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Girls!

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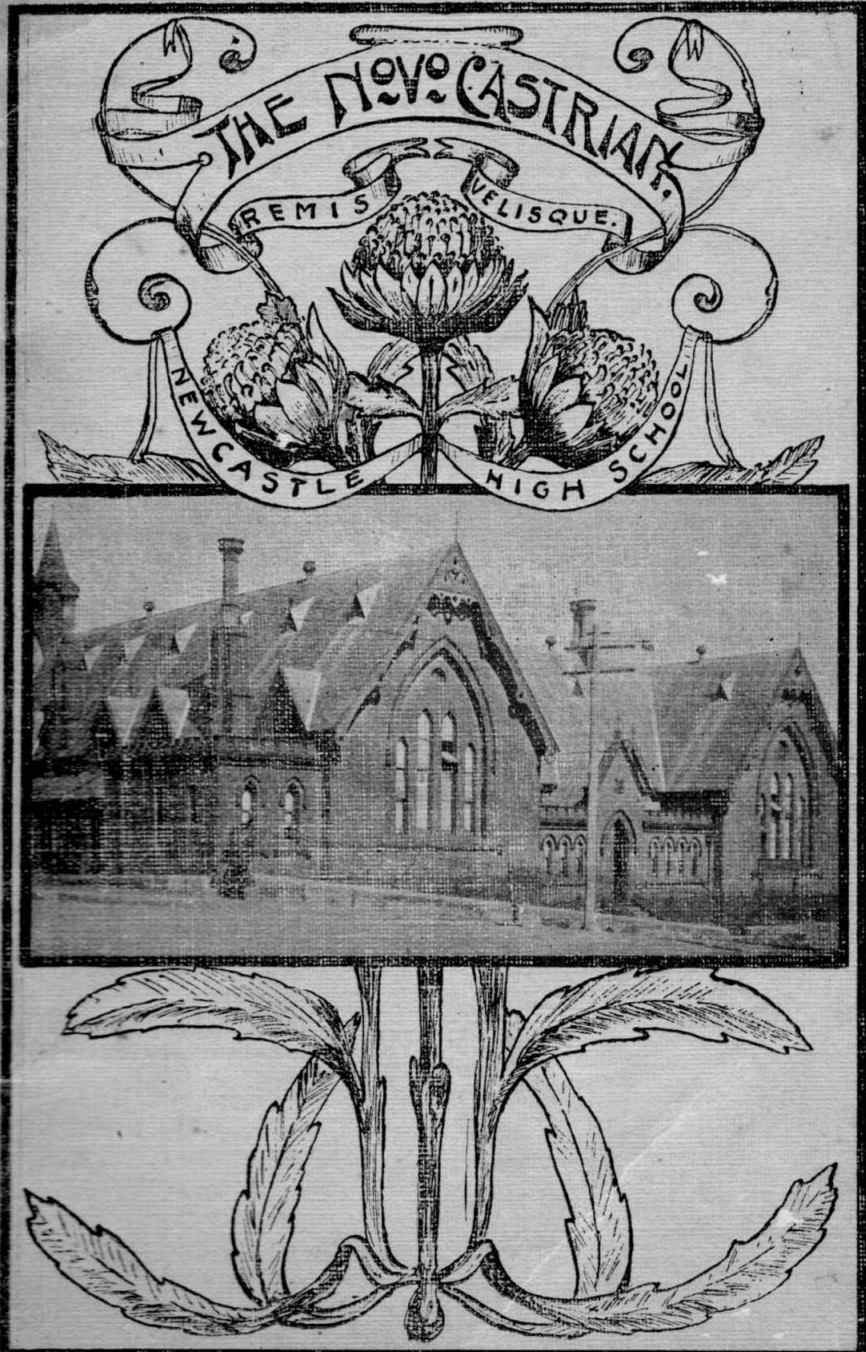
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The Novocastrian

THE MAGAZINE OF THE NEWCASTLE HIGH SCHOOL.

VOL. I.

FEBRUARY, 1913.

No. 2.

Officers.

Patron	...	...	...	C. R. SMITH, M.A.
Editor	...	...	...	J. W. HAYES, B.A.
Sub-Editor	...	...	...	H. L. HARRIS, B.A.
Sports' Editor	...	...	...	R. HOWARD.

THE real success of a school is as difficult to estimate as the real success of a life—neither is to be measured in terms of prizes won or medals gained. Yet, success in a school is as apparent and makes itself felt as surely as success in life; and just as we recognise the man who has lived successfully, when we meet him, by his honesty, his sympathy, and his faith, so we know a truly successful school when we enter it by the tone, the moral atmosphere, the relation between teachers and taught. If examination results could be considered a true and satisfactory test of a school's work, the past year has been very successful. But, if not, if there are battles in school life more difficult than those fought out in the examination room—battles where character is made or marred and personality shaped or distorted, then the success of last year is more difficult to gauge.

And it is just this success at which we must aim. The year is before us, just begun. The Seniors of last year, who have played their part nobly in the life of our school during the past few years, have left us, and although we parted from them with regret, we could not help feeling that their future was full of life for them, and we wish them the best of good fortune in it. A new group of pupils has entered the school and are already beginning to take their places in its work. They are invited to enter into every phase of its life, remembering that the complete manhood at which they are aiming is to be attained only by hard work, both with brains and muscles.

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"THE BUSH TEACHER."

(By Nellie Saunders).

"Attend to your work, Jessie!"

Miss Brown's voice woke Jessie from her happy day-dream. It was Friday morning, and for weeks past she had been longing for this special Friday morning to come, because that afternoon she was to go for a week-end holiday in the country.

How could she think of arithmetic with such a prospective in view?

"Get on with your work, Jessie!"

Again Miss Brown interrupted her. Miss Brown was very different from Jessie's ideal teacher—she was a little, nervous woman, with a long dark scar on her face. Jessie had never liked her, and to-day Jessie thought she was trying to spoil her happiness. The big bell rang, and a buzz ran through the room. "Those who have finished may show me their work and go." Jessie started; she had been the first to close her book, and only waited for the order before hurrying home as fast as she could; and now—how horrid Miss Brown was! on other days she would let them all go, but to-day she seemed bent on thwarting Jessie.

She opened her book—one untidy sum was done. Girl after girl filed past her with four neatly-worked sums, until only a few were left in the room.

Miss Brown waited a minute.

"Bring your books to me when you have done," she said, and left the room.

Jessie hurried with her work—two were done, then the third, and after a tussle with the plentiful eights and nines, the fourth was complete.

Frowning, she took her book to Miss Brown, and with a deeper frown, she returned. How she hated Miss Brown! Her eagerness to hurry home had vanished, and now she sauntered back sulkily for her book. There was Miss Brown's Reader on the table; suddenly she stopped; her eyes brightened, and she quickly tore a leaf from her note book. She would pay Miss Brown for keeping her back. "Do unto others as you would they should do unto you" she scribbled, and opening the Reader placed the note in it. As the fly-leaf turned she caught a glimpse of her teacher's name, Constance Brown, written on it, then closing the book, she picked up her bag and hurried home.

It was Sunday evening, and Jessie was driving home again. A light breeze wafted the sweet wild scent of the wattle to her, and the white daisies nodded from the wayside. Away in the distance a smoky haze hung over the mountains.

