day in a different mood, has a good temper (there are exceptions) is sometimes helpful, has plenty of worries, seems to delight in looking for trouble, and looks as if he is about to fall asleep. From his own point of view he is a comedian, is always impartial, has no pets and picks on no one in particular.

There is not much he doesn't know (according to himself) and he usually makes attempts at exploiting this acquired knowledge. He can create utter boredom and can weary his class to the extent of tears. There are times when, for two pins his class would walk right out, but then again there are those delightful excursions into a dreamland of adventure when he veers off into some seemingly unimportant subject.

When you think carefully, about him to yourself, you must conclude, "He isn't such a bad fellow after all." He has his worries and trials and he always pulls out of them in the best of heart, ready to face the challenge of his teaching day.

G. Rothembury, 5C

Teachers

Fatuous, fussy severe:
Warming the hand by friction;
Apt to a box on the ear,
Such is the teacher in fiction.
Firmly precise in his diction
When he lectures on vulgarly gases,
Filled with a rooted conviction
That boys are stupid young asses.
This is all very well as a hit
Of the kind we call rhetorical,
Yet we're bound as a fact to admit
That the portrait is somewhat historical.
For Squeers perhaps is their oracle,
And the primitive weapon, the cane,
Lives now only in realms allegorical.

H. Gee, 4F

Credit is paid elsewhere in these pages to those members of staff who are not worthy for their efforts in specialised fields. To isolate individuals is not an easy task but certain members of staff, either because of their special contributions to the school, or their memorable personalities, merit a mention.

Dudley "Slogger" McCarthy

An English teacher on the original staff is fondly remembered by staff and students and is one of the school's better known personalities.

Before beginning his teaching career, Dudley McCarthy was a Patrol Officer in New Guinea, where he contracted a bad dose of malaria. On one occasion, he came to work when he was having a 'bout' of the fever and went to sleep in front of a class, head down on the table. It was a measure of his popularity that, very commendably, but rather uncharacteristically, the First Year class not only let him sleep in silence but 'shushed' another teacher, when he entered the room.

He served as an Intelligence Officer during World War II and after the war was commissioned by the Federal Government to write the official War History. He then entered the Diplomatic Service, enjoying a no less distinguished career as Australia's representative at the United Nations, when the future of Papua-New Guinea was being considered, and later as Ambassador to Spain. He now enjoys "retirement" in Canberra.

John Tierney

English master of the school from 1944 to 1951 was a prominent novelist who wrote under the nom-de-plume of Brian James. His best known novel, "The Advancement of Spencer Button" was written and published during his Homebush years and remains, in the opinion of many critics, the classic novel about schools and teaching in Australian Literature.

His love of literature and recitation skills inspired the students to levels of literacy often beyond expectation.

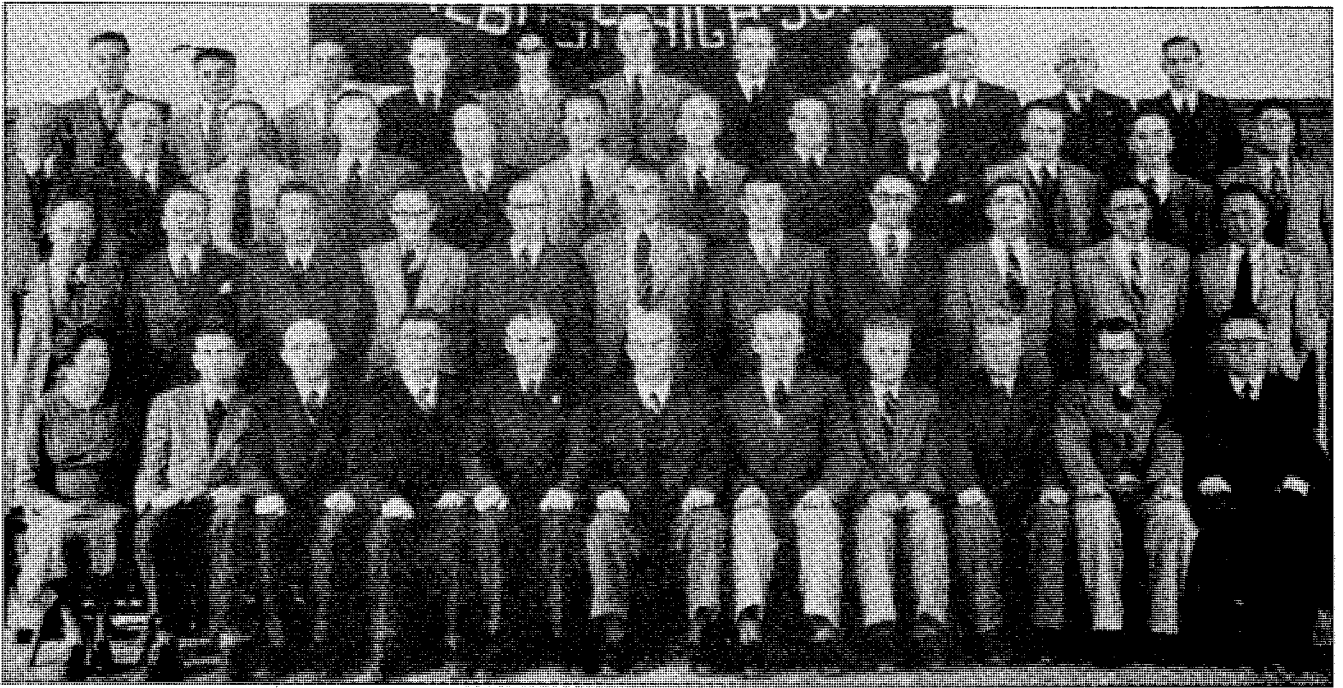
On his retirement through ill-health in 1951 the following tribute was made: "Wherever he went he left a tradition of scholarship and gentleness. His keen sense of humour, his broad tolerance and breadth of understanding, his essential humanity unfailing courtesy and scintillating wit endeared him to all": This is most evident in a letter to his editor, Douglas Stewart, in 1966. "...The school has a memorial prize annually labelled with my name. The world is full of charity yet..."

E.R. "Basher" Jeffrey

A member of the Mathematics Staff during the 1940's had a weakness for chocolate so lessons would be interrupted while a student was dispatched to the canteen to buy a quarter pound block.

S.A. Pfitzner

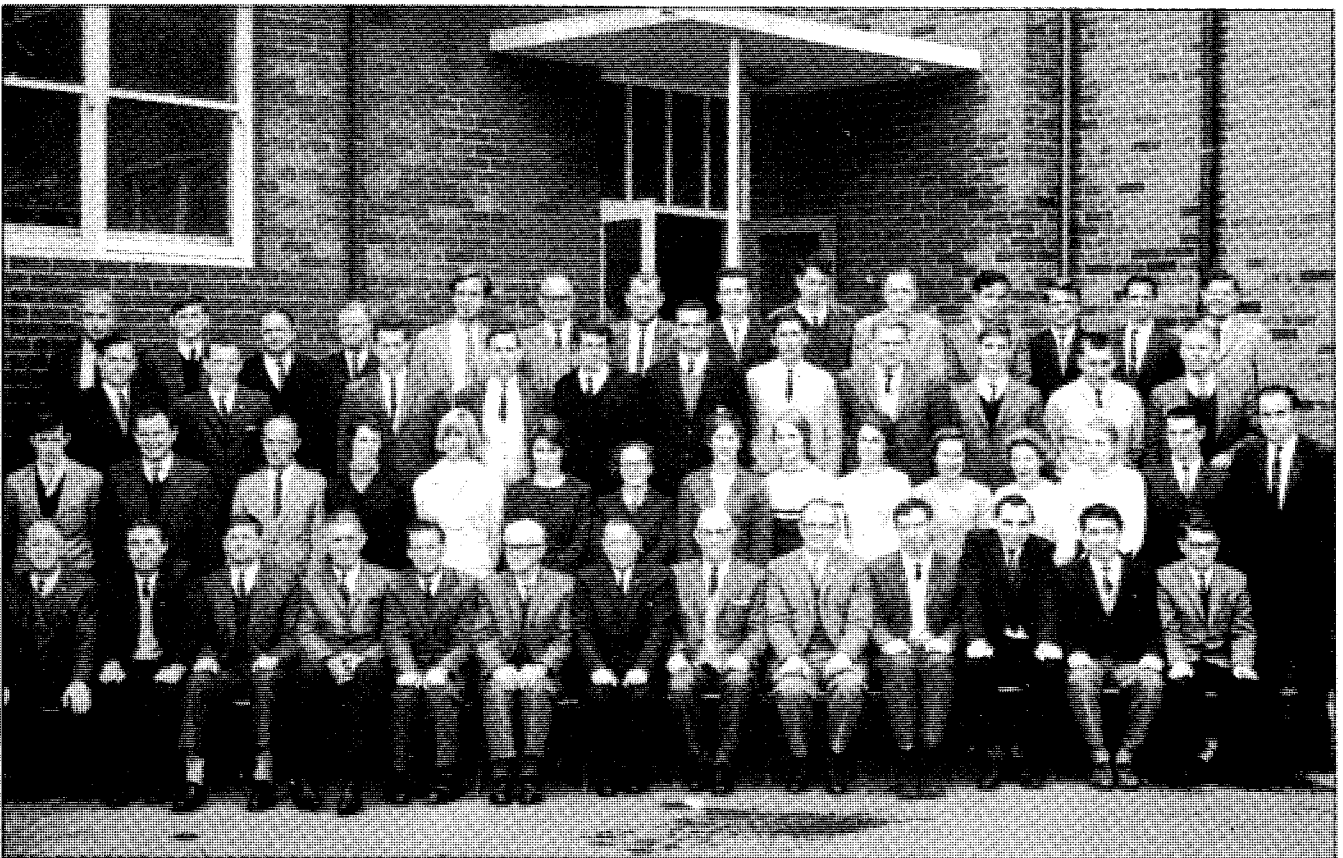
A member of the Science Staff in the 1940's was the commandant of the Air Training Corps and the Assembly Master. He and no other had the maximum of Bass Boost at the amplifier controls. He certainly had a most impressive voice at school assembly!



The Staff of 1948

Back Row: D. Guthrie, T. Kean, A. Watson, D. Learmonth, J. Wyndham, P. Newling, J. O'Callaghan, P. Parsonage, A. Coutts, M. Harris, R. Allars.
 Third Row: R. Barry, H. Kevans, S. Jones, C. Lipscomb, R. Bealin, G. Stewart, N. Madsen, E. Welsh, S. Pfitzner, W. Harvard, N. Leeder.
 Second Row: J. Bathgate, M. Sykes, W. Watts, F. Hendry, L. Clifton, M.

Cullen, R. Emanuel, W. Parr, M. Allen, J. Smiies, A. McFarland.
 Front Row: Miss Horner, M. Kelly, H. Brown, J. Tierney, E. Wallace, A.D. Watson, E. Jeffrey, H. Evans, R. McQueen, W. Breakwell, G. Brown.
 (Absent: Miss Perrin, Miss Ryan, Miss Hegarty, Mr. W. Kelleher.)



The Staff of 1967

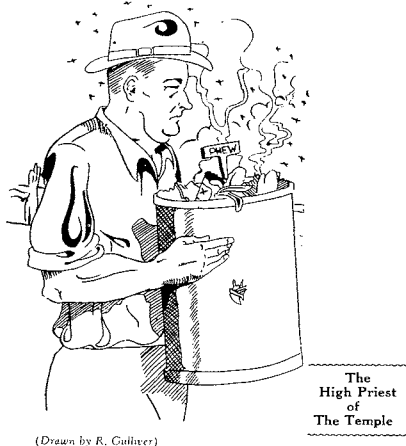
Top row (left to right): T. O'Leary, L. Daines, J. Moore, A. Neal, H. Greeland, H. Quail, D. Yardy, L. Seagrott, W. Reading, E. Grant, I. Castell-Brown, E. Cook, R. Mery, J. Harrison.
 Second row (left to right): F. Mobbs, R. Clarke, C. Pears, P. Milton, J. McInerney, F. Ricketts, E. Hardinge, G. Sperring, D. Hughes, D. Magoffin, N. Gunther.
 Third row (left to right): R. Cracknell, T. Hennessey, H. Webster, Mrs V

Harding, Mrs A Ellison, Mrs S. Knowles, Miss J. Hartnett, Miss L. Pater, Mrs J. Lalchere, Miss S. Willis, Mrs F. Attwill, Mrs F. Keating, Mrs B. Ferguson, Mr. D. Franks, B. Roberts.
 Seated row (left to right): J. Mason, R. Duncan, I. Stewart, M.E. Dasey, F.J. Hafey, H. Evans, K. Myers (Principal) H. Brown (Deputy-Principal) E. Dicker, M. Davies, A. Wood, A. Crabtree, K. Lewis.

Miss E. Perrin

Miss E. Perrin was one of the first female teachers appointed to the school and served on the Language staff from 1944 until 1966.

Apart from help behind the scenes in school dramatic and musical productions she is fondly remembered for her "popular and much publicised car".



