

NHS

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THE
Novocastrian



THE MAGAZINE
OF
NEWCASTLE
BOYS' HIGH
SCHOOL

JUNE, 1947



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J. CHURCH	K. POOLE
A. CROSS	G. POWRIE
A. DOWEY	W. RAINE
B. EDWARDS	E. REES
K. ELLIS	B. SUMNERS
J. GAIN	R. TOOTH
W. GARRY	G. TURNBULL
M. HELMORE	C. YARHAM
J. HOOK	

EDITORIAL

Of late there has been a certain amount of criticism bordering closely on abuse levelled at the directors of secondary education. Some cynical persons argue that with the present examination system high-schools have become nothing more or less than business-like establishments for grooming boys for examinations. They believe that all boys are treated as puppets and that no attention is paid to their distinct personalities. Even people who should know how ridiculous their accusations are have denied that the training a boy receives at school develops in him good habits, initiative, leadership, and what is more, a certain amount of self-confidence and independence. If any of these doubting Thomases were once high-school students themselves, they must be pitted for spending the best five years of their lives in such unbalanced states of mind as to be unable to benefit from the experience.

In all seriousness, I suggest a certain cure for any person who is suffering in this way. My suggestion is that he make it his business to become intimately acquainted with some aspect of, or department of a high-school for the brief period of five years. Five years, it is to be hoped, would be long enough for a group of boys to complete their high-school courses. Within these five years he would begin to realise the influence of studies upon character. He would notice the changes that take place inside the minds of the boys, especially during the last two years; school teachers would no longer be referred to as "masters of puppets"; "business establishment" would no longer be associated with "high-school."

His idea of success at school would probably change. He would find that the boy who derives most benefit and, incidentally, most enjoyment (and pleasure) from his school days is not necessarily the boy who is always dux of his year: nor is he necessarily the boy who is captain of a sporting group.

He may be neither, and yet he may be both. But always he is the conscientious, willing student, the enthusiastic sportsman. This is the type of boy a teacher prefers in his classes, the type a coach prefers in his team. If a school produces boys in this category, no sane person could call that school a failure, even if none of its boys eventually becomes a politician or a champion footballer.

However, in none of the school's activities would our friend see such a combined effort as in the school magazine. In practically any other matter can be seen the efforts of one particular section of the school, but in every magazine is evidence of the industry and initiative of boys from first year to fifth year. It is obvious, even to our friend, that the fact that the boys are willing to co-operate with their teachers during the preparation of a magazine, is a direct compliment to the organisation of high-schools. Such a spirit of co-operation could well exist in other spheres of life.

Just as present-day teaching methods have developed from now antiquated methods, so must our methods develop and finally be displaced by newer teaching systems. Our school buildings must eventually give way to more modern buildings; amenities for sport and physical culture must undergo considerable improvement; greater attention must be paid to libraries and music halls. On the surface school life is changing, old methods are being discarded for new ones, but underneath are the basic principles changing? Could education improve if fundamentally it were not sound?

E. JACOBS, 5A.

The Captain's Message

Our motto, "Remis Velisque," conveys to us a deep sentiment, and we should strive to uphold it not only throughout our school career but also in our after life. If we keep this motto in mind, we shall find that the inevitable difficulties which lie in our path will be encountered with a new vigour.

Our school has a tradition of which we are all proud, and we must remember that it is due to the combined efforts of many. It is up to us and to those who carry the torch after us to see that our school's reputation is held as high as ever in the esteem of the community. This I feel has been done and will continue to be done. Whether it be in scholarship, sport, or genuine manliness, our school as a body has done its utmost to live up to its tradition.

Perhaps the greatest factor which goes to make a school an institution in which all ideas harmonise is co-operation among those connected with it. A school may be likened to a team in which each member should pull his weight as a team member and not as an individual. The remaining essentials for a school's prosperity are summed up in the quotation: "Without ideas, without effort, without scholarship, without philosophical continuity, there is no such thing as education."

In growing from first year to fifth year students we can look back and say that our outlook on school life and its activities has completely altered. Possibly we feel that we have a responsibility to fulfil and also that we are about to step out into a world where we, as freedom worshippers, shall participate in our country's democratic affairs. So to those of the junior years I say that your future holds a great deal in store for you, and your method of overcoming life's difficulties will depend on your present attitude to the school, academically, in the field of sport, or as a good citizen.

I feel that here I should mention how proud we are to have so many servicemen represent our country—and our school—in the second World War. As freedom-loving individuals we find it hard to realise how people on the other side of the world are suffering under adverse conditions, but when we recall that "next in importance to freedom and justice is popular education, without which neither freedom nor justice can be maintained," we shall understand how much our country's position depends on the welfare of such schools as ours.

On behalf of the prefects, I sincerely hope that we have met with some measure of success in our efforts to carry out our various duties; and it is only your co-operation which has enabled us to do so.

My concluding wish is that you will carry on "with oars and sails," thus ensuring that the reputation which our school holds will not be marred, but will rather be enhanced in the years to come.

W. E. HURDITCH.

ROLL OF HONOUR 1939-45

Abbott, R. H.	Braye, N.
Adams, W.	Brierley, T.
Adamson, J. R.	Broadbent, A.
Ailwood, P.	Broadbent, C.
*Aird, F. S.	Brooks, J. H.
Alan, W. Y.	Brown, A. J.
Aldrich, P.	Brown, C.
Anderberg, F.	Brown, G.
Anderberg, W.	Brown, H.
Anderson, N.	Brown, L. J.
Anson, L.	Brown, R.
Ansley, R.	Brown, W. L.
An'hony, G.	Browne, D. S.
Armstrong, E.	Brownlow, C.
*Armstrong, J. W.	Bruce, H.
Armstrong, R. M.	Bryant, J.
Arnott, K.	Buckland, F.
Arthur, W.	Buckland, J.
Arthur, W.	*Burgess, C.
Aubrey, K.	Burke, C.
Aurelius, O. S.	Burke, K.
Avery, A. J.	Burrell, K.
Ayton, N.	Burt, G.
Bailey, D.	Byrne, T.
Baldwin, J.	Cairns, J. D.
*Bantfield, K.	Caldwell, D.
Barclay, H.	Caldwell, G.
*Barnes, N.	Cameron, B.
Barnes, L.	Campbell, C. D.
*Barrett, R. W.	Campbell, D.
Bastian, H. C.	*Camps, G.
Bastian, H. F.	Camps, H. A.
Barh, R.	Cann, M.
Beath, J.	Cann, M. J.
Beddoe, G. A.	Carroll, N. B.
Bender, C. A.	Carter, P.
Bennett, C.	Casey, J.
Benson, I. D.	Castleden, G.
Berkholz, R.	*Caston, S.
*Bernard, C.	Chard, J.
Beveridge, H. H.	Charters, Alan
Blythe, J.	*Charters, Aubrey
Boardman, E.	Chipchase, S.
Boardman, J.	Chiplin, J.
Borham, G.	*Clarke, A. A.
Boylan, T. H.	Clarke, A. T.

ROLL OF HONOUR 1939-45

Clarke, F.
 Clarke, K.
 Clarke, L.
 Clarke, W.
 *Clayton, C. H.
 Cleary, J.
 Cleary, W.
 Cliff, S.
 Close, J. K.
 Clyne, E.
 Cockburn, A.
 Colman, E.
 *Colman, S. F.
 Connors, D.
 *Connors, L. J.
 Cook, E.
 Corke, A.
 Corke, W.
 Corney, K.
 Cornish, J.
 Corrigan, B.
 Cotterill, R. G.
 *Coughlan, C. J.
 Coulin, E. F.
 Craig, D.
 Craig, M.
 Crawford, J.
 Crockett, P.
 *Crossman, J.
 Cummings, H.
 Cummings, R.
 Curran, C. F.
 Dalby, N. L.
 *Dalton, R.
 *Daniel, W. N.
 Dann, W.
 Dann, W. C.
 Dansey, A.
 Davidson, N.
 Davidson, W.
 Davidson, W. H.
 Davis, A. R.
 Davis, R. A.
 Davis, N. W.
 *De Clerck, A. G.
 *Deed, L.
 Dent, W.
 De Redder, R.
 Derwin, C.
 Dews, H. T.
 Dodds, W. J.
 Donahoe, J.
 Drury, A. G.
 Drury, T. P.
 Duncan, A. M.
 Easton, H.
 *Edmunds, I. G.
 *Edmunds, R.
 Edwards, N.
 Elliott, F.
 Elliott, J.
 Elliott, N.
 Engel, N. P.
 Engert, J.
 *Erwin, J.
 Evans, L. A.
 Evans, R.
 *Evans, W.
 Fergusson, J.
 Fidler, A.
 Field, F.
 Findlay, J. F.
 Findlay, J. S.
 Fitness, E.
 Ford, D.
 Ford, F.
 Forden, H. H.
 Francis, G.
 Fraser, D.
 Fraser, K.
 *Frith, E. F. H.
 *Frith, R. H.
 Frost, D. L.
 *Frost, R. R.
 Fryer, K.
 Gallagher, C.
 Gamble, I.
 Gardiner, B. S.
 Gardner, R. A.
 Gawn, R. L.
 *Geddes, A.
 George, R.

ROLL OF HONOUR 1939-45

George, W.
 Gibbs, R.
 Gibson, G. B.
 Gibson, G. R.
 Gibson, J.
 Gilbert, R. D.
 Gilmore, I.
 Gilmour, D. A.
 Girle, K.
 Glassop, L.
 *Gomm, N.
 Gould, W. A.
 Gould, A. T.
 Gourley, G.
 Grahame, W.
 Gray, C. H.
 *Gray, J. W.
 Greaves, T. H.
 Green, S.
 Griffiths, J. V.
 Grills, W.
 *Grimwood, J. R.
 Gurr, L.
 Halliday, K.
 Hallinan, N.
 Hallinan, S.
 Halloran, C.
 Hampson, A. P.
 Hann, F. L.
 Hannam, M.
 Hanson, W. A.
 Hardman, M.
 Hargraves, M.
 Harivel, J. A.
 Harrison, T.
 Harvey, T.
 *Hawke, A.
 Hayman, J.
 Heath, W.
 Hellyer, L. V.
 Helmore, D.
 Hemmings, W.
 Henderson, T.
 Henning, J. C.
 Herald, B.
 Hewit, E. J.
 Hewson, S.
 Higgins, C.
 Hill, J.
 Hilton, J. D.
 Hines, A.
 *Hingst, H.
 Hobbs, G. B.
 Hogan, A.
 Hogan, B.
 Hollingshead, P.
 Hollingshead, W.
 Holmes, A.
 Holt, B.
 Hopkins, C. D.
 Hopwood, A. S.
 Hoskin, L. W.
 Hesking, R. D.
 Heskins, M.
 Hoskings, W.
 Howard, J. H.
 Hudson, A.
 Hunt, D. E.
 Hunt, J.
 Hunter, R. A.
 Hutchinson, —.
 Hutchinson, M.
 *Jackson, F. P.
 Jackson, J. S.
 Jackson, W.
 James, R. J.
 James, W.
 Jenkins, J. J.
 Jenkins, W. J.
 Johnson, B.
 Johnson, C.
 Johnson, W.
 Jones, G. R.
 Jones, J.
 Jones, J. A.
 Jones, F.
 Jones, W.
 Jones, Wm.
 Judd, G. W.
 Kanard, M.
 Kanard, D.
 Keevers, D. R.

ROLL OF HONOUR 1939-45

Kellow, R. G. T.
 Kelly, A. A.
 Kelly, L.
 Keys, L.
 Keysell, N.
 Kibble, R. D.
 King, A.
 *King, L.
 Krempin, G.
 Kloster, W.
 Laffey, T. F.
 Layzelle, F.
 Learmonth, G. L.
 Leedham, C.
 Leedham, H.
 Leggo, J.
 Legoe, G.
 Legoe, J.
 Leslie, H. G.
 Levido, J.
 Lew, R. T.
 Linton, W.
 Locke, A. F.
 Longworth, R. J.
 Lowbridge, E.
 Lowe, G.
 Lowery, E.
 *Mackie, J. I.
 Maddigan, A.
 Maher, J.
 Malby, J.
 Manning, A. G.
 Marks, R.
 Mascord, D.
 Mason, G.
 Mason, R.
 *Mathieson, M. A.
 Maxwell, G. N.
 Mayo, T. A.
 MacKenzie, I.
 McCarthy, K. J.
 McCormack, C.
 McCrea, W. N.
 McKay, St. C.
 McKensie, I.
 McKim, K.
 McLoren, D.
 *McLeod, F. D.
 *McLellan, D.
 McMaster, A. S.
 McMillan, —.
 *MacRae, D.
 McRae, L.
 McRae, R.
 Meade, G. R.
 Meillon, J.
 Melville, K.
 Menzies, A. R.
 Mepstead, J.
 Metcalfe, H.
 Miller, J. L.
 Millington, K.
 Mitchell, A.
 *Mitchell, J.
 Molloy, B.
 *Mon'gomery, L. J.
 Mooney, P.
 Moore, J. W.
 Moore, R. H.
 Moore, W.
 Morrisby, J.
 Morrow, H.
 Morgan, F. W.
 *Marshall, L. E.
 *Moss, F.
 Mcwbray, E.
 Murray, R.
 Mullane, F.
 Myers, K.
 Nash, R.
 Neal, D. W.
 Needs, K. L.
 Neilson, C.
 Nettle, H.
 Neve, E.
 Newbold, A. H.
 Newbiggin, R.
 Newton, R. C.
 Nichols, D.
 Nickolls, W.
 Nobie, G. A.
 Norbury, W.
 Oakes, N.
 O'Connell, J.

ROLL OF HONOUR 1939-45

Ogle, R.
 Oldham, A. G.
 Oliver, A.
 *Ollis, J. N.
 Ollis, R. N.
 Ord, D.
 Oughton, F.
 Parkhill, J.
 Parkhill, R.
 Parkhill, W.
 Parsons, F.
 Parsons, G.
 Peate, D.
 Pelham, R.
 Percy, C.
 Percy, F.
 Perry, K.
 Pedger, W.
 Poilard, R. G.
 Potts, E.
 Potts, J.
 Poulson, —.
 Powell, S. L.
 Preshaw, J. O.
 Preston, W. L.
 Price, A. R.
 Procter, A.
 Pugh, W.
 Pullen, G.
 Pullen, K. J.
 Pullen, W. J.
 Quinn, J.
 Quinn, W. S.
 Randall, D. E.
 *Randall, J. E.
 Read, D.
 Reay, J. S.
 Redwood, H.
 *Rees, S. L.
 Rendell, H. E.
 Reynolds, D. L.
 Reynolds, F. G.
 Reynolds, R.
 Rich, G. B.
 Richards, R.
 Richardson, A. R.
 Richardson, D.
 Smith, L.
 Smith, R.
 Richardson, H.
 Richardson, R.
 Riley, H.
 Ringland, A.
 Roberts, T.
 Robertson, A. J.
 Robens, B.
 *Robinson, F. K.
 Robson, R.
 Robson, W.
 Rochester, R.
 Rodgers, M.
 Rowe, I.
 Rowland, J. A.
 Roxby, A.
 Royal, B. T.
 Rundle, P.
 Rush, B.
 Rushton, W. M.
 Rye, R.
 *Saunders, C. W.
 Schroder, J.
 Scorer, R. E.
 *Scott, R.
 Semple, W.
 Sharp, F.
 *Sharp, G. C.
 Sharp, K.
 Shaylor, C. F.
 Shephard, K. L.
 *Shepherd, G. A.
 *Sidney, K.
 Silcock, H. R.
 Simon, J. T.
 Simpson, C. S.
 Skelton, R.
 Starks, J.
 Sligo, D.
 Smallman, G.
 Smith, B. H.
 Smith, C.
 *Smith, D. H.
 *Smith, F. P.