"That's the first bush fire this year," said the squatter's wife; "O! how I hate fires. It was years ago, Jessie, when I first saw their awful power. On the station was a small school, and the teacher used to live at the homestead. One hot sultry night I was awakened by a cry of 'Fire!' The teacher, too, had heard, and we both rushed out together. Volumes of smoke were issuing from the children's room; in a second the teacher realised their danger; she darted forward and soon disappeared in the burning building. Already flames were leaping through the smoke, and every second they grew brighter. Yet she did not appear, and I was wondering what I should do, when a small figure emerged from the burning door-way with the two children tightly clasped in her arms. How glad we were to see them safe and sound! But the teacher? A piece of falling timber had struck her, inflicting a deep wound on one side of her face. She bears the mark of it still."

"How I'd love that woman for a teacher," said Jessie, after a minute or two had elapsed, "if only she taught us instead of Miss Brown!"

"Miss Brown! Her name was Constance Brown."

Miss Brown never saw Jessie's hasty note, and before the big bell rang on Monday morning the forty girls in Miss Brown's class were admiring the heroism of the little Bush Teacher."

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Remember !

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IS

BARGAIN DAY

AT

 **WINN'S** 

The Library.

In the previous issue of *The Novocastrian* an appeal was made to the Senior Pupils of the School to come forward and manage the Library. The appeal was made at a rather unfortunate time ; the proximity of the examinations crowding out all other matters and nothing was done. It has been decided to reorganise the Library under a new system. A general Library for fiction and books of reference, open to every member of the School, will be established, together with special libraries of a more or less technical character for each of the various years. It is intended to incorporate the Library so closely with the work of the various departments that no pupil will be able to do satisfactory work who is not a member of it. Every pupil, therefore, will be expected to become a member of the Library. The fee, which is very small for value to be received, is fixed at 3d per month. The reorganised library will be opened shortly.

“Have you Seen a Flower.”

(Robert Lasker.)

Have you seen a flower in Summer time ?
How it hangs its head ! An elfin chime
Is rung on bells of blue and red.
Have you seen a flower nod its head ?

Have you seen a tree in Winter drear,
When flowers and joy lie on their bier ?
Have you seen its mystic dark-green shade
Believing the browns that Winter made.

Have you seen a star on moon-less night ?
How it cheers frail man with its guiding light,
Like a lamp of love by God hung there
Who cares if hid in the moon-child fair ?

Have you seen the sun when it sinks to rest ?
When a thousand flames burn round its breast ;
When it dips through the hills and sinks from view.
Taking with it the light and blue.

If you've seen these things, then not in vain
Have you borne life's deep suffering and its pain ;
For if through life you open not your eyes,
You'll miss some glory great in earth or skies.

Yet if these you've seen, you've not seen all ;
The glory is not with the tree top tall,
Nor fish, nor flower, nor sun, nor star,
For man is still the mightiest work by far !

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Boys' Sports.

CRICKET.

The Cricket Season has been a most successful one. This is no doubt due to the acquisition of the Cricket Ground. Practice on the turf wickets has been responsible for increased efficiency with both bat and ball, so much so that several of our players were asked to take part in the Trumper Testimonial, but owing to stress of fag had to cancel the engagement. Better results, however, could be obtained if regular practices were held under the supervision of a capable coach, and all desirous of entering the elevens would have to attend.

During the season the "A" team played matches with Maitland and Taree. On two occasions had we to acknowledge defeat at the hands of the Maitlanders.

The "A" team was as follows:—J. Herbert (Captain), H. Jenkins, J. Kempster, K. Garrett, W. Rushton, L. Jonet, J. Watt, L. Chippendall, D. Howard, M. Downie, A. Richards, A. Douglas, G. Scott.

We all regret the departure from our midst of Crummy Jenkins, and wish him the same success on the gold-field as on the cricket field. Before his departure a benefit was arranged for H.A.J., and the Hon. Treasurer has great pleasure in thanking you for your most liberal support. The proceeds amounted to £0 0s. 0d. J. Herbert, K. Garrett and J. Kempster are also soon to leave the district to pursue their studies at Sydney University.

In addition this season a School Cricket Competition is being held, in which four teams are eagerly striving to gain the laurels.

Competition points to date:—

No. 1 Team—J. Herbert's	...	x 1 point.
No. 2 Team—H. Jenkins'	...	— 1 "
No. 3 Team—W. Rushton's	...	— 1 "
No. 4 Team—D. Howard's	...	x 1 "

The matches were largely attended by those of the other sex, especially when the Maitlanders happened to be present.

CRICKET CHARACTERS.

J. E. HERBERT...Proved a capable captain; batted well, but not up to expectations, the result of fagging for the Senior; excellent fielder.

H. JENKINS...A good-all round man; tricky with the ball, good with the bat, and fit for any position on the field.

W. RUSHTON...An excellent cricketer; is generally knocked for 6, and then gets a wicket; responsible for high scores.

A. RICHARDS...A veritable "knight of the willow," so much so that he can knock runs with his eyes shut; bowls a fast delivery.

J. WATT...A great improvement on previous season's play; believes he has perfected a leg stroke—merely a stroke of luck.

A. DOUGLAS...Good all-round when in trim—a rather rare occurrence; hindered in run-getting by being a little stout—should take "Antipon."

M. DOWNIE...A bowler likely to do damage next season, splendid fielder; likes going in last, to have the pleasure of being not-out.

Experienced, Up-to-Date and Reliable.

F. W. J. FLETCHER, M.P.P.

[BY EXAMINATION].

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It pays you to be well served!"

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FOUNTAIN PENS.—From 3/6 to 15/-. Every
one Guaranteed.

SOLOMON,

Under **SCHOOL OF ARTS,**

Importer of Stationery, Fancy Goods,
Leatherware, &c.

L. JONES...Bowls a good length ball at medium pace; occasionally liable to do something with the bat.

J. KEMPSTER...Cotter's understudy; has a down on the back-stopper, and likes to knock his fingers out of joint; does intolerably well with bat.

K. GARRETT...Fields and bats well; rather inclined to slog, and thus gives many chances. His display is of great interest to the students of mechanics—the parabolic curve of a projectile. What ho!

L. CHIPPENDALL...Would like to play the game with a football, as then less trouble would be needed to hit the ball; is one of the stars of No. 3 Team.

R. BAKER...A true Australian cricketer—bowls a long hop; often goes for a walk up the pitch after each stroke—kind regards to wicket-keeper.

G. SCOTT...Has a sympathetic feeling for batsmen, never likes to catch them out, otherwise a scientific bat.

C. SCOTT...The prettiest player in the team; his fielding is unequalled from the opponents and spectators point of view. Is rather good with the willow, but would do better if not so pretty.

A. HOGAN...Now plays with his boots on; would do better with a little practice, but is rather offended at his not being selected in the first game.

D. HOWARD.—The wicket-keeper; always manages to get out of the way of the fastest deliveries—gives a good exhibition of side-stepping, in fact.

MISCELLANEOUS SPORTS.

BOXING is a sport which receives its due amount of attention as is well demonstrated by the condition of the gloves. In the Gym. bouts are daily managed by Mick, assisted by his band of trained pugs.