The High Priest of The Temple

(Drawn by R. Gulliver)

Mr. Jack Mason

Was appointed to the school as a teacher of Physical Education in 1951 but he is best remembered in his role as Sportsmaster. The continued successes of Homebush teams in Rugby Union spoke volumes for his ability as a football coach; the sporting record of the school until his retirement in 1968 for his management of sport.

Mr. Harold Brown

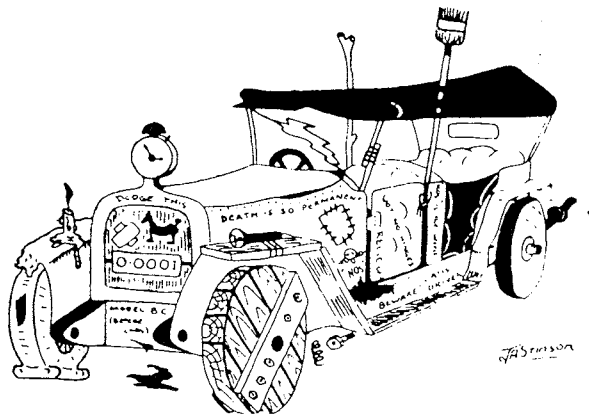
Served as the school's deputy principal from 1959 until 1967. As second in command he worked quietly and meticulously, was strict and exacting when necessary but above all tolerant and understanding.

Blanche Ferguson

Will be remembered by many for her quiet, efficient work in the front office from 1963 until her retirement in 1980.



Blanche Ferguson

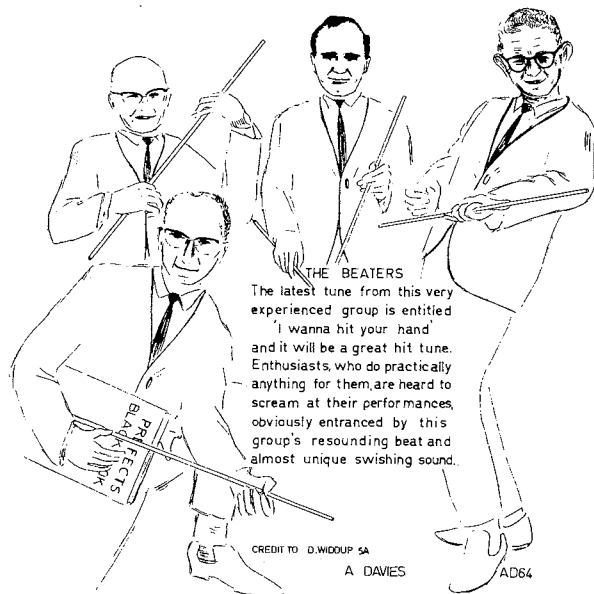


Mr. Cox

As caretaker of the school from 1936 until 1962 "The Colonel" made a very definite impression on the school, the staff and its students. He obliged many connected with the school in ways above and beyond his normal, duties, earning the respect of all. A man of few words he is best remembered as "A Certain Overalled Person" the keeper of the "Castle" and the driver of a most ferocious lawn-mower. He was an inspiration to all budding poets and aspiring artists in early school magazines and a figure of authority to all boys who attended the school in its first twenty five years.

Mr. Ted Dasey

Was appointed to the school as its first special administrative master in 1959. Upon his retirement in 1968 he was remembered as "modest and unassuming to a degree in regard to his attainments. Mr. Dasey possessed an extensive knowledge and keen appreciation of literature.... Serious and dedicated in his approach to his subject, it was the virtues of scholarship that he always strove to impress upon his pupils."



THE BEATERS

The latest tune from this very experienced group is entitled 'I wanna hit your hand' and it will be a great hit tune. Enthusiasts, who do practically anything for them, are heard to scream at their performances, obviously entranced by this group's resounding beat and almost unique swishing sound.

CREDIT TO D. WIDOUPE SA

A. DAVIES

AD64

Frank Harmer

Was Administration Master and a teacher of English from 1969 until 1976. He is remembered with affection by those who commenced their teaching duties under his guidance and with awe, respect and love by the students. A self — confessed Rugby Union fanatic he coached many a school side and was a strict disciplinarian. A tale still circulates of how he punished an unruly line of boys — one stroke of the cane for those who played Union; two strokes for those who didn't.

Ted Cook

Or "Lord Ted" to his tennis associates, has been teaching Mathematics to the boys of Homebush since 1960.

Ian Stewart

Is remembered by the present English master of the school, Bruce Miller:

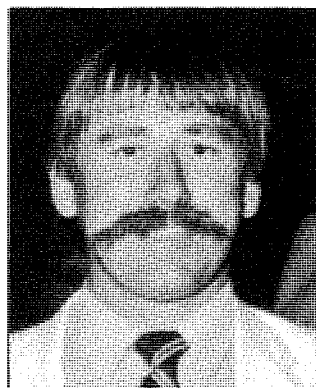
"Ian Stewart came to Homebush as English/History Master from Macarthur Girls' High in 1965 and took up the English Mastership in 1967. The school further benefited by his appointment as Deputy Principal in May, 1973. He held this position till the end of the year before the great fire, that is December, 1983.

Those who worked with him as teachers or students, scattered now throughout the State, bear the mark of his scholarship, discipline (boys have been known to thank him for being caned), skilled leadership, spirit of intelligent compromise, keen eye for basics, and, above all a generosity of time and help to all who called for them.

At present, Ian has retired from the Principalship of Ashfield Boys' High School and devotes his time to fishing at Forster, reading, trying to win Trifectas and indulging in E.E.O. activities like housework — but not necessarily in that order."



Ian Stewart



Ross Coggan

Ross Coggan

Served as a P.E. teacher from 1973-1985 and for many of those years was Sportsmaster of the School. As a coach of Water Polo and Rugby Union he did much to create and maintain a high interest and standard of achievement in these sports.

His skills were not limited to the sporting field, as an after dinner speaker and raconteur he was a source of delight to his audiences.

Alan Brawn

Began his teaching career at Homebush in 1968 as a Social Science assistant, rising to the rank of Subject Head in 1976. He has been a very active promoter and coach of Rugby Union and was for several years editor of the School Magazine.



John Taggart

Alan Brawn

John Taggart

Since his appointment in 1970 John Taggart has served the school as Social Science teacher, Careers Advisor, Year Advisor and Cricket and Rugby Union Coach.

Anne Carey

Has been ably assisting the Science Department and administering to the sick since 1968.



Anne Carey



Janice Cuke

Janice Cuke

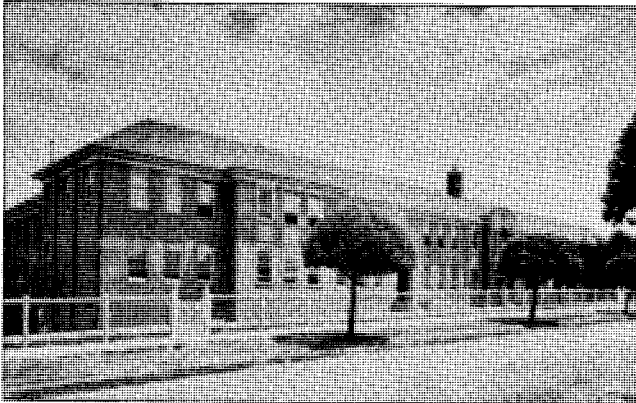
Arrived at the school in 1975 as a member of the Social Science staff and since that time has been a very active force within the school as a Year Advisor and organiser of social activities for staff and students.

She has displayed a keen interest in the school's sporting activities by coaching basketball, hockey and squash teams and promoting the game of volleyball as a school sport in 1975.

LANDMARKS

10th August, 1936

The School building entered for the first time under the direction of the headmaster, Mr. W. Roberts.



The School, 1936.

4th May, 1937

Homebush Boys' Junior High School officially opened by the Minister for Education, Mr. D.H. Drummond.



1944

Homebush Boys' High becomes a full High School, First Class.

1945

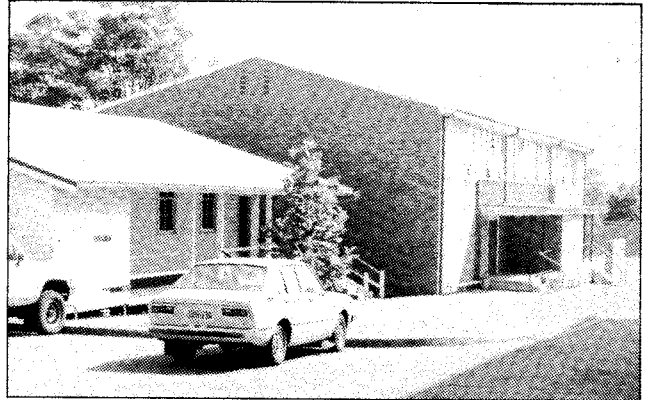
A new Principal is appointed: Mr. A.D. Watson

1950

A new Principal is appointed: Mr. R.A. Golding

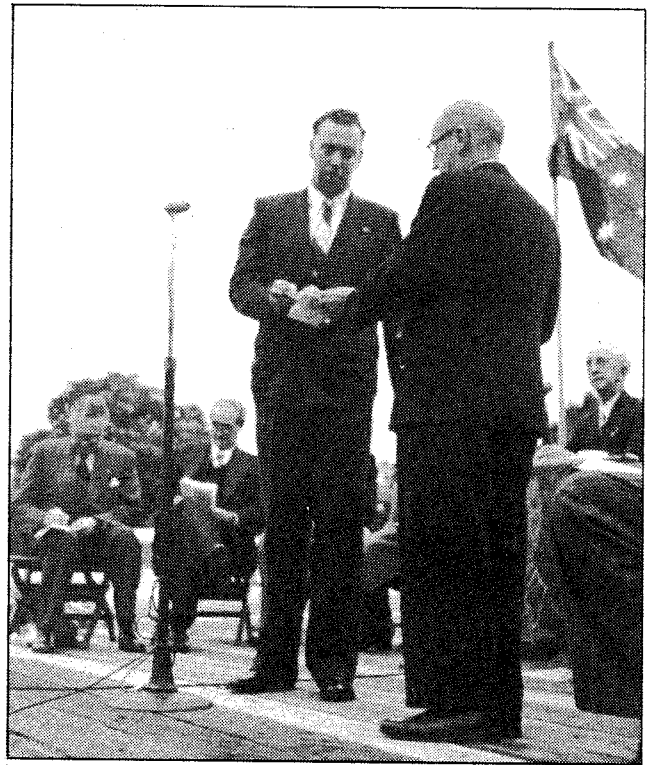
1954

The School Gymnasium is built.



7th December 1957:

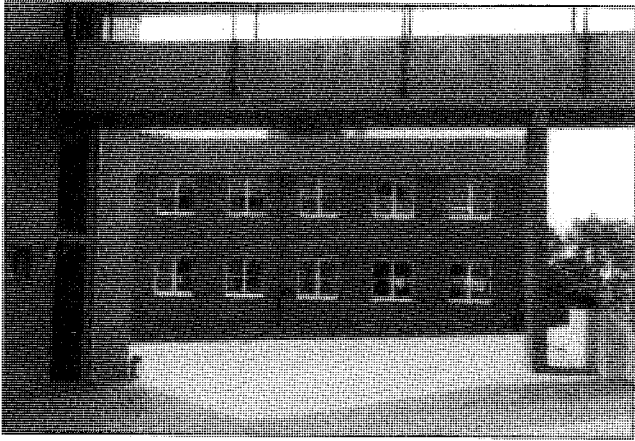
Sir Eric Woodward, Governor of N.S.W. opens the school's memorial oval.



A sod-turning ceremony was held on 10th May, 1956 to mark the culmination of 3½ years of lobbying and fund raising for the school's memorial oval at Airey Park. Mr Jim Greening presents the Old Boys fund raising efforts to Alderman Dunlop.

1959

A new Principal is appointed, Mr. R.T.W. Jane. The school library becomes officially known as the Golding Library. The School's Manual Training Block is completed.

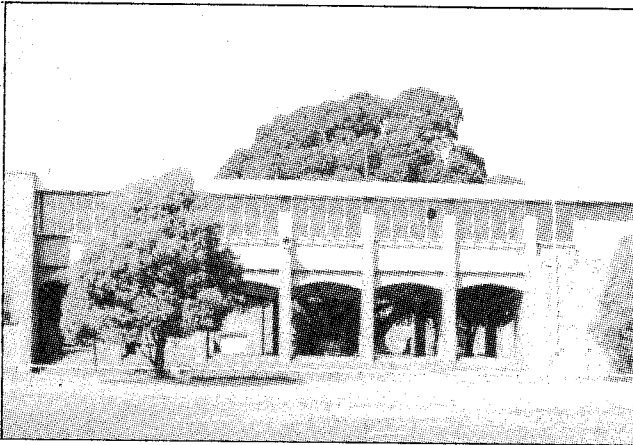


1962

The Wyndham Scheme and Six Years of High School Education is introduced in N.S.W. The Intermediate Certificate is replaced by a School Certificate at the end of 4th Year; the Leaving Certificate replaced by the Higher School Certificate at the end of 6th Form.