ROLL OF HONOUR 1939-45

Smith, J. W.	*Ulzig, R. J.
Sneddon, G. J.	Vasey, J. B.
Soane, D.	Vasey, R.
Scwerby, F.	*Verdon, R.
Spohr, N.	Vidal, B.
Stanger, J.	*Vidal, R.
Steinbeck, W.	Viggers, G.
Stephenson, A. L.	Walkley, T.
Sterndale, ---	Walters, D.
Stewart, D.	Walters, F.
Stewart, F. W.	Warland, R.
Stewart, H. D.	Waters, J.
Stewart, J. N.	*Watson, D.
Stokoe, H.	Weir, A. R.
Stove, R. G.	Wellham, R. E.
Shafter, J. K.	Wells, W.
Streeter, O.	White, N.
Sullivan, A. E.	Whiting, M.
Sullivan, K.	Wayte, C. H.
Sussman, J.	Williams, B.
Sutherland, G.	Williams, G.
Swan, A.	Williams, H.
Swan, D.	Williams, J.
Tapper, H. J.	Williams, Jas.
Tapp, M.	Williams, K.
Tate, C. C.	Williams, R.
Taylor, A. L.	Williams, W.
Tewkesbury, R. H.	Willoughby, B.
Thomas, B.	Wilson, S. R.
Thomas, R. F.	Wilson, R.
Thomas, R. G.	Wingett, E.
Thomas, W. M.	Wingett, V. C.
Thompson, R.	Wood, E.
Timbury, R. S.	Woolley, F.
Tiplady, M.	Woodman, R.
Toomey, L.	Wright, D. L.
Trevallion, K.	Wright, J.
Tubb, J. A.	Wylie, K.
Turner, C. G.	Young, B. J.
Turner, F. A.	Young, H. G.
Turner, G.	*Young, H. N.
Turner, J.	Young, W.

*Died on Active Service.

(Readers will appreciate the difficulty in compiling a complete Honour Roll. We shall welcome any additional information.—Ed.)

Speech Night

On Thursday, 29th May, the school held its Annual Speech Night. Unfortunately, owing to rain the attendance was not as great as previously expected. However, most of the school and many parents and friends attended.

We were disappointed not to have with us the Mayor of Newcastle (Alderman Quinlan) and the Minister for Education (Mr. Heffron, M.L.A.), Alderman Lewis (the Deputy Mayor) and Mr. Hawkins, M.H.R., ably deputised for them.

During the course of the programme many fine speeches were heard, the most notable being those of Mr. Hawkins and Mr. Preece, President of the Parents and Citizens' Association. Mr. Preece's speech was spirited, highly instructive and, in parts, very amusing.

The School Report and the Sports Report were read by the Principal, Mr. Pillars, and the Assistant Sports Master, Mr. McRae, respectively. These reports showered credit on the school, both in sporting and academic spheres.

The presentation of prizes, sports trophies and "Blues," was one of the highlights of the evening - the prizes being presented by Mr. Hawkins, M.H.R.

The School Choir, accompanied by the School Orchestra, and conducted by Mr. Lipscomb, out-did itself in its delightful renditions of "Shepherd's Dance," from "Henry VIII" and "Minuet" from "Don Giovanni."

After a vote of thanks had been moved by Mr. Austin, Inspector of Schools, and seconded by Mr. Orms, our Deputy Headmaster, the function concluded with the singing of the National Anthem.

W. PALEY, SA.

Play Night

On the 2nd of May, First, Second and Fourth Year classes presented plays before the school in the Assembly Hall. Unfortunately, the hall would not house the whole school comfortably for an all-day programme, and it was decided that Fifth Year, since they would face the Leaving Certificate at the end of the year, should spend the day in the studious atmosphere of the classroom. However, not to be thwarted by these unfortunate circumstances, and being by nature a stubborn person, I doggedly retraced my steps to the school hall that night, determined to see the best of these marvels of drama.

I arrived at the hall early to make sure I viewed the night's programme from an advantageous position, but as I was entering the hall, a pile of programmes was thrust into my hands, and from seven-fifteen till eight o'clock, I passed the time giving out programmes, and watching the seats fill up.

At eight o'clock, I witnessed, from my advantageous position in the back row, the first production, "Good Company." "Good Company" was a play introducing the various well-known adventure story characters such as Tom

Sawyer and Robin Hood. It was well acted by 1A, and ran quite smoothly until a touch of unexpected humour was provided when two stretcher-bearers, carrying out the Count of Monte Cristo, who was hidden in a sack, stepped off with the same foot and nearly ruined the Count's brilliant escape by sending him sprawling into the footlights.

Following this, a golden opportunity was offered me when I was asked to help with a few stage properties, for as a result of this I finally obtained my advantageous position near the stage.

The next item was a physical culture display by a squad of muscle-bound men, ably trained by Mr. Jear. These perfect examples of physical fitness obviously had more brawn than brains, for, after laboriously moulding themselves into a well-balanced pyramid, they suddenly disengaged themselves from this tangle by unscientifically losing their holds and falling into a heap on the floor.

The second play of the night was entitled "La Poudre Fulminante," which, for the benefit of the untutored, is the French for "The Fulminating Powder." The players spoke in French and, considering they were only Second Year Students, did very well. To help those who could not hear the pronunciation quite clearly, and, I might add, to help others, a summary of the play was first given in English. In spite of this, however, the play lost none of its humour and was quite entertaining.

Then came the interval, and, following an announcement that drinks and sweets were on sale outside the hall, a general movement was made towards the exits. I joined in this movement and although crushed and battered by the surging mob, I finally emerged triumphant with a bottle of ginger beer.

The next play was "Grandmother's Gold." It is obvious, after seeing this production that the world's greatest physicists are wasting both time and money in carrying out their minute laboratory transmutations of the elements, for Mrs. Bootle, that night, showed how easy transmutation is, and before a dumbfounded audience actually changed everyday articles into gold with the aid of only an old ring and the magic touch. The play was produced by 4C, and the acting was well done, especially by G. Sanders, who played the part of Mrs. Bootle.

"Rory Aforesaid," presented by 4D, was a humorous play which involved a court scene. The characters were, apart from the officials, country people and much of the play's humour resulted from their ignorance of court proceedings and from the simple minds of the characters themselves.

The last play of the night was, perhaps, because of its unusual nature, the best play produced. The actors, from Class 4B, did not speak during the play, but on the side of the stage the dialogue was run off on an illuminated scroll, somewhat after the manner of the silent films. The play was of the melodramatic type, and was extremely well acted since every action necessitated perfect timing with the accompanying music. The performance was brought to an exciting climax with a tremendous stage battle between the hero and the villain. This appealed to the undoubtedly blood-thirsty audience.

As I made my way homeward that night, I felt very pleased after having spent such a highly cultural evening.

D. R. PINKSTONE, 5A.

Library Report

STARTLING STATISTICS.

Did you know that between June, 1946, and June, 1947, 400 books were added to the school library? Do you realise that, of these, 66 were gifts from boys or friends of the school, who wanted to share with others the stories they themselves had enjoyed. Have you sampled all of the 20 periodicals to which the school library subscribes? Do you know that £160 was spent on new library books during the last twelve months, apart from that for repairs?

BOOKS IN ACTION.

The modern library is not merely a collection of books. Magazines and pamphlets bring us news and information often five years before these facts of importance appear in book form. We hope to have our pamphlet file in full operation before long.

"The test of a good library is not the number of books on the shelves, but how useful they are to readers." Some boys are stick-in-the-muds, stay-at-homes who stray no further than books by their favourite author or on their favourite topic. Others are explorers making new discoveries in various branches of knowledge.

APPRECIATED ASSISTANCE.

Those who use the catalogue when seeking information are helping themselves as well as the librarian. These boys may be staggered by the size of the Public Library, University, Technical College or Teachers' College Libraries, but will soon feel quite at home in them.

We are grateful for the help given to the library by the Manual Staff, and their assistant pupils, in the making of filing drawers for our Shelf List. Thanks are due to the willing helpers, who stamp and number books which have been purchased, and who keep the shelves in order.

SUPPLY AND DEMAND.

A school library cannot answer every question or supply every popular novel. Constant demand, however, will in time lead to the addition to the library of necessary books, which it now lacks, if they can be purchased. When a library ceases to expand it is dead. Have you any suggestions or donations?

A. J. MORISON (Librarian).

Statement of Income and Expenditure

RECEIPTS			EXPENDITURE			
	£	s	d	£	s	d
Credit Balance at 1st Jan., 1946		33	19	5		
Text Book Subscriptions	342	0	6			
Paid for Lost Text Books	1	8	4			
Union Fund—Subscriptions	342	0	5			
Parents & Citizens' Assn.	108	0	9			
Newcastle Rugby League	11	10	0			
P.S.A.A.A. (University Shield)	13	15	0			
Bank Commission (Savings Bank)		15	2			
Bank Interest (Bond & Current A/c.)	5	1	11			
Sundry Receipts	6	4	9			
Play Day	11	13	9			
Paid for Lost Library Books	1	8	6			
Library Subsidy	26	4	6			
Prize Fund Endowments	16	14	2			
Tuck Shop Rental	58	10	0			
Father and Son Dinner	20	6	0			
Concert	61	7	0			
Fete	375	14	1			
Subscriptions to Parents & Citizens' Assn.	41	2	0			
Food for Britain Fund	32	1	1			
Donations to Honour Roll Fund		11	4			
Sale of School Badges	58	16	3			
Athletic Carnivals (School, Lintott Cup, C.H.S.)	126	9	4			
Swimming Carnivals (School, C.H.S.)	35	1	10			
Text Books				374	2	4
Union Fund—Sport—						
Athletics		25	6	8		
Cricke		57	15	0		
Football		29	11	11		
Swimming		31	19	1		
Tennis		17	8	5		
				162	1	1
Miscellaneous						
Stencils, Paper, etc.		39	7	6		
Stationery, (Reports, etc.)		12	0	10		
First Aid Material		3	12	6		
Film		10	8	6		
Music		4	19	0		
Phone		36	14	6		
				107	2	10
Library		160	11	3		
Prize Fund		43	14	3		
Garden Repairs, Etc.		25	1	4		
Father & Son Dinner		25	14	6		
Concert		10	13	11		
Fete		41	12	3		
Paid to Parents & Citizens' Ass.		33	19	0		
Food for Britain Fund		32	1	1		
Staff's Salary		59	18	6		
School Badges		77	16	1		
Athletic Carnivals (School, Lintott Cup, C.H.S.)		126	9	4		
Swimming Carnivals (School, C.H.S.)		35	1	10		
Sundry Payments		27	6	11		
Credit Balances						
Fete		334	1	10		
P. & C. Subs		7	3	0		
Honour Roll Fund		1	11	4		
Union		45	12	8		
				368	8	10
				£1731	15	1

Audited and found correct,
W. F. ANDERSON,
Hon. Auditor.

C. E. JACOBS,
Hon. Treasurer.

Newcastle Boys' High School Parents and Citizens' Association

The following are extracts from reports by the Secretary and the Treasurer for the year 1946:—

"The Association membership increased from 167 yearly members to 346, whilst in addition 69 parents took out life-membership to bring us the record total of 415 members."

"During the year a record amount of money was raised by this Association, in conjunction with the school and Ladies' Auxiliary for the provision of amenities for the boys. The Ladies' Auxiliary deserves special mention, their work being sustained and outstanding."

"From funds raised we have been able to provide a 13mm. sound projector, assist with the sporting requirements of the school's winter teams, and provide a secretary for the current year."

"The present Minister for Education, Mr. E. J. Hefron, has promised an expenditure shortly of £10,000 on the school, to provide a suitable gymnasium, bicycle shed, and alterations to the tuck shop. When these are provided the P. & C. Association will supply amenities not provided by the Education Department for these facilities."

"You will note that a credit bank balance is held to the amount of £374/9/6, very largely due to the successful school fete held during the year. To all concerned I extend my thanks. We are again grateful to the Ladies' Auxiliary for their donation of £96 towards the school funds."

I. S. CAMPION, Hon. Secretary,
E. CHAPMAN, Hon. Treasurer.

The School Fete

In the school grounds on 11th October, 1946, a fete was held. The Parents and Citizens' Association, the staff, and the pupils combined and worked for this function, which proved to be such a success that it is to be made an annual event.

Most credit is undoubtedly due to the Parents and Citizens' Association, without whose invaluable help the fete would not have been the brilliant success it was. It was this able body that attended to the numerous stalls. The Ladies' Auxiliary made sweets and brought drinks, and with the Parents and Citizens' Association, they set up and managed the stalls, which they made very attractive.

The staff and boys also worked together on entertainments. In the library a movie picture show was held; Mr. Hear organised boxing and wrestling matches on a ring which had been rigged up for the purpose. Mr. Saunders ably refereed these matches. Another attraction was the "Fifth Year Follies" in the hall. Some boys brought horses and organised rides. These are but a few of the many amusements offered.

The financial success of the fête exceeded the expectations of even the more optimistic of the organisers, for the sum of £363/8/3 was realised.

The most important purchase made from the proceeds was a talkie-movie-projector, which will be used in the visual education of the pupils. Without doubt, this splendid machine will be an invaluable aid to the presentation of lessons as well as lectures and films on subjects of general educational interest. Its beneficial effect on the pupils may readily be imagined.

Surely then, all who were connected with the fête must feel justly proud of their efforts, for which the school is deeply grateful.

C. GRAHAME.

The Debating Society

During the year 1945, the activities of the Debating Society centred mainly about the Hume Harbour Debating Competition, in which both the senior and junior teams won all debates in the northern zone, defeating Technical High, Cessnock and Maitland. In the semi-finals the senior team was defeated by Hurlstone Agricultural High and the junior team was defeated by Homebush High.

The teams for this competition were:—Senior: Kevin Murray, Robert Mason, Bruce Lindsay; Junior: Ian Cupit, Thomas Worsley, William Smith and Geoffrey Powrie. The Society provided speakers for the Empire Day Celebrations. Kevin Murray addressed the Newcastle Business Men's Association, and also spoke over the air.

This year the Society has been busy preparing for the Hume Harbour Competition, which begins in June, and has supplied speakers for Empire Day. Two members, T. Worsley and G. Powrie, were invited to address the Rotary Club and, as we expected, performed very creditably.

Mr. Orme, the Deputy Headmaster, was approached and consented to become the Patron of the Society. The officers elected this year are:—President, J. Paul; vice-presidents, R. Hadzriil, W. Lindsay; and secretary, W. Tyler.