SWIMMING is indulged in by several boys on Fridays, and the last cable announced that one of our good swimmers, Longworth (Longy we call him at school) was winning a few races abroad. The aquatic brigade find the opening of the Baths a boom.

HOCKEY has come and gone. This prodigious game was played during the dinner interval in the Quad. Its advent was made possible by the number of loose palings to be found round the grounds. Its departure was made equally necessary owing to the lack of players, the more ardent ones being on the injured list. To the player who happened to hit from the wrong side, "Wail" was the cry.

BASEBALL is to be the game during the coming Winter, but since we are not yet initiated into its mysteries, the less said the better.

TENNIS.

Tennis is a game which is rapidly finding popularity, especially among the boys of the lower portion of the school. The extraordinary vigor put into the game is simply astonishing to behold. When there is a superfluity of racquets—needless to say they are in the lowest state of health—the chronicler has not iced seven ardent, very ardent in this case, wielders of the willow, playing on the one court. One remarkable feature of the Tennis Club is the lack of opportunities for the fighting force to prove themselves. One match was played against the girls and the result is still open to dispute. Great enthusiasm was displayed by the thousands of onlookers, excitement reaching its flood in the last set. Perhaps in the near future we shall have a School Tennis Competition or a Tournament, or what is more welcome, a series of matches with the girls, so that we may not grow stale for lack of argument.

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6th Annual Sports.

The 6th Annual Sports were held at the Newcastle Sports Ground in October last under most favorable circumstances. A sumptuous programme had been arranged by the Committee and keen competition was evinced in the various events.

In the challenges with M.H.S. we were not so successful as in previous years, winning but one of the three challenge events. The Maitlanders proved to be best jumpers, but we outclassed them in the 100 yards. Any chance we did have in the Relay Race was completely lost owing to our clumsy handling of the flag, thus allowing our opponents to gain this event by a very wide margin. Again general interest centered round the 8-aside Football Match. For weeks speculation had run high as to which of the four teams was to be the successful one. This position fell to the lot of South, skippered by J. Kempster. It is needless to say that K. M. G. Garrett won the 100 yards Championship, while Mick Hogan carried off champion honors on the bicycle.

Girls' Sports.

We, Newcastle High School Girls, must keep up our Tennis reputation again this year. The Committee will arrange matches against the Maitland Girls' High School, against the boys, and against other schools. Although very few of our players for this year have played in matches of this kind, we are not discouraged at the fact, but rather hope that their "doings" will exceed our fondest expectations.

The lower school contains many budding young players, who ought to give themselves more time to practice.

After Easter a Tournament will be held, and our cry will be: "You must not keep us in, we do want time to practice."

It is a pity more girls do not take advantage of the splendid opportunity to go to the Bogey Hole on Friday afternoons. Every girl, especially those living in a town like Newcastle, should be able to swim.

In Winter Basket-ball will claim our attention, and in this we are sure of holding our own.

At the end of this year let us say: "We have done something else for the School besides mere examinations."

In conclusion, we beartily invite the incoming girls to participate in all the Sport of the year.

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Brinsmead Piano.

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Form Reports.

FORM IV.

At last the members of our Class have attained the dignity of belonging to the highest class in the School, and now we look round from our dizzy heights (but alas! in vain) for the respect due to us. I think this could be shown more effectively by those who live (or learn) beyond our pale if they carried our bags up to school for us in the morning. The number on the class roll has increased from 7 to 12, two of the old Seniors and three old Probs. having joined us. (N.B.—I do not mean old in age, not in reference to the ladies, anyhow.)

The atmosphere of the class is still perfumed with mystic nautical phrases, such as “box the jib boom,” “furl the compass,” “hoist the bulwarks.” For the translation of this language we apply to L—C—, future deck-hand of the Stockton punt or commander-in-chief of the penny ferry.

A budding poet laureate nestles in the bosom of the class. He recently wrote an ode on a virtue which we are sure he always practices, especially when talking about the tin he obtained in the holidays. A singularly simple and laughable (?) joke was lately introduced by A—F—, and is much in fashion.

At the last Annual Sports, Richard Howard (“Pretty Dick”) greatly distinguished himself and brought much honor on the class by obtaining the honor cap. Les. Cooke also gained several prizes.

We bid fair to be flooded out during the present year by the streams of knowledge which are falling on us, certainly not “like the gentle dew from Heaven.” In five weeks, however, the taps will be turned off for a week, and we are all eagerly looking forward to March 20th, 1913.

P.S.—Many of us are gaining useful hints from R. L. Stephenson's “Virginibus Puerisque.”

FORM III.

Since last Report, that notorious conceit, which, as Form IIA, we were told several times, prevailed the atmosphere of our little studio, has been somewhat roughly and inconsiderately disturbed by an invasion of that Dishonorable Order of Probs., who have not yet been initiated into the rights of the Ancient Society of “Ever-Work A's.” They are very good at Maths., and show up our inferior knowledge beyond toleration. Nevertheless, apart from these grievances (a small fraction of the grand total) we feel extremely free and light-hearted, for the constraint placed upon our lively spirits by an approaching Exam. has been removed for a few months at least.

FAIRLESS BROS.,

Educational Booksellers and Stationers,
HUNTER STREET.

List of Text Books for High School Courses, 1913.

ENGLISH.—Literature, First Year.

Scott's Talisman ... 1/-	*Yonge's Book of Golden Deeds 8d
Doyle's White Company ... 1/6	Britain's Sea Story ... 1/6
Alcott's Little Women ... 9d	Arnold's Balder Dead ... 2d
Longfellow's Selected Poems	

Literature, Second Year.

Scott's Rob Roy ...	Macauley's First Chapter ... 6d
Tom Brown's School Days ... 8d	Shakespeare's Julius Ceasar 4d
Gatty's Parabies from Nature 1/-	Selections from Australian Poets, Part II. ... 1/6
Lockhart's Life of Scott ... 1/-	

HISTORY.—First and Second Years.

Rome...Creighton ... 1/-	Woodward's Outline History
Greece...Fyfe ... 1/-	of British Empire ... 1/9
Roman Antiquities ... 1/-	Jose's Growth of Empire ... 3/6
History of Great Britain...Tout 3/6	Jose's Short History of Australasia ...

ARITHMETIC.

Baker and Bourne's Algebra, I. and II. ...	Hall and Stevens' Geometry
--	----------------------------

LATIN.

FIRST YEAR.	SECOND YEAR.
Scott & Jones' 1st Latin Course, 1/6	Nepos' Select Lives ... 1/6
Scott & Jones' 2nd Latin Course, 2/6	Caesar's Invasion of Britain ... 1/6
1st Latin Translation... Rivington ... 1/6	Scott & Jones' Latin Grammar 2/-

FRENCH.

FIRST YEAR.	SECOND YEARS.
Seipmann's First French Course	Seipmann's Second Course ... 2/6
French without Tears, Part I. & II.	Yonge's Primer French History
Guerber's Contes et Legendes 1/6	Moreau Contes a ma Soeur ... 6d
Little Book French Poetry ... 6d	David le Trappeur Souvestre... 6d
	Un Petit Voyage a Paris ... 1/6

GERMAN.