1965

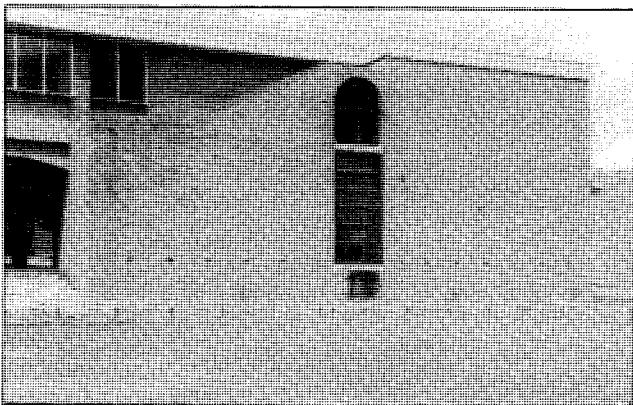
A new Principal is appointed, Mr. K.J. Myers.



1968

New School buildings are constructed, consisting of two blocks, including Science Laboratories, Senior Study Rooms, Art Rooms, Music Room, Technical Drawings Rooms, Class Rooms, Store Rooms, Clinic and P.E. change rooms.

As part of the project the existing buildings were renovated and the playground areas resurfaced.



1974

A new Principal is appointed, Mr. J.R. Kelly.

1976

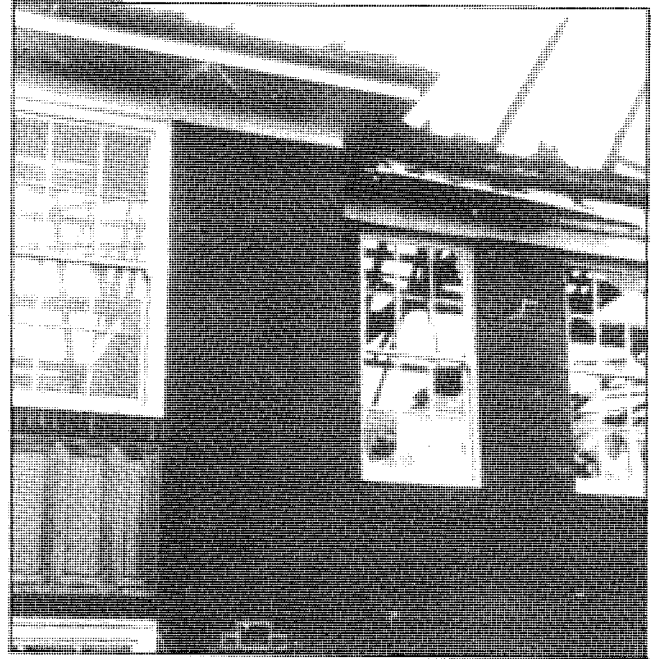
A new Principal is appointed, Mr. W.E. Barry.

1978

The Computer Age begins with the arrival of the first school computers.

1979

A new Principal is appointed, Mr. D.M. Thornton.



January, 1983

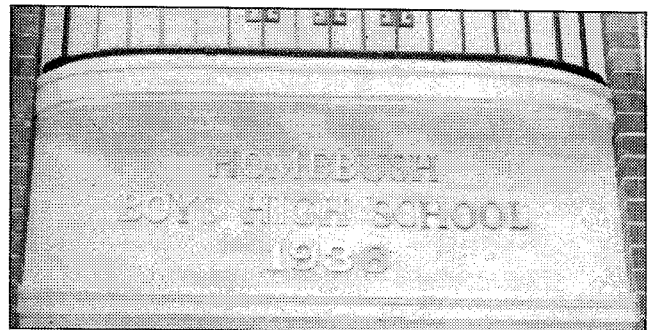
The Main building of the school is destroyed by fire. Years Seven and Eight are accommodated at Meadowbank Boys High for the remainder of the year and rebuilding commences in anticipation of occupancy in 1984.

1985

A new Principal is appointed, Mr. M. Brown.

1986

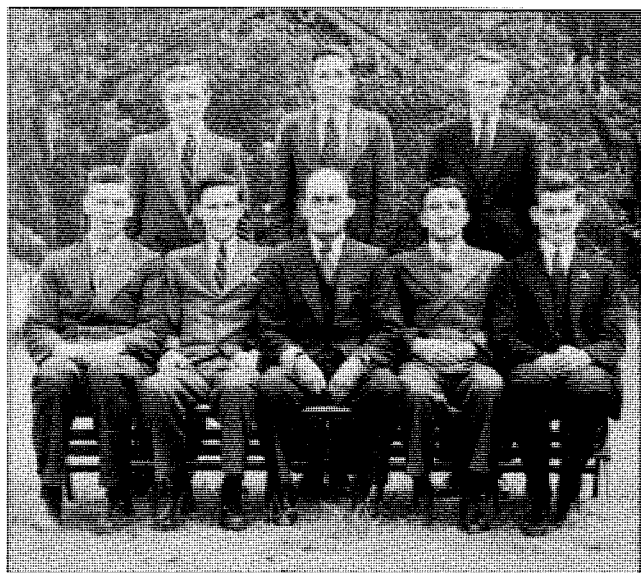
The school celebrates its Golden Jubilee Year.



DEBATING

Debating had its origins in 1937, as one of the many clubs offered by the school and for the first few years of the school's life, was limited to intra-school competition.

With the granting of High School status in 1944, came the opportunity to enter the prestigious Hume-Barbour Competition (the symbol of debating supremacy among final year teams in boys' high schools,) in which the school's initial teams scored modest successes.



Mr H. Kevans and the senior debaters c.1946.

By 1951, Homebush was a grand finalist but lost to Sydney Boys' High.

In 1967, Homebush was once again a grand finalist. The team — Andrew Martin, Robert Lindsay, Geoffrey Hawke and John Maitland as Advisor — managed to win the coveted trophy and Andrew Martin gained further recognition for his skills in oratory by winning the Aubrey Davern Oratory Prize for best speaker in the Competition.

The same team won the "Battle of the Sexes" debate and Vernon Cole Trophy by defeating the



Andrew Martin, 1967.

champion Girls' High School Senior Debating Team: Auburn Girls' High.

That same year saw the school's Karl Cramp team (a competition for Fifth Form students) as Zone Champions, losing their quarter-final narrowly, and the introduction of a new competition for Fourth Form students: The Teasdale Cup.



The Hume-Barbour Team, 1975. D. Stimler on the left.

- Other highlights over the years, include:
- 1947 — 2nd place-getters in City of Sydney Eisteddfod, N.S.W. Junior Teams Debating.
 - 1963,64 — Hume-Barbour Zone Champions
 - 1965 — Hume-Barbour and Karl Cramp Zone Champions
 - 1969 — Hume-Barbour Champions
 - 1970 — Second quarter-finalists in the Hume Barbour and Karl Cramp competitions
 - 1971, 72 — Winners of the Karl Cramp competition
 - 1973 — Karl Cramp and Teasdale Cup Zone Champions
— Danny Stimler, Captain of the Australian High School Debating Team.
 - 1975 — Teasdale Cup Zone Finalists
— Stephen Cala, a member of the C.H.S. Debating Team and also the Southern Metropolitan winner of the Lion's Club Youth of the Year Public Speaking Competition.
 - 1976 — Teasdale Cup Zone Champions
 - 1977 — Hume-Barbour Zone Champions
 - 1978 — Karl Cramp Zone Champions
 - 1979 — Hume-Barbour Zone Champions
 - 1980 — Hume Barbour State Quarter-Finalists
— Karl Cramp Zone Champions
 - 1981 — Hume Barbour Zone Champions
 - 1982 — Karl Cramp Inter-Zone Champions
 - 1983 — Homebush enters the History Debating Competition for year 10

Much of the success of debating in the school can be attributed to the efforts of the team's coaches, but in particular to two teachers, Mr. H.D. Kevans and Mr. Neil Gunther.

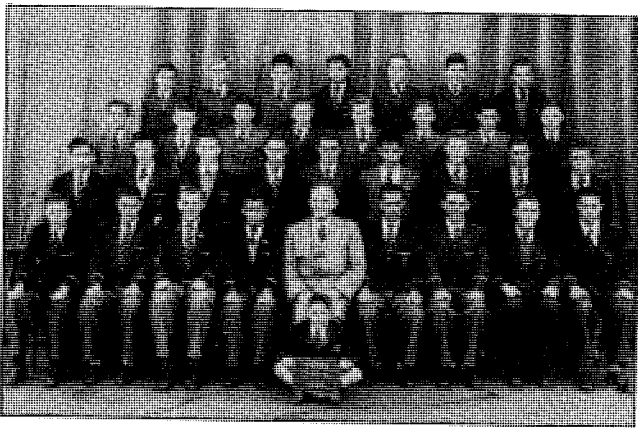
MUSIC

Music has been a vital force within the school for many years as Music and Drama Festivals and performances by the Band at school functions such as Speech Night, Year 12 Farewells and Anzac Day Ceremonies will attest.

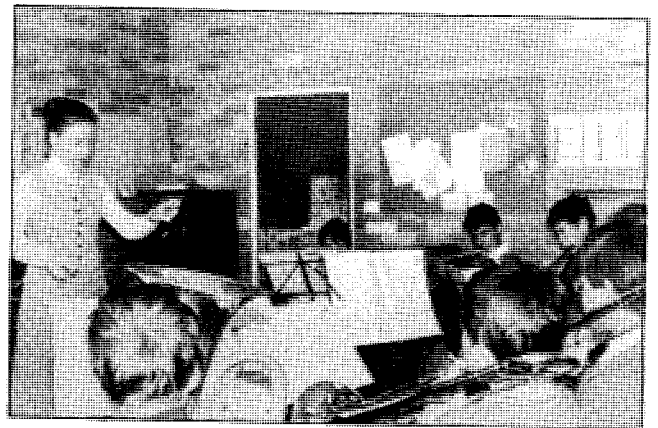
The School has also fielded a Flute Band, a Jazz Quintet and a Choir and these groups have performed and represented the school at various functions and venues, including:

- The Royal Easter Show
- The Opening of Education Week in Sydney Square
- The Burwood School District Festival of Arts
- The Opening of Concord High
- Choral Concerts at the Sydney Town Hall
- Sydney Eisteddfod Competitions
- Combined High Schools Choral Performances
- Centenary of Education Celebrations
- Westfield Shopping Town, Burwood
- Homebush Primary Centenary Celebrations

The success of these performances owe much to the enthusiasm of the school's music-teachers, and in particular to the efforts of Miss Kelly, Mr Lipscombe and Miss Coleman.



Mr Lipscomb and the School Choir, 1956.



Miss R. Coleman conducts the School Band, 1982.

A SELECTION FROM THE 1967 MUSIC FESTIVAL PROGRAMME

PIANO SOLO Tony Baldwin

- | | |
|--------------------------------------|----------|
| (a) Impromptu in E flat, Op.90, No.2 | Schubert |
| (b) Waltz in G flat, Op.70, No.1 | Chopin |

RECORDER GROUP "German Folk Music"

- | | |
|----------------------------|-------------------|
| (a) Music Alone Shall Live | (b) Lebe Wohl |
| (c) De Kleine Mann | (d) Hanchen Klein |

TRIO for Two violins and Piano

- | | |
|---|------|
| Robert Beck, Alan Pettigrew, Rod Howie | |
| Trio Sonata in C. 1st and 2nd Movements | Bach |

JUNIOR CHOIR

- | | |
|------------------------------|--------|
| (a) Song of the Shipbuilders | Holst |
| (b) The Lover and His Lass | Moeran |
| (c) Ships of Arcady | Head |

CLASSICAL GUITAR George Callister

- | | |
|----------------------|----------|
| Three Solo "Pieces" | Carcassi |
| (a) Andante grazioso | |
| (b) Allegretto | |
| (c) Allegretto | |

CLARINET QUINTET

- | | |
|--|--------|
| R. Beck, K. Barnett (violins),
A. Pettigrew (viola),
R. Howie (cello)
R. Ford (clarinet). | |
| (a) Minuet and Trio | Mozart |

VOCAL DUO Neil Armfield, Lesley Hockey

- | | |
|------------------------------------|-----------------|
| (a) Gospel Train | Negro Spiritual |
| (b) Little David Play On Your Harp | Negro Spiritual |

RECORDER TRIO N. Bull, W. Reynolds, G. Evans

- | | |
|------------------|-----------|
| (a) Gavotte | Telemann |
| (b) Capriccio | Haydn |
| (c) Allegro | Mozart |
| (d) Russian Tune | Beethoven |

TRIO for Flute, Violin and Piano

- | | |
|---|------|
| N. Negerevich, A. Pettigrew | |
| Trio Sonata in G. 1st and 2nd Movements | Bach |

BRASS GROUP

- | | |
|-----------------------|-----------|
| (a) March from 'Aida' | Verdi |
| (b) Aria and Minuet | Scarlatti |

Double Violin Concerto Robert Beck, Ken Barnett

- | | |
|-----------------------------------|------|
| First and Second Movements | |
| Double Violin Concerto in D Minor | Bach |

FLUTE DUET Helen Montgomery, Nick Negerevich

- | | |
|-------------------|----------|
| Sonata No.3 in F. | Loeillet |
| Largo | Allegro |
| Vivace | Gigue |

DRAMA

The origins of dramatic performance at Homebush lie in the formation of the school's Dramatic Society in 1937. The Society stated as its aims:

The training of members to speak and move with confidence in front of an audience.

The fostering of an interest in the reading and production of plays.