It is to be hoped that the Debating Society will have even more success this year than last year. We are sure that as long as Mr. Hyland maintains his keen enthusiasm for it, it will continue to be one of the major interests of the school.

W. SMITH.

The University — Some Impressions

This article is written from the view-point of an Arts student, who, fresh from the cloistered atmosphere of school, stumbles wide-eyed and mouth agape amid the many experiences of university life.

During the first week the student is staggered by the impact of a radically new attitude: his naivete is exposed to the rough blast of amazingly frank opinions on morality, expressed in discussion by both sexes. Withdrawing into his shell of bravado and sophistication and mentally reminding himself "They can't snook me" he looks around for more impressions.

The total difference in attitude and atmosphere between university and school is soon noticed. In Sydney one is an independent member of the undergraduate body, and has definite rights and privileges as such. There is an almost total lack of "teacher discipline." No one tells you how to behave, where to go, what to do, when to do it . . . The checking of attendance at lectures is on the honour system. At the end of term the student is asked the number of absences he is prepared to admit. If he has missed more than 10 per cent. of lectures—about three per term—in each subject, he is not allowed to sit for the final exam.

There appear to be two distinct attitudes. The dignity of the time-honoured pedagogical conventions, symbolised by the solemn stone of the old buildings, contrasts sharply with the saucy, "You've got to be in it to win it" confidence, of the students, which seems to be shared by the mushroom "temporarily permanent" emergency buildings. As is well known, the University is rather crowded. There are about 600 students in English 1, 500 in History 1, and at least 800 in Psychology 1. On the other hand there are only about 12 in Ancient Art. With 600 students all in one big lecture hall it is just like sitting with a crowd in the pictures. Despite the undoubted prestige of the "Varsities," its present methods are such that it strikes one that given a sufficiently large stadium, a strong-voiced lecturer, and a good amplifying system, degrees, in Arts at least, could be mass produced like Ford cars.

In practical classes, e.g., Chemistry, Botany, Zoology, students are together on a more "chummy" basis, but in other lectures, because of the crowding, those friendly relations which make one enjoy school so much, are noticeably absent.

The lectures are either recited or read by the professors and lecturers, each one lasting about fifty minutes. Some lecturers, not many, dictate notes. Of the others, most go at a reasonable pace enabling the student to take notes, even if they are unreadable later. Other lecturers make hardly any concessions. There is no reason why questions should not be asked during lectures, but, because of the size of the classes and pre-occupation with note taking, interruption is rare. However, the lecturers are quite willing to answer private queries after the lectures.

In most faculties there is a good deal of spare time. In the lower years, at least, there are a couple of free half-days each week, in addition to several

hours off each day. For example a student may have as few as ten one-hour lectures spread over five days. The conscientious student spends his time in the library, which is very crowded, and where borrowing is proportionately difficult. Many of the less earnest "quad lounge" (snooze in the sun in the quadrangle), while a large number take part in the numerous extra-curricula activities available.

From the very start the "fresher" is assaulted from all sides by fervid agents, who, with rapt gaze and eyes gleaming fanatically, expound in true Domain style, the virtues of the Labour Club, the Liberal Club, the Dramatic Society, the Film Society, the Free Thought Movement, Student Christianity, etc., etc. If perchance, no existing club suits your taste, you are urged to start one yourself!

Perhaps the most important club is the Sports Union. Sport is by no means compulsory, but for an annual fee of one pound the student is entitled to play any sport whatsoever at the University. Among those available are cricket, football, base-ball, skiing and rowing. There are inter-faculty competitions in Union and cricket, besides the Saturday competition games.

For anyone interested in public speaking, and the telling of weak jokes, there are the Union Night debates.

There is a democratically elected Students' Representative Council, consisting of male and female representatives from all faculties and departments. This council publishes the students' newspaper, organises Festival Week, acts as a medium between the students and University authorities, and manages student affairs generally. This body plays a rather important role in University life, each student being compelled to finance it to the extent of sixteen shillings per year.

The majority of students have a healthy interest in the activities of one or more of the above organisations, but, of course there are the extremes. The "degree chasers" gravely plod on without any interest in making a contribution to student activities. To them the university is a mere vehicle of entrance to a profession, giving the right to charge guineas instead of pounds. On the other hand there are the "gay young friskers" who flutter among the bright lights, and have little in mind except having a "good time" while they have the chance.

In general, after the novelty of the first weeks wears off, life at the University is quite interesting (there is plenty of work, of course!). Contact is made with many types of people, some of considerable note. The intimacy of the smaller numbers and unified interests of the High School is, however, lacking.

These are the personal impressions of a student of but a few months' standing. You may react quite differently.

K. R. MURRAY (Vice-Captain 1946).

Prizes Recently Donated to the School

Through the generosity of citizens interested in the school, several valuable annual prizes recently became available for competition amongst our boys. The school is deeply grateful to these donors of prizes for the interest they display in encouraging our boys in their careers.

The sum of £100 was raised by public subscription to establish a prize in memory of Mr. R. Mearns, for ten years headmaster of the school. The interest on the £100 bond is to provide an annual prize to be known as "The Ross Mearns Prize," for the boy who passes the Leaving Certificate examination, and is considered most worthy from the point of view of "leadership, manliness and service to the school."

Mrs. G. E. Cochrane donated £50 to provide a prize in memory of her late husband, who spent his life in the Education Department, and whose children were students of this school. The W. G. Cochrane Memorial Prize, to the value of £3/3/-, is to be awarded annually for first place in Chemistry in the Leaving Certificate examination. Boys repeating Fifth Year are not eligible for the prize.

Mr. James Cleary, an ex-student of the school, has donated an annual prize of £3/3/- in memory of his father, the late Captain James Cleary. The money is to provide a prize for boys who obtain first place in English and first place in History in the Leaving Certificate.

Mr. B. Helmore, one of the most loyal ex-students of the school, has provided the only prize available for the junior boys. The annual prize of £2/2/- is for "scholarship, citizenship and sportsmanship," among boys of the junior school.

Mr. A. J. Way has provided annual prizes to the value of £4/4/- for science in the senior school. Prize winners are selected by the headmaster and science master.

Choir and Orchestra

The choir gave a broadcast in the series arranged by the A.B.C. for local school by local artists, they gave their annual concert in May to the usual packed hall. Choir and orchestra performed with credit at the annual Speech Night. The choir gave a broadcast in the series arranged by the B.B.C. for local school choirs.

It is to be hoped that boys will continue to support these two activities that not only provide members with present enjoyment, but also help to fit them for enjoyment of leisure in future life.

Recently the choir and orchestra farewelled their conductor, Mr. Lipscomb, prior to his transfer to Sydney. They presented him with a brief-case as a mark of appreciation for all he had done for them. They extend a cordial welcome to his successor, Miss McIntosh.

P. NEWBY.

Distinguished Ex-Student

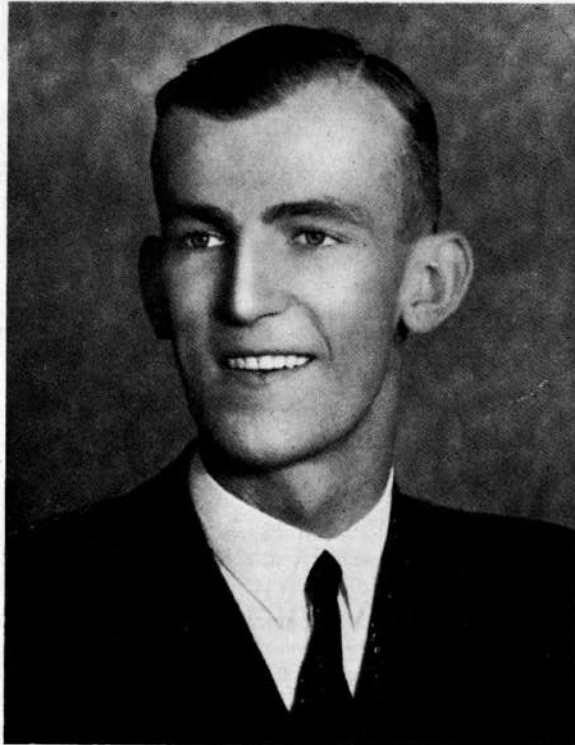
The "Novocastrian" is honoured to record that an ex-student of the school has been awarded a Rhodes Scholarship. This is the first time in the history of the school that an ex-student has achieved this distinction.

David Stewart was dux of Newcastle Boys' High School in 1939, winning the Meikle Memorial Prize. He was awarded a public exhibition and a Liversidge Scholarship in Chemistry. After two years in the Faculty of Engineering at Sydney University, he transferred to the Faculty of Science, graduating in Mathematics and Physics in 1942.

He was awarded the Barker Scholarship for Mathematics and the K. K. Saxby prize. In 1941 and 1942 he was awarded scholarships to St. Andrew's College, and was senior tutor in Mathematics there in 1942.

He joined the R.A.N. in January, 1943, as a commissioned officer in the radar branch, and saw service at sea in H.M.A.S. Warrego and H.M.A.S. Bataan. After demobilisation in February, 1946, he resumed his engineering course and was selected Rhodes Scholar. This year he is completing his final year in engineering. He is senior student at St. Andrew's College.

Mr. Stewart intends to proceed to Oxford in 1948, to attempt a research degree in engineering. He will take with him the best wishes of past and present students of his old school.



DAVID STEWART, N.S.W. Rhodes Scholar 1946.

Looking Back

(Extract from first issue of "Novocastrian," October, 1912)

"Tuesday, 5th June, 1906, witnessed the birth of the school. It was opened with an enrolment of 28 three weeks before the mid-winter vacation. In those three weeks 71 pupils were enrolled, and by the end of the year, 95. At the beginning of 1907 the enrolment was 104.

"The official opening took place when the school was re-opened after the mid-winter vacation. All the pupils were assembled in rooms 1 and 2. The chair was occupied by Mr. Senior Inspector Beavis, and among other prominent public men present were the Right Reverend Dr. Stretch, Bishop of Newcastle; Alfred Edden, Esq., M.L.A.; P. Board, Esq., Director of Education. Mr. W. Cann, Mr. Dick, and others.

"At the first we had great difficulty in deciding on a motto for the school, and several meetings of the pupils were held and all sorts of suggestions made, till at last Bishop Stretch came to our aid and suggested that splendid motto, 'Remis Velisque,' a most suitable motto for a seaport town, containing, besides, the secret of all success in life."

Cadet Corps

Enrolments for 1946 consisted of 145 senior cadets and 55 junior cadets.

The annual camp of two weeks' duration, held at Walgrove, was most enjoyable and instructive. Some very interesting manoeuvres took place, not the least being that requiring boys to get back to camp by a certain time from a point 20 miles distant.

The Corps is now equipped with text-books and pamphlets required by those boys who wish to gain promotion. Such boys receive special lectures from N.C.O.'s and attend special N.C.O. camps. During the year ten cadets have qualified as cadet officers and fourteen as N.C.O.'s.

A. SMITH.

Ex-Student Graduates

"Novocastrian" extends congratulations to old boys who, this year, received University degrees or Technical College diplomas.

ARTS.—W. BRYANT, E. FLOWERS, A. MCGILLIVRAY, J. McVITTIE.

MEDICINE.—C. FIRKIN, D. PETTINGER.

SCIENCE.—A. HILTIN, A. RINTOUL.

DENTISTRY.—F. BROWNE, J. GRIEVE, L. MCBBS.

METALLURGY.—G. AUBERSON, K. BROWNLEE, G. BURRELL, A. COCKBURN,

D. CORNWALL, D. ELLIS, J. GREGORY, L. IREDALE, J. ROWLAND,

A. STEIN, J. THOMAS, D. TREVILLIEN.

CHEMICAL ENGINEERING.—D. MADDISON.

ELECTRICAL ENGINEERING.—S. HOWES, N. WESTBURY.

Newcastle Boys' High School Prize List 1946

UNIVERSITY EXHIBITIONS.

ARTS.—J. ALLEN, E. CHAPMAN, J. HOLMES.
SCIENCE.—G. BARNES, B. MORLEY, C. WORTH.
ENGINEERING.—A. KNOTT.
DENTISTRY.—L. HALLINAN.

UNIVERSITY BURSARIES.—J. ALLEN, C. WORTH.

LEAVING CERTIFICATE PRIZES.

James Meikle Memorial Prize for Best L.C. pass 1946.—ALLEN D. KNOTT.
Old "Novocastrian" Prize. BRIAN MORLEY.
Ross Mearns Prize.—KEVIN MURRAY.
Captain John Cleary Memorial Prizes.—DONALD BRAYE (English),
CLIFFORD McDONALD (History).
W. V. Cochrane Memorial Prize for Chemistry. BRIAN MORLEY.
Allan J. Way Prize.—ALLEN D. KNOTT.
Co-operative Wholesale Society's Scholarship.—RICHARD WOODWARD.
Best passes at Leaving Certificate Examination.—ALLEN KNOTT, COLIN
WORTH, JOHN ALLEN, JOHN HOLMES, LAURENCE HALLINAN, BRIAN
MORLEY.

SUBJECT PRIZES AT LEAVING CERTIFICATE EXAMINATION.

English.—DONALD BRAYE.
Latin.—JOHN HOLMES.
French.—JOHN ALLEN.
German.—JOHN ALLEN.
Modern History.—CLIFFORD McDONALD.
Geography.—JOHN ROBERTS.
Mathematics I.—ALLEN KNOTT.
Mathematics II.—ALLEN KNOTT.
General Mathematics.—WARREN BOORMAN.
Physics.—ALLEN KNOTT.
Chemistry.—BRIAN MORLEY.
Technical Drawing.—JOHN HILL, ARTHUR PENGELLY (æq.).
Economics.—RICHARD WOODWARD.

FOURTH YEAR.

ALLAN J. WAY PRIZES—

Physics.—GEOFFREY DREWE.
Chemistry.—WILLIAM HURDITCH.

GENERAL PROFICIENCY PRIZES.—

T. WORSLEY (Dux), K. KAFER, W. HURDITCH, K. POOLE, G. BUTLER,
E. JACOBS.

CERTIFICATES.—

English.—K. KAFER.
Latin.—K. KAFER, T. WORSLEY (æq.).
French.—T. WORSLEY.
German.—T. WORSLEY.
History.—K. KAFER.
Geography.—J. GERRARD.
Mathematics I.—K. POOLE.
Mathematics II.—G. BUTLER.
General Mathematics.—T. WORSLEY.
Physics.—G. DREWE.
Chemistry.—W. HURDITCH.
Combined Physics and Chemistry.—K. KAFER.
Technical Drawing.—L. BABER.
Economics.—K. OLDHAM.

THIRD YEAR.

INTERMEDIATE BURSARIES.—

R. BEATTIE, A. FISHER, D. SPARKE, F. STONE, R. QUILL, W. QUINN, B.
WILSON.

BASIL HELMORE PRIZE.—

L. FAIRBAIRN.

PROFICIENCY PRIZES.—

A. SPITZKOWSKY (Dux), R. QUILL, H. PATERSON, A. FISHER, R. BEATTIE,
F. STONE.

CERTIFICATES.—

English.—A. SPITZKOWSKY.
Latin.—R. QUILL.
French.—R. GRAY.
German.—B. BAIRD.
History.—W. TYLER.
Geography.—K. WATKINS.
Mathematics I.—A. SPITZKOWSKY.
Mathematics II.—R. QUILL.
Combined Physics and Chemistry.—H. PATERSON.
Business Principles.—H. PATERSON.
Technical Drawing.—A. RUSSELL.
First In 3B.—J. KENNAWAY.
First In 3C.—D. SPARKE.