FIRST YEAR.	SECOND YEAR.
Longmann's First Reader ... 1/6	Seipmann's Public School Primer
German without Tears, I. & II.	Primer of German History...Sime
Foster's Geschichten and Marchen, ... 1/-	Schmid Heinrich von Eishfels 2/6
Guerber's Marchen and Erzählungen, Part I. ... 2/-	Germany in Story and Song

All Books in above List and also those for Third and Fourth Year, obtainable at

FAIRLESS BROS.,

Booksellers, Stationers & Music Warehouse,

NEWCASTLE & WEST MAITLAND.

*Phone 43

Universal regret is expressed at the resignation of Miss Niau, who has ceased to hold that highly-enviable office of teaching us "Francais."

The original class has almost been annihilated by the advent of a Public Service Class, where the most popular, and carefully attended to, subject is Wasting Time. To join this ne'er-do-well class, then, have many of our members left the sacred precincts of famous Room 2. Amongst the deserters are a few of the fun-creators (nuisances, no doubt in the teachers' views) but whom we are sorry to lose nevertheless.

"Ihigonometrical Foonctions" are being studied enthusiastically this term, on account of the great interest centred therein, and of our extraordinary capacity for understanding them. Nerve troubles are prevalent in our midst at present, owing to the smartness of the Examiners in determining the Intermediate Results, and the Department's unaccountable haste in supplying our Third Year books. The female members have lost their two great tennis-players and the males their footballer (worse luck for them). Our second perusal of Seipmann's 2nd Course is being found more interesting by far than the first (we don't think). But as "Work!" is our motto, we must live up to it (until we're tired).

FORM 2A.

The beginning of the new term has brought many remarkable changes in the "old 1A." The Half-Yearly Exam. proved to be a stumbling block to many of our former members, and their places have been taken by the more diligent scholars from other sections.

We were unfortunate enough to lose our best "sport," Mat. Downie, but we may congratulate ourselves on having the dux of first year (Stan. Carver) in our exclusive class. Under such favorable conditions we shall endeavour to keep up the reputation of "2A," both in work and sport, during the present year.

Among the "lucky ones" at our last Annual Sports was "Aussi" Jameson, who achieved great applause by winning the Sack Race after several exciting tumbles. Allan Jones also brought honor to the Form by carrying off the championship of first year, after a fine race.

We have again commenced operations in boxing, and "Mert" Thomas seems to be well-fitted for the profession, attacking his opponents in real pugilistic fashion.

Looking on the dark side of things, we find that we are shortly to be troubled with "Caesar's Invasion of Britain," and one of our members has given his opinion of the Latin language in several fiery out-bursts.

However, we are working together, in hopes of gaining an Intermediate Certificate, and several of our best scholars aspire to carry off University honors.

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Richard Bryant,
HUNTER STREET.

2 B.

"B" Division is unlike other divisions in that it is good—if not in work then in play; in the former we generally fall short, but in the latter "never." We all like our jokes so that the tedious lessons of French and Latin fall into the background, but even these lessons are brightened up by a fresh joke by Mac—. The week generally begins with the happy smile of Mr.—, but this does not continue for an extra long period when a certain young gentleman begins to cough, which annoys that B.A. very much. We are gradually "passing out" in Latin and are all determined to work together next term for the "Intermediate Certificate."

2 C.

During the first period of 1913 "C" Division has seemed to have been urged on by a new enthusiasm for intellectual studies. They have only a few girls in the form, who are always anxious to answer all questions set before the Class. The boys are a hard-working lot and when an occasional smile from the girls is received they seem to be grateful for such slight signs of attention. As regards sport we can hold our own, although we are not many, for the motto of our class is "Quality, not Quantity."

The Class is ornamented by the many distinguished characters of "Bunny and his merry men," to whom we look forward to do "C" Division credit in the October Exam.

2 D.

Since the holidays the lower school has been arranged somewhat differently. We, 2D Class, consist of three young ladies and sixteen young men. The course of study which we pursue, although somewhat monotonous, has its interesting parts, namely, those which we leave out. Although not noted for progress—which, perhaps, I should not say, as our "backward" progress is somewhat remarkable—we are perhaps among the most famous in the School for conduct—good or otherwise.

In sports, I blush to say, we are not very forward, except perhaps in the Girl's Walking Handicap, which measures the distance between this educational establishment and the confectionery shop, in which I think the girls of this class would win easily. This, I think, comprises all our accomplishments, and although perhaps we are not the highest class of the second year, a certain gentleman mistook us for 2A, which says much for our intelligent looks.

Examination Results.

SENIOR EXAMINATION, 1912.

	History	English	French	Latin	Algebra	Geom.	Trig.	Meh.	Drawing		
Nellie Buttsworth ...		C		C	B	C	B				
Lily Cummings ...	M	C	C		A	B	A				
Andrew Douglas ...	M		C	C	A	B	B				
Arthur Foott ...	M		C	C	B	A	B				
Keith Garrett ...	M	B	C		B	A	B				
Jack Herbert ...	M		C	C	B	B	A	C	A		
Harold Jenkins ...	M	A	B	C	B	B	C				
Robert Lasker ...	M	B	A	C	C						
Aifred Smith ...			C		C	B	C				
Eric Thomas ...	M		A	C	B	B	C	A	C		
SUMMARY :—		1A 2B 2C	2A 3B 5C	SC	2B 4C	2A 7B 1C	2A 5B 2C	3A 5B 2C	2C	1A	Total 11A 24B 26C
	SM										61

UNIVERSITY BURSARY (Senior Exam.) 1912.

ERIC THOMAS.

TRAINING COLLEGE SCHOLARSHIPS, 1912,

IN ORDER OF MERIT.

JAMES KEMPSTER (5th among Male candidates).
STANLEY DIXON (6th among Male candidates).
FRANK MILLER.
EDWARD JONES.

NELLIE SAUNDERS (2nd among Female candidates).
IRENE BELLAMY (4th among Female candidates).

HILDA WILLIAMSON (6th among Female candidates).
RITA DERKENNE.
MAY RICHARDS.
ROSA WOODS.
WINIFRED BATES.
CHRISTINA MCLEOD.
VERA WELLS.
IRENE BLOMBERG.
NELLIE BUTTSWORTH.

INTERMEDIATE CERTIFICATE, 1912

Boys and Girls (Number of Passes, 48.
Av. Pass, 5.9 Subjects.

