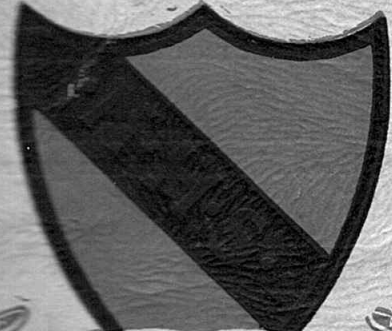
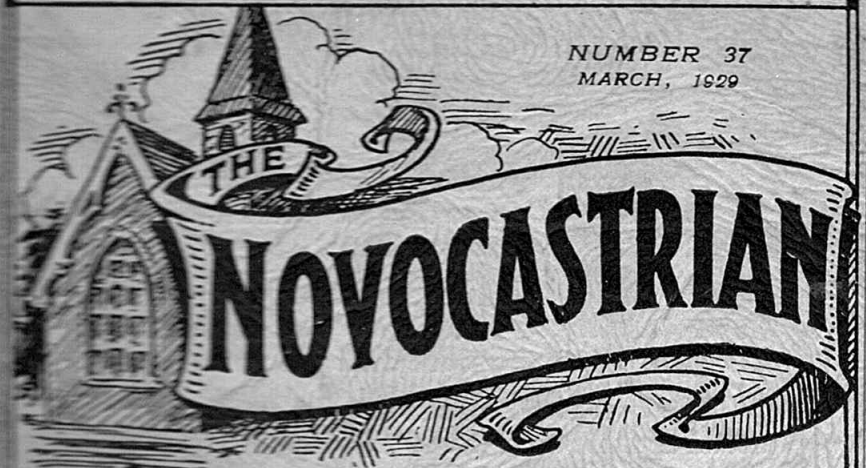


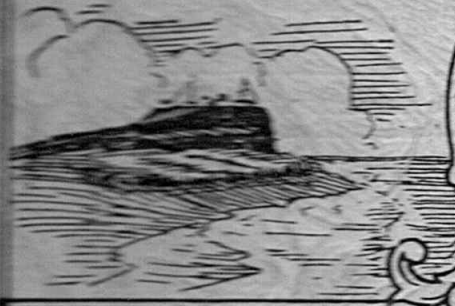
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NUMBER 37  
MARCH, 1929



REMIS VELISQUE

*The Journal of the  
Newcastle High School.*



How long  
before the  
New Building  
appears here  
?

Ed. C. Ferguson, Ed.  
Newcastle

## Commercial Careers for Girls

The success of girls in business work is admitted, and very few offices to-day are without the lady typiste, secretary or stenographer.

Girls had to work hard to obtain recognition of the services they rendered in the business world, but their great opportunity came during the war.

The qualifications necessary for success are a natural aptitude and a sound training.

Such is the training offered you at the Newcastle Business College, Ltd. Proof of this statement is afforded by the consistent record of achievements in examinations.

At last I.P.S.A. Shorthand Theory Examinations held October, 1928, N.B.C. students gained :

Top place in N.S.W. Elementary Division  
Myee Strahan 98 per cent.

2nd place in N.S.W. Intermediate Division  
Gwyn Watt 96 per cent.

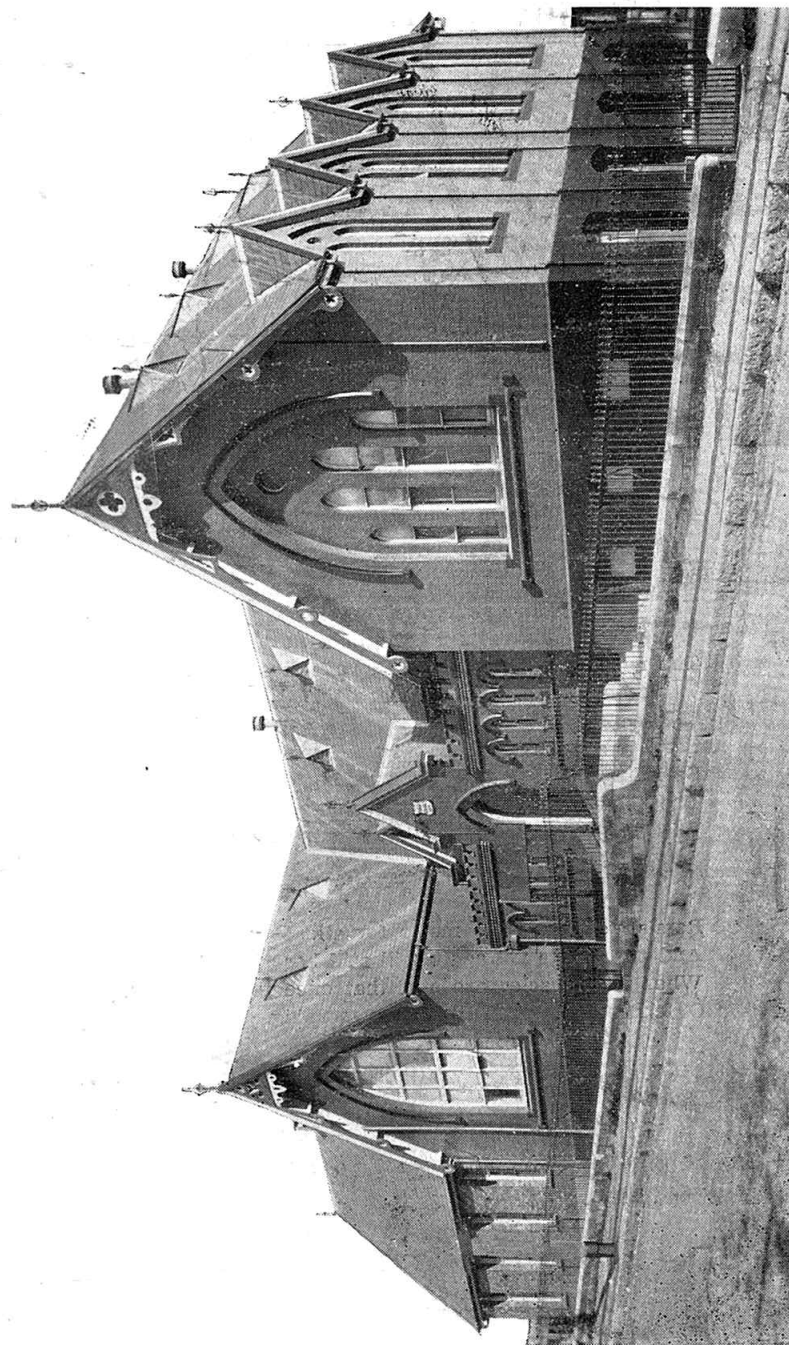
In every Commonwealth Typists' Examination the top place for Newcastle candidates during the last 20 years has been gained by an N.B.C. student.

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Ask us for further information or advice

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**Newcastle Business College**  
Thorn Street - Newcastle



NEWCASTLE HIGH SCHOOL, SYDNEY STREET Photo by courtesy Howard Harris Studios.

## Newcastle High School Song

(Tune : "D'ye Ken John Peel ?")

D'ye ken the school on the hill so high,  
Bravely facing the winds and the sky,  
While the waves sing their song to the beaches nigh,  
As the bell goes for school in the morning.

(Chorus :

Yes, when we are gone, in the years far ahead,  
When the last game's played, and the last lesson said,  
The name of the school will awake from the dead  
The memories of many a morning.

Serving straight in a hard-fought match,  
Sprinting for the tape or a puzzling catch,  
The "blues," from limit man to scratch,  
Will still do their best, night and morning.

(Chorus)

Remis Velisque's the motto for all,  
And our hearts yet again will still hear it call  
When the muscles are stiff that once toed the ball,  
Or climbed up the hill in the morning.

(Chorus)

—R. G. HENDERSON,

## THE SCHOOL STAFF

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### DEPUTY HEADMASTER :

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### DEPARTMENT OF ECONOMICS :

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Miss A. Learmonth.

### DEPARTMENT OF PHYSICAL CULTURE :

Miss B. Kelly

The Journal of the Newcastle High School

Editor : J. W. GIBBES, B.A.

Business Editor : ARTHUR BISHOP

March, 1929



CO-EDUCATION

At a recent gathering of parents and students of Newcastle High School, the first Headmaster of that institution—Mr. C. R. Smith, M.A.—referred to the approaching separation of the sexes on the completion of the new Girls' High School at Hamilton. The occasion seems a good one, therefore, of touching on the question of co-education generally in secondary schools; for it is the most important of all problems relating to the congregation of young folk in schools. Co-education has developed as a common practice in the country High Schools of N.S.W. chiefly for administrative and economic reasons. But the tendency to-day is to consider the question more and more from the standpoint of our larger educational purpose, and from our better understanding of child nature. Apart from specific objects in sending children to school, we must remember that we expect these children to become men and women, and as such, they should know how to conduct themselves in mixed company in all degrees of complexity. People who have travelled widely with eyes open have frequently commented on the awkwardness and self-consciousness of children brought up exclusively with members of their own sex. We may differ as to whether girls and boys should be taught altogether the same subjects in school, and as to whether they should be taught in altogether the same way. But there can hardly be any question that much of the daily activity of the growing child should be the same for both sexes and that they should share a great deal of each other's company.

There are still, however, plenty of doubts and difficulties, but many of the commonest objections need not be taken seriously. Are girls to play football, or are boys to spend their time in dancing ?

Is it good for boys to be tied throughout their High School life to women's apron-strings?—such should be treated as rhetorical questions which expect no answer. Some questions, however, are more serious. Is it not adding danger to difficulty to keep the sexes together during the period of sex-development in any child's life? Or again, if, in addition to natural differences of strength or capacity, it is an observed physiological fact that boys and girls do not develop alike, but at different rates and at different times, must not setting them to follow the same course do inevitable harm to one sex or the other, by making demands that must be either excessive or insufficient? Difficulties such as these cannot be lightly dismissed; and co-education, whatever the advantages it promises cannot be accepted as an article of educational faith until it has been shown that these difficulties are either less serious than they look, or that, if they are boldly faced, some greater gain lies in the means by which they can be overcome.

The aim of bringing up boy and girl together is not to make them alike, but to see that neither sex is debarred from the fullest individual development by merely conventional differences of treatment. The purpose of education should be to provide all possible opportunity for the growth of individuality and to make all possible allowance for individual differences, so that each can become his best self. On the one side, there is the humanising influence that the presence of girls exerts on boys, not only in language and manners and weightier matters of conduct, but also in ideas of government and methods of exerting authority. The common life together provides the natural correction for the pettiness and sentimentality rife amongst girls when thrown upon themselves and their own interests alone. If the boy needs civilising by the girl, no less, in other ways, is the girl's nature made fuller and more human by daily contact with the boy. Common values and standards of judgment are found by the help of mutual knowledge and common effort, especially in years when habits of thought and feeling are being formed; and these constitute the basis of real and lasting comradeship whether in the field of work, or friendship or of love.