SECOND YEAR.

PROFICIENCY PRIZES.—R. WILLIAMS (Dux), R. WHITE, G. BROWN, I.
MACKIE, R. WYATT and W. BRISLEY (æq.).

CERTIFICATES.—

English.—R. WYATT.
Latin.—I. MACKIE.
French.—I. MACKIE.
German.—P. GITTOES.

Social Studies.—R. WHITE.
 Mathematics I.—R. WILLIAMS.
 Mathematics II.—W. BRISLEY.
 Combined Physics and Chemistry.—R. WHITE.
 Business Principles.—M. HAYES.
 Technical Drawing.—D. McCAIG.
 First In 2C.—R. KING.
 First In 2D.—B. O'TOOLE.
 First In 2E.—P. FIELD.

FIRST YEAR.

PROFICIENCY PRIZES.—J. BROWN (Dist.), J. O'NEIL, R. BEALE, J. CULLEN, J. HANLEY, J. CLEARY.

CERTIFICATES.—

English.—R. BEALE.
 Latin.—J. CULLEN.
 French.—J. BROWN.
 History.—G. HILL.
 Social Studies.—G. JONES.
 Mathematics I.—J. HANLEY.
 Mathematics II.—E. GRAHAM, J. ALLEN (agg.).
 Combined Physics and Chemistry.—J. HANLEY.
 Woodwork.—J. O'NEIL, R. RICH (agg.).
 Technical Drawing.—R. RICH.
 First In 1B.—J. HOLT.
 First In 1C.—J. ROBERTS.
 First In 1D.—T. SHEEDY.

EXAMINATION RESULTS
Leaving Certificate — 1946
KEY TO SUBJECTS.

- | | |
|---------------------------|-----------------------------|
| 1. English. | 10. Mathematics (conceded). |
| 2. Latin. | 11. Modern History. |
| 3. French. | 14. Physics. |
| 4. German. | 15. Chemistry. |
| 5. Mathematics I. | 19. Geography. |
| 6. Mathematics II. | 20. Economics. |
| 7. General Mathematics. | 26. Technical Drawing. |
| 8. Lower Standard Pass in | |

The letters H1 signify first-class honours; H2, second-class honours; A, first class pass; B, second-class pass; and L, a pass at the lower standard. The sign "x" denotes those who have gained honours in mathematics; an asterisk those who have shown merit in two pass papers and one honours paper. The sign "c" denotes those who have gained a pass in the oral test in French or German.

Adams, C. H., 1B 8L 19B 20B.	Andrews, G. C., 1A 2B 3A(c) 4B(c) 7B 10A.
Allen, J. B., 1A 3H1(c) 4H1(c) 5B 6A 14B.	Barnes, G. T., 1A 3A 5B 6B 14H2 15H1.

Bath, R. A., 1A 7A 10A 14B 15A 26B.	MacKenzie, D. W., 1B 3L 7B 10A 20A.
Bidstrup, C. J., 1B 3B 7B 10A 15B 20A.	Markey, C. P., 3L 6B 15B 20B.
Blunden, T. W., 1F2 7B 10B 15B 20A.	Mason, R. F., 1A 2H2 3A(c) 7B 10B.
Boorman, W. G., 1B 3B 7A 10A 15B 20A.	Molynaux, L. E., 1A 3L 7B 10B.
Braye, D. L., 1H1 2A 3B 6B 15A.	Mosby, B. A., 1A 5B 6A 14H2 15H1.
Brown, G. G., 1B 7B 10A 15B 19B.	Morris, B. A., 1B 6B 14B 15B 19B.
Brown, J. M., 1B 7B 10A 19L 20A.	Morris, P. L., 1B 3A(c) 7A 10A 15A 20B.
Corruthers, R. G., 1B 3B 5A* 6A 14A 15A.	Murray, K. R., 1H2 3B 7A 10H2 14B 15A.
Chapman, E. G., 1B 2A 3A(c) 7A 10H2 15A.	Nathan, A. D., 1A 2A 3B(c) 7B 10B.
Chapman, N. J., 1B 3L 7B 10A 15B.	Newell, F. N., 1A 3B 8L 15B 20B.
Corrigan, F. L., 1B 3B(c) 7B 10A 15B.	Peberdy, K. R., 1A 5B 6B 15B 19B.
Cowell, G. D., 1B 3L 5B 14L 26B.	Pengelly, A. T. D., 1B 8L 15B 26A.
Cragg, W. J., 1B 3L 7B 10A.	Phillips, J. J., 1B 3B 14B 15A.
Crawford, J. A., 1A 3B 10B 20B.	Poole, R. B., 1B 3A(c) 4B(c) 7B 10B.
Davies, G., 1B 2A 3A 4B 10A.	Riome, W. J., 1H2 3B 6B 15B.
Davies, M. S., 1B 5B 6B 15A.	Roberts, J., 1A 7B 10A 15A 19A 20A.
Donaldson, G. N., 1H2 2B 3B(c) 8L 10A 15B.	Rochester, J. L., 1B 7B 10B 15B.
Dowey, A. W., 1B 2B 3B 10B.	Ruane, D. J., 1A 3L 7B 10A 15B 20B.
Dwyer, L. M., 1A 3L 5B 6B 15A 20A.	Scawcroft, D. J., 1H2 2A 3A(c) 4B 5B 6B.
Edmunds, J. M., 1B 7B 10A 20A.	Shearman, T. J., 1B 2B 3A(c) 4A(c) 7B 10B.
Ellis, K. J., 1B 6B 14B 15A.	Shephard, A. E., 1B 3B(c) 10B 15B 20B.
Fairleigh, A. S., 1B 2B 3A 4A(c) 8L 10B.	Smith, A. H., 1B 5B 6B 14B 15A.
Field, R. G., 1B 5B 6B 14B 26B.	Smith, J. E., 1B 3L 5B 3B 14B 15H2.
Firney, D., 1A 3A 5B 6B 14A 15H1.	Smith, J. H., 1B 5B 6B 14B 15A 19B.
Frith, J. M., 1B 2B 3L 7B 10B 15A.	Smith, R. J., 1B 3L 5B 14L 15A.
Gallagher, W. T., 1B 3L 7B 10B 14B 15A.	Sneddon, W., 1B 3B(c) 6B 15B.
Groive, E. P., 1A 3B 7B 10A 15B.	Thompson, W. L., 1B 3L 7B 19B.
Hallinan, L. T., 1A 3L 5A 6A 14H2 15H2.	Ticume, C. H., 1B 3A(c) 8L 10B 15A.
Hawke, D. G., 5A 6A 14B 15B.	Tooth, R. M., 1B 3L 5B 15B 20B.
Holmes, J. H., 1A 2H1 3A 4A(c) 5B 6B.	Valentine, R. A., 1A 3A 7A 10B 15B.
Hoyland, D. B., 1B 3B 6B 15B.	Watson, K. G., 1B 5B 6A 14B 15B.
Jeffries, K. A., 1A 3L 5B 6B 14H2 15H1.	Wheldon, L., 1A 2A 3A(c) 7B 10A 15H2.
Johnstone, T. J., 1A 2B 3L 10A.	Westbury, N. J., 1B 6B 14B 15A 26B.
Kelly, K. G., 1B 3B 7B 10B 14B 15A.	Whitla, A. A., 1B 3B 5B 6B 15B.
Krott, A. D., 1B 5A 6A(x) 14H1 15A.	Williams, D. K., 1B 3B 7B 10B 14B 15A.
Leece, A., 1B 5B 6A 14B 15B 26B.	Williams, R. J., 1A 3B 5B 6B 14H2 15H2.
Liddell, M. R., 5B 6B 14H1 15A 26B.	Wilson, W. W., 5B 6B 14B 15B 26B.
Lindsay, H. B., 1B 3B 10H1 15B 20A.	Woodward, R. R., 1A 3B 7B 10H2 15B 20A.
McDonald, C. G., 1A 2B 3A(c) 4B(c) 7B 10H1.	Worth, C. V., 1B 5A* 6A 14H1 15H1.
McKenzie, D., 1B 8L 15A 26A.	Wright, L., 5B 6B 14B 15B.

Intermediate Certificate — 1946

Seven passes :

ABELL, L.; ADAM, A. J.; AGLAND, R. H.; ALCHIN, W. L.; APPLEBY, N. R.; BABER, E. F.; BAILEY, C. F.; BEATH, N.; BEATTIE, R. W.; BETTERS, C.; CARLIN, B. K.; CLEMENTS, R. H.; COCKING, K. J.; COHEN, L. G.; DAVEY, R. B.; DAVIS, R. B.; DELANEY, T.; DOWEY, A.; EDWARDS, N. J.; FAIRBAIRN, L. N.; FISHER, A. E.; FITZGERALD, D.; FLEMING, L. J.; FULLER, M. S.; FULLICK, W. J.; GIBSON, A. D.; GIGGINS, I. S.; GOW, A. H.; GRAHAM, A. R.; GRAHAME, C. M.; GRANTER, K. A.; GRAY, R. W.; GRIFFITH, D. A.; GRIFFITHS, I.; GRIMMOND, B. D.; GUY, K. W.; HARRIS, T. A.; HEDDLES, G. J.; HICKS, S. J.; HILL, J. W.; HOLLINGSHEAD, W. A.; KENNAWAY, J. R.; LEE, E. C.; LYNCH, J. M.; MANNING, E. J.; MURRAY, R. S.; NEWBERT, K. B.; NEWEY, R. P.; NICHOLLS, J. J.; OFFEN, C. L.; OLDHAM, D.; OSBORNE, B. A.; PATTERSON, H.; PENGELLY, C. R.; QUILL, R. C.; QUINN, W. E.; RICE, A. F.; ROBBIE, I. S.; ROXBY, D. J.; RUSSELL, R. A.; SANDERS, G. W.; SANDERSON, K. O.; SCOTT, A. C.; SPARKE, D. A.; SPITZKOWSKY, A. M.; SOLOMON, H. G.; STONE, F. J.; TABNER, R.; TENNENT, D. C.; TRESSIDER, J. D.; TREWARTHA, D. J.; TYLER, W. A.; WATKINS, K. W.; WHITTINGTON, M. J.; WILKINSON, N.; WILLIAMS, D. A.; WILLIS, R. B.; WILSON, R. R.

Six passés :

APPLEBY, N. R.; BAIRD, B. L.; BRETT, A. H.; CANT, B. G.; DURHAM, R. B.; EAKIN, R. L.; FRAZER, D.; HAMMOND, H. J.; HEWITSON, J. F.; HOLMES, B. F.; HOWARD, R. H.; LANGFORD, D.; LINZ, A. W.; McLENNAN, K. G.; McPHEE, R.; MEEHAN, R.; MORTON, R. J.; NIELSEN, R. A.; ONIONS, J. V.; ORMAN, J. D.; PETTIGREW, A.; PHILPOTTS, W. J.; PRYDE, N. D.; ROBERTSON, J. V.; SAN LORENZO, A.; SMITH, D. H.; WILSON, R. M.

Five passes :

ALLEN, C. C.; DYET, C. F.; FULLICK, K. C.; HARDEN, N. H.; KEATS, C. E.; LAHAY, L. L.; MCKENZIE, R.; MANSFIELD, R.; MORRIS, P. F.; PEAD, J.; SCOTMAN, B. J.; SCOTT, E. G.; STEWART, J. P.; STRACHAN, G. K.; WATERS, D. I.

Four Passes :

ATKINSON, F. B.; DALGLEISH, A. P.; FREEMAN, W. E.; GLANVILLE, A. R.; GREENAWAY, D. V.; HITCHCOCK, G. K.; JONES, C. H.; McALISTER, D. F.; McCOURTIE, J.; MOORE, J. D.; OATES, W. I.; ROUNSLEY, E. M.; ROWSE, B. W.; RUSSELL, R. A.; THOMPSON, J. M.; THRELFO, N. R.; WHITE, N. G.

Sport

AWARD OF BLUES 1946.

ATHLETICS.—A. HANNAFORD, J. MOORE, L. MOLYNEUX, J. CRAWFORD, J. EDMUNDS, J. PHILLIPS, N. CHAPMAN.

CRICKET.—G. SPILLER, G. HEDDLES, E. BABER.

LEAGUE FOOTBALL.—J. HOOK, R. TOOTH, R. ROSS, D. CHAPMAN, A. SCOTT, J. GAIN, B. MORRIS, J. FIELD, C. YARHAM, A. KNOTT, K. POOLE, D. HAWKE.

SOCCER.—G. SPILLER, A. LEECE, E. LEE, J. DIMMOCK.

SWIMMING.—J. BARTLETT, R. TOOTH, J. SMITH, A. SMITH, SMITH.

TENNIS.—G. PREECE, L. HALLINAN, D. FINNEY, K. JEFFRIES.

League Football Notes

FIRST GRADE LEAGUE.

The First Grade League Team commenced the season with what looked like a mediocre team—only four of the previous year's team remaining.

In the opening match at Cessnock, Newcastle Boys' High was behind 2-0 for most of the game, but with a final burst in the second half, won 15-3. Enthusiastic coaching developed the team into a strong one. It defeated Hamilton Marist Brothers, strongest opponents of the previous season, 12-2, and had good wins against Maitland and Newcastle Technical High.

In the second round, Newcastle won all the matches except that against Hamilton Marist Brothers. After a hard, even match the team drew—the score being 3 all. Newcastle High scored two tries and a goal, and Marist Brothers four goals.

A draw was again the result in the final, played against the same team. As our team had not been defeated and Marist Brothers had been defeated once, the draw in the final gave us the right to hold the Evans Shield.

In the University Shield competition—a State-wide knock-out for Public High Schools—we achieved our greatest success of the season. In the early rounds we defeated Newcastle Technical High 22-5 and Cessnock 8-5.

In the semi-final with Hurstville Agricultural High School—one of the strongest High School combinations in Sydney—we had probably our most meritorious win of the season by 13-5.

The final was against Taree High, winners of the northern division of the competition. Taree had a much heavier team than we had, and also could boast that their line had not yet been crossed that season. The first half was a forwards' game and at half-time we led 2-0. The second half of the game was more open and we won 13-0.

Taree made our visit most enjoyable, and we hope for an opportunity to repay that hospitality.



1st. XIII. PREMIERS, WINNERS OF UNIVERSITY SHIELD AND EVANS SHIELD

Back Row : R. Ross, C. Yarham, B. Morris, D. Hawke, A. Knott. Second Row : J. Brown, J. Hook, J. Gain, L. Molyneux, A. Scott. Front Row : K. G. Poole, J. Feld (Capt.), F. McNeil (Coach), R. Tooth (Vice-Capt.), N. Chapman.

SECOND GRADE LEAGUE.