	Maths I.	Maths II	English	French	Latin	History	Science	Geogrp'y	Drawing	Manual Work
W. Calderbank ...	o		o	o	o	o				
S. Dixon ...	o	o	o	o	o	o			o	o
C. Fairley ...	o	o	o	o	o	o	o		o	
N. Goldworthy ...	o	o	o	o	o	o	o			
Geo. Gray ...	o		o	o	o	o				
C. Jacka ...	o	o	o	o	o	o	o			
J. Kempster ...	o	o	o	o	o	o		o	o	o
E. Lewis ...	o	o	o	o	o	o		o		
F. Miller ...	o	o	o	o	o	o			o	o
C. Pettinger ...	o		o	o	o	o	o			
H. Prince ...	o		o	o	o	o				
A. Richards ...	o	o	o	o	o	o	o			
W. Rushton ...	o	o	o	o	o	o	o			
C. Scott ...	o	o	o	o	o	o	o			
D. Shearman ...	o	o	o	o	o	o				
G. Scott ...	o	o	o	o	o	o	o			
D. Short ...	o		o	o	o	o				
W. Sturt ...	o	o	o	o	o	o	o	o	o	
V. Walker ...	o	o	o	o	o	o				
J. Watt ...	o	o	o	o	o	o			o	
R. Wilcox ...	o		o		o	o				
W. Bates ...	o	o	o	o		o			o	
I. Bellamy ...	o	o	o	o		o		o	o	o
I. Blomberg ...	o	o	o	o		o			o	o
V. Carroll ...	o	o	o	o		o			o	o
R. Derkenne ...	o	o	o	o		o		o	o	o
A. Gillespie ...	o	o	o	o		o			o	o
F. Harris ...	o	o	o	o		o	o		o	o
K. Hetherington ...	o	o	o	o		o			o	
E. Hirst ...	o		o	o	o	o				
E. Hutton ...	o	o	o	o	o	o				
N. Jones ...	o	o	o	o		o			o	
D. Lawson ...	o	o	o			o				
R. Light ...	o		o	o	o	o				
F. McCarthy ...	o	o	o	o	o	o			o	
E. McGowan ...	o	o	o	o	o	o			o	o
C. McLeod ...	o	o	o	o	o	o			o	o
F. Nancarrow ...	o	o	o	o	o	o			o	o
G. Richards ...	o		o	o	o	o				
M. Richards ...	o	o	o	o	o	o			o	o
C. Shearman ...	o	o	o	o	o	o			o	o
N. Shaw ...	o	o	o	o	o	o			o	o
N. Saunders ...	o	o	o	o	o	o			o	o
M. Stinson ...	o	o	o	o	o	o			o	o
H. Turner ...	o		o	o	o	o			o	o
V. Wells ...	o	o	o	o	o	o			o	o
H. Williamson ...	o	o	o	o	o	o			o	o
R. Woods ...	o	o	o	o	o	o			o	o

o Signifies pass in subject marked.

VISIT . .

A. G. LEE,

Boot and Shoe Warehouse,

(Late Hughes'),

BEAUMONT STREET, HAMILTON.

(For Ladies', Gents' and Children's Footwear).

A LARGE ASSORTMENT TO CHOOSE FROM.

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Seasonable Goods.****Prices Right.****JEWELS!**

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POTTER & CO.,**THE GOLDSMITHS' AND SILVERSMITHS' CO.,**

"Under the Clock," Newcastle.

School Notes.

Scholarship holders are notified that their scholarships are not tenable after the second year if unsuccessful at the Intermediate Exam.

We congratulate Mr. C. George, M.A., Mathematical Master, on his appointment to Sydney High School. Although only a short time with us, we have all learned to appreciate his sterling qualities.

We welcome our old friend and colleague, Mr. H. Cowie, B.A., who has been appointed Mathematical Master vice Mr. George. Mr. Cowie has always taken a great interest in the welfare of our School.

We also welcome Mr. R. McNiven, B.A., who has been appointed Assistant Master of Science, and Mr. C. Brown, who has charge of the commercial side of the School. The establishment of a commercial course should be a decided acquisition to the School.

General rejoicing on the part of boys and girls! The separation proposed last year has not come to pass.

Heartiest congratulations to Eric Thomas, one of last year's seniors, who has been awarded a University Bursary. He goes to the engineering school, as also does Jack Herbert. Keith Garrett and Bob Lasker go to the medical school. Thus we lose 4 prefects at one fell swoop. They take with them the best wishes of teachers and scholars.

In connection with the Training College Examination, the School has kept up its past good record. Fourteen candidates were successful in obtaining scholarships—among the girls Nellie Saunders secured second place in the State—a highly creditable performance. Last year we secured first place with Doris Raysmith. This surely is a record. Other girls who did well were Irene Bellamy, who secured 4th place, and Hilda Williamson, who secured 6th place. Among the boys J. Kempster was 5th, and S. Dixon 6th, in the State.

Hymen has been busy among our teachers. Messrs. Walker and Hallett have joined the honorable order of Benedicts, and it is rumored that one of the ladies on our staff has been pierced by Cupid's arrow. May all good luck go with them.

We would ask all pupils leaving the School to keep in touch with their "Alma Mater." They can do this by becoming subscribers to *The Novocastrian*, which will be posted to them quarterly on receipt of yearly subscription of 1/-. Their presence at the Annual Dinner is also greatly desired.

High-School Text Books, 1913.

FIRST YEAR.

- ENGLISH LITERATURE.—Talisman (Scott) 1/-. The White Company (Doyle) 1/6. Little Women (Alcott) 8d. Book of Golden Deeds (Yonge) 1/3. Britain's Sea Story (Speight and Nance) 1/6. Balder Dead (Arnold) 4d and 2d. Longfellow's Poems (Selected) 4d.
- GRAMMAR.—Higher English (Campbell) 1/6. English Language (Meiklejohn) 4/6.
- HISTORY.—Rome: History Primer (Creighton) 1/-. Greece: History, Primer (Fyffe) 1/-. Roman Antiquities: History Primer (Wilkins) 1/-. Greek Antiquities: History Primer (Mahaffy) 1/-. History of Great Britain (Tout) 3/6. Outline History of the British Empire (Woodward) 1/9. Growth of the Empire (Jose) 3/6. Short History of Australasia (Jose) 3/6.
- GEOGRAPHY.—Geography of New South Wales (Taylor) 3/6.
- ARITHMETIC.—School Arithmetic (Hall and Stevens) 4/6. New School Arithmetic (Pendlebury) 4/6. New School Examples in Arithmetic (Pendlebury) 3/-.
ALGEBRA.—Elementary Algebra (Baker and Bourne) 4/6.
GEOMETRY.—School Geometry (Hall and Stevens) 4/6. Elementary Geometry (Baker and Bourne) 4/6.
- TRIGONOMETRY.—New Trigonometry (Borchardt and Perrott) 4/6. Plane Trigonometry (Carslaw) 4/6.
- SCIENCE.—The Teaching of Scientific Method (Armstrong) 6/-. The Teaching of Chemistry (Russell) 2/6. Junior Chemistry (Adie) 2/6. Introduction to Chemistry and Physics (Perkin and Lean) 3/6. Introductory Course of Chemistry (Bausor) 2/6. School Chemistry (Wilson and Hedley) 4/6. Descriptive Chemistry (Newell) 4/6. Volumetric Analysis (Russell and Bell) 2/-.
BOTANY.—Introduction to the Study of Botany (Dendy and Lucas) 5/-. Plant Biology (Cavers) 3/6. Experiments with Plants (Osterhout) 6/6. Botany for Matriculation (Cavers) 5/6. Agricultural Botany (Percival) 7/6.
- LATIN.—First Latin Course (Scott and Jones) 1/6. Second Latin Course (Scott and Jones) 2/6. First Latin Translation (Rivington) 1/6.
- FRENCH.—Primary French Course, Pt. I (Siepmann) 2/6. French Without Tears, Pt. I, 9d. French Without Tears, Pt. II, 1/-. Contes et Legendes (Guerber) 1/6.
- GERMAN.—First German Reader (Longmans) 1/6. German Without Tears, Bk. I, 9d. German Without Tears, Bk. II, 1/-. Geschichten und Marchen (Foster) 1/-. Marchen und Erzählungen ((Guerber) 2/-.
SECOND YEAR.