It is just in this matter of comradeship, however, that co-education presents a danger. It is feared that, if brought up together, boys must inevitably be made effeminate by the example of girls; while girls will no less inevitably lose their womanly qualities and become mere copies of boys. This fear rests on a belief that in co-education, boys and girls must do exactly the same things—but co-education does not mean this. Again, it is feared that growing up together, boy and girl will remain indifferent to each other and lose the glamour of romance. In this, there is this much truth, that

the daily intercourse of school life on equal terms tends to postpone the emergence of sex-consciousness and allows natural sex attraction to develop on sounder lines of comradeship. It is further feared by some that this normal development will mean falling in love at an age when students ought to be concentrating their energies on school work and examinations. But, instead of inducing precocious lovmaking, common work, common interests and the hourly intercourse of a common life afford a natural outlet for feelings that, if thwarted, are apt to turn to silliness or worse.

In addition to these fears, there remains the difficulty that boy and girl develop at different rates and, in consequence, what at any given age may be good for the one, may be bad for the other. The curve of growth is not the same for the two sexes. The girl develops earlier and, up to fifteen or so, is usually a year, or even two, in advance of the boy. Up to this age, therefore, it is easy for her to hold her own in everything, except matters of physical strength. After fifteen, the boy's development is in all ways more rapid, while that of the girl slackens, and at this stage it would be a mistake to insist on their working at the same things and at the same rate. The common general course should give place to special lines of work in accordance with the peculiar bent and future needs of each sex. But whatever differences in the courses followed in these later years, there is still much both in work and school life that can be shared. Whatever the career in view, and the special lines of work that lead up to it, time must still be found for keeping up studies in language, in literature, in history, in art—the rightly called “humanities,” whose purpose is the enriching of the mind with the treasures of imagination and feeling, as well as the utilities of knowledge. In these studies there is a wide field of common work, of great gain to both, in which the girl is at no disadvantage; and in this field the co-operation of the sexes adds greatly to the range of what can be accomplished, and so to the fulness and happiness of life. Adolescence craves happiness as its right, and games are the main thing relied upon to satisfy the craving. But to how many can games give this satisfaction, and what sort of satisfaction is it, at best? Only in filling both the working and leisure hours of life with manifold interests and healthful activities is any real satisfaction to be found such as will last after school days are over; a satisfaction the more real and the more lasting, if these interests and activities are shared by both sexes, and so form a bond of common experience and common memories associated with the enthusiasms and aspirations of youth; that is one of the most delightful and at the same time one of the most helpful contributions that school life can make.

## EDITORIAL NOTES

To judge from the general standard of the contributions submitted, it would appear that either our English students are deplorably poor, or that the English course badly needs revising.

Not one original story was sent in fit for publication. The models selected were apparently the “Gem,” the “Magnet,” “Sunbeams,” and their like. The prose writers studied in the class room are regarded as unsuitable for use out of it, on the same principle as that of the pious man who quoted the Bible all Sunday, but said that its maxims were not applicable to his conduct on week days. This is thoroughly reprehensible, though lack of imagination may well be pleaded as an excuse for failure to produce anything resembling creative work.

Eliminating compositions of this kind, then, our writers find themselves thrown back on essay forms of one class or another, or on narratives of personal experiences.

The common refuge was an account of some locality visited, and, in certain cases, studied, through the medium of books. The number of such articles submitted was altogether disproportionate to the aggregate of contributions. It is true that they were, for the most part, fairly well written, but the magazine cannot carry much stuff of this kind which, after all, is not strictly literary. Further, when one receives three articles on the Jenolan Caves, all strikingly similar in matter and expression, one begins to suspect a guide book or a newspaper article as the source of inspiration.

With regard to accounts of personal experiences, these will generally vary directly as the keenness with which the experience has been realised. Young writers, such as our contributors are, should have enough striking experiences in a year to furnish a score of vivid and vigorous articles, but the trouble is that they only write under pressure at the last moment before the “Novocastrian” goes to press, and that is only twice a year. Now, while the young feel intensely, they forget amazingly quickly. As a consequence, what was vivid and interesting in February is by March as stale as last year's dead cat, and their account of the happening is dull and flat. If they could only be persuaded to write an account of an incident before the keen edge of their perception is dulled, they would get much invaluable practice, not a little amusement, and contribute to raise the literary standard of the “Novocastrian” enormously.

Much of the foregoing applies in some degree to attempts at descriptive writing from an alleged subjective standpoint.

It is true that a scene does not exist, except as a guide book record, unless there is some one to observe it, i.e., its existence depends on the thoughts and feelings aroused in the observer.

It is to be feared, however, that intense feeling is raised in but very few by the contemplation of external nature, and, unless it is genuinely produced from outside and not a spurious sentimentality evoked from within, the resultant description will be artificial in the worst sense. Such efforts were condemned in the case of poets nearly a century ago by no less person than Carlyle. He said, as nearly as I can remember, "Poets of old date being privileged with senses, had enjoyed external nature; but mainly as we enjoy the crystal cup which holds good or bad liquor for us, namely in silence or with slight incidental commentary. Never, until the Sorrows of Werther' were published did there arise a school of poets who said 'Come, let us make a description. Having drunk the liquor, let's eat the glass.'" We may add, that the feat requires a poet's digestion. The effect on school pupils is too melancholy; the circulation of their ideas is impeded, and they vomit up the most chaotic and unlovely jumble of words. Here is a sample—"At last I realised the truth! That memorable period of each day had dawned once again! Sunset, in all its splendour! For once in the day, and for a moment only, the clouds appeared motionless, and, in my imagination, took the forms of graceful dancers who had been ordered into the Royal Court—the heavens—to entertain their ruler, Old King Sol." The exclamation marks do help it out, don't they? And the recollection of "Old King Cole" is so happy as that amiable old monarch kept the wherewithal to inspire poets about the premises. It would seem that something of the kind was needed to produce the "dawning of sunset!" Yet the perpetrator of this twaddle could write good, vigorous straight-forward prose only six months ago. Turning to verse, it is somewhat noteworthy that no contributions of any merit were received from boys, and that there appear to be no poets in the school outside of III B and Fourth Year.

The poems published are, of course, highly derivative—that is inevitable, but they show really good craftsmanship, are melodious, and are, in one case at any rate, not barren of ideas.

Una Canning's work is easily the best, but "Ilfy's" use of alliteration, though slightly overdone, is neither unskilful nor uninteresting. It may be encouraging to aspiring verse writers to know that "Ilfy" submitted three poems at different dates, and that the first two were so full of technical faults as to be below standard. A marked improvement in verse writing can be made, even in a few days, apparently.

Jessie Semple's effort can not claim much on the score of originality, either of thought or expression, but to be able to write blank verse which does not read like uninspired prose is no mean

achievement for a third year student. The imaginative power and metrical sense of third year in general can be judged from the following:—

"Mr. Motte was in the seat,  
The class was in a fluster.  
It did its work for it didn't shirk,  
With all the strength it could muster."

And so did the chair, we presume. I am at a loss to know whether the second line of the following is proof of imagination or ignorance of historical fact:—

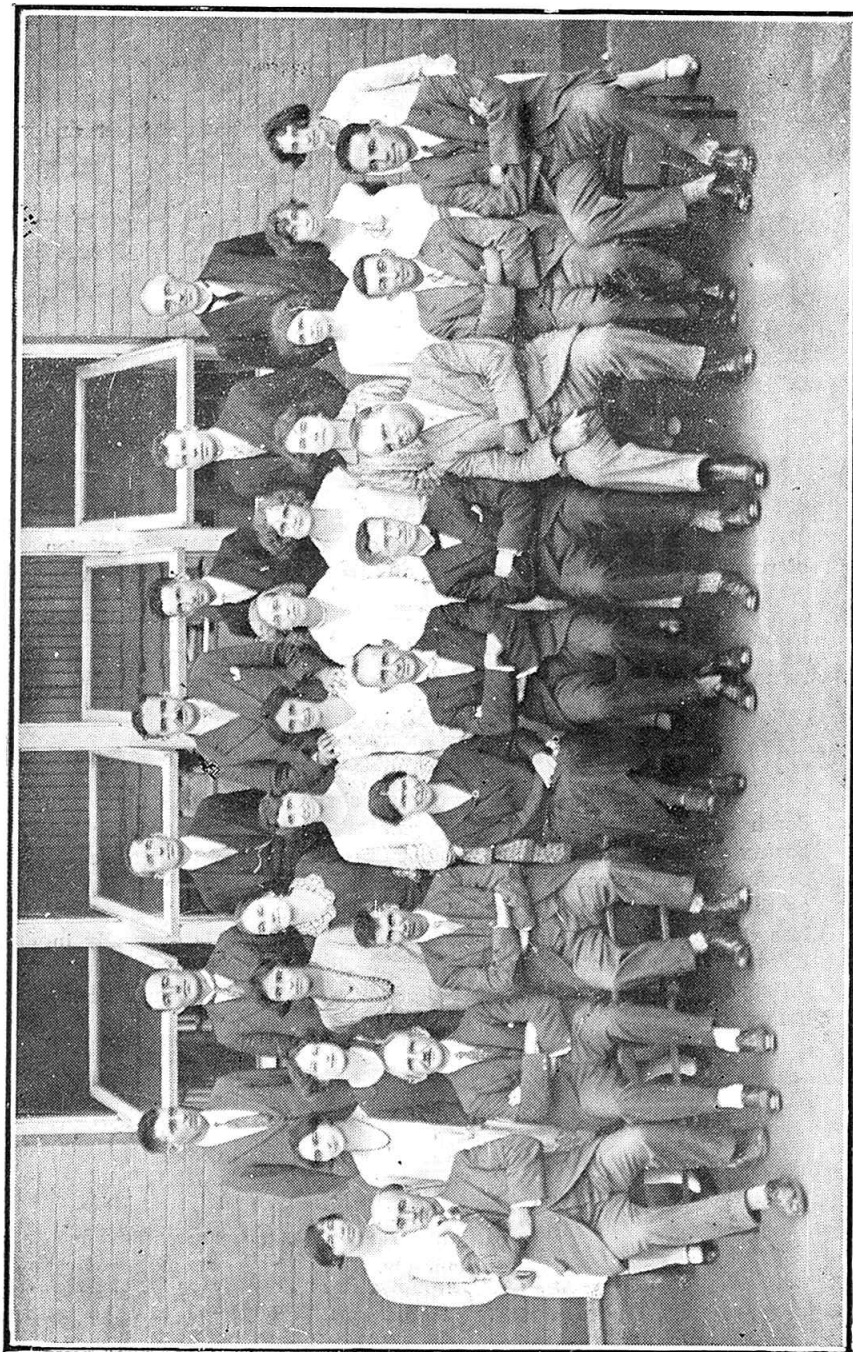
"But Hastings saw another sight  
When the cavalry charged at dead of night;  
The English ranks did turn to flight,  
With the Normans chasing rapidly."