The Second Grade Team had the honour of winning the Dodd Shield for the School. The team suffered defeat three times, twice by Maitland High and once by Gosford; yet it qualified to meet Gosford in the final.

Maitland held a moral advantage, as Newcastle had as yet failed to defeat them. But after a hard game, Newcastle won 13-5.

THIRD GRADE LEAGUE.

A very successful season was had by the Third Grade Team, even though handicapped by continual losses to the higher grades. As should be the case, the Thirds were treated as a nursery for the higher grades, and many players throughout the season played one or more games with the Seconds.

With one defeat in the preliminary rounds, the Thirds qualified for the final against Gosford. In this match, Gosford played a fine game to defeat Newcastle 7-4.

FOURTH GRADE LEAGUE.

The Fourth Grade of 1946 did not have a very successful season. Many boys of outstanding ability did not join the team until near the end of the season.

The coach developed a good team, although it did not have many wins. In many games, however, the results were very close, with only one or two points difference.

FIFTH GRADE LEAGUE.

In the first half of the season the Fifth Grade Team showed great promise, going through the first round undefeated. During the second round some of the players left school, and the team could not find strong replacements. Even so, we led the competition up to the last game, when we were defeated by three points.

SIXTH GRADE LEAGUE.

The Sixth Grade Team, although finishing low in the point score, deserved to do much better. The players were all new to inter-school football, but if enthusiasm and sportsmanship can be considered they were a credit both to the School and their coach. They lacked co-operation between the backs and forwards, which is evident in a more experienced team. Only on two occasions did they play the standard of football of which the players were capable. These two occasions were when they beat Technical High and drew with Maitland Marist Brothers.

P.S.A.A.A. TEAMS.

This year, after a lapse of many years, Newcastle Boys' High entered two teams in the Newcastle P.S.A.A.A. Competition. The two light-weight teams playing in D and F Grade finished high on the point score—just missing the finals. These boys should do well in the High Schools competition next year.



ATHLETICS TEAM 1946, WINNERS KERR CUP, C.H.S. CARNIVAL

Back Row : L. Moynaux, A. Dowey, C. Avery, J. Rochester, N. Rounsley, J. Phillips, W. Snaddon, G. Andrews, J. Edmunds, W. Garry, G. Drewe, B. Sumners, J. Mocre, J. Church, N. Chapman. Second Row : I. Griffiths, E. Rees, J. Taylor, E. Lee, R. Clements, J. Hook, J. Robertson, K. Poole, W. Higgins, J. Mansini, J. Crawford, A. Dowey, B. Osborne, G. Burrie. Front Row : J. O'Neil, J. Brooks, J. Murray, K. Haddow, K. Swan, J. McCourtie, V. Walker (Sportsmaster), C. Goffett (Coach), G. Jones, J. Smith, R. Mew, H. Marjoribanks, J. Duncan, R. Beal.

Soccer Notes

During the 1946 Winter Season over two hundred boys played Soccer as their winter sport. The majority of these were catered for by competitions within the school, by the provision of four grades, A, B, C and D, the players being graded on ability. Four teams contested each grade. Shortage of grounds, properly fitted up, afforded little encouragement, yet the needs of the players were met.

In addition to the twelve teams as engaged, two teams, A and C grade, were entered in the P.S.A.A.A. competitions, the A Grade team completing the season as co-premiers with Plat'sburg Central School.

The ground position this year has been improved somewhat by the generosity of Stewart and Loyd's in permitting the school the use of their Soccer ground. The thanks of the Soccer players and the School are due to them.

A representative team from the School visited Cessnock during the recent Autumn Vacation and opposed a team from Cessnock High School in one of the early matches prior to the South Africa versus Northern Districts match. After a keen game, the School team won by two goals to one.

Grade Cricket

After many seasons at the head of the point table, the School 1st. XI. during the last two years has not been so successful. This slump was due to an absence of bowlers rather than of batsmen, although the batting was not as strong as in previous years. In addition, the fielding generally throughout the season was not up to first grade standard.

During the 1946 season the School did not register a win, but figured in four drawn matches.

The opening match against Cessnock gave us our first defeat. Newcastle batted first and, after an opening partnership of 50, slumped badly to be dismissed for 21. Cessnock replied with 147 for one wicket, thus easily winning on the first innings.

Then followed three drawn games, during which period it appeared as if the team would do better in future. Against Maitland, the team opened with another half-century partnership, from which Heddles went on to score an excellent and chanceless 77 not out, while Baber made 31 not out. However, the bowlers, although keeping the runs down, were unable to take wickets, and a draw resulted.

Against Newcastle Technical College moderate scores were turned in by many batsmen, Heddles 32 and Baber 31 not out being best, but the absence of good bowling left Technical High within easy striking distance of our 153 when the match finished.



A GRADE SOCCER TEAM, 1946.

Minor Premiers A Grade P.S.A.A.A. Competition Newcastle District 1946. Co-Finalists with Plattsburg

Back Row : G. Andrews, J. Bailey. Second Row : W. Dimmcek, W. Philpotts, J. Hewitson, W. Freeman, D. Roxby. Front Row : E. Lee, A. Leece, R. J. Gritson (Coach), G. Spiller, (Capt.), A. Pettigrew. Absent : M. Vecera.

Facing Cessnock, for the second time, we were set 169 to chase, and were in a handy position, owing to a brilliant 73 not out by the consistent Heddles, when playing time concluded.

The second match against Maitland was marked, from our point of view, by the fact that at last some good bowling figures had been returned. Opener Chapman bowled without luck, but with excellent length and direction to take 6 wickets for 34, but after dismissing Maitland for 110 we were ourselves dismissed for a mediocre 64.

For the second consecutive week the batsmen failed, and only 5 for 54 by leg-spinner Baber saved the team from an inglorious defeat by Newcastle Technical High.

The third round match against Cessnock was played on a very bad wicket, but Cessnock won convincingly in spite of the difficult conditions.

The next match against Maitland brought our fourth successive defeat, and although Baber took 5 for 43, we were still many runs behind Maitland's total.

When on the verge of a win against Technical High, we were beaten only by time. An opening partnership of 128 by Heddles (51) and Spiller (73) was the highlight of the match, although the slows—Baber with 5 for 52 and Brown 4 for 29—bowled exceptionally well.

Heddles easily won the batting aggregate, and average from Spiller, while Baber and Brown dominated the bowling, and Spiller and Hook took the catches.

The School was represented in the Combined High Schools' matches by Heddles, Baber and Spiller.

With four players from this team again available for the 1947 1st. XI., it is hoped that a team can be built up which will restore the School's cricket prestige to its former high position.

Newcastle won the Second Grade competition, but the result was in doubt to the last match. It was pleasing to see Cessnock back in the competition, and fielding a good team. The standard of all four teams was very even, and matches were always interesting.

G. SPILLER.





1st XI. 1946

Back Row : R. Ross, J. Rochester, G. Andrews. Second Row :G. Brown, J. Hock, R. Wilson, J. McCourtie. Front Row :
E. Baber, N. Chapman, J. Burrows (Coach), G. Spiller (Capt.), A. Heddles.

Swimming

The swimming team spent another enjoyable and active year, taking part in the Northern Districts Carnival at Maitland and the Combined High Schools Carnival at Sydney.

The team was not quite as successful as in previous years, but everyone did his best. Our old rivals, Maitland, were successful at the Northern Districts Carnival. We had only just beaten Maitland during the last two seasons, but this year the tables were turned. Congratulations, Maitland!

In Sydney, owing to strong competition from swimmers like George Barnes, of Fort Street, and "Tassie" Barnett, of Wollongong, our team did not have the usual success. However, the trip was a very pleasant experience for the boys.

At our own 1947 Swimming Carnival, three new school records were made. These were; Under fifteen, 50 metres breast-stroke, H. Hammond, 44.3secs.; under fourteen, 50 metres, breast-stroke, D. Asquith, 51.5secs.; under fourteen, 50 metres, K. Gosper, 32.2secs. The carnival was keenly contested, the final scores giving the honours to Hunter House, with Smith, Shortland and Hannell following close behind in that order.

At the end of last year a large number of boys was trained in life-saving. These sat for the various awards of the Royal Life-Saving Society. Those gained in the senior classes were five Instructors' Certificates, one Bronze Cross and thirty-six Bronze Medallions. The younger boys gained twenty-five Intermediate Certificates, sixteen Intermediate Certificate Labels, forty-two Elementary Certificates, and three Junior Resuscitation Certificates.

It is to be hoped that the results at the end of this year will equal, if not better, those of last year.

D. TOOTH.

Tennis

The First and Second Grade teams had an interesting and successful season. In the two rounds the teams defeated Technical High and Marist Brothers rather easily, but met keen opposition from Maitland. At the end of the two rounds Maitland and Newcastle were level, each school having defeated the other once.

The final in both grades was won by Newcastle by five sets to three. In this First Grade final, G. Preece and L. Hallinan played particularly well to win their four sets against strong opposition.



SWIMMING TEAM 1946 — Winners of Farlow Cup, Rawson Challenge Cup, Life Saving Cup.

Back Row : J. Beach, A. Smith, D. McKenzie, J. Morris, A. Knott, R. Tooth, J. Smith, J. Meletics. Second Row : N. Harden, J. Cain, J. Moore, J. Robertson, C. Stone, O. Griffiths, G. Derkenne, A. Browne, D. Cowell, D. Tennent, J. Cameron. Front Row : K. Anderson, J. Booth, J. Nicholson, D. Asquith, R. McFarlane (Coach), H. G. Fountain (Coach), G. Bell, D. Oldham, B. Silkman, L. Adams. Absent : J. Bartlett (Capt.).

CONTRIBUTIONS

Forward

I had been waiting twelve months for orders to go overseas, and was feeling frustrated when at last they came through. Only a serviceman knows that feeling of exaltation which accompanies the order to go "over there," although he does not know where his destination is. Such was my case.

Pre embarkation leave was granted, and I said farewell to all my friends. I was on my way again and heading north. For three long, weary days we were cramped in box carriages on the way to Townsville. On arrival, we were allocated to our various units. The unit's gear was packed and the unit was ready to leave at a moment's notice. It seemed that our boat would never arrive, for we were in Townsville three weeks. At three o'clock one afternoon, we were called on parade and informed that we were to leave at six o'clock that night.

We were checked on to the boat with all our belongings, and marshalled to the rear hold, which was to be our "hotel" for the voyage. Hammocks were issued and for the next hour we arranged ourselves for the forthcoming ordeal. Later we went on deck and watched the loading being completed and then retired to our quarters.

When daylight came, the boat had moved from the wharf and was lying out in the harbour, awaiting the remaining ships to form the convoy. We were able now, in daylight, to examine our ship, which proved to be a Chinese "tramp" steamer, over-crowded and dirty; but in those days, use had to be made of all available shipping, irrespective of its condition. And so the first day passed.

The second day came and we were well out to sea in a convoy. We were instructed in boat drill and told that no lights or cigarettes were to be shown on deck after dusk. The second day passed and the third, and the fourth. On the morning of the fifth day we were sailing near land and appeared to be going into some sort of bay, which on enquiries, proved to be Milne Bay.

It is almost impossible for me to describe the scenery going up the bay. Rainbow hues of all colours came from the vivid green of the jungle, and the intense heat, although it was morning, caused steam to rise from the undergrowth. We stood on the deck and watched as we moved slowly up into the bay. We remained at Milne Bay until early the following morning, and when we awoke we were well on our way again.

About ten o'clock in the morning of the sixth day, land could be seen on the horizon, and we watched it grow until it developed into what appeared to be a fairly large island. This assumption proved to be correct, as we were informed later by the officers that this was Goodenough Island, our destination.

At three o'clock we were tied up to the wharf, and within a short time we were on solid ground again. Trucks carried us to our camp site, which was our real destination. No more fear of being torpedoed, but as dusk approached we had something more irritating to combat—myriads of mosquitoes.

G. WILLIAMS, SE.

Ode to Queen Nature

Queen of the flowers, with a rose in thy hair,
Wafting thy myriad scents on the air,
Spring from the hill-tops, deep azure blue,
Sprinkle the forests with clear summer dew.

Splendid, unconquered by Man's selfish brain,
Goddess of sunshine, controller of rain,
Breathe thy fragrance onto our heads;
Gladden our hearts with thy greens, blues, and reds.

Rejoicing in colour, flowers bloom beside us;
Winter and cool winds fiercely deride us,
Scornfully showing how humble we are
Compared to the mistress of planet and star.

The glorious goddess of infinite powers,
The mover of time and its magical hours,
Queen of the sea, surging and leaping,
Solace to man in his mourning and weeping.

Beloved by all, renowned and resplendent,
On whose generosity all are dependent,
Creator of beauty—Oh, may ev'ry creature,
Rejoice in thy splendour thou lovely Queen Nature.

JACK NELSON, 3A.

Lake Macquarie

Lake Macquarie has often been called "The Playground of Newcastle and the Coalfields." The Lake district is Newcastle's larder, as well as its playground.

Lake Macquarie is a playground. At week-ends its foreshores and pleasure resorts are crowded with visitors from Newcastle and the Coalfields. These people can do practically everything as far as relaxation goes. Swimming, boating and fishing are the favourite pastimes of the visitors. There are boats for hire everywhere. Swimming baths, or safe swimming places, can be found around the populated portions of the lake. Picnic fans, who love to laze alone in the bush, are well provided for. People who like crowds can be pushed and jostled at any of the parks around Swarsoa, Speer's Point, Belmont and Taranto. Along the sea-coasts on the eastern side of the lake there are some popular beaches which are patrolled by local surf club members. Sports are not lacking around the lake district. The numerous football and cricket clubs play separate Saturday and Sunday competitions. Tennis clubs, bowling greens and golf links are to be found in the larger towns. On the western border of the shire is a low range of mountains. Mt. Sugarloaf is the most notable of the peaks, and from it a magnificent view of the lake is awaiting those who go there. From many points on the main roads splendid panoramas are to be seen. The lake, the wooded hills and the green foreshore are suddenly spread out before you as your car rounds a bend or tops a hill. At Christmas time campers descend upon the lake in a huge army. All the camping areas are filled to capacity by tourists from the entire state as well as by the many regular campers who visit the same spots each year. When the campers arrive carnivals, dances and other forms of entertainment become nightly attractions.

When the week-end is over Lake Macquarie reverts to its sober, business-like self. The festive appearance of the week-end goes, leaving hard-working people behind. The fishermen of the southern end of the lake haul daily. They send their catch to Newcastle, where it forms a large part of the city's fish supply. In the southern and western parts of the shire there are citrus orchards and market gardens. Their fruit and vegetables are of fine quality, and fetch high prices on the market. Hardwood timber forests stand in this region. Although the forests are being fully exploited the timber-getters are not ignorant of the dangers of denudation. They have been practising reforestation for many years. Because of these hardwood forests there are several sawmills through the shire.

Besides these rural industries the lake district possesses many coalmines and secondary industries. The mines are generally small tunnels, although there are a few large mines on the eastern side of the lake. The Australian record for the highest daily output is held by Burwood Colliery, which is one of these mines. At Cardiff there is a large locomotive repair shop. The work-

shop repairs and overhauls locomotives, and is constructing the new C38 class express locomotives. At Cockle Creek there is a cement manufacturing works, which makes cement, chemicals and artificial fertilizers. Cooranbong is the location of a breakfast food factory.