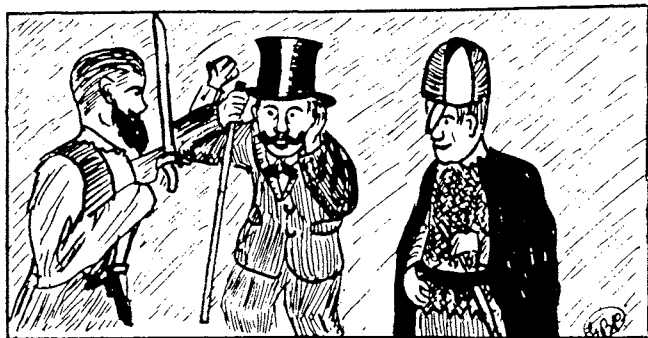
These aims were implemented that same year in the staging of a Play Day, an event greeted with much excitement.

Mr. Hal Pratt, a member of the foundation staff, recalled the problems encountered in staging this event.

"However, when it came to running a 'play day', the hall turned out to be not such a masterpiece as there was not even provision for a curtain. The two box-like structures in the corners of the stage, could not be used as dressing-rooms and we had to rig up partitions all the way from the stage to the side doors so that the players could go to the area under the stage to change.

Such obstacles, however, did not dampen the boys' enthusiasm."

"The spirit of youth conquered everything on this glad day and boys rushed around busily laughing loud and long at some classmate's appearance and becoming extremely exuberant at the prospect of donning some outlandish mask or gown" reported the school magazine in its review of the class performances of scenes from such plays as "St George and the Dragon", "Twelfth Night" and "Hereward Played the Potter".



The Play Day of 1938 aroused the same enthusiasm as did some twenty two performances which were presented, ranging from "The Merchant of Venice" to "The Rowland Reiby".

By 1940 with the completion of a remodelled stage, and the addition of curtains, footlights and overhead lights (projects financed by the P&C) the school was in a position to stage dramatic productions effectively.

In 1947 a literal feast of dramatic productions was had in the form of two play nights and the first Music and Drama Festival. So successful was the Festival that the selection of Shakesperian melodies, musical solos and extracts from "The Pirates of Penzance" was repeated owing to audience demand.

Since that time many fine performances and productions have been witnessed over the years due largely to the enthusiasm of interested students and such members of staff as Mr. J. McManus and Mr. L. Daines who produced and directed the plays of the late sixties and early seventies.

Dramatic highlights include:

"Sleep of the Rocks" written and produced by Mr. Gordon of the English staff (1954).

"Murder in the Cathedral" (1967).

"Antigone" and "Nightingale" (1968).

"The Misanthrope" (1969).

A dramatic version of "Lord of the Flies" adapted by Mr. Daines (1970).

"The Real Inspector Hound" (1970).

"Midsummer's Night Dream" with original music by the boys of Homebush (1971).

"Toad of Toad Hall" conceived and directed by a sixth form student, Neil Armfield. This production won for Neil the award of Best Director at the N.S.W. High School Drama Festival of 1972 and for the school, the following accolade:

"All round this was probably the most impressive production I witnessed in the Festival ... It is pointless to go into great detail — this was a superb production." Brian Syron, Adjudicator.

"The Beggar's Opera" (1973).

"The Odd Couple" (1975).

"Prisoner of Second Avenue" (1976).

"Oklahoma" in conjunction with Strathfield Girls High (1980).

"Rusty Bugles" (1983).

Dramatic tuition was made available through P.E.P. funding to boys of the school in 1985 and it is anticipated that the school's next production will be performed later this year.



A scene from one of the 1938 plays "Ali the Cobbler".



A scene from "A Midsummer's Night Dream" performed in 1938 by class 2E.



SCHOOL CAPTAINS

1936 – 1986

1936 — J. McLauchlain	1961 — W.J.B. Sutton
— T. Davis	1962 — G.S. Rowe
1937 — W. Hemming	1963 — D.L. Rogers
1938 — H. Jackson	1964 — C.S. Short
1939 — H. Mason	1965 — W.P. Laing
1940 — K. Lennox	1966 — D. Hassal
1941 — F. Nisbet	1967 — D. Hassal
1942 — T. Doyle	1968 — A. Butler
1943 — R. Stapleton	1969 — G. Krooglik
1944 — R. Stapleton	1970 — G. James
1945 — M. Brooke	1971 — N. Bull
1946 — J. Price	1972 — B. Herd
1947 — R.A. Strawbridge	1973 — R. Letherbarrow
1948 — R. Lyons	1974 — A. Reynolds
1949 — P. Allen	1975 — S. Cala
1950 — H. Browne	1976 — A. Cala
1951 — J.N.A. Wright	1977 — C. Collie
1952 — B.N. Rudd	1978 — P. Walne
1953 — J.W. Armsworth	1979 — S. Lelli
1954 — R.J. Atfield	1980 — P. Valencic
1955 — M.A. Chambers	1981 — A. Alonso
1956 — R.S. Lockhart	1982 — C. Hoy
1957 — A.L. Roy	1983 — P. Michael
1958 — F.R. Birrel	1984 — D. Valencic
1959 — A.E. Farnsworth	1985 — P. Miller
1960 — P. McIntyre	1986 — L. Wilson

CAPTAIN'S PROMISE

"I solemnly and sincerely promise that I will diligently and faithfully discharge the duties of Captain of Homebush Boys' High School, and that I will do all in my power to improve the good name of the School."

PREFECT'S PROMISE

"I solemnly and sincerely promise that I will diligently and faithfully discharge my duties as Prefect of Homebush Boys' High School, and that I will support the School Captain, to maintain and improve the good name of the school."

AIR TRAINING CORPS

Another interest that students of Homebush were able to pursue for forty years was that of aircraft and flying, by joining the Air Training Corps, established in the school in 1941.

The aims and activities of the corps are explained in this article written by Warren Bird in 1958. While at Homebush Warren progressed through all the ranks of the A.T.C. and won a Flying Scholarship.

LIFE IN THE AIR TRAINING CORPS

Most boys in the early years of their lives have an inclination towards trains, boats or aeroplanes, and as they grow older, this inclination either grows into a genuine interest or it wanes away into nothing. For those youths whose interest lies in aircraft, the Air Training Corps is the ideal organisation to join.

The A.T.C. is a branch of the R.A.A.F. and it offers excellent opportunities to those who are willing to work to attain the better things in life. The activities of the A.T.C. are many and varied and are designed to give the cadet the greatest possible chance of obtaining maximum benefit from them — both instructional and recreational.

Rifle-shoots, inter-flight swimming carnivals, bivouac camps at Camden Airfield and drill competitions are held at regular intervals. The most important activity in the A.T.C. are the camps that are held during all of the school holidays at R.A.A.F. stations all over New South Wales. These camps offer the cadet the chance of winning promotion up to the rank of Cadet Under Officer, which incorporates many of the privileges of the permanent R.A.A.F. officers. Those who attain the rank of C.U.O. begin to appreciate why the A.T.C. has the recognition that

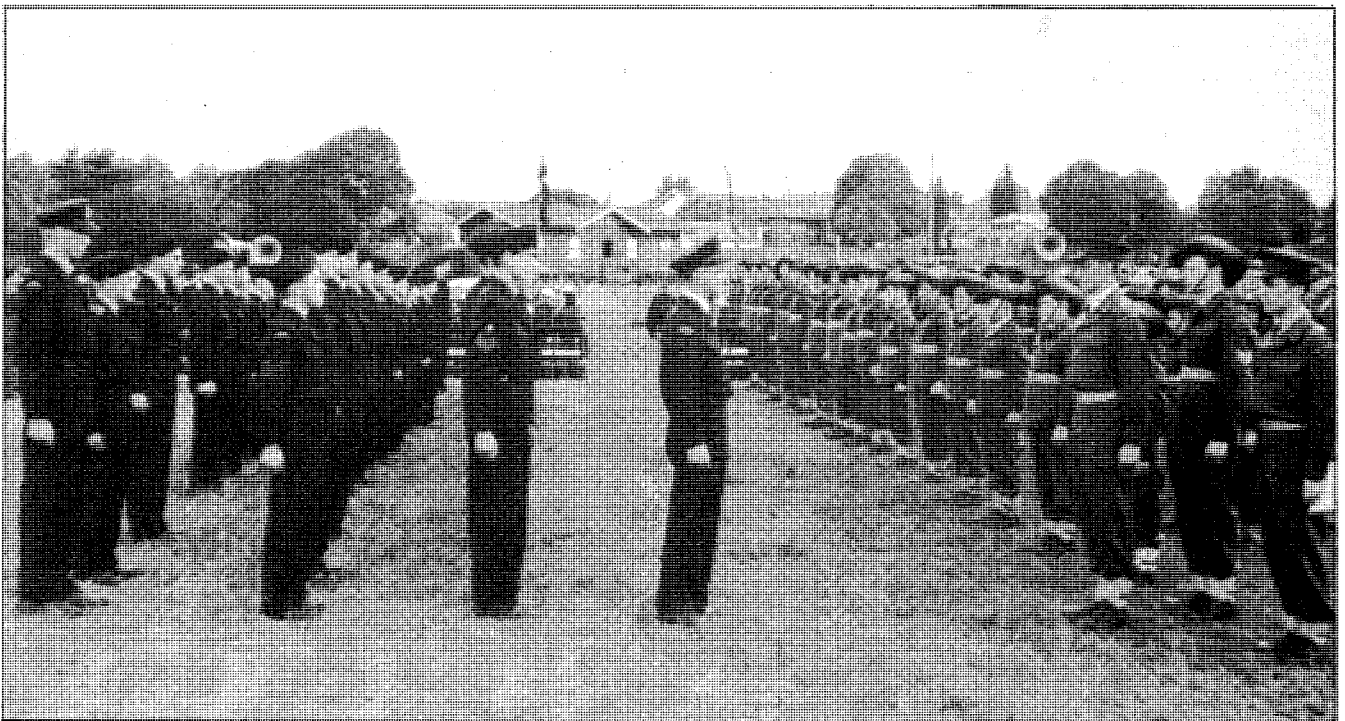
it has so justly earned. In a world which is becoming increasingly air-minded, both militarily and commercially, the A.T.C. does much to stimulate the interest of the rising generation.

At the camps, trips to the local sights, rifle and Bren shoots, swimming, sports carnivals, lectures and a complete inspection of installations are arranged, and of course there is the actual flying itself — an attraction of no mean importance. Apart from the above-mentioned activities, Flying Scholarships are offered to ten successful cadets in New South Wales each year. Under the Scholarship the R.A.A.F. pays private Aero Clubs to teach the cadets to fly, and over a period of thirteen months the cost of each scholarship to the R.A.A.F. is approximately 400 pounds. This figure illustrates the importance that the R.A.A.F. attaches to the A.T.C. in this field alone.

Moreover, the Air Training Corps paves the way to a successful career in the R.A.A.F., and develops those qualities of leadership and self-discipline in the cadet so necessary for him to face the future thoroughly prepared for all eventualities.

C.U.O. Warren Bird, 5C.

The ceremonial Army and Air Cadet Parade, 1956.



ARMY CADETS

When I arrived at Homebush cadets were a well established institution. During my first interview with the Principal Cadets was mentioned as an area in which I would be involved. This was in 1972.

In those days "Cadets" played a very important role in the life of the school. In the "Army Cadets" alone there were usually about 80 boys enrolled. There would be up to another 40 boys involved in the "Air Cadets". In the old armoury, which is still located under the assembly hall we had stored 100. 303 Lee-Enfield rifles, and 4 Bren Guns. The rifles were used regularly at rifle ranges by the cadets. The Bren Guns were for demonstration purposes only. The cadets would use them to practise the drills they would have to go through before using live firing guns at the Rifle Range. These live firing days at the Range were held during normal school hours. Regular Army N.C.O.'s who were attached to the school to assist with the training would also attend these days at the Range.

Parades were held every Tuesday afternoon after school until 5.00 P.M. Every member of the unit had to wear his full uniform to school and have it "spic and span" for the Parade in the afternoon. After the inspection, which was held at the beginning of the Parade the cadets would receive instruction in a number of areas including map reading, use of radio sets, field craft, health and hygiene, first aid, rifle drill, and the use of a variety of weapons.

All cadets attended an annual camp which was usually held at Singleton Army Camp. This camp gave the cadets the opportunity to practise those things that they had learnt during their Parades at school. The last week of the camp always involved exercises in which a camp was established out in the bush, and various tasks had to be performed. These exercises usually involved competitions with other schools. For many boys, particularly the younger ones, or those who had never been away from home before (nevermind into the bush), these were testing days. Despite the thoughts they would have had at times, after the event they all enjoyed it.

Unless you have experienced such a camp it is difficult to imagine what it was like. The following ideas may help you to appreciate it:

1. Boys shouting out as loud as Possible on Mother's Day "I love my mother" before they would be given their breakfast.
2. Arriving back at the camp after an overnight exercise and removing the leeches which had attached themselves to legs, backs or chests.
3. The toilet situated on the top of the hill with the million dollar view over a valley.
4. The excitement of waiting to fire a rifle for the first time.
5. The excitement of having your first flight in a Hercules aircraft.
6. The pleasure of drinking WATER when you only have a limited amount of it and you are thirsty.
7. The Pleasure of taking off a Pair of boots to bathe your blisters. (You were sure your boots fitted well).
8. The appreciation you feel for your home on return from a hard camp.