The last issue of this magazine contained the Editor's opinion of parodies, but the verbal felicity of this stanza leaves him dumb.

Well, well, even Fourth Year has its Suffieni and Caesii. Here is a IV B effusion:—

"First of all came Rolo,  
The leader of the gang  
Consisting of Hall and Baker,  
Lieutenants of the plot."

This is beyond praise. Which shall we eulogise first; the depth of thought, the clarity and charm of the expression, or the beauty of the rhymes? A number of drawings were submitted, some of which were remarkably good, but only a few could be published, as their reproduction is an expensive matter, and is not justified unless the drawing, quite apart from its artistic merit, is generally interesting on account of its subject. We may remind some budding artists that it is impossible to reproduce work done in pencil or ordinary ink.



THE STAFF, 1929

## Head Master's Annual Report

Mr. Chairman, Ladies and Gentlement,—

To-night I take the opportunity of giving you a resume of the work of Newcastle High School during the year 1928. It is gratifying to note that you evince some interest in the doings of the institution by your presence here this evening.

In the matter of enrolments there were, during the year 1928, no less than 206 new enrolments, 158 being in the 1st year, 5 in the 2nd year, 5 in the 3rd, 36 in the 4th year and 2 in the 5th year. The large number of 1st year pupils was rendered possible by the provision of two new portable class rooms by the Education Department. The efforts of the High School P. & C. Association, of which Rev. A. R. McVittie is President and Mr. D. Jones is Hon. Sec., were largely responsible for the erection of these two rooms. The gross total of students on the rolls was 618, there being 329 boys and 289 girls. The effective enrolment for the December quarter was 534, of whom 287 were boys and 247 girls. Merewether, Hamilton and Waratah-Mayfield and Newcastle proper are the centres sending the largest number of students. It is somewhat remarkable that from some of the largest Primary Schools in the district, not more than one or two pupils are enrolled. There are possibly reasons for this but they are not particularly clear.

The Staff during the year was made up of 26 teachers, and in addition, there were part-time teachers of Art, Music and Physical Culture. All discharged their duties to the utmost of their abilities and the improved examination results and the healthy tone of the school is in no small measure due to them. Miss Henson's recent transfer is much regretted. There were some important changes on the staff during the year. Mr. R. Page, B.A., Deputy Headmaster of Modern Languages, was promoted in May last to the charge of Mudgee High School. His place was taken by Mr. J. H. Killip, B.A., who in his turn was promoted to the charge of Hay War Memorial High School, after not quite 4 months with us. Mr. W. D. Noakes, M.A., our English Master at the beginning of the year was transferred to Sydney High School on the appointment of Mr. Killip. Mr. J. Gibson, B.A., was appointed as Deputy-Headmaster and Master of Mathematics at the end of November, the school being without a Deputy Head for three months. Other appointments to the staff during the year were Mr. F. Jones, B.A., Modern Language Master, and Mr. H. Woodward, M.A., English Master. The transfer of so many members—and important members—of the staff during the course of the year's work cannot but have a disturbing influence on the work of the students, besides thrusting a heavier responsibility on the Headmaster. I am pleased to say, however, that the Chief Inspector of Secondary Schools has assured me he realises the hard-

ship caused by the frequent removal of teachers, and has promised to keep the staff as far as possible constant during 1929.

As regards the curriculum of the school, no change has occurred for some years. All classes study one Modern Language (French) and all classes, except a commercial class in each year, study Latin. During 1928 two students were studying Greek, and each secured an "A" pass in the Leaving and Intermediate Examinations respectively. The accommodation available for science students is appallingly inadequate and in an industrial district such as Newcastle it should be one of the best equipped sections of the school. Perhaps the most up-to-date science rooms in the State are contemplated for the dreamt of new Boys' High School. A wider range of science subjects after passing the Intermediate would be a distinct advantage for students. At present our boys and girls study Chemistry and Physics or Geology, no provision being made for Botany or Biology. The question of expense has doubtless influenced the Department in this direction. The re-introduction of German to the school's curriculum is contemplated at a later date.

I have often been impressed by the number of parents with whom I have spoken from time to time, who insist that certain subjects should not be studied by their children because these subjects are **useless** in after life; and a few words about the apparent **uselessness** of a subject may not be out of place.

It is a truism that facts we use, we keep; those we do not use, we lose. This is a universal rule. There appear to be exceptions to the rule. Firstly, we all remember things that we never seem to have used in any way; but these things are tied up with facts and ideas that **are** used from time to time, and this association brings back the useless with the useful. A second apparent exception to the rule is that nothing ever quite disappears from the mind, and that extraordinary circumstances bring back ideas that have seemed to be gone completely. But if a catastrophe is necessary to bring an idea back to memory, such an idea is lost for all practical purposes. A third objection to the rule may occur to some. There are peculiar individuals with minds like note books into which anything can be put and turned to at will. Such individuals are apparently so introspective by nature that they handle and re-handle all their mental stock for the mere pleasure of doing so, and without objective purpose. Normal persons do not have such mental habits. The average boy or man does not go into his mental storehouse for the mere pleasure of looking around and enjoying its contents; he goes into his mind for ideas only when the external situation demands that he do so. As a result, the universal rule quoted above, holds: the facts we use we retain, all others disappear.

But if the facts a student does not continue to use are lost to him, this does not mean that he should be taught only the facts he will use. In the first place, no one could tell precisely what facts these would be. No teacher would dare to prophesy just what the future occupation of individual pupils would be. Pupil and parent are even less able than the teacher to judge of abilities and opportunities. In the second place, the division of labour in modern society is so complete, and each man's work is of so special a nature that the schools would be unable to teach what each pupil would need, even if it were known for what one of the thousands of positions each individual were destined. This is the problem of vocational education—a problem that will remain for ever unsolved. In the third place, if the school did conceive its duty as teaching the facts a boy will need in his every day life, it would leave him, spiritually, in a miserable state indeed. If a man's daily round of occupation were his whole life, it would not be a life worthy of the man. He would be a soulless cog in a soulless machine. It is such a state of things the school should expressly avoid. The division of labour of our economic system forces upon all of us, in spite of ourselves, a narrow outlook, a special interest, a prejudice of class, a mental provincialism and some degree of spiritual atrophy. Heaven forbid that the High School should aid this disastrous process in any way.

When parents are disposed to lament the teaching of Geometry or French or Latin because Johnny will not have any use for these subjects when he leaves school, I trust they will look more deeply into the question.

The results of the Leaving and Intermediate Certificate examinations are for the most part satisfactory, when the frequent changes on the teaching staff is taken into account. In no subjects is the result of frequent transfers of teachers more apparent than in English and the Leaving Certificate students in this regard suffered lamentably. The results, however, taken all round compare favourably with those of any other school in the State, except for English and History. Newcastle High School passed 49 candidates out of 65 who sat. Newcastle High secured 7 first class honours, 16 second-class honours, 55 A passes, 178 B passes and 13 L standard passes. Earl McGann secured first place in the State in Chemistry, 9th in Mathematics; Harold Mitchell 10 in Maths, Leonard McRae, 6th in French, Jim Biddlecombe 16th place in Physics.

The Science passes were as good as any elsewhere despite our serious difficulties.



As regards the Intermediate Certificate, 81 candidates secured the certificate out of 83 who sat.

In English we secured 17 A passes and 62 passes.

In History we secured 3 A passes and 68 B passes; Geography 16 A passes and 44 B passes; Maths I, 17 A passes and 51 B passes; Maths II, 3 A passes and 67 B passes; Latin, 20 A passes and 25 B passes; French, 38 A passes and 38 B passes; El. Science, 9 A passes and 27 B passes; Bus. Principles, 14 B passes; Shorthand, 2 A passes and 12 B passes; Art, 3 A passes and 1 B pass; Music, 2 A passes and 2 B passes; Greek, 1 A pass; Tech. Drawing, 1 A pass. Total, 132 A's, 311 B's.

The best Leaving Certificate Pass was that of Earl McGann who secured 1st class Honours Chemistry and Mathematics, 2nd class Honours Physics, A's in English and Latin. Others who secured excellent passes were Harold Mitchell, Leonard McRae, Jim Biddlecombe.

The best pass secured at the Intermediate was that of Walter J. Kable, who secured 8 A's, and who, during the greater part of the examination, was ill with a temperature of 102 degrees. The passes of Trevor Penny and Frank Walker are also worthy, each securing 7 A's and 1 B.

What is eminently satisfactory is that the candidates who excel at their studies have mostly done well at sport. The 1st xv, perhaps the best team among all High School teams (Sydney schools included) contained 10 Leaving Certificate candidates and 3 Intermediate candidates. And of these, 6 were members of the 1st xi, and 3 of the 2nd xi.

Lest it be thought that examinations serve as an end in themselves, I wish to emphasize that competent teachers know practically as much about their pupils before an examination as after. Examinations are not primarily for testing the knowledge of the students, but as an urge to the student to organise, systematize and have ready that knowledge. They help to acquire the knowledge and make it coherent and usable. Any acquisition that is of any value costs an effort, and a knowledge composed of well-articulated parts is invaluable.

In defence of examinations in general, I would like to say that the period of intense application preceding an examination often represents, for some, more mental effort than has been expended during the whole year. Without the examination, this effort remains unborn. Further, these students are just the ones who need the incentive. Of course pupils cannot work under high pressure daily, but they should know what can really be done when occasion demands intense application. There are two important objections to this strenuous work before examinations: (a) it is not hygienic; (b) it

is cramming—an inferior type of study. But cramming may not be such a bugbear as we have been led to believe. If there is a proper review before the examination, cramming is likely to be at a minimum. Most pupils cram in a small way just before their daily lesson. If the pupil is not ready for the examination, due to lack of application during the year, the cramming is better than no effort at all. Of course, individuals of an extremely nervous temperament should be excused from examinations on the ground of health.

Again, examinations give pupils a sense of mastery which the daily work cannot do. To pass an examination creditably is a sort of pleasure.

Lastly, examinations represent life situations. Life abounds in uncertainties. It is good for every pupil to face some serious and perhaps uncertain problems occasionally. Nearly every proposition attempted in life has the factors of seriousness and some uncertainty. Furthermore, we must work hard and accurately under stress. To do this we concentrate our thoughts and discipline our body.

Many High School students will go into the professions and not only is the gateway barred by examinations, but once on the inside, one finds something akin to an examination every time a client appears or a patient seeks medical aid.

Among the extra-curricular activities of the school must be mentioned the School Union. A compulsory charge of 10/- per pupil per annum is made in order to secure funds for the purchase of sports materials, for library books; for printing the school newspaper "the Novocastrian," and to meet such school charges as the telephone, etc. A substantial credit balance is expected as a result of the operations of 1928. There are representatives of all activities chosen for the General Committee of Management, and in addition there are boy and girl representatives chosen from each class. The Committee meets once a month, and passes sums of money for the development of the various activities. It is a school parliament where representatives learn the principles of democratic government.