The northern and eastern portions of the Lake Shire are becoming the most popular residential districts of Newcastle. The towns are connected with the city by fast bus and train services. The towns are compact and rapidly expanding, and are also the leading pleasure resorts of the lake — Lake Macquarie, truly the playground and the larder of Newcastle and the Coal-fields.

E. QUINN, 4C.

To a Tea Clipper

White water rippling with molten moonlight;
Creak of yards from a lamplit spectre;
Stifed whispering, clear cut whispering;
Wake of gleaming, rolling light.

Topsails bent to catch the zephyrs,
Gleaming under cloudless skies;
Deep, blue Indian, flawless sapphire,
Darkening under an upright keel.

Jagged, grey-white, looming icebergs,
Smoking fog from a sea giant's brood;
Icy fang of south lands—danger!
Soft leeway; rounded silky wake.

Board-hard top gallants, roaring mountains,
Roaring mountains of foaming green;
Staggering, grunting, riding the "big ones,"
Piercing, ploughing, in a tearing gale.

Anchored in haven, with derricks swinging,
Hatches off, trip ended, lead boxes cut;
Shore leave, loved ones, walks in city streets—
Then back to sea, holds ready, for China tea.

W. BRISLEY, 3A.

Jazz and Its Development

To those who are sceptical concerning the position which jazz music holds in the world of art, this article is directed, with a sincere wish that it be read within the limits of their understanding. To those who may be slightly aware of the artistic integrity of jazz my remarks may serve merely as a means by which they, too, will become as enthusiastic about it as the lowest "lowbrow," or as enthusiastic as is the seldom found music lover who derives from all forms of musical expression enjoyment and understanding, whether it be a symphony of Beethoven or an intricate "blues chorus" played by Jelly Roll Morton, a real jazz pianist. Just as in literature are found certain distinct literary forms, so in music we have various forms, and one of these is jazz. To be an impartial and ready listener to this music, one must be positive in mind that jazz is an art, and not merely the whim of a fickle people, something which is here to-day and gone to-morrow.

From our knowledge of history, elementary as it may be, we know of the slave traffic between South Africa and America during the 18th Century. We also know that the African natives had a very good sense of rhythm, attained probably from their tribal ceremonies. It was not surprising then that these unfortunate people cling to the one memory of their homeland which could not be destroyed by their cruel masters, this being their sense of rhythm and love of music, crude and undeveloped as it was. The earliest negro musicians did not have to-day's instruments; instead they had crude ones which served the fundamental purpose of jazz music, that is, rhythm, and then an ornate melody. Perhaps the most important factor to remember is that this immature jazz was a natural medium for the thoughts and feelings which could not be openly displayed, and hence jazz has become an expression of intense emotion. Bunk Johnson, one of the greatest of the jazz musicians, has said, "Playin' jazz is talkin' from the heart. You don't lie." The significance of this simple and unaffected statement can be seen in the trumpet playing of Johnson on a disc of "The Darktown Strutters' Ball."

It is from this crude beginning that have sprung the jazz music of this century and the many musicians whose works may be compared with those of the great classical masters. It is to the early days of slavery that we must look to find a reason why we have a preponderance of negro musicians in this and past eras. From the sessions in log cabins held after the negroes' toil in the cotton fields, through the various stages of slavery to its abolition and the establishment of a great negro centre in New Orleans, the jazz music of the negro gradually developed. It was about 1900 that small groups of negro musicians began to play in the cafes and dance halls of the cotton city. From there in the midst of "Storyville" and its famous streets which have become immortalised in the jazz classics "Canal Street Blues" and "Basin Street Blues," jazz spread through the States to other parts of the globe.

In this unrestrained form of music one can trace the various stages of development after its modest beginning. During the "roaring '80's" in America, the Southern States were swept by a fervent wave of music, conceived by the unquenchable spirit of the negroes. It has been termed "Dixie." The name was no doubt derived from the regions in which it was born, those southern cotton growing States of the Union known as "Dixieland." It was then a common sight during carnival time and the "Mardi Gras," which celebrated the cotton picking, to see a band of negroes leading a surging, hilarious crowd down the streets of New Orleans. The white influence in this period was also felt, as the white man began to see vast possibilities in this strange but exciting form of music.

With the formation of groups of musicians to play in dance halls and the popular vaudeville shows, there came another advance in the development of jazz. Previously all jazz had been spontaneous, that is, played without a score. But now came the necessity for a tuning down to fit the new atmosphere, and the necessity for the reading of musical arrangements for accompaniments. During the Great War "Jazz," in the strict sense of the term, was born. It was not long before the popular war songs paved the way for similar popular songs in peace, and these then became the soul of the impetus in public acknowledgment of this new music, jazz. The popular tunes of the prolific composer, Irving Berlin, carried popular music, loosely known as "jazz," through its initial stages into a period in which Ragtime music was established as the public's principal choice. This craving for Ragtime came in the 1920's just before the depression, and produced songs such as "Alexander's Ragtime Band," the king of this music.

But still plodding along without much public recognition were the men who kept their fervent love for jazz itself, untainted by the influence of public taste, and hence it was not a corrupted form of music, created for public appeal and its monetary rewards. In the negro populated areas of New York, now known as Harlem, the music loving, emotional and effervescent negroes worked in the interests of pure jazz. Among these were Cab Calloway, Duke Ellington, Louis Armstrong and "Fats" Waller. It is interesting to note here one reason why jazz has been regarded by some as being "low" and not according to the best of tastes. Prohibition was current in America at the time, and one had to visit "low dives" and cabarets in the heart of Harlem and Chicago, to obtain liquor, and hear negro bands such as the one Cab Calloway led. Consequently, a "taboo" was placed upon this type of musical entertainment, and in some instances this "taboo" still stands.

After the years of Ragtime another form of jazz became popular, this being termed Swing, popularised by the sterling efforts of Paul Whiteman and his various orchestras. It has been said that Whiteman is the father of the popular music of to-day. This is not a mere statement of words without proof, for from the many bands formed by this great musician have come the present day top jazz men. Among these are the Dorsey brothers—Jimmy and Tommy—, the late Glenn Miller, some of the great coloured band leaders, and Benny Goodman, who in 1935 popularised the swing band, a large group playing arranged music with a smattering of improvised solos.

From then on has been a period of commercialised jazz, termed by some boogie-woogie and jive, by the old name, swing. The quality of this current jazz is undoubtedly of a superior nature to that in previous years. This is largely due to the fact that musicians have been constantly exploring the possibilities of their instruments and increasing their mastery of technique. Moreover, the financial status of each band allows the employment of a panel of expert arrangers who collaborate with the leader to produce a much improved rendition of a number. All this has culminated in the polished presentations of bands under the leadership of Woody Hermann, Artie Shaw, Harry James, Tommy and Jimmy Dorsey, Bob Crosby, the late Glenn Miller's group now under the leadership of Tex Booneke, Duke Ellington, Johnny Hodges, Count Basie, Hal Kemp and Freddy Martin. But this music has not only influenced the United States. We find its influence reaching the remotest parts of the world and in cases such as the music of the West Indies and South America we find a gradual seepage of the jazz of their close neighbours. In England we find jazz men such as Harry Roy, Joe Loss, Billy Reed and Billy Cotton with his "Dixie" style, and in Australia, Frank Coughlin, and Grame Bell with his famous "Dixielanders."

One of the most impressive features of jazz has been its gradual development through the years, with its growing wealth of popularity, and although the style of jazz has not remained constant, there still persists that old feeling of "talkin' from the heart."

W. RAINE, 5A.

Dawn

The first pale streak of dawn comes o'er the sky
And, as by unknown signs from up on high,
The sparrow wakens in his tiny nest
And chirping gaily greets the dawn's first crest.

A rustling travels o'er this bushland dawn,
As all the bushfolk greet the day new born;
And up on high the light grows ever stronger,
For soon on earth will darkness reign no longer.

G. BROWN, 3A.

Then and Now

Advertised in 1912 issue of "Novocastrian": Writing tables in walnut finish with turned legs, two drawers, kneehole, leather inlaid top—3ft. by 2ft., 25/-; 4ft. by 2ft., 32/6; 4ft. 6ins. by 2ft. 6ins., 40/-; 5ft. by 3ft., 45/-. Office arm-chairs, revolving and tilt-back seats—35/, 45/., 55/.

Advertised in a current catalogue.—4ft. 6ins. by 2ft. 6ins. office desks with two draws each side of kneehole, light or dark oak finish.—£6/19/3. Revolving office chairs, with tilting action.—£6/10/6.

My Essay

What shall I write about?
What shall I say?
I sit here and ponder
In utter dismay.

I've thought and I've thought,
But I can't write a word;
The things that I think of
Are really absurd

Write an essay I must,
For to-morrow it's due;
And if I don't hurry
I'll never get through.

I've thought of adventure,
Of sunsets, of plays,
Till my head's in a whirl
And my mind's in a daze.

Well, I can't find a topic,
Once more I repeat;
So I'll have to give up
And admit my defeat.

I have tossed off this ditty
For better or worse;
Perhaps they'll accept it;
Such elegant verse!

J. CHURCH, 5B.

The Romance of a Great City

Newcastle is the pinnacle of the industrial age in Australia. For Newcastle spells power, that indispensable requirement of modern life and progress. Its coal lights the homes of many a person throughout this vast continent; its steel is present in almost every engineering venture; the "black diamonds" of Newcastle are the backbone of Australia.

Newcastle recalls old memories; its old buildings, its remnants of old mines and even its coastline living back the romance of the pioneering days and the sordidness of a convict colony.

Newcastle is a city of chance. For it was merely by chance that Lieutenant John Shortland in 1797, when in pursuit of a number of convicts who had escaped from Sydney in a whaleboat, discovered coal on a small island now called Coal Island (now Nobbys) at the mouth of the Hunter River. The settlement, which was established as a result of this, soon proved to be a burden and so was abandoned.

In 1804, however, Governor King decided to send Lieutenant Monzies to establish a new settlement for the purpose of shipping supplies of coal and cedar. The name King's Town was used until about 1830. Beside being established for its supplies of coal and cedar, Newcastle was a place of secondary punishment for convicts who transgressed while serving their original sentences. Life at Newcastle was hard, and it was common knowledge that convicts dreaded the punishment of being transported there. The prisoners were employed as miners, cedar cutters, lime burners, or salt boilers. Between 1804 and 1810 the population of Newcastle remained practically stationary, but, after the arrival of Governor Macquarie, the population began to grow, owing to the increased demand for timber and lime.

In 1819 Governor Macquarie pointed out to the Home Government that Newcastle was too close to Sydney, that the way overland to Sydney was well known, that supplies of cedar were becoming difficult to procure, and that it was desirable to throw open the fertile plains of the Hunter Valley to settlers. So great was the agitation that, in 1824, Newcastle was made a free settlement and lost all its penal character.

From then on Newcastle slowly but surely developed. A comprehensive system of Public Works was undertaken and more free settlers were induced to settle there. In 1859 Newcastle was proclaimed a parliamentary constituency and was incorporated as a municipality with Mr. James Hannell as first Mayor. Between 1861 and 1871, there was a great deal of activity in every phase of the city's life. Great development took place in the mining industry and in the shipping trade of the port, and the population and the number of suburbs increased immensely.

The discovery of the rich Grata coal-seam by Sir Edgeworth David in 1886 meant to Newcastle the loss of its main source of income, but this loss was compensated for by the purchase of land in 1896 by the Broken Hill Proprietary Company for the purpose of erecting smelting works for the silver-lead ores. These smelters, however, were built at Port Pirie, so the company decided to use the land at Newcastle for iron and steel works. The low-lying land was reclaimed, wharves were built, furnaces erected, and in 1915 the works were opened. The works have quickly become the backbone of Newcastle and its life.

In this 150th year since the discovery of Newcastle by Shortland, every citizen must try to do his or her best for Newcastle. Newcastle is important for her industries, and, if we centre our thoughts on this fact, we can make her a worthy counterpart of Newcastle-on-Tyne.

K. KAUFER, 5 D.

To a Tree

How many weary years have passed away
Since first thy emerald leaves beheld the sun?
Thy trunk hath seen both Summer and the May,
Thy foliage hath been green and also dun.

Amid thy boughs the birds have built their nest,
Among thy aged limbs a haven found;
To thee they homeward fly unto their nest,
Where soothing warmth and shelter do abound.

Thy grandeur lies not only in thy size
But also in the wonder of thy age;
The winter wind among thy branches cries:
The lightning rends thy timber in its rage.

And thus we pause that we may honour thee,
For what would this earth be without a tree?

E. MANNING.

Race Meetings

Horse racing has been known over the centuries as "The Sport of Kings." This is indeed an apt title, because one would require the wealth of a king to satisfy the demands of the activities of this pastime.

Many business men allege that they enjoy relaxation by attending race meetings. However, the falsity of this statement may be realised by considering the number of people who are present at a race meeting. Can a man possibly be relaxing while pushing his way through a bustling crowd? Can he be at his ease when he is yelling with excitement as his choice wins the race or as it is just beaten? Even though he is straining to hear odds, shouting bets, and being jostled by a fighting mob, yet he continues to believe that he is enjoying a well-earned rest.

This is not the only type of self-deceiving man present at a race meeting. There are those who solemnly believe that they will win a fortune by backing horses. They become even more confident when encouraged by those unfortunate people, ever present on racecourses, who, by some strange trick of fate are able to foresee exactly which horse will win each race. This miraculous knowledge they impart quite graciously for a slight monetary consideration.

On the other hand, there is the type of racing enthusiastic who will accept no assistance from these men, whose one aim in life is, apparently, to help the punter in distress. These independent fellows do, in fact, scorn the help of the afore-mentioned "prophets," and resort to the use of "certainty systems," which are usually evolved by themselves. These "certainty systems" enable their possessors to predict the winner of each race, without the slightest error. They are quick to tell friends that they know a "certainty system." However—and invariably this is to the benefit of their friends—they do not go on to explain the details of this marvellous aid to punters.

The next class of race meeting patron is usually reserved for women and novice punters. They always carry a plentiful supply of pins, and are therefore well equipped to apply their method. Having selected a pin, they close their eyes and stick the pin in the race book. The name which is closest to the pin becomes their automatic choice.

There are, also, those young girls whose method of selecting a horse is as much dependent on chance as the previous one. Usually, being fond of bright colours, they pick the entrant whose colour scheme most appeals to them. Lovers of red coats have on occasions been known to back the clerk of the course, who wears one of these.

The next type is the tough fellow who attends the meeting solely to heckle the unfortunate riders whose mounts finish last. The ruffian delights in embarrassing the jockeys and looks for applause from the crowd at his every remark. He invariably carries in his pocket a copy of "Five Hundred Best Jokes for All Occasions."

Finally, there is the socialite who on no account condescends to place a bet with those "snouting monsters of bookmakers." She is apt to shriek, should a speck of cigarette ash be flicked on to her new white shoes, and always has "James" waiting in the Packard to take her home as soon as she has ascertained that her photograph will appear in the Social Column of the next day's Press.