- ENGLISH.—Rob Roy (Scott) 1/3. Tom Brown's School Days, 8d. Parables from Nature (Gatty) 1/-. Life of Scott (Lockhart) 1/-. First Chapter (Macaulay) 6d. Selections from Australian Poets, 1/6. Julius Caesar (Shakespeare) 4d.
- HISTORY.—Same as First Year.
- GEOGRAPHY.—Commercial Geography of the World (Herbertson) 3/6. Realm of Nature (Mill) 5/-. Physical Geography (Davis) 5/6. Physical Geography (Hughes) 3/6.
- MATHEMATICS.—Same as First Year.
- SCIENCE.—Same as First Year.
- BOTANY.—Same as First Year.
- LATIN.—Second Latin Course (Scott and Jones) 2/6. Latin Grammar (Scott and Jones) 2/-. Primer of Roman History (Creighton) 1/-. Nepos Select Lives (Earl) 1/6. Caesar Invasion of Britain 1/6.

HUNTER-THE-STATIONER.

High School Text Books (Continued).

- FRENCH.—Primary French Course. Pt. II (Siepmann) 2/6. Primer of French History (Yonge) 1/-. Contes a ma Soeur (Moreau) 8d. David le Trappeur (Souvestre) 7d. Un Petit Voyage a Paris (Ninet) 1/6. La Chasse au Loin (Gerard).
- GERMAN.—Public School German Primer (Siepmann) 3/6. Germany Historical Course (Sime) 3/6. Heinrich von Eichenfels (Schmid) 2/6. Germany in Story and Song, 2/6.

THIRD YEAR.

- ENGLISH.—Life of Captain Cook (Kitson) 3/-. Old Curiosity Shop (Dickens) 1/-. Plutarch's Lives, Vol. II, 1/3. Mrs. David's Funafuti, 1/3. Laureata, 1/6. Midsummer Night's Dream (Shakespeare) 4d.
- GRAMMAR.—Same as First Year.
- HISTORY.—Introduction to History of Western Europe (Robinson) 7/6.
- GEOGRAPHY.—The Story of Geographical Discovery (Jacob) 1/3. An Introduction to Practical Geography (Simmonds and Richardson) 3/6. The Practical Geography (Unstead) 2/6.
- MATHEMATICS.—Same as First Year.
- SCIENCE.—Same as First Year.
- PHYSICS.—Elementary Text Book of Physics (Crew and Jones) 6/-. Elementary Practical Physics (Watson) 2/6.
- AGRICULTURE.—Soils (Burkett) 8/-. The Soil (Hall) 6/-.
LATIN.—Latin Prose (North and Hillard) 3/6. Latin Grammar (Scott and Jones) 2/-. Cicero in Catilinam (Keene) 2/6. Caesar De Bello Gallico, Bk. VII (Brown) 2/-. Virgil, Aeneid, Bk. VI (Page) 1/6.
- FRENCH.—Wellington College French Grammar, 4/-. Primer of French Literature (Saintsbury) 2/-. La Tulipe Noire (Dumas) 1/6. La Belle Nivernaise (Daudet) 1/6. Deux Heroines de la Revolution—Michelet, 6d. Poemes Choisis—1/6.
- GERMAN.—A School German Grammar—Eve, 4/6. Handbook of German Literature—Phillips, 2/6. Die Zwei Bruder—Grimm, 6d. Der Neffe als Onkel—Schiller, 1/-. Lyrics and Ballads—Goethe, 6d.

FOURTH YEAR.

- ENGLISH.—Geoffry Hamlyn—Kingsley, 1/6. Virginitus Puerisque—Stevenson, 2/6. Essays—Bacon, 6d. Age of the Antonines—Gibbon, 6d. Laureata, 1/6. A Winter's Tale—Shakespeare, 8d.
- GRAMMAR.—Same as Third Year.
- HISTORY....Same as Third Year.
- GEOGRAPHY....Compendium of Geography, Australasia, Vol. I....Gregory Stanford. Compendium of Geography, Australasia, Vol. II....Keane.
- MATHEMATICS....Same as Third Year.
- PHYSICS....Same as Third Year.
- LATIN....Second Latin Exercise Book...Allen, 3/6. Latin Grammar...Scott and Jones, 2/-. Livy Book II....Conway, 2/6. Cicero Pro Sestio... Holden, 3/6. Horace Selected Odes, Bk. III...Page, 2/-.
FRENCH...Wellington College French Grammar, 4/-. Primer of French Literature...Saintsbury, 2/-. Corneille Le Cid, 1/-. Monte Cristo...Dumas, 2/-. Trafalgar...Mery, 6d. L'Expedition de Bonaparte en Egypte, 1/-.
GERMAN....A School German Grammar...Eve, 4/6. Handbook of German Literature...Phillips, 2/6. Der Staat Friedrichs des Grossen...Freytag. Harzreise...Heine. Minna von Barnhelm...Lessing. The Road to Italy...Goethe.

HUNTER-the-Stationer,
104-106 Hunter St., Newcastle.

Ex-Pupils' Dinner.

The 4th Annual Dinner of the Newcastle High School Ex-Pupils' Union was held during the first week of last Christmas Holidays, and was an unqualified success. Members of Parliament, School Inspectors, and other citizens of high renown, honored us with their presence. All went merrily "as a marriage bell," with our worthy President, Mr. C. R. Smith, M.A., in the chair.

Ex-pupils were brought into close social relations with each other. Some had not seen each other for at least a year, while others of the more lucky variety are reported to have had meetings at least two or three times per week. One might well say such meetings have a cause. Some of our Ex-pupils—the School is only six years old—have passed along that road where "nothing remains for them, not even suicide, but to be good;" others are entering on the same track, but will not take advice from their elder and more expert brothers and sisters.

Anyhow, whether through connubial bliss, or expectation of it, everybody seemed in the best possible mood for enjoying themselves to the full.

Having done justice to a fine spread, ex-pupils were regaled with musical items and toasts, and after the singing of Auld Lang Syne they set out for their homes—at times, for other people's homes first—with the full determination of being present next year. Let us hope that next year's meeting will be a greater success than this year's. This happy result can only be achieved by each ex-pupil taking a personal interest in the matter.

Let each commence by becoming a subscriber to *The Novocastrian*, the organ of their "Alma Mater," which will be posted to them quarterly on receipt of a yearly subscription of 1/-. By this Journal they will be kept in touch with the doings of ex-pupils throughout the year.

Clippings.

CHARADE.

Les rois habitent mon premier,
Les femmes cachent mon second,
Les hommes cultivent mon tout.

Bigotry is the unreasonableness of the other fellow,
Conscientiousness is the quality in ourselves.
Punctuality is the thief of time when the other fellow is late.

Birds of a feather flock together.
If so, which bird would have it,
and wouldn't he be lopsided?

A rolling stone gathers no moss,
Well, what good is the moss to the stone, anyway?

My first is French,
My second is English,
My whole is Latin.