The school is grateful for the donors of prizes. In the first place, it owes a debt to Mrs. Alice Chichester, who has recently made available two substantial prizes of £5/5/0 each for the best boy and girl passes at the Leaving Certificate Examination. These will be known as the James Meikle and Elizabeth Meikle Memorial Prizes. In the second place the school is indebted to Mr. Sefton, of the Newcastle Business College, for an annual prize of £2/2/0 for the student securing the best pass in English at the Intermediate Certificate Examination. And lastly, the old "Novocastrians" in making available a substantial prize for the best boy and best girl

student of each year, have given proof of their very deep interest in the welfare of their Alma Mater.

The High School Parents and Citizens' Association have done splendid work in keeping the needs of the school before the authorities and the raising of a sum of £100 for the school libraries is an index of their power to help the rising generation.

The City Council of Newcastle has ever been the friend of the school, and the sports that are indulged in on Wednesday afternoon on Tennis Courts and Sports Grounds are the outcome of the Council's desire to develop a sound mind in a sound body.

The Press, both afternoon and morning, have rendered invaluable assistance to the school by placing its needs and aspirations before the public of the district.

Before another gathering of this kind eventuates, the girls will have left us. We shall envy them their palatial quarters in Parkway Avenue, Hamilton, and will continue to hope that the time will not be far distant when similar quarters are available for the boys.

In conclusion, I would like to quote James Russell Lowell, a famous American. He exaggerated a little when he said at Harvard University some years ago "that a university is a place where nothing useful is taught," but surely he exaggerated on the right side. And so it is with the High School. The chief object of High School teaching, of its library and its laboratory is, after all, to arouse intellectual interest, to stimulate curiosity and to send out young men or women on their voyage of discovery, filled with ardent enthusiasm, enriched by association with capable men and women and imbued with the high ambition to make the most of themselves and of their chosen field of labour. If even the most numerously attended High School can do this for 50 students each year, and if 5 of the 50 become distinguished and one of the five eminent, that High School has been successful; it has made a noteworthy contribution to the life of the State, to scholarship and to science.



FIRST ANNUAL REPORT OF THE OLD NOVOCASTRIANS  
ASSOCIATION

This body came into existence at a meeting of ex-students of Newcastle High School held at the Parish Hall, Newcastle, on 17th August, 1927.

Prior to this, at a somewhat similar meeting, provisional officers and a committee had been appointed to draw up a constitution for the proposed association. For this move the credit is due to Mr. M. R. Callaghan, who convened the meeting on behalf of a certain ex-student resident in Sydney. For the preparation of the constitution of the association, we are indebted to a sub-committee consisting of Messrs. N. T. Cragg and G. R. Scott and Miss Mulvey, Mr. Cragg's legal knowledge being particularly useful to the sub-committee. At the meeting on 17th August, 1927, the constitution was adopted and the following officers were elected: Patron: The Headmaster; President: Mr. B. A. Helmore; Vice-Presidents: Messrs. N. T. Cragg, E. C. Sara, V. H. Walker and G. R. Scott; Hon. Secretary: Mr. W. E. Hoskins; Hon. Treasurer: Mr. J. Howard; Trustees: Messrs. N. T. Cragg and B. A. Helmore; Executive Committee: Misses M. Mulvey, Z. Clarke, L. Silkman, Messrs. J. Arthur, A. Owens and A. Malcolmson.

It was decided to fix the annual membership fee at 3/6, the first to cover the period of 16 months to 31st December, 1928.

Since the first meeting, Mr. G. R. Scott, Vice-President, resigned on account of leaving the district and Miss Mulvey was appointed by the Executive Committee as Vice-President in his place under the powers conferred by the constitution, and Mr. J. Burke who had been keenly interested in the preliminary stages of the association was appointed to the vacancy on the Executive Committee. Later, Miss Z. Clarke resigned on account of her marriage and removal from this district. Subsequently at an executive committee meeting held on 30th October, 1928, Misses E. Young and E. Murray were appointed as members of the executive committee to fill the casual vacancies caused by the resignation of Miss Clarke and by Mr. Arthur's never having acted in the position of committeeman.

Miss Clarke and Mr. Scott were very valued and enthusiastic supporters of the association, and they have been much missed from executive committee meetings.

Throughout the period under review, executive committee meetings have been held every month and much business of importance has been transacted. In the social sphere the association has been

very active, and we think we may say successful. Early in the year, a moonlight excursion up the river on the s.s. "Kurnell" was arranged. This was particularly well attended, and was a financial success.

On May 29th, a dance was held in the Tyrrell Hall, which was also well attended, and later in the year the first Annual Ball was held in Tyrrell Hall, which definitely put the association on the map, so far as concerns social activities. Our thanks are due to numerous lady helpers for assisting to make the ball a success and it may not be out of place to mention particularly Mrs. Mulvey, who kindly undertook the whole of the catering arrangements, to the great benefit of the function.

The object of the association is to a large extent to keep in touch with the old school, and to show the interest of the ex-students in a practical way. We think we can claim to have lived up to this ideal. Despite the youth of the association, its executive committee co-operated with the Parents and Citizens' Association at a public meeting held to establish a library and equipment fund and donated £10/10/0 to this fund, which sum included the whole of the profits of the Annual Ball.

With the approval of the present headmaster, it has been decided to present to the retiring captains of the school in each year, a suitable and useful memento. It has also been decided to present prizes to the top boy and girl of each school year—a total of 10 prizes in all, and lastly we may mention that arrangements have already been made to present the school with a framed enlargement photo of Mr. C. R. Smith, the first headmaster. The headmaster has kindly undertaken to arrange a function at which the prizes and mementoes and the enlargement may be presented, and it is hoped that this function will operate to keep the association prominently before the minds of students just leaving or just about to leave the school. In addition, your committee has actively associated itself with the campaign for the building of a New High School or New High Schools, which campaign has borne fruit to some extent in the building of the fine New Girls' High School at Hamilton. At the laying of the foundation stone of this building, the members of your executive committee were invited, thanks to the courtesy of the Parents and Citizens' Association who had the arrangements in hand.

The committee through Mr. Walker, expressed itself as prepared to assist by giving prizes for sporting events at the Annual Sports Meeting, but on this occasion it was felt that no assistance was required on account of the healthy state of the sports funds.

In conclusion your committee thinks that it can without boasting, claim that its achievements have not been negligible—particularly

in view of the fact that the membership of the association has been limited to about 100. It feels that there is a certain amount of apathy on the part of ex-students and that instead of a membership of 100 we should have nearer 1,000. The annual subscription has been made a merely nominal one, in order to attract membership, and it is hoped that in the year which is now commencing, better results will be attained in this direction. We appeal to all ex-students to show their interest in the old school by joining the association.

Basil A. Helmore, President.

W. E. Hoskins, Hon. Secretary

#### EX-STUDENTS' NEWS

The start of the year has, as usual, seen a goodly batch of Old Novocastrians go forth from the precincts of the Teachers' College and University to educate young Australia.

Edna Weir is now teaching the 3 R's to the youngsters of Hexham, and Daisy Motum, who, despite the fact that she specially wanted a Newcastle appointment, was sent to Parramatta. Joyce Ward, at the Junction, and Les Charlton, at Charlestown, are showing the younger generation just how it should be done.

Dot Kenny and Mildred Young received Sydney appointments, at Chatswood and Rozelle respectively. Reay Hedley and Mary Cleary are both at their old school, Hamilton. Dot Luckham is teaching Art at Cook's Hill, and Mary Turner is at Bondi.

Among the male section, Chas. Goffet is at North Sydney High teaching French we presume. He intends taking a University course this year, along with Allan Cope, who is teaching at Carlton School. Frank Cahill is at Canterbury.

Harold Young was more fortunate in that he received a local appointment to the Junction. George Mowbray was at Adamstown, but has been moved to Bankstown East; and Herb Collins is putting it over at Catherine Hill Bay. Jim Short is 'way at some place (name unknown) about fifty miles from Grafton.

Jack O'Donnell, who started teaching last year is stationed at some place up North, where, he reports, he is a high official of all organisations, except, we understand, the local Sewing Circle.

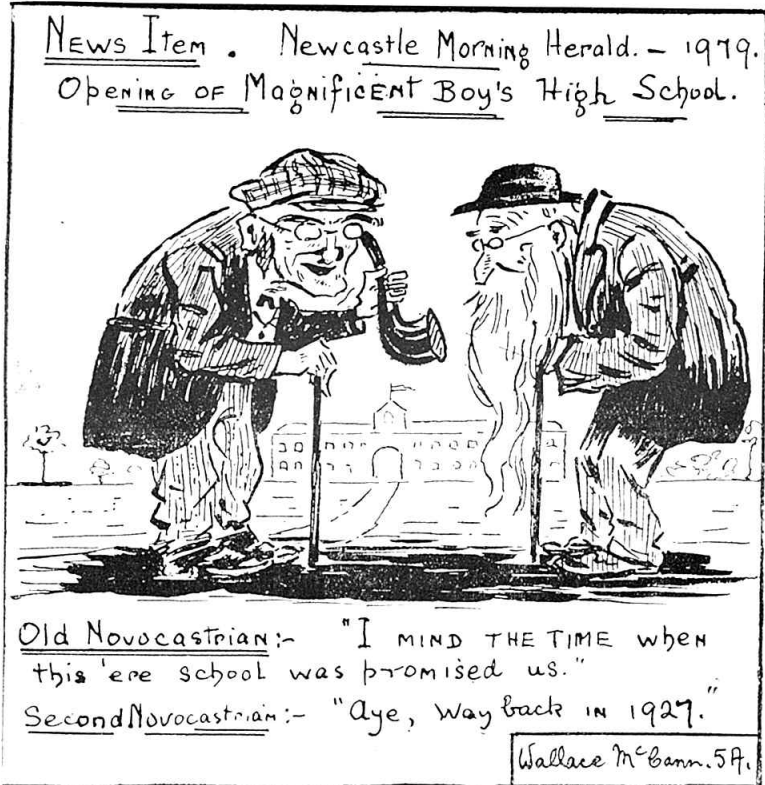
Bill Paterson and Ted Mathieson went out teaching this year, but, at time of writing we, "don't know where they are."

Met Keith Inglis in town recently—he is making the acquaintance of wrong-doers in the Hawkesbury district in his official capacity in the C.P.S. office at Gosford.

Dulcie Newton has been transferred from Charlestown to Gunnedah; Mabel Jenkins from Tighe's Hill to Murrurundi; Edna

Truscott from Gardiner's Road to Uralla, and Iris Fallon has gone to Manilla. Olive Frith, who was at Casino High last year has been moved to Armidale, where, besides teaching at the High School, she lectures at the Teachers' College.