C. GRAHAME, 4A.

Nature's Gift

The sun is shining brightly;
The trees are in a trance;
The breeze is blowing lightly
While the flowers nod and dance.

Sweetly the breathe of the spring wind blows,
Laden with faint perfume:
'Tis the fragrance rare that everyone knows,
The scent of the wattle bloom.

B. HEPPLEWHITE, 1D.

The Maid in the Mist

This is the legend of the "Maid in the Mist," a mist of spray forming the figure of an Indian maid at the Niagara Falls.

Long ago an Indian maid was loved by two braves. It was customary for two rivals to fight to the death. The winner would then marry the girl.

On a certain day these two young men met on a rock in the centre of the river flowing over the Niagara Falls. Here they were to wrestle to the death.

In the fight, the brave whom the girl loved slipped in the river and was washed over the falls. That night the grief-stricken girl went out on to the rock and flung herself over the mighty cascade. From that day on, it is said, the form of the girl has been seen in the mist.

Now, when you want to see the Niagara Falls you may board a small ferry called the "Maid of the Mist," which will take you almost under the falls.

R. WOOLLEY, I.A.

My First Day

It was my first day at Newcastle Boys' High School, and as I entered the gate my knees were knocking. I found the boys very polite, and, when I asked where I might find the Headmaster's office, I was overwhelmed with offers of assistance. The fact that I finished up at the tuck-shop was, no doubt, due to my inability to follow directions and was not caused by such a kind, polite boy purposely misleading me. At last I found the hall, and I was just in time for the proceedings which aimed, I think, to tell us all about the school and what we were to do. However, I was in a whirl of excitement, and my little brain would not focus on the speaker, so I came away still wondering what we were to do.

We went to our room, and we were told where we were to fall in at certain signals. After a while a bell rang and the teacher hurried out. This was novel to us, and we hoped the bell would keep on ringing. However, our hopes were dashed when soon another teacher came in. He started to talk to us in what we thought was a foreign language. It turned out to be algebra. Then a bell rang, and we learnt that it was time for recess.

We went out, and after about a quarter of an hour a siren wailed. I went to where I thought we were to fall in. It seemed to me that the boys looked somewhat bigger than they had a quarter of an hour previously. I later found that I had promoted myself to Fourth Year on my first day. After several boys had stared superciliously at me I put myself back to First Year. I found the First Year classes eventually, and we went into school.

After lunch we had a sports assembly. I was so muddled that I put my name down for swimming in Winter and Rugby League in Summer.

I do not think I have ever been so confused before. When I look back now I cannot see why I was so muddled. But oh, that first day!

A. MURPHY, I.A.

Sunset

O'er the distant mountains,
Across the dark green plain,
The golden rays of sunset
Grow fainter once again.

The graceful sunset maiden
Waves her wand of light
Upon the sleepy flowers,
As twilight turns to night.

The yellow bird flies homewards
To his cosy little nest,
Where the warm, devoted mother
Draws her young ones to her breast.

The fiery orb has vanished;
The blue sky turns to grey;
And one by one the stars appear,
Until the break of day.

D. REID, 3A.

Our Day at Wangi

Our day for Wangi comes at last.
How glad we are the bus is fast!
We pass Awaba—yes, it's true,
Our destination is in view!

But when we got there, Oh what fun,
As in and out we splash and run!
My mother says that with some sand
We ought to build a castle grand.

I try, but Harry helping me
Just knocks it flat and jumps in glee.
Then mother calls—she has some cakes.
Such cakes as only mother makes.

But look the sun is sinking low;
I guess that means we'll have to go.
But home in bed we all agree
We'd love to live beside the sea.

W. DAVIDSON, 1A.

Tolerance in the Post-War World

The world seems to be drifting towards yet another conflict. We are possibly on the threshold of a war which could mean the utter destruction of humanity, because of the use to which the great scientific discoveries of our age have been put. The gravity of the international situation is due to the lack of true international understanding.

The emphasis in this, the post-war world, must be on tolerance and understanding. The newspapers, the radio, and (to an unfortunately small extent) the films have combined to urge a new international outlook. It is up to us, the citizens of tomorrow, to help break down the prejudices occasioned by geographical social and political barriers; we must help to overcome the obstacles presented by differences in colour, race and viewpoint.

Now, more than ever before, we must strive to nullify the effects of friction between different national and international groups. The onus is on the rising generation to do what it can to educate itself for the responsibilities of world citizenship.

The onward march of science coupled with the development of new forms of transport has made this globe a smaller place. Voyages formerly requiring weeks or months of travel can now be made in a matter of hours or days. Since we are thus closer to our neighbours, this proximity should be reflected in our social and political relationships. Petty jealousies and the prejudices formed in years gone by must be replaced by a new-found sense of toleration and understanding. Our attitude towards the people who were our enemies in the last bitter struggle particularly needs revision. People who pride themselves on their broad-mindedness should not allow their vision to be dimmed by the past actions of the fellow countrymen of former enemies.

The greatest service which we, as members of post-war communities, can render is to cultivate assiduously a thorough understanding of the current international situation; we must be able to view developments in their true light, through unbiased eyes. Then, and only then, shall we be able to say that we have done our utmost to promote friendship and a more complete understanding among the nations of the world.

J. TAYLOR, 4A.

The Australian Bush

As I wander through the bush,
Many things appeal to me:
One's the way the sunbeams play
In a beautiful gum tree.

Another is a wild bush flower
That greets me as I walk along;
And once I saw a lyre bird's bower;
And once I heard a lyre bird's song.

E. LEWIS, 1A.

The Swimming Postmen

An island of the Tonga group, Nukua-Fu, in the South Pacific, is famous as probably the only place in the world where postmen swim round to deliver letters.

The island is encircled by coral reefs and strong currents, and is very dangerous for small boats, or indeed boats of any kind, to approach. Once a month the mail boat comes from New Zealand, and for this the white inhabitants eagerly watch. The boat anchors quite two miles from the shore, and to it the native postmen must swim. The first swimmer carries a short stick, at the end of which is a cleft. In this cleft is the small bundle of out-going mail. One of the steamer's crew lowers a bucket over the side as the swimmers approach, and into this the letters are dropped. A biscuit tin closely sealed and attached to a rope is dropped overboard, and this contains the in-going mail. The floating tin is cleverly steered through the water by the swimming postmen, and piloted in the direction of the shore as quickly as the wind and the tide will allow.

For many years, whatever the weather, the swimming postmen of Nukua-Fu have conveyed and collected the mail in this curious manner. The work is not without a considerable amount of danger, for the seas are infested with sharks. The islanders are expert shark killers, and no serious accident has ever occurred, although there have been some narrow escapes.

B. SILKMAN, 2B.

The Ever-Growing Night

The sun was setting in the west,
Reminding us that we must rest;
This made a truly wondrous sight
Out in the ever-growing night.

Not a chirping could be heard
Of the cheerful little bird,
For he had ceased his busy flight
Out in the ever-growing night.

As I sat there very still
The sun sank down behind a hill;
The sky had changed to dull from bright
Out in the ever-growing night.

Before this peaceful scene was set
The world seemed full of life, and yet
All now was hushed—enchanted quiet,
Out in the ever-growing night.

X. HARRIS, 2B.

Behind the Scenes

There was great excitement in the home when Dad proudly informed the family that he was taking them for a picnic to Nelson Bay at the week-end. The youngsters were ecstatic with joy, but Mum was a little more cautious as she had experienced the worries of a family outing before. Preparations were begun immediately, as you can well imagine. Each person had his own particular duty, and Dad was no exception. He was the director of operations. Having acquired a launch for the Sunday, he took out the dusty fishing bag and sat for an hour musing over his past fishing expeditions.

The preparation of the tackle is a story in itself. The rusty old hooks had turned to pieces of straight wire, and little Jack testing one of the lines managed with enormous effort to snap the veteran in two. Dad was enraged. If Jack was not more careful he would stay at home. Secretly Dad realised he must renew at least two or three of his lines if he was to retain his professed reputation as an angler. Also, Mum must be provided with only the best tackle so that she could have no excuse for coming home empty handed. Then again, Tom, who was the oldest boy, must not be too well equipped or he might out-do Pop's catch. In Dad's hands everything was arranged to perfection.

Now comes Mum's part. The cooking was begun at least two days before the party. She required Tom constantly to rush to the grocers for those requirements lacking in the house. Tom was sure that the tyres of his bike would be worn out, and that he would have to spend the Sunday in bed, through fatigue. Mary, the eldest daughter, was worked to death. On the night before the expedition Dad helped Mum into bed just before midnight, and the two were dead to the world.

The next sound in the household was the clanging of the alarm clock at half-past five. Everyone jumped to attention. Little Jill was nearly sent back to bed because she asked Pop if he thought they might catch the nine o'clock ferry. Of course, as is usual with the man of the family, Dad was sitting in the car tooting the horn at half-past eight. Mum was quite used to this and was ready at a quarter to nine.

"Well, here we go," said Pop, and he proceeded to release the brake and drive off. Alas! the car ran backwards down the hill. Dad wrestled with the controls and, amidst the screams and screeches of the family, brought the car to rest. The car was named Roger. Roger did not behave himself every day, but this lapse was really unexpected.

"Tom," said father gravely, "did you put back that spark-plug you were using last night?"

"No, Dad," replied Tom calmly. "I put it on my line for a sinker."

This was too much for Dad to bear, but before Dad could pick up a handy wrench Tom placed the plug in his hand. Dad finally started the car and off it went. To complicate matters the clock had moved on to two minutes to nine. Dad opened the throttle and Roger thundered along with extreme poise, but was relieved when the Civic Railway gates closed in front of him. Dad mut-

tered something about their being as punctual as all government concerns, and gave up hope of ever seeing the ferry. Just then the gates opened. Dad slammed the gears into action, took the right angle turn on two wheels and raced on to the ferry at fifteen miles an hour. They waited at least three minutes before the ferry left.

Except for a few jerky steps and starts the thirty mile journey was uneventful. Dad remarked on the absence of wild animals since he was there way back in '36 when only madmen used to drive to Nelson Bay. As the journey took only two hours for the whole thirty miles Dad decided that a swim was just the thing before lunch. The boys decided to go along just to see Mum in her "tights." Tom was especially prepared because he had read in the papers that French swim suits were no longer banned at Nelson Bay.

The food that had taken Mum two days to prepare was devoured in five minutes, and Dad proudly led the family down to the launch. He had received a tip that the fish were biting about eight miles away on the other side of the harbour, so this was his destination. He made a last check of the tackle, but just as everything was set and the launch practically at its destination the motor cut out. The man of action shouted his orders: "Down with the anchor!"

Yes, Dad had had such an experience before. He tapped the petrol tank, but there was a hollow note. It was empty. Tom must put his singlet on the oar as a sign of distress. The party did not have to wait long. A launch came near the distressed boat and its attention was eventually attracted by the shouts and screams from the disabled boat. What luck! The other boat had some spare petrol, and no time was lost in filling the empty tank. Alas, still the motor would not start. What was to happen now? Dad persuaded the occupants of the other boat to call at Nelson Bay and send help. Meantime the family would stay and fish.

This was a lucky turn. Out came the lines. Dad proudly hauled in the first fish, which was a small shark. It added to the confusion by tangling all the lines in the boat. What a mess! In about half an hour the lines were unravelled, and the fishing proceeded. The fish were plentiful enough, but soon the sun set and still no rescue party appeared. The clustered lights of the township around the shore shone like small fires. Dad was really worried.

The children thought a night on the water would be just the thing. The sound of an aeroplane engine reached the party, and twenty minutes later a speedboat drew alongside the helpless craft. The boys were fascinated and even they showed signs of childish enjoyment. As the two boats raced shorewards they left a wide wake glistening like diamonds in the moonlight.

It was not long before the family were seated in the car prepared for the long trip home. Roger must have been pleased with himself, because he did the homeward journey in an hour and a half, but his luck did not hold for the ferry. At least, however, he was at the head of the queue for the next one.

As Roger stopped outside the home Dad remarked: "I hope you all had a good day." The children managed to utter a few phrases of approval, but Mum was silent and thoughtful. All eagerness to help had now passed, and bed was the only thought. Mum went out with Dad to put the car away. He didn't bother about using the headlights, but he was sorry. With a loud crash, Roger drove straight through the garage doors.

K. ELLIS, 5th Year.

Enjoyment of Music

Music has been accepted as a means of entertainment since before the time of Moses. All over the world one finds varying forms of music played by various types of instruments. This indicates a universal desire in man for music in some form.

The most primitive forms of music rely for their attraction principally on rhythm, as, for example, the thud of a native tom-tom, the slap of bare feet on a baked mud floor, the boom of a gong. These may afford some clue to the origin of music. One can imagine an early ancestor of mankind lying awake at night, listening to a loosed part of his dwelling being rhythmically beaten against a wall by the wind, or with an axe or hammer dealing rhythmic blows, when one of his fellows took up another implement and struck his blows between those of his companion. At all events, rhythm appears as the principal element in the music of most primitive peoples, and we can well understand its appeal, for it is still largely manifested in all types of modern music. In fact, to individuals who have no deep musical knowledge, a tune with a well marked, merry rhythm finds high favour.

Rhythm can be monotonous if continued too long in the same accented metre. This can well be illustrated by turning for a moment to poetry. We find that poets avoid the use of stanzas in which each line contains the same number of feet. Let us take these lines: -

"The splendour falls on castle walls;
And snowy summits old in story;
The long light shakes across the lakes,
And the wild cataract leaps in glory,
Blow, bugle, blow, set the wild echoes flying;
Blow, bugle; answer, echoes, dying, dying, dying."

Here, the extra foot in the second and fourth lines breaks the monotony which would otherwise be present, while the complete transition to the metre of the last two lines brings a pleasing element of unexpectedness.

Leaving poetry, let us tap out a slow, steady one-two rhythm: the monotony soon becomes oppressive, but substitute for every fourth beat a rapid double-tap and we immediately find the interest stimulated. So it is in music: avoidance of monotony in rhythm can be used to stimulate appreciation. Early man, with his tom-tom, found this out for himself, and among primitive peoples to-day the various rhythms can offer an interesting study.

It can only be suggested how melody originated. We can be almost certain that the wind had something to do with it. Perhaps a member of some ancient race found on a windy day a broken reed growing on the edge of a pond or swamp, and heard a musical note emanate from it. Desiring to possess the instrument whence the pleasant sound came, he may have broken it off. He would immediately hear a sound of different pitch proceeding from the stem which remained. Having discovered that the length of the stem determined the pitch of the sound, he could have combined a number of reed stems of different length to form an instrument such as the "pipes of pan."

The importance of melody is that it is the principal factor in expressing mood. This is the main intent which constitutes the theme, and may vary from melancholy and grief to gaiety and excitement. All melodies constructed with appropriate accent and rhythm supported by properly designed harmonies, and having normal tonic intervals between each note, make beautiful music.

A melody is in one of two different keys, major or minor. These are also important factors in interpreting the mood of a composition. The major key, for instance, usually helps to reveal brightness, while the minor key is generally used where an impression of pathos is intended. A change of key is one of the devices frequently used to relieve monotony, and we find that music in which melody is combined with variations in rhythms and key is pleasing to listen to by reason of its freedom from monotony.