No doubt every cadet has his own set of memories.

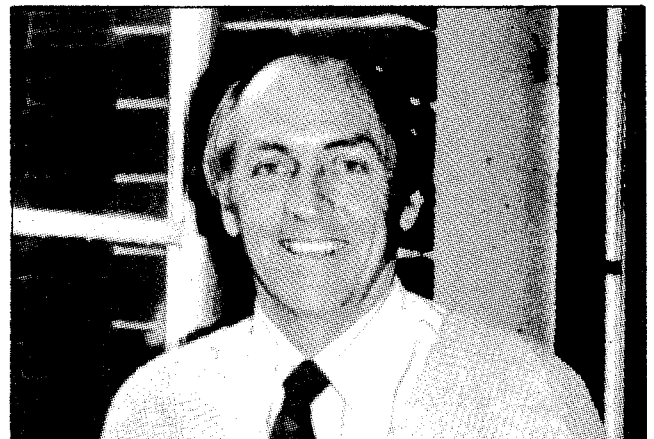
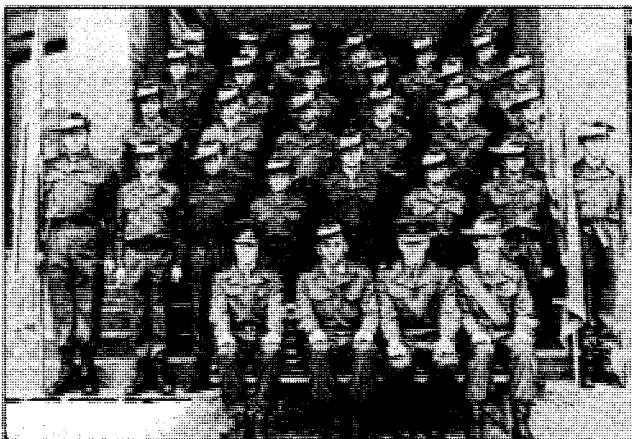
The final event of the year was the ceremonial Parade. This was a combined "Army and Air Cadets" Parade. The school band was also on the Parade, so that all told there would have been up to 150 boys on Parade. The Parade was held on Airey Park oval, with a senior military officer as the reviewing officer. The entire school attended the Parade. It was a very impressive ceremony, of which the entire school could be proud.

As the years passed the type of training given to the cadets also changed. The military type training gradually gave way to a more civilian type adventure training. It still maintained its popularity, and achieved the aims of cadet training. It made us all realise that we depend on each other, that everyone has some strengths and weaknesses, that things such as skin colour and religion are irrelevant in our relationships with each other, and that self discipline is not only desirable, but often essential.

There were many more tangible benefits which ex-cadets could no doubt discuss all day. It is enough to say that eventually a government decision resulted in the end of the cadets not only at Homebush, but at most schools throughout the nation. The sad thing is that they removed an organisation which did much for many boys who were at an age where they needed something, and unfortunately they did not replace it with anything.

K. Mahoney O.C. Cadets (1972-1979)

The Cadet Corps, 1972.



DID YOU KNOW?

During the war a plan to build a railway station for the school, midway between Flemington and Homebush stations was proposed but scrapped.

Trevor Harrison came second in the school in 1936 and was Dux in 1937 — same name, different boy.

At an early Swimming Carnival a boy called Dawson startled all by breaking into the Butterfly stroke in a breast-stroke race. Apparently, as the Breast-stroke rules stood then, it had to be allowed. Whether Dawson's coach first thought of this, is not known; but, of course, the practice spread and soon after, the Butterfly stroke was introduced.

In 1944 the school's total enrolment was 980, making it the then largest boys high school in N.S.W.

During the war all windows on the ground floor were wired and pupils practised air raid drill by hiding under desks. Evacuation drill was also practised, the procedure being completed in 1½ minutes.

Elaborate preparations were made during the coal strike of 1949 for a system of home-study should all transport discontinue.

The restricted train service during the coal strike was more punctual and reliable than the normal one

In 1951 there was a clean up of bodge haircuts and cracker-jack shirts to stop boys looking like "hoboes and second class tramps".

Keith Colley was the first old boy appointed to the school's teaching staff.

The school song was written and composed by the music teacher, Miss Kelly, in 1944.

Amongst the first correspondence received by the school was a letter from the Poet Laureate, John Masefield, in 1937 thanking the school for its gift of the school magazine.

Lost property was managed by the boys of the school in their free time in a School Pound.

A.P.E. instructor did not arrive in the school until September 1939. By 1940 each boy received one period a week in physical training.

In 1944 with the obtaining of selective status the drawing area of the school was as follows:

For the technical section: From Petersham to Blacktown
 Strathfield to Normanhurst
 Belmore to Campbelltown

For the general section: From Homebush to Lakemba
 Eastwood to Hornsby
 Regents Park to Liverpool

A Public Address System was introduced to the school in 1947 as a lasting memorial to all boys who served in World War II.

A certain English teacher and tennis coach gave a as a topic for an English creative writing test: "Why are Hoad and Laver the best doubles players in Australia". To honour his contribution to the game of tennis the CHS trophy awarded to the State Tennis School bears his name: The Stan Jones Cup.

The following ad appeared in the paper in 1954, courtesy of the prefects:

"FOR SALE, ONE ATCO LAWNMOWER
AS NEW APPLY COLONEL COX."

The switchboard was inundated with calls.

The whole school was involved in the planting of grass on Airey Park during one sports afternoon — Each class was allocated one area of the ground and asked to bring grass runners from home.

The Sportsmaster, Jack Mason, was at one time in charge of the clinic and would dispense for every headache a bandaid, for each cut an aspirin.

After 27 years the school interior was re-painted in 1963.

It wasn't until 1965 that all classrooms had electric lights.

Period 5, July 21, 1969, all lessons stopped as classes listened to a radio attached to the PA system, broadcasting man's first steps on the moon.

A boy was once caned for reading in the library.

At a combined scripture service held in the Assembly Hall, a file of ministers proceeded to the stage with one year 12 boy, suitably attired, at the end of the line. He was not discovered until the seating on the stage ran out.

Posters appeared in the school in the early 70s for students' rights for long hair.

Work experience was introduced in 1979.

Architects used the photo of the assembly hall in the 1936 school magazine to re-design the fire-gutted assembly hall in 1983.

Teaching at Homebush is something of a family tradition:

F.B. McDonald taught Science at the school from 1949 until 1965 (1958-1965 as Science Master) and his son P. McDonald taught Mathematics at the school from 1971 to 1981.

F.J. Hafey served as Mathematics Master from 1967 – 1971 and his son P. Hafey is currently a member of the Music Staff.

That the current school population is composed of the following nationalities.

SCHOOL ENROLMENT — COUNTRIES OF ORIGIN — 1983

NATIONALITIES	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	TOTAL
1. Australian	46	47	41	40	20	22	216
2. China	20	16	25	25	13	15	114
3. Vietnam	11	8	11	12	10	6	58
4. Italy	9	15	11	22	8	11	76
5. Greece	16	11	9	6	11	7	60
6. Turkey	7	7	10	11	7	3	45
7. Lebanon	9	3	11	3	5	2	33
8. Yugoslavia	9	4	8	2	8	5	36
9. Russia	3	4	10	2	1	5	25
10. United Kingdom	2	8	6	2	3		21
11. Korea	2	4	4	1	2	2	15
12. Chile	2	2	2	1	2		9
13. Cyprus	1	1	4		1	2	9
14. Egypt		1	1		1	2	5
15. Finland		1				2	3
16. Fiji	1				3		4
17. Germany		1		1	2		4
18. Holland			1	1	1	1	4
19. Hungary	2		1	2		4	9
20. India	2			2	3	1	8
21. Malta		3	1				4
22. Mauritius			1	1	1		3
23. New Zealand	5	2	1		2	1	11
24. Phillipines		3	3	2	1		9
25. Poland	1	1	1	2	1	3	9
26. Portugal		1			1	1	3
27. South America	1	1		1	1	1	5
28. South East Asia	3	1	3	2		1	10
29. Spain	2	1		1			4
30. Uruguay		2	2	3	1	3	11
31. Others		1	3	2	3	3	12
Total	154	149	170	147	112	103	835

Homebush has attained the following academic results:

- 1939: 96% candidates passed the Intermediate
1941: 10 boys gained 5 A's or better in the Leaving Certificate
F. Cavanagh won the Chamber of Commerce prize for one of the a best commercial passes in the state.
1953: K.W. Cremer gained 1st place in the Leaving Certificate in German
1955: The following boys gained state placements in the Leaving Certificate
G.M. Craymer — 2nd in Economics
C.V. Ripke — 2nd in German
G.G. Craig — 5th in Economics
G.R. Brown — 10th in Economics
1956: Five boys gained places in the top 100 positions in the Leaving Certificate
Fifty Five boys won Commonwealth Scholarships
The following boys gained state placements in the leaving Certificate
D.I. Stewart — 1st in Modern History and 10th in Economics
V.N. Berg — 2nd in German
B. Dyster — 1st in Shakespeare
J.M. Sutton — 5th in Maths I, 9th in Maths I
A.W. Gray — 10th in Geography
1957: A.D. Bray gained 4th place in the Leaving Certificate in Physics
1958: T. Meusi gained 2nd place in French in the Leaving Certificate
J.H. Fenton gained 2nd place in both Modern History and Economics
1960: R.G. Hewett gained 2nd place in the Leaving Certificate
1965: William Laing gained a maximum pass and 14th place in the state in the Leaving Certificate
1966: Fourteen boys gained maximum passes in the Leaving Certificate
1970: Colin Mathers won the B.H.P. Medal for gaining 1st place in Mathematics and Science in the Higher School Certificate

The following people attended Homebush Boys High:

Professor J.W. Hayes	Department of Civil Engineering, Duntroon
Robert Fairnsworth	Eminent Surgeon
Peter Allen	Eminent Surgeon
John Casimar	A prominent figure in C.S.I.R.O.
Don Hayward	Parliamentary advisor
Matt White	Journalist
Ross Anderson	Journalist
Bob Strawbridge	Prominent Korean War Pilot, awarded the DFM, and AFM, untimely killed in an air crash in 1953
John Coates	Chairman N.S.W. Olympic Council and General Manager of the 1984 Olympic Team
Neil Armfield	Theatre Director
Nick Grevarich	
Dave Brown	Both members of the Sydney Symphony Orchestra
Alan John	Composer of the recently produced musical "Jonah Jones"
Gordon Bray	ABC sporting commentator
Tony Ford	Former 1st Grade Rugby League player for Western Suburbs
Peter Rheuben	Represented Australia in Rugby Union and Lawn Bowls
Paul Wilkinson	Noted Dental Surgeon
Ross Parsons	Burwood Town Clerk
Ray Price	Jazz Musician
Geoff Biggers	A Sydney University Law Graduate (with 1st Class Honours) who was awarded the Peter Brookes Saltonstall Memorial Fellowship to Harvard Law School in 1954. This scholarship was awarded yearly to one student only in the Pacific Area.
Bill Norder	N.S.W. Rugby League Forward
John Swinder	Medical Practitioner and former State hurdler
Doug Carswell	Research Physical Chemist
Frank Donovan	Research Organic Chemist
Peter Allen	Anatomy Lecturer
Len Hanser	Dentistry Lecturer
Bill Allen	Former Police Commissioner
Bob Debus	State Minister for Finance and Employment

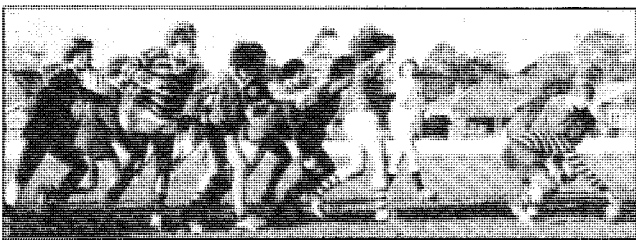
SPORT

"We believe that there is nothing more glorious, nothing more ennobling in life than the steady working together of a group of people towards the achievement of a common cause ... A fine flower of kinship and solidity is born – the basis of all school spirit and tradition," state the inaugural sportsmasters of Homebush Boys' High, G.H. Priestley and W.J. Eason, in 1936; a sentiment elaborated in their 1937 report. "... Sport is not an end in itself. It has social, moral and ethical values which no parent or teacher may ignore. The troubles of our world today ... are largely due to a lack of social feeling, to a failure in social co-operation. It may only be a beginning, but something can be done in the schools to encourage co-operation by the promotion of team spirit."

These noble aims and beliefs have been maintained throughout the school's sporting history and to the credit and benefit of all involved have culminated in records of excellence in all fields of sporting endeavour. Our first sportsmasters were quite accurate when they prophesied in 1936 that "We stand Cortez-like gazing out over the Pacific of our future; boundless in its possibilities, fraught with struggle, teaming with honours to be won and names to be made."