Ex-students' names were prominent in the University examination results. We must congratulate Frank Rundle on annexing the Slade Prize for Med. II.



Bill Marshall negotiated Vet. Science I., very creditably, and Bill McMullen is still among the horses in Vet. Science II.

Jack Coles and Harry Carruthers are finishing their course in Med. I.

Noel Saxby's name appeared prominently in the Med. IV. results. Noel has two years to go to finish his "butchery" course.

In Science, Eric Duncanson, who is now taking his Honour's papers, Harry Clayton and Jack Quilkey are our representatives. Jack will become a B.Sc. in April, when the degrees are conferred.

In the Arts results a veritable host of names appeared: Marjory Woods, Jack Spark and Edgar Roxley graduate this year; in Arts II., Marion Waller, Rita Hilton, Eileen Tresidder, Molly May, Howard Cromarty, Frank Rush and Murray Callaghan; and in Arts I., Thelma Morris, Kath. Richardson, Tom Kitley, Bob Grierson, Aub. Brown, and Jack Smith. At time of writing the Distinction exams. have not been held.

Ron Peate has completed his Pharmacy course.

Jim Monaghan and Will Bell are keeping the name of the school alive in Economics.

Jim Brewer is our lone representative in Law; likewise Harry Thomas in Engineering. Harry is an aviation enthusiast; he has had his wings for about three years now and is piloting his own 'bus: He intends to tour Australia in the near future.

There is little to report in the sporting line among the Sydney ex-students.

Frank Rundle has taken up swimming again and is now a big gun in the S.U.A.C., as delegate to the New South Wales Swimming Association.

Harry Clayton met with success in the latter part of last year in the Dunn Shield Athletic contests, as a member of the Uni. team.

Ted Mathieson has been our only cricket representative this season. He has been playing with the Teachers' College XI.



Since the last issue of the "Novocastrian," many changes have taken place on the staff. Miss Henson has been appointed as Mathematical Mistress to Sydney Girls' High School. Her interest in the girls and in everything pertaining to the good of the school will be much missed. Miss J. Lemm has been transferred to Petersham Girls' Intermediate High, and Miss L. Firth has gone to Mudgee High School, where she will be working under Mr. R. Page, our late Deputy-Head. Mr. Roberts, our capable science master, has been transferred to Fort Street High School. Mr. Colville is now Mathematical Master at Parramatta High School. We wish success to all of these departing teachers.

\* \* \* \*

Mr. J. Gibson, B.A., is our new Deputy-Headmaster. He is also Mathematics Master, and was formerly on the staff of Newcastle High for a period of 12 years. He comes to us from Parramatta High School where he held the position of Master of Mathematics.

\* \* \* \*

Miss G. Brewin, B.A., Camb. Dip., has taken the place of Miss Henson as Supervisor of the Girls. She comes from Armidale High School. Miss Brewin is an Honours graduate of London University and was formerly on the Newcastle High School Staff before being transferred to Armidale as Supervisor of Girls.

\* \* \* \*

Miss B. Wilton, B.A., a graduate of Sydney University in Geography, Latin and Mathematics, has taken the place of Miss D. Dash. She was formerly on the staff of Cowra Intermediate High before receiving appointment to Newcastle.

\* \* \* \*

Miss R. Trant-Fischer, B.A., Dip. Ed., graduated in English, History and Latin, being an Honours graduate in the former. She comes to us from Inverell High School.

\* \* \* \*

Mrs. M. Tompson, B.Sc., Dip. Ed., a graduate in Mathematics and Chemistry, comes from Katoomba Intermediate High School.

\* \* \* \*

Miss L. Hodge, B.A., graduated in Mathematics and English, with Honours in the former subject. She comes to us from Petersham Intermediate High School.

\* \* \* \*

Mr. J. P. Austin, M.C., B.Sc., our new Science Master, comes from Sydney Boys' High School. He is an enthusiastic worker, and his organisation of the recent Swimming Carnival indicates that school sport will be helped considerably by his appointment here.

Mr. G. L. Reid, a new member of the Mathematical Staff, comes to us from the Canterbury High School, Sydney. Mr. Reid was appointed to Canterbury when it was opened ten years ago as an Intermediate High School, with three classes. He saw its growth to that of a first-class High School, with over 650 boys enrolled.

\* \* \* \*

Miss D. Dash, B.A., and Miss E. Fletcher, B.A., two members of the staff during 1928, now on their way to England to gain a wider experience.

\* \* \* \*

The Editor has received a letter from Mr. Bernard King, a former Master of this school, conveying his best wishes to the recent and present Fifth Year students. Mr. King is at present travelling in Indo-China.

\* \* \* \*

At the recent Leaving Certificate Examination, five students of this school were awarded University Bursaries and Exhibitions, and 39 gained Teachers' Training College Scholarships.

\* \* \* \*

It is worth noting that our athletes have been unusually successful in the recent examinations. The First XV contained 10 L. C. candidates, of whom 8 passed, and 2 I. C. students, both of whom were successful. The First XI contained six L. C. students, of whom 5 passed, and 3 I. C. candidates, all of whom were successful.

\* \* \* \*

One of the 3B girls notes with regard to the site of the new Girls' School, that whereas at present she has to swim in her classroom in wet weather, she expects next year to have to swim to it.

\* \* \* \*

A particularly handsome honour-board to hold the names of the winners of the Gardner Cup has been made for the school by Mr. A. Waterer, a member of our staff. We offer him our sincere thanks.

\* \* \* \*

The framed photograph of Mr. C. R. Smith, M.A., the first Headmaster of the school, presented on Speech Night to the school by old Novocastrians, is now hanging on the wall of the "office." It is hoped that the pictures of two other Headmasters—Mr. W. Williams, B.A., and Mr. F. McMullan, M.A.—will be available during the coming year. A complete gallery of former Headmasters will then be in readiness to adorn the walls of the new Boys' High School when it becomes an actuality.

\* \* \* \*

It is regrettable that more copies of the "Novocastrian" are not asked for by old students.

The High School P. & C. Association has to-date expended about £40 on new books for the library. These, together with the additions regularly made each year from school funds are severely taxing the space provided in the presses; and it is imperative that new presses should be provided.

\* \* \* \*

Carelessness has been noted in the treatment of books belonging to the library and ordinary school texts, and it is proposed to impose a fine on all students who do not exercise reasonable care when using the said books.

\* \* \* \*

The usual week's holiday at Easter is being dispensed with this year, and school will resume on Tuesday, April 2nd. There will be no Winter vacation, but three weeks' holiday will be enjoyed from August 5th to August 23rd. The Leaving and Intermediate Examinations will take place this year at the usual time—in November.

\* \* \* \*

The schools accommodation is taxed to its utmost. The most regrettable feature of the overcrowding is the fact that no provision can be made for a special Honours class of 23 who desire to secure Honours in English at the Leaving Examination. Likewise it is impossible to form a special Honours class of 16 in Mathematics. In addition, it is very difficult for teachers to give individual attention to students of History & English at the Leaving Certificate Standard when the classes number about 34 students.

\* \* \* \*

It is true that the Department of Education had, as its motive, a desire to make students comfortable when it recently had the old school building painted inside and out. But painting has in no way removed the very serious evil of poor ventilation. It might reasonably be asked, therefore, when anything is likely to be done in this direction. One master recently stated that if the Minister or Director of Education could be shut up with 42 students in Room 3 on a reasonably warm day for 10 minutes, the new school would be started in a week!

\* \* \* \*

The school is very grateful for the donors of prizes, particularly to Mrs. Alice Chichester for her gift of 2 prizes for the best boy and girl passes at each Leaving Certificate Exam. Each prize is valued at £5/5/0.

\* \* \* \*

The Old Students, too, show their interest by annually awarding a prize to the best boy and girl in each year.

There must be many citizens, supporters of the school and public bodies who would be prepared to award an annual prize; and any gifts in this direction would be heartily welcomed by the Headmaster.

\* \* \* \*

Recently a new water service was installed at the school, and it is now possible to secure a drink of water on a hot day. It is remarkable that a  $\frac{3}{4}$  inch service from the main was the sole supply heretofore. The pipe was so corroded on being unearthed that it was not possible to see through a piece 2 feet long, and it is difficult to believe that the school supply had to pass through this pipe. It is estimated that the pipe had been in the ground for 40 years. It is being kept at the Water Board Office as a "souvenir."

\* \* \* \*

While the text books have recently been forwarded by the Department, they are far from being sufficient for the school needs. For example, 250 Latin grammar books were ordered and 80 were sent. This means that some students will have to purchase their own books.

\* \* \* \*

The school is very grateful to the Central Methodist Mission in placing the Central Hall, King Street, at our disposal free of charge, for Speech Night. On other days such as Empire Day, the Hall has been similarly used by the school. We offer our thanks to Mr. Hynes and Mr. MacGregor for their kindness to us.

\* \* \* \*

The photographs recently published in the "Newcastle Sun" of the Swimming Carnival, were praised by staff and students alike, and we hereby offer our thanks to the "Sun" for its interest in us. A recent leading article in the newspaper and other references to the school have had the effect of putting our needs before the public of the district.





E. W. McGANN, best pass L.C. from N.H.S. 1st in State Chemistry, 1st class Honours Maths, 2nd class Honours Physics. A's in English and Latin.