Mark Twain once inserted a whole chapter from the Bible in one of his works, because he said, those who saw it there were not likely to see it anywhere else.

A Peep into the Past.

When "The Novocastrian" was issued, it was fondly believed by the Editor that his journal was the first of its kind in connection with Newcastle High School. But, not so. In this age of discovery, men spend their lives in searching for missing manuscripts, and at last a copy of the real first journal, "The Critic," which was written by the Senior pupils, and read aloud in the playground to the accompaniment of loud cheering, has come to light. It opens, as one might expect, with an Editorial, which declares that "It is with the utmost pride that we place before a clamouring public, the first number of our magazine, which, we have no hesitation in stating, will be unique in the history of the world. Those fortunate persons who are able to obtain a copy of this paper are advised to jealously guard and cherish it. These first numbers of "The Critic" will one day be of priceless value. Don't, therefore, don't, we beg you, after you have enjoyed the feast of wit and wisdom, we are about to spread before you, use our dainty pages as a wrapping for an orange or banana, or the all-pervading apple, which fortifies you during Trig.; don't forget that you are being given the best and most noble thoughts, the choicest efforts of wit and wisdom of the greatest men of to-day."

Then follows one of these "choicest efforts," entitled:—

"THE MYSTERY OF THE BLOOD-STAINED SAVELOY,"

or

"THE DETECTIVE'S DARING DEED."

A Long, Complete Story, dealing with the Thrilling Adventures of A—F—, the Famous Detective.

CHAPTER I.

It was day!

The sun was shining brightly, the birds were singing gaily, the flies were buzzing merrily, and the boys were talking unrestrainedly in the playground. Above all—even above the cheerful song of the spadger—could be heard the sound of boot meeting football, a pleasant sound which struck joy into the hearts of all the boys. But no, we are mistaken—into all save one, and that one is Prof. J—R—, Gr-r-r, X.Y.Z. He was standing—on his feet—in a corner of the spacious grounds (the plural sounds well). His usual vacant gaze was gone—his noble brow was clouded with a deep frown, and wonder of wonders! there on the ground at his feet discarded—

yes, discarded we say—was a bulky volume. Thus it can be easily understood that it was no light thought that the learned Prof. was debating in his enormous brain. From time to time, he shook his head dismally, or bit his nails savagely. For had not he a good reason to be savage? Had not a saveloy which formed a dainty part of his lunch mysteriously disappeared? At last he muttered fiercely—"Ha! I have it! My saveloy has been pilfered—The villains! Revenge is sweet! Revenge is mine! Revenge! Revenge!"

CHAPTER II.

It is still day! in fact, the time is only 1.2001 minutes later that the time of the thrilling and sensational situations enacted above. Around the corner of the carpentry shed a boy comes creeping. His look is keen and his eyes are eager. Lo! it is A—F—, the famous detective. He is on the track! The villains are doomed!

His keen eyes search the ground; he does not miss a single rock. Suddenly, with a loud cry of delight, the detective dashes forward. Yes, it is a bag—the bag—the bag in which the saveloy had been before the horrible theft.

"A valuable clue," mutters the detective to himself. "Ha! and what is that?" "a footprint! I have them! It is the villain's trail!"

Eagerly he measured the footprints with a piece of rope, and found that each measured exactly 31.9278 yards. Then, with a lofty smile on his sharp face, A—F— departed—departed to have his well-earned lunch and to refresh himself.

He had almost solved the mystery of the Bloodstained Saveloy.

CHAPTER III.

Little more remains to be told.

A—F—, looking full of wisdom, duly measured all the boots in the school. The villain was discovered and arrested by the famous detective.

The trial of the alleged thief was very sensational. Professor J—R—, the prosecutor, created a great sensation by withdrawing his charge, and it soon became known that in an absent-minded moment he had eaten the saveloy himself. Needless to say, the learned Prof. got the 1½d (which he had paid to A—F— as fees) refunded.

THE END.

Sitting on the Jury.

(From "The Gridiron.")

The following is a tale which shows the confusion caused by the ignorance of a country jury.

A man in a small country village had committed suicide, and twelve men from the surrounding district were chosen to sit on the jury. They were told that their presence would be required for about an hour on the following day. At the appointed time, Mike Bumpkin and Billy Dumpy, two of the jury, arrived at the village inn, the place in which the inquest was to be held. They discussed the matter over a pint of ale, and then Billy said to his companion: "It's fur a funeral we've come, ain't it."

"Weel," replied Mike, "I earn't rightly say, for I doan't know myself, but I thawt as it were fur a raffle."

One by one the others arrived, but the thing which seemed the most peculiar, yet which troubled them the least, was that no one knew why he had come, or what he was to do. They all had an indistinct notion that they were going to sit on something, but beyond that they had not the faintest idea what was to take place. At the specified time they were conducted into a large room, where they heard much but said little. After some time they were taken upstairs into the room where the body lay, and they were locked in. They stared at one another in amazement for a few moments, and then one of them said:—"Well, I suppose this is 'im as we've got to sit on; fur an hour 'ee said, didn't 'ee?"

"Aye, aye," was the only response. "Well, then, we might as well begin. Billy and Mike, you two come an' sit on this 'ere chap fust."

Accordingly they took it in turn to sit on the body, and then the last three stood on it, to make sure that the unfortunate man was really dead.

One of the men then said: "Well, mates, I don't think its any use sitting on the fellow any longer, fur ee's dead shure enuff."

They were all agreed on the last point, and when called for they were quite ready. "Gentlemen of the Jury," said the coroner, "What is your decision?" "Well," replied the foremen, "our opinion is that 'ee's dead, right enough, and that the poor feller 'ull ne'er do any 'urt."

The coroner was so astounded that for a moment he could not find words to express his indignation; at last he burst out with: "Take those fools away, and call together a jury of men not idiots."

Vitai Lampada.

There's a breathless hush in the close to-night—
Ten to make and the match to win—
A bumping pitch and a blinding light,
An hour to play and the last man in.
And it's not for the sake of a ribboned coat,
Or the selfish hope of a season's fame,
But his captain's hand on his shoulder smote—
"Play up! play up! and play the game."

The sand of the desert is sodden red,—
Red with the wreck of a square that broke;
The Gatling's jammed and the Colonel dead,
And the regiment's blind with dust and smoke.
The river of death has brimmed his banks,
And England's far, and honor a name,
But the voice of a schoolboy rallies the ranks,—
"Play up! play up! and play the game!"

This is the word that year by year,
While in her place the school is set,
Everyone of her son's must hear,
And none that hears it dare forget.
This they all with a joyful mind
Bear through life like a torch in flame,
And falling, fling to the host behind—
"Play up! play up! and play the game."

—Henry Newbolt.

French Schools.

The Schoolboy in France and the Customs of the French People.

(R. F. Harvey, B.A.)

To our High School pupils generally and in particular to those who have taken up the study of the French language and literature, or intend doing so, an account of how the French Boy lives and works should be of interest; and it is with the intention of arousing interest in this subject that the present article is written.

To begin with, French boys are not fundamentally different in nature from English boys. They indulge in the same mischievous pranks, and display the same short-comings. But there are characteristics which lead us to distinguish between the youths of the two nations. These differences of character will become more apparent when the life of the French secondary schoolboy is understood.