The honours have been many and varied, including:

- 1938 – winner of all four grade Tennis competitions
- 1939 – winners of the Challenge cup in Athletics
 - winner of the University Shield (Rugby League)
 - winner of P.S.A.A.A. First grade Rugby League Shield
- 1944 – the recipient of the following accolade from the officials at C.H.S. Athletic Carnival:
 - "the best (result) produced by any High School on its first appearance in these Competitions"
- 1946 – champion Tennis school
- 1948 – champion senior Swimming school
 - the highest point scorers in C.H.S. Life Saving (the point score was an all time record)
- C.H.S. junior Athletics champions
- 1950 – C.H.S. Tennis champions for 5th successive year
 - C.H.S. champion Life Saving School for 3rd successive year
- 1952 – C.H.S. Tennis champions for 7th successive year
- 1956 – C.H.S. Soccer champions
- 1957 – C.H.S. Soccer champions
- 1958 – the first time a school supplied the captains for both C.H.S. Rugby Union – Alan Chivers – and C.H.S. Soccer – Russ Cottle
- 1961 – C.H.S. Tennis champions



- 1963 – Zone champion school in Rugby Union and winter Tennis
- 1964 – Zone champion Rugby Union school
- 1965 – winner of the Waratah Shield (Rugby Union)
 - winner of the inaugural C.H.S. Rowing Championships
 - winner of the Zone Athletic Carnival
 - Zone champion Tennis school
- 1966 – winner of the Zone Athletic Carnival
 - Open Cross Country champions
 - Zone champion Rugby Union school
- 1967 – Zone champion Rugby Union school for 7th successive year
 - Zone champion Winter Tennis school
- 1969 – Zone champion Swimming and Water Polo school
- 1970 – winners of the Metropolitan Schoolboys Soccer championships and 3rd place getters in the State Competition
 - Zone Champion school in Water Polo, Swimming and Rowing
- 1971 – Zone Champion Swimming school
- 1972 – State Champions in Tennis
 - Zone and C.H.S. Swimming Champions
- 1975 – Winners of C.H.S. Senior relay
- 1978 – Zone champion school in (winter and summer) Basketball, Diving, Rugby Union, Winter and Summer Squash, and Water Polo
- 1979 – winners of 30 zone premierships
 - zone champion school in Summer, runners-up in Winter Competition
 - Zone champion school in: Basketball, Diving, Rowing, Rugby, Squash and winter Tennis
 - 15 years Water Polo State champions
 - Runners-up State Basketball Shell Cup
- 1981 – school representatives in all zone sporting teams (except Soccer) and Australian Volleyball, Water Polo and Weightlifting Teams
 - Zone champion summer sport school for 4th successive year
 - winners of 2SM under 15 Soccer Cup
 - Zone champion school in Diving, Hockey, Rugby Union, Tennis, Volleyball, Water Polo
- 1982 – Zone champion summer sport school and champion school in Basketball, Diving, Rowing, Rugby Union (Homebush being the only name on the trophy since its inception in 75) Tennis, Volleyball and Water Polo
 - Winner of all Zone Basketball Competitions
 - Runner-up of the Shell Cup in Basketball
 - Winner state tennis – Stan Jones Cup
- 1983 – Zone champion school in Basketball, Swimming and Water Polo
 - Winner State Tennis Stan Jones Cup (2nd year)
- 1984 – winners of the State Volleyball Knock-out Competition
- 1985 – Zone champion school in Basketball, Waterpolo, Volleyball
 - N.S.W. and Australian Volleyball champions
- 1986 – Winner of Zone Swimming Carnival.

Names have been made in many sports:

Swimming

Brad Cooper — Olympic Gold Medallist
David Dickman) — Olympic Representatives
Stephen Nay)
Don Talbot — Olympic Coach
Jeff Elliott — C.H.S. Butterfly Record
Frank Jordan — 1952 Olympic Water Polo Team
Stephen Heslop — Under 19 Australian Water Polo Team
Mark Thompson — Australian Schools' Water Polo Team

Cricket

Greg Dyer — N.S.W. State team
Malcolm Chambers — 1st Grade Nth Suburbs team

Tennis

Bob Howe — Mixed Doubles champion 1957
Neil Gibson — International Tennis

Rugby Union

Arthur Summons — Australian Rugby Union Team
Geoff Vaughan — Australian Rugby Union Team Captain
Bob Nair — N.S.W. representative
Peter Rheuben — 1st Grade, Eastwood
Bob Hincksman — 1st Grade, Eastern Suburbs
Gordon Bray — Sporting Commentator

Soccer

John Asmus — Under 16 Australian representative

Athletics

Peter Vassella — Olympic team member and record holder
for fastest sprint over 100 and 200 yards
Grant Newey — 3rd place getter in the Australian
Schoolboys' Decathlon

Weightlifting

Gary Parisi — Australian representative

Volleyball

Craig Hoy — Australian Junior men's team, also Australian
Open Team
Andrew Simos — Australian Junior men's team

Ice Hockey

J. McLauchlain — Captain of Australian team

C.H.S. Sporting Representatives of 1967. From left to right: G. Sly (1st XV),
P. Ferguson (Capt. 1st XI), Mr Myers (Principal), Mr Mason (Sportsmaster),
G. Bray (2nd XV), G. Anderson (2nd XV).



The acknowledgement of all outstanding achievements would constitute a volume in itself, but the school has, over the years, paid tribute to those who have achieved excellence in sport by initiating awards for outstanding prowess.

Sporting Blues were introduced in 1937 and are presented annually at the school's speech and presentation night. The first recipient was Jack Pollard, a state Hockey representative and 1st grade Cricketer.

Trophies are presented annually for the champion in each area of sport but the most widely coveted are The Eastwood Rugby Union Trophy for Sportsman of the Year. Since its introduction in 1970, the following boys have been proud bearers of the title:

1970 — A. Fong
1971 — K. Flood
1972 — P. Dyer
1973 — R. Spicer
1974 — L. Gallue
1975 — D. Dickman
1976 — G. Dyer
1977 — M. Dryden
1978 — G. Gavalas
1979 — R. Lipovac
1980 — M. Luidmanis
1981 — S. Heslop
1982 — C. Hoy
1983 — S. Gilbert
— S. Czinner
1984 — S. Smith
1985 — M. Thompson



Jack Pollard

The 1974 6th Form Trophy for Most Outstanding Junior Sportsman

1974 — G. Dyer
1975 — B. Livett
1976 — G. Gavalas
1977 — C. Livett
1978 — L. Mugrdige
1979 — S. Heslop
1980 — C. Hoy
1981 — S. Gilbert, P. McDonald
1982 — J. Saunders
1983 — J. D'Arrigo
1984 — R. Carniel
1985 — P. Kozlovsky

Sportsman of the Week award is another recent innovation. Since 1973 the most outstanding player of the week is presented with a pennant on School Assembly.

Steven Heslop



A wide variety of sports has been and is made available to the students and each has attained a notable reputation for the school.

CRICKET

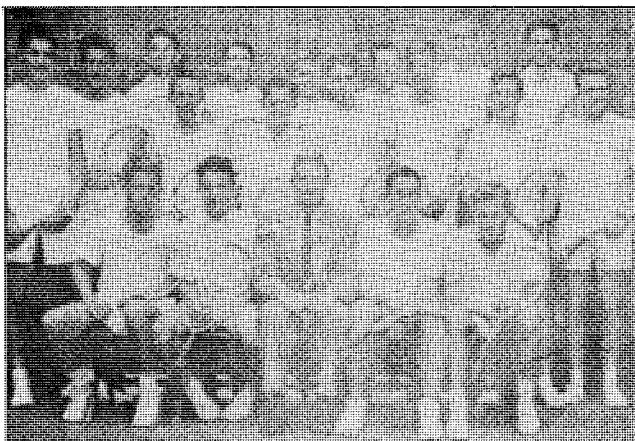
Cricket is one of the original sports of the school.

In 1936 the students continued the cricket competitions begun earlier that year, still playing as Petersham and Summer Hill. In the first year of competitive sport (1937) Homebush fielded teams in the 1st, 2nd and 3rd Grade competitions and won the 3rd Grade premiership. The game has enjoyed a strong following over the years and teams are presented in all competitions, meeting with mixed successes. Many zone players have sprung from Homebush elevens and the following boys have won C.H.S. selection and/or C.H.S. blues.

C. Johnson (1939)
 B. Preen (1946,47)
 L. Dennis (1949)
 A. Doyle (1949)
 G. Howard (1949,50)
 H. Browne (1954)
 J. Hickey (1956)
 D. Cathro (1958)
 R. Cottle (1958)
 B. Gray (1959)
 N. Brisby (1960)
 J. Gray (1961)
 G. Bell (1965)
 P. Ferguson (1967)
 D. Hassall (1967, also N.S.W. under 21 team)
 P. Ferguson (1968)
 G. Dyer (1975,76)
 B. Livett (1976)
 R. Lipovac (1979)

TENNIS

Tennis was first introduced as a sport in 1936 and by 1938 had earned renown for Homebush, as winner of all four grade winter competitions. The school was lucky to have on the English staff, one Stan Jones, from 1946-54. During his time as coach the school retained the title of C.H.S. Champion Tennis school, for five successive years (1946-50). Many premierships have been won for the school and in 1961, 1962, 1963 and 1965 Homebush won the title of champion tennis school of the zone; attaining the title of State Tennis Champions in 1972, 1982 and 1983.



The Tennis Squad, 1951.

Those acknowledged by the C.H.S. for their skills in tennis are:

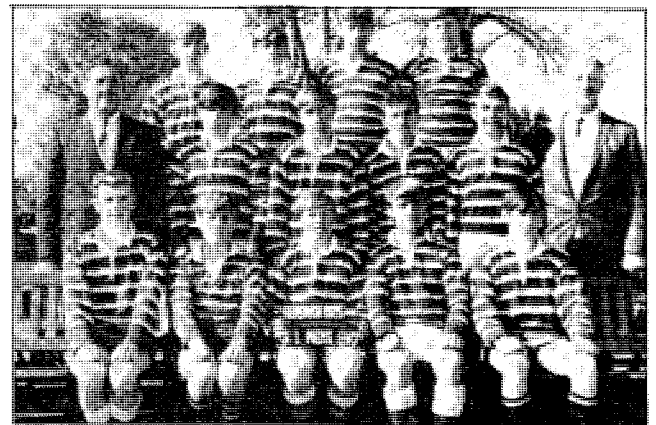
R. Kelleher (1938,39)
 W. Murdoch, L. Kenny (1939)
 J. Brown (Under 14 N.S.W. Hardcourt Champion 1939)
 E. Eagle, W. Peters (1950)
 W. Peters, A. O'Brien (1951)
 N. Gibson, S. Hicks (1952)
 J. Maloney, N. Gibson (1953)
 P. Heath, R. Eagle (1955)
 D. Whittaker (1956)
 G. Fisher, G. Peters (1956,59)
 T. Futch (1962)
 L. LeRoy (1968)
 T. Reynolds (1973)

RUGBY LEAGUE

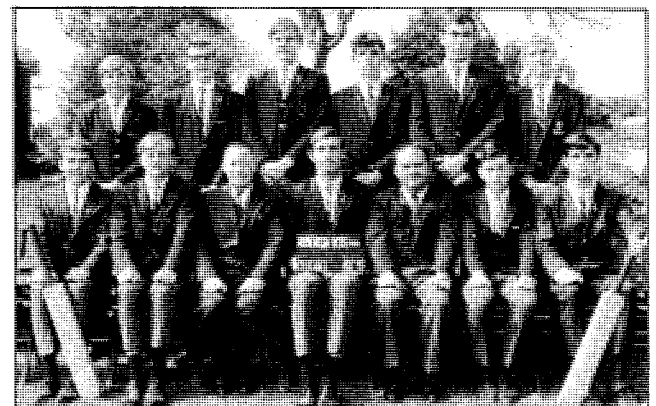
This code of football was introduced in 1937, replaced by Rugby Union in 1944 and re-introduced in 1966. Although no longer a competitive sport of the school, during the years that the game was played several zone championships were won. 1939 will always mark as the definitive year for Rugby League as Homebush 1st Grade was the holder of the two most coveted awards in this code — the P.S.A.A. shield and the University Shield.

The players who received C.H.S. recognition were:

Levi (1938 — also State representative)
 A. Stephen (1940)
 M. Fisher (1940)
 R. Woods, A. Fisher, R. Watson (1941)
 K. Sellen (1946)
 J. Cattell (1972)



Rugby League Premiers, 1966.



The First XI, 1966.

HOCKEY

Another original sport of the school, Hockey has not always been played at a competitive level. When entered in inter-school competitions and the state-wide Wales Cup, the teams have fared well and players have gained places in Zone, Regional, State and Australian teams, not to mention those boys who graduated to playing 1st grade for Western Suburbs.

In 1937 the following boys were chosen for the Under 16 Metropolitan Schoolboys team: D. Thompson, D. Mackay, I. Pollard and D. Mercer, who was also a member of the N.S.W. Schoolboys team.