## LEAVING CERTIFICATE EXAMINATION RESULTS

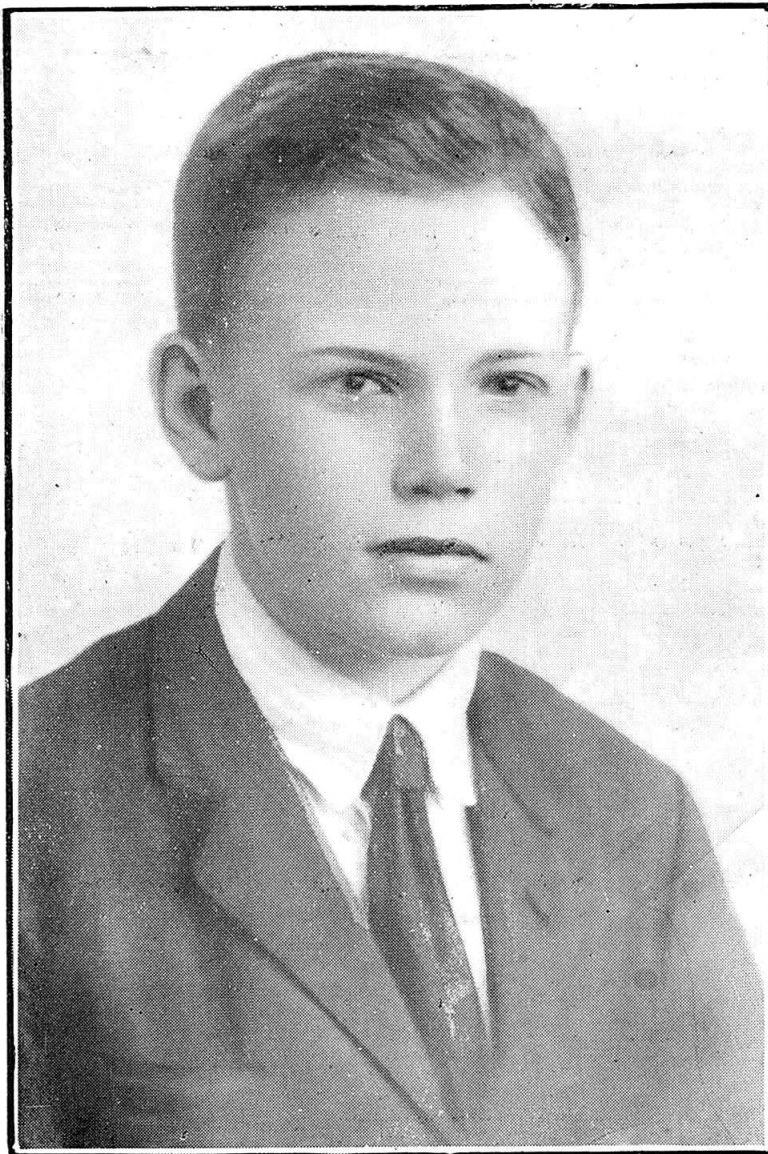
Key to Subjects—1 English; 2 Latin; 3 French; 5 Maths I.; 6 Maths II.; 7 Mechanics; 8 Modern History; 9 Ancient History; 10 Physics; 11 Chemistry; 13 Geology; 15 Art; 17 Lower Standard Maths; 18 Economics; 19 Music; 22 Greek. The sign "H" denotes First-class Honours, H2 Second-class Honours, "X" denotes Honours in Mathematics, (0) passed oral test in French.

	1	2	3	5	6	7	8	9	10	11	13	15	17	18	19	22
Armstrong, Eric A. ....	B	B	B	B	B											
Berriman, Harold F. ....	B		A	A	A	A				H2	B					
Biddlecombe, Jim ....	B		A	A	Ax2A					H1	A					
Blair, Nancy T. ....	B	B	H2oB	A												
Cairns, Raymond B. ....	A	B	B	B	A		B									
Churchill, Alfred W. ....	B	B	B	A	B					B	L					
Colman, Ernest C. ....	B	B		B	B					A	B					
Connell, Mollie C. ....	A	B	B	B	B		B									B
Danks, Robert Arthur ....		B	B	B	A					B						
Donaldson, Lancelot K. ....	A	A	H2	A	A					A	A					
Elliott, Frederick F. ....	B		L	B	B											
Ferguson, John ....	B			B	B		B				H2				B	
Firkin, Phyllis A. ....	B			B	B		B									
Galton, Robert B. ....		B	B	B	A					H2						
Gibbes, Fredrick J. ....	B	A						A						Pass		B
Kibble, Robert D. ....	B			B	B										B	
Gilmour, Esma D. ....	B			B	B		B								B	
Halcrow, James ....	B	B	A		B		B									
Harivel, Allan E. ....	B	B	B	B	B											
Heel, Mary A. ....	B	B		B	A						L					
James, William J. ....		B	B	B	B					B						
Jones, Eileen M. ....	B	B	A	B	B						B					
Gilbert, Doris C. ....	A		B	A	A		B									
Kinder, Samuel ....	B			A	B											
Lawrence, Jack ....	B			B	B	B				B	L					
Lowery, Edwin S. ....	B	B		A	A					H2	H2					
MacFadyen, Margaret D. ....	B	B		B	B											
Mairet, Archibald S. ....			B	A	A					B						
McGann, Earl W. ....	A	A		A	Ax1					H2	H1					
McLeod, Elgar ....	A		B		B		A									
McRae, Leonard F. ....	B	H2	H1	A	Ax2		A									
Mitchell, Harold A. ....	A	A	B	A	Ax1		A									
Murphy, Colleen ....	B	B	B	A	Ax2					B	B					
Porter, Eric Dudley ....	B		L	B	A					B						
Roberts, Enid Annie ....	A	B	B				B				B				Pass	
Robertson, Mary ....	B	B	L				B				B				Pass	
Rowe, John C. ....	B	B	A	R	B					B	L					
Rudd, Jack C. ....	B		B	B	B	A				A						
Ruttley, Joyce A. ....	B	B	B	B	B		B									
Smith, Lily S. ....	B	B	B	B	B		B									
Spence, Thelma M. ....	B	B	L	B	B		B									
Stem, Sylvia H. ....	A			B										B		B
Thomas, Griffith A. ....	B				B		B				B			B		B
Truscott, Joyce ....	B			B	B						B			B		B
White, Jean ....	B	B	A	(0)	B		B									
Willgoose, Daphne M. ....	B		L	B	B					B			A			B
Williams, James W. ....	B	B		R	B		B									
Williams, J. Kenneth ....	B	B	A	B	A		A									
Wines, Marjorie ....	B	B	L	A	B		B									B

## INTERMEDIATE EXAMINATION RESULTS

Key to Subjects—1 English; 2 History; 3 Geography; 4 Maths I.; 5 Maths II.; 6 Latin; 7 French; 11 Elementary Science; 15 Business Principles; 16 Shorthand; 17 Technical Drawing; 20 Art; 21 Music; 23 Greek.

	1	2	3	4	5	6	7	11	15	16	17	20	21	23
Arthur, James H. ....	B	B	A	B		A	A	B						
Baker, Roy ....	B			A			B	A						
Baxter, Allan G. ....	A	B	B	B	B	A	A	B						
Beeston, Philip V. ....	B	B	B		B		B		B	A				
Bennett, Harry S. ....	B	B	B			B	B							
Boland, Kevin J. ....		B		A	B		B	B	B	A				
Breakwell, Owen F. ....	B	B	A	B	B	A	A	B						
Brown, Thomas H. ....	B	B	A	B	B	B	B	A						
Bruce, Gordon ....	B		B	B	B	B	A	B						
Bunce, Douglas G. ....	B	B	A	B	B		B	B	B	B				
Campbell, Alfred J. L. ....	B	B		B	B	B	A							
Chapman, Elva A. ....	B			B	B		B				B			
Charge, Norman M. F. ....	B	B	B	B	B		B							
Cheetham, Thomas L. ....	A	B	B	A	B	A	B	A						
Coates, Joyce ....	A	B	B	A	B	A	A	B						
Collett, Trevor D. ....	B	B	A	B	B	B	A							
Collins, Joyce ....	B	B	B	B	B		B	B	B	B				
Dalby, Neville L. ....	B	B	B	A	B		B	B	B	B				
Dalziel, Hugh ....	B	B	B	B	B		B	A						
Dobbie, Jean F. ....	B	B		B	B	A	A	B						
Downie, James W. ....	B	B	B				B							
Evans, Thomas W. ....	B	B	B	B	B		B	B						
Fisher, Colin G. ....	B		A	B	B	B	B							
Fisher, Thomas D. ....	B		B	B	B	A	A	B						
Fitzgerald, Joan ....	A	B	B	B	B	A	B	B						
Fletcher, Shepheard J. ....	B	B		B	B		B	A						
Gibbes, Lola R. ....	B	B			B	A	B							
Gilbert, Freda L. ....	B	B				B	B							
Giles, Betty M. ....	B	B	B				B							
Greentree, Eva ....	A	B	B	B	B	B	A	B						
Green, Sylvia M. ....	B	B		B	B			B	B					
Hall, Mervyn ....	B	B				B	A	B						
Halloran, Alfred T. ....	B	B		B	B		B	A						A
Hannell, Leslie E. ....	B	B	B	B	B			B	B	B				
Harvey, Robert R. ....	A	B	A			B	A	B						
Hawkes, Audrey S. ....	B	B	A	B	B	B	B	B						A
Hellyer, Edna B. ....	B	B	B	B	B		B	B						
Hemming, Kathleen L. R. ....	B	B	A	A	B	A	A	B						
Hutchinson, Denver ....	B	B	B	B	B		B							
Hutton, Daniel S. ....	B	B	B	A	B	B	A	B						
Jefferies, Daniel ....	B	B	B	B	B		B		B	B				
Jones, Marjories J. ....	A	B	A	B	B	A	A	B						
Kable, Walter A. ....	A	A	A	A	A	A	A	A						
Laycock, Stanley M. ....	B	B	B	B	B	B	A	B						
Leemann, Marie M. ....	A	B	B	B	B	A	A	B						
Lees, Christna M. ....	B	B		B	B		B		B	B				
Longworth, Harold L. ....	B	B	B	B	B	A	A	B						
McWhirter, Elizabeth E. ....	B		B	A	B	B	A	B						
Martin, Valerie H. ....	B	B	B		B		B		B	B				A
Matthewson, John ....	B	B	A	A	B	B	B	B						



WALTER J. KABLE, 8 A's in Intermediate.



**Intermediate Examination Results.—(Continued)**

	1	2	3	4	5	6	7	11	15	16	17	20	21	23
McClymont, Dorothy M. ....	B	B	B	A	B	B	B							
McCook, Gwendolen A. ....	B	B	B	B	B	B	B						A	
McCormack, Barbara E. ....	B	B	B	B	B	B	B		B	B				
McNeill, Ida B. ....	A	B	B	B	B	B	A	B						
Mead, Eva ....	B	B		B	B	B	A	B						
Morton, Keith ....	B	B	A	B	B	A	A							
Murray, Donald D. ....	B	B	B	B	B		B	B						
Oakley, Beryl E. ....	B	B		B	B								A	
O'Keefe, Lerna M. ....	B	B	B	A	B		B		B	B				
O'Neill, Mavis M. ....	A	B	B		B	B	A							
Penny, John R. ....	B	B	B		B	B	A	A						
Penny, Trevor J. ....	A	B	A	A	A	A	A	A						
Prichard, Daisy ....	A	B					A			B	B			
Roberts, Dorothy ....	B		B				A	B						
Rowland, Norman T. ....	B	B		B	B		B	B						
Russell, Esme L. ....	B	B	A	B	B		A							
Ryan, William A. ....	A	A	B	B	B	B	A	B						
Smith, Jack S. ....	B	B	B	B	B	B	A							
Stewart, Richard W. ....	B	B	B	B	B		B							
Sullivan, Cecily E. M. ....	A	B	B	B	B	B	B					B	B	
Symes, Frank E. ....	B	B		A	B	B	A							
Taylor, Jean D. ....	B	B	B	B		A	A	B						
Tennant, Frederick H. ....	A	B	B	A	A	B	A	B						
Thomas, Enid M. ....	B	B	B	B	B		B		B	B				
Thompson, Ronald E. ....	B	B	B	B	B		B							
Towler, Enid S. ....	B	B	B	B	B		B	B					A	
Truscott, Jean ....	B	B	B	B	B		A					A	B	
Venn, John F. ....	B			A	B	A	A							A
Walker, Frank H. ....	A	A	A	A	B	A	A	A						
Wells, William K. ....	B			B	B	A	A							
Young, Margaret W. ....	B	B		B	B		B		B	B				

**EXAMINATIONS**

An analysis of the Examination results for the past year shows that the scholastic work of the school is satisfactory.