French Government secondary schools or *Lycées*, are not conducted on quite the same lines as our N.S.W. High Schools. In the first place, the *Lycée* is surrounded by high walls, which gives it a prison-like appearance. And the idea of a prison is not immediately dispelled on presenting oneself at the entrance gate. Alongside this gate is the "Conciergerie," the office of a "Concierge," and this latter functionary controls the opening and shutting of the gate. It is evident, therefore, that no student can pass in or out of the *Lycée* without passing in front of the conciergerie and thus coming under the notice of the concierge. No boys are allowed to leave the grounds without express permission, and if they are "pensionnaires" or boarders they are usually accompanied by a "surveillant," or kind of warder. The same surveillance is exercised over the pensionnaires in the dormitories. Very rarely are pillow-fights and other irregularities indulged in, for a "surveillant" sleeps in the centre of the dormitory on a raised platform or "estrade" surrounded by curtains. On the slightest disturbance arising the curtains are drawn aside and the offenders called to order. The "censeur" or supervisor of studies frequently pays visits to the dormitories, and sees that all are sleeping peacefully, by means of a spy-glass in the door, known as a "judas." The boys sleep till 5 o'clock, when they are awakened by the "roulement de tambour," for the drum has superseded the bell since the time of Napoleon. Many a lad wishes to remain abed at that hour, but the administration is unyielding and all who do not duly present themselves are specially interviewed by the censeur. This personage exercises the functions of a glorified policeman. It is his business to see that the boys serve their detentions and that no irregularities occur during the school periods. He looks after the inner workings of the school, while the "prioiviseur," who is the real "Head," has dealings with the parents and the outside public. At 6 o'clock the petit déjeuner is served and this repast usually consists of a cup of hot coffee and a piece of uncommonly thick bread. At 8 a.m. lectures begin and the intervening period is filled in by the pupils saying over their lessons to the "répétiteurs," under whose charge they are placed. The work generally repeated consists of passages from the standard French writers: e.g., Corneille, Racine, Molière, and other dramatists. This continual repetition not only enlarges the vocabulary but is calculated to exercise certain influence over the pupil's style of writing.

As regards recreation, the pupils are allowed 5 minutes between each lecture. From 11.15 a.m. to 12, and from 4 to 5 p.m., longer intervals of play are availed of by the pensionnaires. The games indulged in during these periods are Tennis, Football, Croquet, *Thèque* and *La Barre*. All of these games are popular, and Tennis and Football are played really well. The English terminology of the games is preserved or else the English is literally translated. For instance "le demi" is "the half," "passer au centre" is to "centre," "Lancer de la ligne de touche" = "to throw in," "garer à" = "to mark," (a man) "envoyer la balle en touche" = "to send the ball into touch," "la mi temps" = half-time and time, (tadjm) = time. Rugby football is the game generally played, and the French have become rapidly proficient. The Government takes a paternal interest in the introduction of English games, some £500 being spent annually in subsidising the various town clubs. Truly the French have progressed of late years, for it is not so very long ago since Mr. Ribot objected to the introduction of English games, as tending to destroy the "vigueur élégante" of the French boy. Cricket seems to remain an exclusively English game, for it cannot be acclimatized in France. There is no natural genius for cricket in the French race. It is often highly amusing to read descriptions of the game of Cricket given by French writers who have spent some time in England, and you would be led to believe that the writer was describing the gambols of strange animals. Tennis is not as common as might be supposed, and this is probably due to the costliness of Tennis courts. *Thèque* is a game not unlike baseball, with this difference, that there are more bases, and after the ball has been hit by the striker it is sufficient for the fieldsman to kick or touch it; he is not required to "centre" it. In this game none of the fine points of Baseball are displayed.

All of these sports are managed by a committee of students, who are appointed by the whole body of sporting pupils, and is known as the "société sportive."

"L'escrime," or the art of fencing, is also taught; but lessons in this worthy art must be paid for by the individuals concerned. The instruction is imparted by the "maître d'escrime," or fencing master.

The subjects studied in the *Lycée* resemble those of our own High School. Philosophy, however, is regularly taught in the two highest classes, the number of lessons given in this subject varying from 3 to 8 hours per week. Might not the wonderful conversational powers of the French High School boy be attributed to this early study of philosophy? For the stranger is impressed by their wonderful fluency in giving expression to ideas that are far from commonplace. The study of philosophy has undoubtedly a great deal to do with the question, but the general desire for conversation, exhibited by all classes, materially keeps in the clear expression of ideas for which French people are noted. Some men say that the wine drunk at every meal, by young and old, effects the nation's talking power, but the wine drunk is not sufficiently "capiteux" for that purpose. It may seem strange to us that the French boy at school always drinks wine at his meals. Yet such is the case. "C'est la boisson nationale."

The mention of the practice of wine drinking leads me to speak of the relative effects of the Frenchman's wine drinking habits and the Englishman's liking for beer. It is an undoubted fact that wine drinking communities have "keener and livelier intelligences than those who drink beer." Beer drinkers exhibit a slowness and stupidity that is not favourable to intellectual display. That is why Englishmen are less inclined to be irritable than Frenchmen for, though they may be heavy, in that heaviness there is peace. This tendency not to grow excited, which is not a characteristic of the French mind, may be looked upon as a safeguard of the English national character.

As an instance showing that Englishmen are less prone to grow excited than French people, my mind reverts to a conversation I once had with a Frenchman, the subject being the "South African War." The Frenchman let fall the remark that he admired the race that could remain unmoved in the face of such a series of disasters as had befallen English arms. "Why," he said, "if such a chapter of losses had befallen French arms there would have been 4 or 5 changes of Government at least."

Mathematics, History, Geography and Modern Languages are some of the remaining subjects taught in the High Schools. About equal numbers of boys study English and German. The increased study of German in late years is doubtless due to the fact that this subject is compulsory for all those desirous of becoming officers in the army. English is compulsory for boys entering the navy. Geography receives attention, but crude ideas still seem to exist about Australia. In an old text book I read that "Australia is a country of contrasts; that in that far distant land the trees give no shade because the leaves were turned edgewise to the light instead of being flat; that the barometer always rose to announce bad weather; that the cherries had no stones, the bees no sting; that the pears were that hard they seemed to be carved in oak."

It will interest our High School Pupils to learn that French boys and girls suffer from that awful nightmare—detention. But the detentions are served on Thursdays or Sunday. Thursday is the usual weekly holiday which takes the place of our Saturday. How would some of our pupils care to spend 4 hours on Thursday shut up in the school grounds? Or how would they like to remain within the precincts of the College on Sunday afternoon—a time when all the principle sporting fixtures take place? Regularly once a week, the proviseur makes a tour of inspection accompanied by the censeur. All boys whose work is unsatisfactory are called upon for an explanation by the proviseur. Those pupils who do satisfactory work are handed a slip of printed paper signed by the proviseur. This slip is known as a "Témoignage de Satisfaction" and enables the pupil to leave the lycée on Thursdays and Sundays for periods extending from 1 to 4 hours. All serious offences against the school rules are dealt with by a special meeting of Professeurs, the Proviseur taking the chair. This, a "Conseil de Discipline," has the power to expel a boy and practically mar his future career.



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