RUGBY UNION

Much of Homebush's reputation in sport can be attributed to the school's prowess in this code of football, introduced in 1944. Many players of repute began their football career at the school, the Zone Champion Rugby Union School from 1960-67 and again from 1975-82. The following list of C.H.S. representatives and blues winners testifies to the school's success in this code:

W. Horden (1944,45,46)
G. Grace, D. Warton, P. Brand (1945)
G. Tweedall, A. Aggett (1947)
B. Lloyd, R. Weir (1948)
G. Vaughan, H. Browne (1949)
J. Mater (1950,51)
R. Moir (1951)
B. Fuelager, A. Summons (1951,52)
B. Dredge (1952)
G. Graham, V. Cordingley, D. Stewart,
R. Breckenridge, R. Atfield (1953)
K. Doughty, R. Kirby (1954)
W. Scott, G. McDonald, G. Glazebrook
B. James, M. Chambers (1955)
R. Dayman (1955,56)
A. Chilvers, R. Hicksman,
K. Thomas (1958,59)
R. McGuinness (1959)



Rugby Union, 2nd Grade 1955.

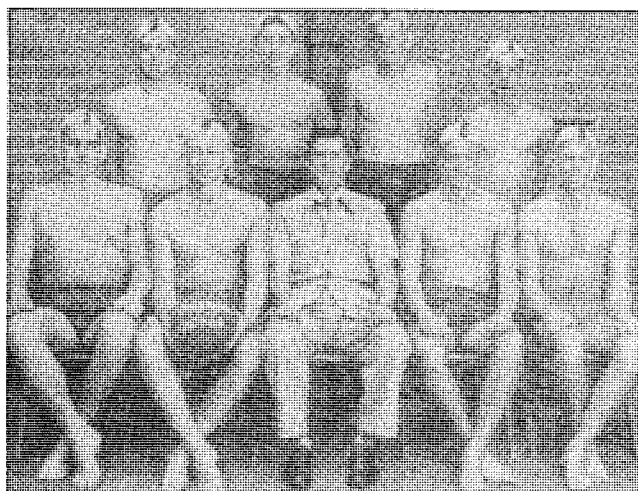
J. Gray (1961,62)
A. Ford, E. Rebane (1963)
P. Counturis (1964)
W. Hicksman (1965,66)
G. Bray, G. Anderson (1966)
G. Sly (1967)
P. Larsen (1973)
G. Cavalas (1976) — has distinction of representing Australian Schoolboys over 4 years
G. Rice, R. Lipovac, P. Walne (1978)
D. O'Regan (1980)
S. Czinner (1983) Also Australian side
P. Rhodes, N. Asonitis, R. Laviani (1983)

WATER POLO

Introduced as a competitive sport in 1944, Water Polo has also earned the school a considerable amount of renown. The title of Zone Champion in Water Polo has been won in 1969, 1970, 1978, 1980, 1981, 1983, 1985 and a State Title was gained by the 15 years team in 1979.

The following boys have been selected to represent the Combined High Schools of N.S.W. and in some instances the Australian Schoolboys Water Polo Team.

J. Elliott (1956)
G. Haynes, M. Grove (1969)
J. Cox (1970)
S. Heslop, T. Andrews, O. Regan (1979)
S. Heslop, M. Luidmanis (1980) Australia
B. Scintone (1980)
S. Heslop, S. Gilbert (1981), Australia
S. Gilbert (1983), Australia
S. Smith, S. Tikkane (1983)
S. Smith (1984) Australia
M. Thompson (1985) Australia
M. Thompson, A. Anderson (1986)



Water Polo, 1949
Back Row (L to R): D. Talbot, L. Green, A. Whyte, D. Anderson. Front Row:
G. Vaughan, F. Jordan, Mr Allen, J. Wright, W. Mills.

SOCCER

Homebush rose quickly to prominence in this sport, introduced in 1955, becoming 1st grade premiers in 1956 and 1957. 1957 also saw seven members of the 1st grade side being selected in the C.H.S. team and Homebush gaining the title of champion Soccer school. Further highlights in the sport's career include winning the 1971 Metropolitan Championships and the 2SM Under 15 Soccer Cup in 1981.

Those who achieved a placement in C.H.S. teams were:

G. Beard, T. Peters, P. Vassella, R. Freeman, L. Szczocki (1956)
R. Cottle, R. Hayes, P. Vassella, T. Peters, F. Hansen, G. Beard, R. Freeman (1957)
R. Cottle, R. Hayes, A. Bloom, B. Walker, J. Langtry (1958)
B. Gray (1959)
J. Filmer, D. Tait (1961)
J. Gray (1962)
C. Macallister, (1972)
J. Asmus (Under 16's Australia) (1972)
M. Allen (1978)

SQUASH

Homebush presented its first squash team in an inter-school competition in 1960. Since then it has fast gained popularity as a winter and summer game in both grade and house competitions.

Prominence in Squash was gained for Homebush in 1978 and 1979 as champion Zone school in both the summer and winter competitions.

Those selected in C.H.S. teams are:

C. Collee (1975)
I. Mescher (1978)

BASKETBALL

Although introduced as a class competition in 1955 it was not until 1962 that teams were entered in the zone competition. In a relatively short time the school has gained a successful record in the game, winning the title of Zone Champion School in 1978, 1980, 1981, 1982, 1983, 1985 and 1986. 1982 was a definite highlight as the school won all six competitions it entered.

Several players have achieved C.H.S. status namely:

A. Rigby (1965)
G. Duselis (1968)
A. Cunningham, P. Johnson (1969)
S. Mathieson (1973)
M. Tarrant (1977)
A. Toutzardsi, M. Tarrant (1979)
S. Czinner (1983)
C. Meyer (1982, 1984)

Homebush Boys' High School 14 yrs. Basketball Team 1975 Winter Competition

Kneeling from Left to Right: ^(F) Antony Kalcina, ^(C) Arthur Toutzaridas, ^(F) Andrew Wayman, ^(F) Peter Litchfield; Standing from Left to Right: ^(G) Murray Brown, ^(G) Captain Mike Tarrant, ^(G) Stephen Vaughn, ^(G) David Diramio, Coach Ron Tedford.

A member of the team, Peter Litchfield, met with an untimely death not long after he left school. A trophy bearing his name is awarded each Presentation night to an outstanding sportsman.

BASEBALL

The first teams entered inter-school Competition in 1966 and Homebush has continued to field teams in each age group and the state-wide Proud Shield. The 1st grade team were successful in winning their premiership in 1968 and the following boys gained a place in C.H.S. teams.

G. Hartas (1971)
C. Jolly (1979)
A.Brone, C. Rider (1980)

ROWING

Sponsored by the Sydney Rowing Club in 1964, Homebush successfully entered the C.H.S. Rowing Championships and in 1978 inaugurated a Homebush regatta. Success was gained in 1971 with the winning of the C.H.S. Champions Lightweight 4, in 1972 representing N.S.W. at the National Titles (First Four) and in 1973 with the winning of C.H.S. First Four championship. In 1979 the school was the champion of the zone and in 1980 the winner of the C.H.S. champion pairs.

VOLLEYBALL

Volleyball is a relatively new sport to the school; having been introduced for inter-school competition in the 1975-76 summer season. Homebush has been quick to establish itself as a skilled Volleyball school, winning the title of zone champion school in 1979, 1981, 1982 and 1985.

Premierships have been won and in 1984 the First Grade Team won the State Knock Out Competition, a triumph equalled and bettered by the First Grade Team of 1985; State and Australian Champions.

C.H.S. Honours have gone to:

C.Hoy, 1981 82
A. Simos, 1983, 85

for representation in the Australian schoolboys team.



Volleyball State Knock-Out Champions, 1984.



SWIMMING

An original aim of the school's sporting policy was that every boy in the school should be able to swim and consistent with that policy, learn to swim classes are still maintained.

Over the years boys have been able to display their prowess in swimming by participating in the Annual Swimming Carnival and for some years, in attempting life-saving awards.

During the 1940's many boys presented themselves for awards, culminating in the award of the Hendry Cup, in 1947, 48 for the best point score in the R.L.S.S. N.S.W. Schoolboys Lifesaving Awards. The point scored achieved, it should be added, set a record for the competition. For three years Homebush managed to achieve the highest aggregate and in keeping with this tradition formed a life-saving Club in 1955.

The school's first carnival was held in 1937 amidst much excitement and has continued to be a major event on the school's calendar. A strong team has always been presented for the Zone Carnival, resulting in wins in 1948, 69, 70, 71 (1977 — 1983) and 1986. The title of Zone champion diving school has also been won at these carnivals in 1979, 1980, 1981 and 1982, 1983.

Homebush still maintains the following zone records:

15 years 400m Freestyle (A. Brewin)
16 years 400m Freestyle (D. Dickman)
17 years 400m Freestyle (B. Cooper)
14,15 years 50m Freestyle (M. Hampson)
16 years 50m Freestyle (S. Heslop)
17+ years 50m Freestyle (D. Dickman)
14 years 100m Butterfly (D. Dickman)
15 years 100m Butterfly (A. Brewin)
14 years 200m Freestyle (M. Hampson)
15 years 200m Freestyle (A. Brewin)
17+ years 100m Backstroke (B. Cooper)
17+ years 800m Freestyle (B. Cooper)
12 years 100m Freestyle (W. Enright)
14 years 100m Freestyle (M. Hampson)
16 years 100m Freestyle (D. Dickman)
12 years 4 x 50m Relay

and has had the following students selected in C.H.S. squads:

B. Languard, W. Mills, W. Brady, F. Jordan, F. Keskula (1948)
J. Wright, B. Cragg (1949)
D. Anderson, D. Talbot, F. Jordan (1949, 1950)
W. Brady, F. Jordan, F. Keskula, B. Elliott (1952)
B. Cooper (1971)
J. Talbot, L. Gallur, D. Dickman (1972)
D. Dickman (1973)



C. Hennesy at the Zone Athletics Carnival, 1974.

ATHLETICS

Homebush entered its first team in a Combined Carnival in 1937 and won the Intermediate Team pennant, the third placing in the aggregate point score and the distinction of being the best represented school.

Other Athletic highlights include:—

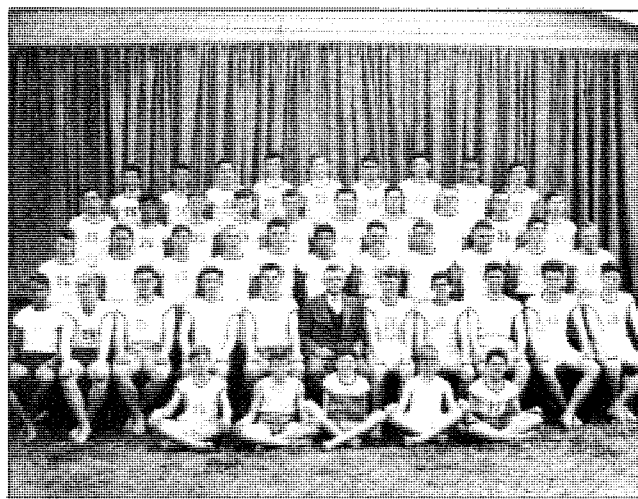
1939 – winner of the Combined Schools Challenge Cup
1941 – winner of the Presentation Cup for Combined Athletics
1943 – winner of Junior and Juvenile Championship Pennant
1948 – winner of the C.H.S. Juvenile Section and second placing in the aggregate point score
1955-1956 – Zone Athletics Champion
1960 – Zone Cross Country open age champions

As for C.H.S. representatives; suffice to say that to date Homebush has been represented by 79 boys some of whom have gained selection in more than one year. R. Lyons, however, deserves special recognition as he was a C.H.S. representative for four consecutive years — 1946-1949 and again in 1951.

Competition has not only existed at the inter-school level but has also been very active within the school. To foster this in 1936 the school was divided into six houses, each containing approximately 160 boys. The houses, named after famous Australian explorers, were as follows:
Blaxland Wentworth Sturt
Lawson Oxley Mitchell
House competition covered all the sporting activities of the school — Cricket, Tennis, Athletics and Swimming, and the champion house received the Mick Simmons Trophy each Speech Day.

In 1963 House competition was revitalised with the introduction of a new House system. The school was divided into four houses, each bearing the name of an old boy of the school who attained excellence in sport and scholarship:
Greening Howe
Hayes Vaughan

And so, the competition, the kinship and solidity continues, auguring well for the next fifty years.



The School's Athletic Squad, 1955.

THE BUSHY BOYS

The uniform and the hairstyles may have changed, technological advances may have fostered different interests and pursuits but in essence, the boys of Homebush have consistently searched for knowledge, debated the state of mankind, developed a sense of enquiry and most importantly, maintained a sense of humour.

The pictures, cartoons, quips and writings of the past fifty years will speak for themselves.

THE THIRTIES:

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

The sultry heat made me gasp, and this, forced me to look for some blissful haven where I might be cool. Then I came to the modern structure of David Jones, air-cooled and comfortable.

My idle gaze rested on a modern cosmetics bar, which is there for the benefit of women who desire to "spruce up" before they face the hundred and one searching glances on the street outside.

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

In my fancy, a customer advanced from the opposite end of the room and, as he had ink splotted all over his face, purchased powder (note the alliteration) for a dual purpose. The powder was a greenish yellow colour and, no doubt, was intended to convince some teacher of sickness the previous night, and so explain a failure to do homework. Two schoolboys immediately in front of me were engaged in a conversation of which I

gathered some shreds:

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

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

* * *

Suddenly and rudely I was awakened from my pleasant trance. I hastened away, my vision giving place to more mundane matter — but some day — who knows?