For the Intermediate, 83 sat and 81 passed, there being 132 "A" passes gained in the various subjects, and 315 "B" passes.

Of the individual subjects, the best results were gained in French, in which 38 students obtained A's and 39 B's—a result unapproached by any other school; Latin comes next with 20 A's and 25 B's; English, 17 A's, 63 B's; Maths. I, 17 A's, 51 B's; Geography, 16 A's, 44 B's; Elementary Science, 9 A's, 27 B's; History, 3 A's, 69 B's; Maths. II, 3 A's, 67 B's; Art, 3 A's, 1 B; Shorthand, 2 A's, 12 B's; Music, 2 A's, 2 B's; Greek, 1 A; Technical Drawing, 1 A; Business Principles, 14 B's.

Sixty-five candidates sat for the Leaving Certificate Examination and of these 49 passed. Seven first class honors were gained, 16 second classes, 55 A's, 181 B's, and 13 passes at the lower standard. The best results were obtained in Maths II., 2 first classes, (9th and 10th in the State), 3 second classes, 12 A's, 28 B's.

Maths. I. comes next with 2 first classes, 3 seconds, 8 A's, 29 B's and 3 passes at the lower standard; Physics, 1 first class, (16th in the State), 4 seconds, 4 A's, 9 B's; French, 1 first class (5th in the state), 2 seconds, 7 A's, 17 B's, 6 lower standard; Chemistry, 1 first class (first in the state), one second, 2 A's, 3 B's, 4 lower standard; Geology, 2 second classes, 4 B's; Latin, 1 second class, 4 A's, 26 B's; English, 9 A's, 36 B's; Modern History, 4 A's, 16 B's; Mechanics, 3 A's, 1 B; Ancient History, 1 A; Art, 1 A; Music, 3 B's; Geography, 3 B's; Greek, 1 B.

If these results be compared with those of other schools we shall find nothing to make us blush and, when we consider the disadvantages under which we have laboured during the past year,—unsuitable buildings, frequent changes of staff, etc.—it might seem that we could sit back and congratulate ourselves. That, however, we have no right to do.

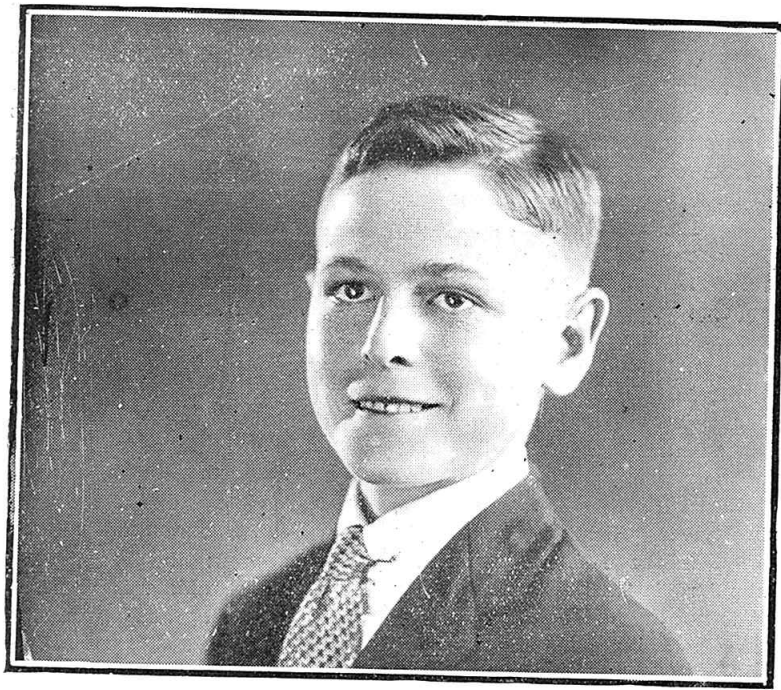
Waiving comparisons and our own peculiar difficulties, the Leaving Certificate results are frankly not good enough. The inconveniences, referred to, affected the I.C. candidates just as severely as they did those sitting for the L.C. and yet, while the former show some 2 per cent. failures, the latter proudly display over 20 per cent.

The responsibility for this rests upon the pupils themselves. With few exceptions they regard fourth year as a period of rest and relaxation; they have just passed one examination and the next appears remote; they are old enough to have learned all ways and means of dodging work and young enough to enjoy practising them; they are too old to be hectored and bullied, and too young to respond to anything else. Until taught by bitter experience, they obstinately shut their eyes to the difference between the L.C. and I.C. Examinations. In the latter, whatever may be the standard of the actual papers, the marking standard is low; an "A" pass can be gained without anything approaching an exact knowledge of the work prescribed and a "B" on the most superficial acquaintance with it.

In the L.C. the case is entirely altered; the examination standard is fixed and must be attained if the candidate is to pass; it is not conveniently lowered to the level of his abysmal ignorance. This marking standard is at least as far ahead of that of the Intermediate, as is the subject matter of the papers and, if this is two years in advance of the Inter., the whole L.C. examination is

four years ahead of it. Faced then with this position, what can the pupil expect who spends the first of the two intervening years in absolute idleness and the first three months of the last year in trying to unlearn the loafing habits developed in the preceding period?

In language work one would expect the fourth year student to enjoy the wider reading when, unconfined by examination requirements, he is no longer compelled to make a detailed study of one set text; to take some pleasure in comparing the style of various authors and in noting its peculiar fitness or unfitness to particular subjects; to show some curiosity with regard to the history of the people whose language he is supposed to be studying, and a desire to learn something of their social life and general literature of which he can read only an insignificant section while still at school. Instead of this we find author work prepared in the most slovenly manner and blundered through in class not only without the slightest appreciation of its literary value, but without the faintest effort to render the idiom of one language in that of another.

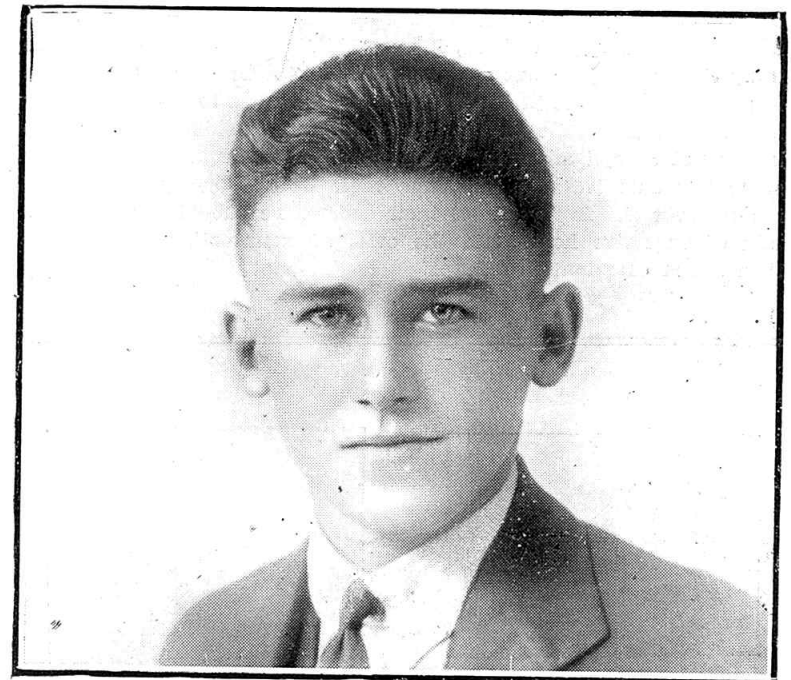


F. WALKER, 7 A's and 1 B, Intermediate.

Proses are written somehow and sometime, probably by a company in the half-hour before first bell, and filled not only with the strangest of strange phrase, but with the most abominable grammatical errors, with the result that the unfortunate teacher is compelled to confine himself to instilling some habits of mental discipline into his irresponsible and unreflecting charges, to burrowing into the dust heap of grammatical forms and abandoning all thought of teaching literary appreciation or expression.

In mathematics we see the same sort of thing.

Several candidates showered abuse on the maths. I. paper set at the recent L.C., on the ground that it contained no "bookwork," i.e. it did not require a mere statement of principles, but an application of them and this was too much to expect of students who had only left themselves six months in which to cover the entire course. Yet they were fine mathematicians; they said so; they knew the "bookwork" and why should they know more? On the same



TREVOR PENNY, 7 A's and 1 B in Intermediate.

principle a man with a bag of surgical instruments would have a right to set up as a surgeon.

Part of this trouble, too, is due to a mental attitude developed by the end of first year and thoroughly inveterate by the end of third—a superstitious reverence for 50 per cent and a disposition to regard the attainment of anything higher as, at best, super-erogatory.

So far as the Intermediate is concerned, one is tempted to remark that not only is the margin rather narrow, but that the candidate, who has gained a pass with, say, 6 B's has gained very little else and is, on the face of it, an ignorant fellow enough.

With regard to the future prospects, it can readily be seen that 55 per cent. in the Inter. is likely, at the expiration of a further two years to degenerate into 25 per cent. at the Leaving. A sound 75 per cent. in a subject at the Intermediate standard is necessary as a ground work for a satisfactory pass at the L.C., if only the customary amount of work is to be done, for, in addition to the increased knowledge required, it must be remembered that it is one thing to answer questions set by a teacher, whose idiosyncrasies one has spent three years in learning, in such a way as to gain a beggarly half marks, and quite another to satisfy an outside examiner who knows not Joseph and with whom Joseph is unacquainted. If only students would learn to apportion their work properly and spread it duly over the five years of their course, we should hear far less talk of excessive homework, the evils of examinations and, worse than all, of examination failures.



Some Junior Girls.



Tut's Cart

# POETRY

## THE CALL OF THE SEA

The soft wash of waves on a lonely shore,  
The murmur of wind o'er the sea,  
Warm golden sand and nothing more,  
Have come as a heart call to me,  
For the noise of the surf as in days of yore,  
Shows things as they ought to be,  
And the soothing sound of its ceaseless roar—  
I am longing to be free.

Oh, the call of the sea is in my blood,  
And the call of the driving rain,  
Tho' the way be hard and my boat be crude  
And the weak oars plied in vain,  
Though the way be rough and the billows rude,  
My heart sings in glad refrain :  
"Oh, I'm out of the city and out of the wood  
And out on the restless main."

—UNA CANNING, 3B.

## THE BROOK AND THE RIVER

The silent sleepy river,  
Winds slowly on its way,  
The tiny brook aquiver,  
Sends up its silver spray  
Across the dreamy river;  
The Willows weep and sigh,  
While bush birds sing so sweetly,  
To the brooklet babbling by.