T. WARREN, 5B.

The Bushman

Along an old and well-worn track,
By mountains rising blue and black,
Where the Waratah in splendour blooms,
The figure of a bushman looms.

His hair is white, his face all wrinkles,
And by his side his tea-can tinkles.
He does not care for cities afar,
For the bustle of streets, and the noisy car:

He loves this strange and lonely life—
No thought of trouble, care, or strife.
While other folk in their houses lie
He makes his bed beneath the sky.

R. MORRISON, 2B.

The Fireman

In the still of night or the bustle of day,
He is ready without a moment's delay;
His thought is to save the one that might die,
And everything moves at the sound of his cry;
No speed is his limit when the fire bell rings,
And "Out of my way!" are the words that it sings.

His helmet reflects the light of the flames
As the ladder he climbs like a monkey at games;
His actions are quick as he chops in a door,
And gathers the victims that lie on the floor;
Through the smoke and the heat here he comes undefeated,
And once more the hero his task has completed.

G. CLIFFORD, 2B.

Aboriginal Customs

One of the many curious customs in aboriginal tribes is for the lubras, whose husbands are killed in war, to tear out their hair and chop criss-crosses on their heads till the blood streams down their faces and bodies. They also snatch burning sticks from the camp-fire, and rub them up and down their legs. On the widow is placed a ban of silence, which may be removed by the medicine man. He instructs her to go into the scrub and catch a lizard. This she does and on her return she gives it to the medicine man, at the same time offering her hand to his lips. The medicine man then sinks his teeth so suddenly into the lubra's palm that it makes her cry out in pain, and thus the ban is removed.

Also in aboriginal tribes there are message sticks. These aboriginal message sticks are wide flat sticks, which are held in the air for all to see. If passing through a hostile tribe the messenger holds it high above his head. It is regarded as a "passport." It is similar to the South African custom which is a cleft stick in which a letter is thrust.

Then there is the "auringa" or sacred totem stick which plays much the same part in aboriginal corroborees as the totem stick in Indian corroborees. It is used during the initiation of warriors. Its use during the corroboree is for the old men and warriors to dance round it while the warrior is being initiated by having a tooth knocked out without his crying out in pain.

Next is the "bullroarer." This is a flat oblong piece of wood or stone and must not be shown to the women on pain of death. It is whirled round the head at the end of a hair cord until it sets up a roaring noise. This warns women and the uninitiated to keep away from the corroboree ground. The women and children believe the noise of the "bullroarer" to be the voice of the "Great Spirit" that takes the young man away and makes him a warrior.

G. CUNNINGHAM, 2B.

As Jackasses See It

There was movement at Jalangoonban, where the Boocie (black snake) tribe was settled. Baralaba and his sister, Bilcela, two piccaninnies of the tribe, were to accompany the gins when they went fishing. They were to help carry the fishing-lines. These lines were made of fibre, and were not unlike, in appearance, the ones we see in the shops to-day. The old men of the tribe were awake by now, and each one had arisen from his "bed" in between the two fires which were necessary at night.

Baralaba, Bilcela and the gins arrived at the seashore with the "tackle." According to Baralaba, all this paraphernalia was a nuisance. He knew that the Burrabie (kangaroo-rat) tribe used the bark of a certain tree for fishing. The gins beat the water of the lagoon with it, and it gave off a fluid, which stupefied the fish; they rose to the surface and were easily caught by hand. But, as the tree did not grow in his tribe's hunting-ground, it could not be employed. His tribe had to use fishing lines and hooks, which were sometimes made of pearl shell. These "koo-tangs" were made with a coral file.

Preparations were being made for the visit of the Burrabie tribe. All the youths had been out in the hunting ground with the dogs after game for the feast that was to be held.

On the next day the Burrabies arrived. The piccaninnies exchanged toys; the Boocies gave clay dolls and throwing-sticks for boomerangs. Baralaba wished that he could have a spinning-top like the men, instead of the little one he had. The Burrabie tribe were showing a canoe that their gins had made from a single sheet of bark and lawyer canes. But the Boocies were showing a totem pole they had made, in the form of a decorated black snake, which was their emblem. The youths were showing their skill at throwing boomerangs, and exhibiting their prowess in the hurling of spears and the use of clubs, club shields, and spear shields.

Following that was the feast. The fish that had been caught, the wallabies, the roaced bandicoots, together with the scrub turkeys, witchety grubs, Moreton Bay chestnuts, and so forth, cooked as only aboriginals can cook them, were eaten with great gusto. Both tribes ate as though it was the only meal that they had had, and the only meal they would have in all their lives.

Then the attraction was the old men. The oldest man, or the man who had been on the most walkabouts, told the first story, followed by the other men. They told warlike stories, stories of corroborees, hunts, and even romances, while the listeners showed their approval or dissatisfaction by guttural grunts.

C. GITTINS, 1A.

Frogs

There is no silence in the mysterious nights for from all the hillsides, valleys and gardens comes the harsh, dinning, repellent croak of the frog. Common-place though it be, this emergence of a frog from the water marks a chapter of evolution unexcelled in interest and wonder.

First the eggs, scores of hundreds laid together, in a mass by the frog and in strings by the toad. The eggs are contained in protective capsules which take up water when the eggs are laid and swell almost to the size of a pea. They hatch after about ten days. Amazing changes soon follow. The outer gills fade away, two new ones develop internally, and these two become one. Two limbs bud out towards the rear, but they are not yet needed for progress. The rudder-like tail serves to propel our little friend about his business. Seven, eight, nine weeks pass, great alterations taking place slowly all the time. The tadpole becomes less and less able to exist on fluid oxygen of his native medium, and like a fish in over-crowded waters, he comes more and more to the surface to take gulps of air.

Then comes the greatest transformation of all. The land begins to call, with promise of unknown realms to explore. In this serious crisis the tadpole ceases to eat, so that its jaws may undergo a new change. At last the whole skin splits, the jaws drop off, and lo, in a twinkling, the tadpole has gone and a tailed frog appears. The remnants of the tail are still there, and must be absorbed; then the little frog is perfect.

T. WHITE, 23.

Pepper

Pepper was a young English schoolboy who lived in the east of England in a boarding school. Now, although Pepper was a brilliant scholar, he was always in mischief and so made a bad name for himself among the masters.

One of Pepper's teachers was a fat pompous German master, who made a habit of powdering his face. Pepper thought he would play a joke on him, so the very next day sneaked into the teacher's study. Seeing the master's powder on the mantelpiece he took the lid off and scraped the lead of an indelible pencil into the box.

The next day the German master came into the room, his face powdered as usual. The sun shone through the window and made the master so hot that he began to perspire. As the perspiration rolled down his cheeks his face began to turn purple. The boys tittered and sniggered. The master heard them and swinging round to chastise them he caught a glimpse of himself in the mirror. He rushed out of the room to the school doctor, who promptly put him to bed.

When the master was seen later his face was not powdered, and you may be sure it was never powdered again.

T. WILLIAMS, 1D.

Revenge is Sweet

The moon was obscured by the sombre clouds, and the eerie wind whistled mournfully through the trees. No lights illumined the narrow pathway, as a shrouded figure crept stealthily along. A fox's low cry was distinct. Numerous shadows were cast upon the track. He heard the shrill, death-like scream of a mouse which had been captured by a searching owl. The faint whisperings of the trees added mystery to this scene. Patches of blood spattered the roadway, where a fox's victim had been decapitated. Bats whirled overhead, and it was almost as if Nature had relaxed her vigilance.

Through all this, the figure continued on his way, cautiously avoiding all signs of civilisation. Finally he stopped short, listened and looked intently through the gloom. Evidently his goal had been reached. The object of his undivided attention was a cunningly concealed bungalow. It was skilfully camouflaged by vines growing all over it. Through one window a dark form was visible. The form was that of Silas Hook, reputed to be a member of the underworld. For years he had engaged in murder and all foul forms of evil and had managed it that his confederates received the punishment for his crimes. The lone figure was one who had been cheated by Silas. He had returned to seek revenge. For a moment he hesitated, taking in the whole scene. Then he raised his arm, and, as he did so, something glistened like silver. Almost immediately his arm flashed forward, and with a dull thud the knife struck Silas in the neck. He twisted convulsively in his seat; his eyes glazed; as he faced the figure, stark terror showed in his eyes, and he uttered a horrible, choking cry. As he fell to the floor, blood oozed from his fatal wound and a dark pool quickly formed.

This gruesome scene was witnessed by the murderer, who remained for some moments at the window gloating over his victim, Silas Hook, the scoundrel, for whose crimes so many had been punished.

R. MEEHAN, 4C.

An Iron Foundry

The open-hearth furnaces, shaped somewhat like large steel bottles, consist of a steel plate outer surface lined with fire-brick. The drawing-off port is a trough coming from a small hole in the bottom of the furnace. When the metal is being heated, the drawing-off port is plugged with fire-clay which is broken when the metal is sufficiently heated. Half-way up the body of the furnace is a slag port for drawing off slag. At the beginning of the neck is the furnace mouth for feeding the furnace. This is surrounded by scaffolding. The continuation of the neck is the funnel for drawing off fumes.

The cast is started by adding a layer of coke, a layer of ore, a layer of limestone; and this is kept going in layers. When the metal is sufficiently melted, different alloys for producing different grades of iron, brass and manganese are added. When the metal is drawn off it is poured into crucibles which are carried to the moulds by cranes. The moulds consist of a special type of moulding sand put through the mixing machine, which is a large chain like a bicycle chain, about 18 in. wide. When the chain is revolving the sand is thrown into it and comes out the other side mixed perfectly and ready for moulding. The smaller moulds are done on a moulding machine, which shakes the sand, compresses it, and when the wooden pattern is put in moulds it almost perfectly. When it is finished it is taken from the machine and touched up by an expert moulder. The larger moulds are done by hand.

When the cast is about to be made precautions must be taken against many dangers, for if the mould is too cold the metal will blow out through the pouring hole and shower the workmen with molten metal. Often too much metal is made for a cast. If this is so, the metal is run into troughs in the ground and covered with sand. These could prove a deadly trap if not watched. When the cast is made and allowed to cool, it is sent to the machine shops to be cleaned up. Often the metal is too hot and the casts are spoiled because they shrink as they cool.

P. TICKLE, 2B.

My Hobby

My hobby is brooding goldfish, and I find it a very interesting one, too.

If you want your goldfish to spawn you must feed them well on chopped garden worms. Goldfish will spawn only in the summer. After feeding them with chopped worms you will notice them chasing one another around the pond. This is when they are spawning. The female deposits the eggs on water plants and then the male fertilizes them. Fish will spawn when they are nine months old.

Three days after being laid the eggs should hatch if the climate is warm. The eyes are the most conspicuous part of the body, which is so small that it is hard to see. Many of the fry or small fish die and many are eaten by larger fish, for they are cannibals.

There are many diseases that a goldfish may catch. Some common ones are white fungus and black fungus, the last of which is incurable. A remedy is to put salt in their water. There is much work in keeping goldfish if they are cared for as they should be, but is not that the case with most hobbies?

R. O'BRIEN, 2B.

Sea Coast

Iron-grey rocks littered the wolfhaunted slopes and sombre valleys in profusion, and all around the foot of the bleak cliffs the sea surged sullenly, pounding its foaming mountains against the jagged edges with untiring, monotonous regularity. The solemn wind wheeled through the rocky crevices screaming eerie defiance to the sulky sea. In the west, the undulating swell leaped over high, protruding rocks and sent foam harbingers on their way to the moody heavens; all trying to crest the cliff-face, dripping with the salt spray, but always falling a few yards short of their goal.

On one of these wind-beaten cliffs there appeared a man, tall, with dishevelled hair, his long grey raincoat trailing in the wind. With the screeching gulls as companions, he started to walk slowly along the cliff-top, moodily conscious of the tempestuous scene about him, the foreboding, evil side of Nature's whimsical character. He walked for a long time, memories—haunting, passionate memories—wheeled through his fevered head, as the solitary sea birds wheeled about the coast, searching for food.

This man of unknown past searched for something, too. He searched for something more important than food to him; he searched for a solution to a problem. It was a solution as hard to find as it was to discover a living soul in that desolate loneliness, as hard to reach as the scraggy goats on the mountain sides. Perhaps he found one—only the whining wind, the lone mountain goats and the churlish sea now know.

Suddenly, the birds started up, soaring into the atmosphere. The greedy waves reached forward; and all was as before.

The beachcomber grunted as his bulky body climbed the rock. Old but vigilant eyes scanned the strip of beach and at last noticed a shapeless heap lying in the subsiding waters, causing swirling eddies about it to scurry after the ebbing tide. The old man was not perturbed. On the contrary he blew his bulbous nose into a big, red, dirty handkerchief to show his lack of interest. Then, thrusting a grubby hand into a grubbier pocket, he made his way down over the rocks and through the shallow water to this bulgy object protruding from the swirling tide. Throughout his short journey he continually grumbled to himself, as is the habit of men relying on themselves as comrades. The mysterious object was of small interest to him. The torn pockets of the long grey overcoat yielded nothing to his searching fingers. The other clothes were ruined with the water and could be put to no use. Disgusted with his unprofitable find, the aged mariner kicked the heap of water-logged flesh and bones aside, and turned towards his shanty over the rocks. It must be getting late, thought he, and Jim had said the bream were biting near Corrigan's Creek. Sundown was the best time to get them. He turned towards the west, confirming the position of the sun.

A dark, scurrying cloud mass partly hid it from view as it sank beneath a mountain where the goats fed yet. And alone with them, the solemn wind wheeled through the rocky crevices, screaming eerie defiance to the turbulent sea.

W. DERKENNE, 3A.

Catching Marlin

A sickle-fin cuts its way along the surface of the pounding ocean. The experienced eyes of a fisherman identify it as a marlin, the prince of fish to all anglers.

A small boat slowly circles the fish. The eager fishermen drop their baits and slowly troll them to and fro in front of the giant. A streak of silver attack one of the baits. The fish wheels round and the line runs off the free-spoiled reel. The angler can hardly resist the temptation to strike, but through experience he knows he is not to strike until the fish has swallowed the bait. Now the marlin stops, and in a second it darts off on its run. The man strikes, and the battle begins. The fish often leaps into the air, showing its stream-lined body.

On favourable seas there is only the minimum of danger in fighting a swordfish in a boat 20 to 30 feet long. The tackle which is used must be strong and reliable; it must have a breaking strain of 400lbs.

The rod is usually made of hickory or any other stout wood, such as split cane and bamboc. It is about 5ft. 9in. to 8ft. in length, and 16ozs. in weight. The reel should hold 500 to 1,000 yards of 24 strand line, with a breaking strain of 66lb. dry.

Most big game fishermen wear a shoulder harness to help them hold the rod in many a long struggle. Swordfish are usually caught by trolling the line at about 50 yards behind the boat moving at about 4 knots. The bait is often a flying fish, a bonito or a baracoda, about 12 to 14 inches in length. The hook is a 12/0 to 14/0 in size, with a wire trace about 15 feet in length.

J. RICHMOND, 2E.

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