— J. HOLT, 3D 1937

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

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

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

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

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

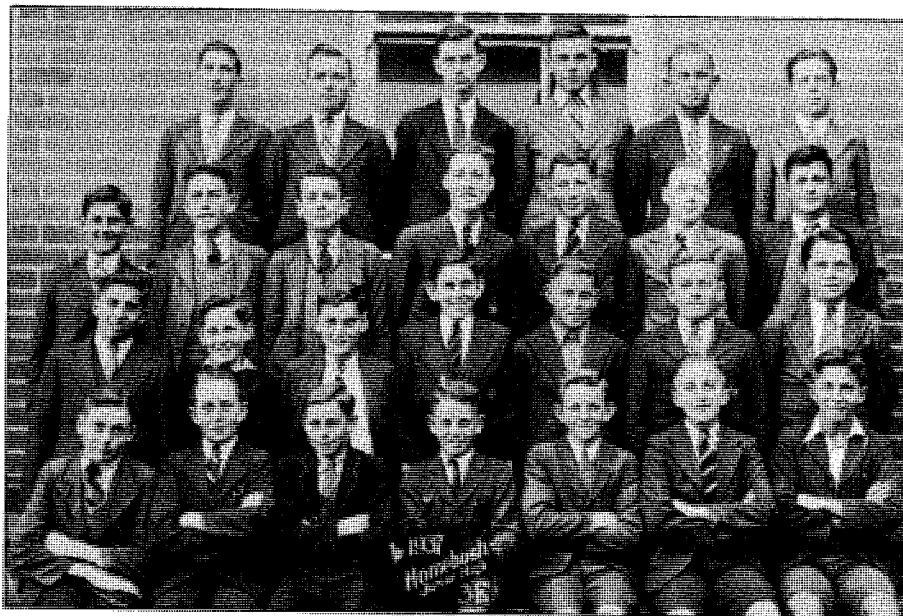
"To what principle do you refer?" my parent pressed.

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

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

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

J.E.N.H.



Class 3E, 1937.

THE FORTIES:

HOMEBUSH

H is for High School — that's easily seen;
 O is for Only — you know what I mean;
 M is for Maths — we love it, oh, yes!
 E is for Essay — where we shine (more or less);
 B is for Brains — of them there's no dearth;
 U is for US — um! — the Salt of the Earth;
 S is for Steady, Standfast and Success;
 H is for Homebush, as no doubt you can guess.
 — J. SCHUBERT 1A

Fifth Year, 1947

(Affectionately dedicated to certain fifth year students who met their "utimely fates" after the publication of results in the early weeks of this present year.)

Concentration;
 Meditation;
 Desperation;
 Examination.

Long vacation;
 Communication;
 Consternation;
 Explanation.
 Cremation!

— BRUCE C. GLOVER (5A)

P.S. Echo calling;
 Demnition!!
 Repetition.

— B.C.G.

"Excuse Me Gentlemen Please"

Dear Sir,

All the fellows in our class have been discussing the P.A.S., and they have many other names for it. Just the same, I'd like to say a word or two, and I think I have the right to be heard, for in the last Half-Yearly I came top of my year. Which I mean to say is, I was top of the Failures. And there was a big lot of Failures. Also my brother works in a jam factory and my sister is learning the piano. But what I really want to say is that I don't like the P.A.S. In a way it is all right, I suppose, and they can't see you when they are talking to you. I like that part of it. Still, I don't like the voice coming out of a little hole in a box on the wall. Creepy, I think. What do you think yourself? Then those awful noises before they begin to talk to you. First there is a goofy kind of whistle like that in "The Speckled Band". Do you like Sherlock Holmes? I reckon he's just great and "The Speckled Band" is about the best. Mr. X caught me reading "The Speckled Band" under the desk in a Maths period and gave me 13 theorems to write out, which I think was mean. Well, where was I now? Oh, I know, the whistle. Well, after that there's a lot of funny sounds like Glug-glug ... blub-blub ... Giggle-goggle-guggle ... guggle-guggle ... Blah-wah. These are really funny and always make me laugh, and sometimes, if everyone else is laughing too, I don't get into serious trouble. Then an awful big voice blares out: "Attention, please!" or maybe another voice: "Will teachers please excuse me!" Now, I tell you candidly, I don't like that part of it at all.

— Alf Giblet, 1949

THE FIFTIES:

The School Fig Tree

I lift my head towards the sky
 And strain my arms to reach the ground;
 The wind above me gives a sigh,
 A voice within me seems to sound:
 I grow, I grow,
 I spread, I spread,
 In years to come still raise my head
 — Into the coming ages go.

The strong winds blows, my boughs to shake,
 My old leaves flutter one by one —
 To follow hard some Champion's wake
 Where highest glory's to be won.

— Arthur Young, 4E

"School v Old Boys"

A scrum packs down on the halfway line,
 And the forwards grunt and strain.
 The ball comes out on the Old Boys' side
 And their backs attack again.

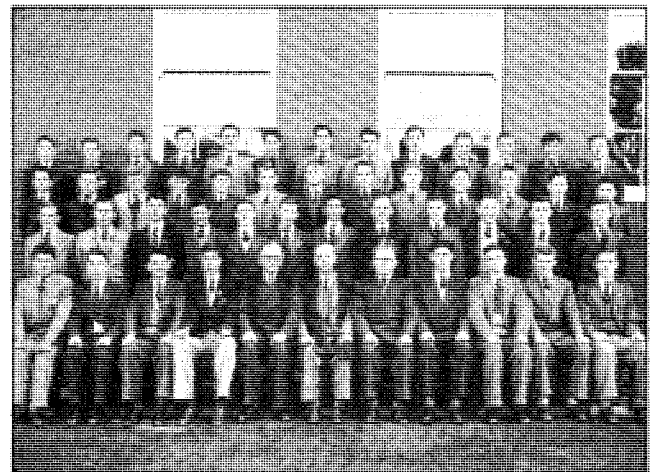
Their centre is tackled on the School twenty-five,
 And the forwards fight for the ball.
 The School pack plays with plenty of drive
 And the Old Boys' line they assail.

Play see-saws along the length of the field,
 And the spectators rally their team:
 The ground becomes a battle-field
 As the School fight the Old Regime.

The final whistle now draws near
 With the Old Boys just in front.
 The pace of the game is really severe
 As the School attacks with a pun.

Now the final whistle is blown,
 And the Old Boys win the game.
 "Fluke!" cry the School, as the ref. they disown,
 For their loss who else can they blame?

— David Stewart, 4A, 1956



Class and Sports Captains, 1952.

THE SIXTIES:

TV, or not TV

Whether it is wiser to submit to this monster in our living room and so pass the precious minutes of our limited leisure in viewing its doubtful pleasures, or to take arms and a pen and create something which may contribute to the wealth of nations and our own, that is the question.

What have we then? A panorama of psychic adventures, showing the dark and deep recesses of the deranged minds of modern Americans, or the wild free life of the west, where men are men and have guns, not guts, to prove it.

We are becoming hypochondriacs, at the behest of the sponsors who proclaim the value of hectochlorophilic tablets, for those malevolent tremors which assail us in the dim hours of the night, or in the early morning.

Must we be forever plagued with the fear of hollow teeth, until we stand with placards outside the Water Board building, demanding that the calgonised waters of the Warragamba Dam be fortified with deep shots of fluoride, so that our teeth will gleam with fluorescent lustre until we reach the eightieth year of our lives?

Surely, too, we will have packed our shelves with the latest "cleaningest things under the sun". I find myself examining the white shirts of my student friends and calculating the degrees of whiteness in excess of my own, or discovering the same calculating look in their eyes. We are becoming spies of the washing line, or lynx-eyed spotters of the cleaner than clean brigade.

At the moment of dramatic importance in a play that I'm breathlessly watching, blood pressure mounts when another boulder insists on lecturing me on the value of cool clean, crisped, refrigerated toasted menthol cigarettes, when I don't smoke. However the monk who sells Solero wine really drives me nutty so that I have to calm myself and miss the thread of the story for several minutes.

All this fretting and fuming, as well as fussing, before we can sift out a good evening's entertainment; is it worth it?"

— Warwick Blood (4B)



Second Form Boys, 1962.



Long Hair

The subject of long hair has been a topic of discussion among young and old.

When the surfing craze was at its height, long and dubiously blond hair was very much in fashion, much to the disgust of the more conservative members of society. Once every month the usual ritual was observed: father would attack son with a pair of scissors; mother would attack son with the hair clippers, and poor son, whose whole world was falling down around his ears, would endeavour to hang on to his precious locks for dear life.

Then came the "Beatles" and long hair flourished again and grew to even greater lengths, much to the despair of parents and teachers, but before long the fad was grudgingly accepted as merely another of youth's many faults.

But there still lingered a few who would never capitulate to the fad. These discerning people can sum up a youngster's character merely by the length of his hair.

"Reverting to savagery," they cry, as they fill themselves with beer.

"Slavishly following fashion," they expound, as they place yet another two shilling piece in the slot machine.

"Live and let live," mutters some fool, who obviously doesn't know what he is talking about, and is glared at by his companions.

Yet these people, who are ready to condemn and denounce the narcissism of youth, as young men were probably seen in the famous Oxford bags with well slicked hair emulating Valentino or other popular idols of the day.

If some of these people stopped to think, as, I am led to believe they can do on occasions, they would realise that long hair is not the mark of a lout, but rather the mark of a boy who will most likely grow up to condemn the fickleness and stupidity of youth, in his later years.

— Jon Travers (4B)

THE SEVENTIES AND THE EIGHTIES:

My Escape From Vietnam

Life in Vietnam before the communist takeover was free and happy. Saigon, the Capital City, was crowded with people and they lived a satisfied life. Most wealthy people were still working to build their reputation higher in the society.

Suddenly, after a bitter night of war between North and South of the country, in 1975, the country was completely taken over by the North Vietnamese government which was communist.

People were happy to hear the communist promises of freedom of communication for the community. However, a year flew by and the promises started to break down rapidly. People at a young age were forced to join the army and every family was forced to attend a meeting every week to discuss the digging of a canal for new farming irrigation. Business also came to a stand still. The country became a mess with people robbing and begging to survive.

People started to realise that South Vietnam was no longer a country and began to escape by boat to different countries, risking their lives to search for freedom and independence. But the price was high as thousands of souls sank in the deep, cold ocean.

On the twenty-second of November 1978 a boat, adrift with five hundred people, was floating on the sea with fear. The sun burned down during the day and the cool air mass from the ocean at night resulted in most of the people on board catching a cold after several days.

Eventually we were met by the Malaysian authorities who sent us to a camp on an island in Malaysia. This island was dirty and water and food were in short supply. As the population increased on the island, there was nowhere to dispose of the refuse so many people suffered from various diseases.

After ten months on the island, we were given permission to come to Australia. I have been living in Australia for three years now and have received a good education, yet, I still have not forgotten my journey. If I get an opportunity I shall go and visit the place where I was born but unfortunately forced to leave.

— TIEN BAC MA
Year 9 1983

Faces of the Eighties.



School Life In The Year 2000

School life in the future will consist of three stages of the day. Here is a breakdown of its processes.

The day consists of first video enlightenment, followed by a nourishment period and then the day is completed with an hour or so of computer programming.

The children, start the day by arriving in their P.T.U.'s (Personal Transporter Units), and, lodging them in the usual parking site, an automatic roll is taken. The entrance to the class room is monitored by a touch sensitive plate and the "Lesson" begins when the computer is satisfied that a satisfactory number of pupils is present.

The video enlightenment is essentially a series of programs and learning aids which help the child by giving him or her the best and most relevant information on his or her chosen subject. The Syllabus consists of basic language, mathematical and scientific skills comprising twenty per cent of the work and the rest is from desirable subjects chosen to suit the student. The children neither write nor speak but the information is telepathically encoded in their memory.

The nourishment period, in the old days called lunch, is when the children are given their sterilised, pasteurised, homogenised supply of food. This period is also used for the children to take out their tensions, worries and aggressions in a paroxysms of movement and laughter.

The final lessons consist of the children learning the ways of computers at a terminal where they are instructed from the computer in the uses and manipulative techniques, involved with this household device.

The School life in the future will be far removed from the endless unimaginative lessons and teachers with quippy remarks and canes. The food will be uniform and sensible. The lessons won't be a euphoria but will certainly be a simple process, where the children are conditioned for their release into the real world.

— ROBERT SIMON, 12B.

The Ceremonial Rites of a Senior Lunch

A lone, hidden child crouches in fear,
As angry warriors chant the battle cheer.
He sits in fear, in thought, in wonder
As to how he could make such a basic blunder.
To trespass on the seniors' grounds
Was looked upon with deadly frowns,
But to trespass during the sacred lunch break
Was, to the offender, a deadly mistake.

The unseen child witnessed, in fearful cower,
The ceremonial rites of a senior lunch hour
The warriors positioning in battle ranks
Taking particular attention in guarding all flanks,
Their weapons as deadly as arrow or spear
Consist of apple, orange and pear
Just as effective as a knife or gun
Is a loaded, jam and cream, buttered finger bun.

— David Yorke, Sixth Form