—UNA CANNING, 3P

## MUSIC AND MELODY

There's music in the waterfall,  
That tinkles o'er the rocks,  
There's melody in tiny burns  
That feed the sparkling lochs.  
And in the bell-bird's wondrous call  
The golden notes peal through  
The silver silent solitude,  
Drenched by the evening dew.

—UNA CANNING, 3B.

FAIRY BARQUE.

Tinkling, tantalizing rill,  
Whither streamlet, dost thou go?  
Off to see the fairies trip  
"On a light, fantastic toe?"  
Or to bear a fairy barque  
With a fay queen in its bow?

Do you see the white nymphs dance  
By a sparkling lily pond?  
Gloomy woods, soft beams enhance,  
Shining through each fern's fine frond.  
Or cupid loose his deadly lance  
In a heart that grows more fond?

Rippling over waterfalls,  
Singing songs so soft and low,  
By a trailing vine-clad bank,  
Crimson with the sun's last glow;  
Tinkling, tantalizing rill  
Whither, streamlet, dost thou go.

—UNA CANNING, 3B.

AUTUMN

Through all the bush, stilled by the twilight hush,  
A sense of chilly silence now prevails,  
As thou, O Autumn spirit glideth thro'  
The woods, and, as thou fleet'st a whispering breeze,  
Follows thy tread and stirs the restless leaves  
From out their slumbrous apathy, which Summer  
Hath with her fierce heat instilled in them.  
In russet gown and trailing garlands gold,  
Thy queenly form glideth among the trees;  
Now in thy right hand holdest thou thy brush,  
And in thy left the palette. As thou passest,  
Thou delicately touchest every leaf,  
In russet brown, crimson, golden yellow,  
And fadest, like a brown wraith soft departing,  
Leaving thy lovely art all unprotected.  
To vandal Winter's storms and bleaching winds.

—J. SEMPLE, IIB..

BY MOONLIGHT.

Airy breezes, fitful, fragrant  
With the old-world scent of roses,  
Frolic in the mellow moonlight,  
Fan each faded flower that closes.

Fragile fragrance floods the garden,  
Mingling memories sad and sweet,  
Mystic, mocking, ever changing,  
Flitting round my garden seat.

—"ILFY," 5A.

A CREEK

Pretty little sparkling creek,  
Loved by all who see you,  
With your gentle soothing tones.  
Pretty little sparkling creek  
Rippling over tiny stones,  
Watering flowers of brilliant hue.  
Pretty little sparkling creek,  
Loved by all who see you.

—E. H., 4B.

There is nothing new under the sun. The following verses are a loose paraphrase of an epigram by the Roman poet, Martial who wrote at the end of the first century A.D., when the cancer of money grabbing was rapidly destroying the life of the Roman empire, when that great dominion built on ideals was crumbling, gradually being eaten away by the dry rot of materialism.

You wonder where to send your son to school?  
Don't talk of culture or of education,  
Money is all our need. The golden rule.  
Is start 'em young to study their vocation;  
Let literature be banned; don't let him read  
A thing except, perhaps the daily papers.  
A rose these days is but a useless weed.  
And Shakespeare fades while Chaplin cuts his capers.  
Thoroughly ignorant and brazen, he  
May rise to wealth and honours, if he add  
To these a trifle of dishonesty,  
So take fine care no learning makes him mad.  
Preserve the valour of stupidity;  
By money only let him measure right;  
Know profit good, and loss, per contra, bad,  
And cent per cent, his only guiding light.

—J.W.G.



### THE LAND OF SUNSET MAGIC

Away at last! Farewell, Australia, Farewell!

The huge ocean liner dashes through Sydney Heads, and soon leaves land dwindling in the distance. The dancing foam hisses and gurgles up the side of the ship like snow-white war-horses charging in battle.

We are leaving Fremantle after having paid due respect to Melbourne and Adelaide.

The boat is now passing through the Indian Ocean, heading her way to Port Said, which she finally reaches in the course of a few days.

From Port Said, our destined port, we travel by rail to Cairo, the capital of Egypt.

There we procure caravans and camels as well as guides to travel across the silent sea of sand to Timbuctoo.

We set off with the radiant morning sun, whose hot breath will soon be scorching the sands of the desert.

Ah! what is that looming ahead of us like a barrier to our progress? We soon find out as we approach that it is the ancient burying ground of the Kings and Queens of Egypt. We camp in their cool shade and explore to our heart's content their vaulted room, and secret passages.

Off again with adventure at our feet! We traverse one hot sand mountain after another, still eagerly watching for our next oasis. Ah! there it is, our next camping place.

But what is that curious being watering a noble horse at the spring? He is an Arab with flowing dress of white, richly ornamented turban and brown sandals. He salaams gracefully as we approach, but he is no longer noticed, for all eyes are turned to the setting sun.

The burning hot sun is sinking in cushions of mauve, yellow, gold, and violet. The reflection illuminates the sky with splendour; great saffron clouds are banked in masses, the evening breeze blows softly as though it too were transfixed with wonder.

Sand ridges are lighted up by this wonder of the heavens, and the palm-trees of the oasis are dancing in new colours; the water ripples from the spring in luxurious shades, but fades slowly as the sun slowly sinks to rest.

IRIS WILSON, 1B



### JENOLAN CAVES

#### HOW THEY WERE FORMED

On Saturday, 23rd February, a large assembly gathered in the Grand Arch to see the unveiling of a brass tablet bearing the names of those pioneers who were mainly responsible for the exploration and development of the Caves.

Professor David said that the Caves were formed from a coral reef. The deposit of the tiny coral insects had formed into limestone. The Caves were formed not by violent shocks or earthquakes, but by the slow eroding action of the water the honeycombing of the reef was started. The water carried in it a solution of carbonic acid, which dissolved the limestone. The underground river running far below the Grand Arch was still carrying on its work of making new caverns.

There is quite a tinge of adventure in the early history of the Jenolan Caves. M'Keon, a bushranger, was the first white man to find them. He did not tell of his discovery, but used them as a refuge. James Whalan, whose name appears first on the tablet as the discoverer of the Grand Arch in 1838, led the police to M'Keon's cave and captured him.

The fame of the caves spread over the Colony in the next twenty years. In 1867 Jeremiah Wilson was appointed caretaker. It was part of the caretaker's work to carry out exploration work, and in 1879, 50 years ago, Wilson found the Imperial Caves. The Lucas Cave had been found in 1858 and the work of opening up new grottoes and caves went on under a long line of caretakers. The Aladdin Cave was discovered in 1897, the River Caves in 1903 and 1904, the Temple of Baal in 1904 and the Orient Cave in the same year.

The exploring of the caves was a risky business, as is shown by the owner of the bones which gave the Skeleton Cave its name. He was an aborigine who had got hopelessly lost in the Cathedral Cave. Feeling his way round the wall he must have felt an opening near the floor. He stepped through and dropped seventy feet into the cave where his bones now lie.

The work of exploring in later days was very thrilling, as Mr. J. C. Wiburd, the present superintendent, can tell. He told of how they had to crawl through low, muddy passages for many feet, pushing the mud before them, of dropping over dark cliffs at the end of ropes, of having to swim the underground river to carry their exploration further. It took them six weeks to enlarge the entrance to the river so they could crawl through.

To-day work is being carried out so that more caves may be found and prepared for the appreciation of the 78,000 visitors who annually visit Jenolan.

R. STEWART, 4B

### THE ABERCROMBIE CAVES

Away in the heart of the bush and mountains and about 50 miles from Bathurst are the Abercrombie Caves.

The majority of people have never heard of them, as the Jenolan Caves are pre-eminent.

There are three inspections each day during which candles have to be carried as the caves are too far from Bathurst to have electric light.

From the road only a great gap in the mountains can be seen but once at the entrance one sees the beauty of the place.

The caves were frequented by bushrangers, especially Ben Hall, and some relics of his days have been found and are on view in a case at the entrance.

The Grand Arch is the largest and most beautiful limestone arch in the State and is classed by world tourists among the best of the world. The arch is limestone of a pinky colour and is a natural tunnel right through a mountain through which a river runs.

From different angles one sees various figures, such as Queen Victoria on the throne, profile of a woman, turtle's back and a poached egg, and many other things which are remarkably realistic.

In the arch are great mounds of a grey substance which, when seen by the light of magnesium ribbon, sparkle like myriads of diamonds.

Seen from the middle of the arch one opening appears like the map of Australia.

Many steps must be climbed to gain entrance to a cave where a mighty column, 35 feet in circumference, and 15 feet high, stands. Beside this are two other columns, a broken one leaning on a very thin one, 3 inches in diameter.

This cave is called King Solomon's Temple because of the spires and columns.

It is interesting to note that a stalagmite was kept under observation for 42 years and did not increase half an inch in height. The stalactites, however, grow much more quickly.

These caves were discovered in 1824, and it is thought by geologists that there are still some unknown.

F. J. VENN, 4A

### WOLLONGONG NAMED FROM THE SEA.

The town laid out, on the site where the detachment of the 40th regiment, under Captain Bishop, had encamped in 1826, by Surveyor H. T. White, had, as yet, no name, the locality being, however, known as the Five Islands, and to provide one, the assistance of the aborigines and the Pacific Ocean had to be invoked.

The former had up to this time brought only trouble and disaster to the European race that had invaded their territory, and who were eventually to possess it. The latter had for ages rolled in from where the sun rises thousands of miles away, and spent its forces on the rocks and sandy beaches of the coast, sometimes in peaceful mood, and sometimes in anger.

It was very angry on April 28th, 1770, when Captain Cook, in H.M.S. Endeavour, arrived off Red Point, and attempted to land there, for he entered in the log-book: "Tacked and hoisted out the pinnacle and yawl, and went inshore with the yawl, in order to land, but this was not able to effect on account of the surf."

The place where this attempt was made would be just N. of Five Islands, and now the entrance to the Tom Thumb Lagoon.

It was probably from the angry mood that the natives named the locality of the new township Wollongong, which being interpreted means "Where the sea rushes over the rocks."

Those who have looked down on to the breakwater and lighthouse when a stiff south-westerly wind is blowing can say the name is well chosen.

ELAINE ROBERTSON, 3B

### TRIAL BAY

Trial Bay is a well known section of the North Coast. Well known for more reasons than one, and particularly so in official circles. Thirty years ago, or more, the Government of the day set itself the task of building there a prison on a large scale, and did so, the first wing being completed, ready for the accommodation of prisoners in 64 cells, two years after the first stone was laid.

No prisoners were sent there, however, and during the next seven years various additional works were carried out until quite an imposing place was built, with massive grey granite turrets and an outer-wall strong enough to stand a siege.

Still the prison had no prisoners until the end of 1886, when a scheme was developed for building a breakwater by convict labour, the convicts being long-sentence men, who were comparatively approaching the end of their term.

The breakwater was intended to make Trial Bay a model