

XX

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JUNE 1928



Sydney Boys'
High School

THE
RECORD

THE MAGAZINE
OF THE
BOYS' HIGH SCHOOL
SYDNEY



Vol. XX

No. 1



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WATCH DAILY PRESS.

School Directory

Headmaster: G. C. Saxby, B.A.

Deputy Headmaster: W. A. Moore, B.A., Dip. Ec.

Teaching Staff:

English and History: W. D. Noakes, M.A., J. W. Greaves, M.A., L.C.P., F.R.H.S., H. Peake, B.A., L. J. Eddy, M.A., Dip. Ed., D. M. Smith, M.A., M.L.C., A. M. Hall, B.A., J. A. McCallum, B.A.

Classics: R. H. Paynter, M.A., J. H. Brayden, B.A., E. Patterson, B.A., Dip. Ed., A. W. Milne, B.A.

Modern Languages: G. W. H. Perkins, M.A.; M. Suleau, B-es-L., H. Savage, M.A., Dip. Ed., G. R. Scott, M.A., W. H. Simpson, B.A.

Mathematics: P. W. Hallett, B.A., R. Golding, B.A., N. L. James, B.A., G. C. Shaw, B.A., C. P. Schrader, M.A.

Science: J. P. Wilmott, B.Sc., J. R. Towns, A.T.C., J. P. Austin, B.Sc., F. J. Heatley, M.A., M.Sc.

Commercial: W. A. Moore, B.A., Dip.Ec., H. P. Brodie, F.C.S.S.
Physical Culture: O. A. Cropley, D.C.M., A.S.P.E.

Captain of the School: B. Gardiner.

Prefects: J. Robinson, F. Starr, N. Bailey, J. Still, A. Crabbe, C. Hughes, E. Shepherd, H. Rees, D. McCallum, R. G. Walker, J. Sanford, J. Campbell, R. Nicholson, H. Wines.

Union Committee:

President: The Headmaster.
Vice-Presidents: Messrs. Moore and Towns.

Hon. Secretary: Mr. H. Peake.
Assistant Secretary: J. Still.
Hon. Treasurers: Messrs. Cropley and James.

Sportsmaster: O. A. Cropley.
Year Representatives: V. R. Gardiner; IV., E. Silk; III., R. Thompson; II., B. Condon; I., S. Curran.

Senior Literary and Debating Society:

President: The Headmaster.
Vice-President: Mr. McCallum.
Secretary: D. McCallum.

Football:

Secretary: H. Wines.
Committee: H. Rees, B. Gardiner, J. Miller, J. Robinson, C. Rubie.

Cricket:

Secretary: F. Starr.
Committee: N. Bailey, H. Wines.

Swimming:

Secretary: R. Fitzhardinge.

Tennis:

Secretary: L. Williams.

Shooting:

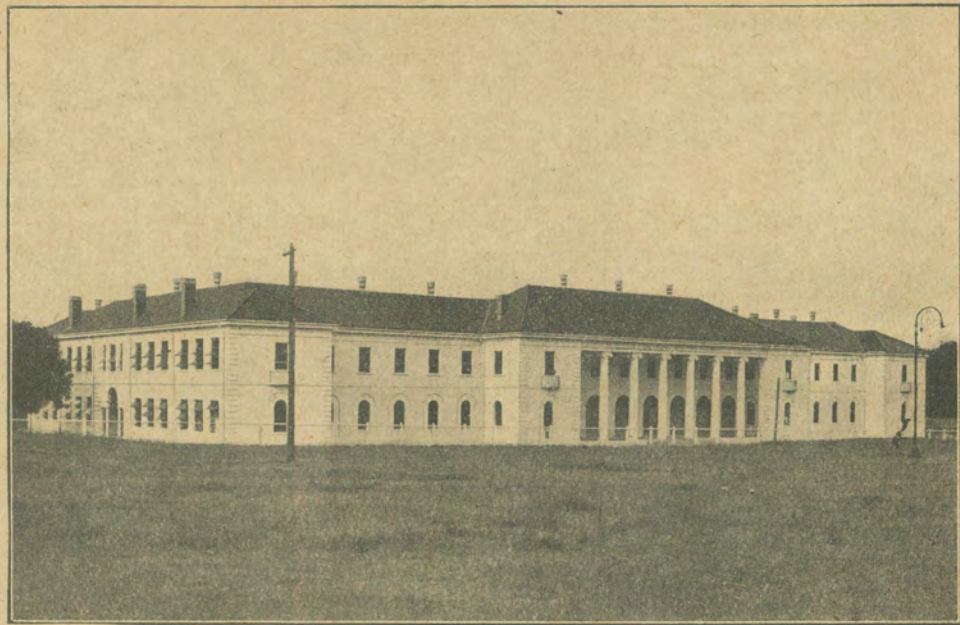
Captain: D. McCallum.
Secretary: D. McCallum.

Rowing:

Captain: A. Watts.

Telephone Nos.:

Headmaster.—F. 4904.
Sportsmaster and Staff Room—
F. 1808.



Sydney High Shool, (Facing Moore Park) Officially opened by The Hon. D. H. Drummond, M.L.A. Minister
for Education. on Saturday, 9th June, 1928.

The Record

The Magazine of the Boys' High School, Sydney.

"VERITATE ET VIRTUTE"

Vol. XX.

JUNE, 1928.

No. 1.

OFFICERS:

Patron: G. C. Saxby, B.A.

Sports Editors: J. Robinson, H. Wines.

Business Manager: R. Nicholson.

Committee: B. Gardiner, K. Mowat, F. Starr, E. Shepherd,
G. Walker, T. McKnight.

THE NEW SCHOOL.

The new Sydney Boys' High School has been completed and is now occupied. Anticipation has been succeeded by realisation, and realisation has far outrun anticipation. The cherished dreams of years have materialised, and the vivid word picture of two decades ago by Mr. J. Dawson, M.A., Chief Inspector of Schools, on the occasion of an Annual Speech Day ceremony, has become a reality. The main building, facing the open park, with the gymnasium attendant and supported by sentinel fig trees and graceful palms, is a gem set in an harmonious environment.

How inspiring the colonnades, vestibules and marathon corridors! How satisfactory the well-lighted and flawless class-rooms! And the playing grounds! With what delight we seek their hidden treasures, and play wholeheartedly in their open spaces!

Such blessings, however, connote corresponding responsibilities, and it should be the aim of every member of the school to devote himself wholeheartedly to the happy toil assigned to him.

It is therefore, opportune at this juncture to place on record changes in the organization of the School with a view to a greater efficiency and a wider field of educational endeavour.

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Instead of the old 45 minute periods of teaching, seven periods daily, 40 minute periods have been substituted, making eight periods daily. The old arrangement necessitated shortened periods both on religious instruction mornings and on the day set aside for a "culture" period. The new arrangement provides for both of these, and an additional free period as part of the regular time-table. The "culture" period as heretofore permits the school to divide itself into sections, where the groups of boys are associated in activities chosen by them. Such groups include the school choir, class debating societies, class dramatic societies, science research, wireless, lecturette club, camera club.. To these it is intended to add a workshop group, surveyor's group, gardening group. In fact, any useful activity of an educative value, which can be satisfactorily supervised, will be considered. At the old school this culture period functioned under almost crushing difficulties, but with the ideal conditions now existing we hope to make this feature of our work highly effective.

The additional free period is a new departure, and constitutes the main reason for the change in the length of the teaching periods. The aim is to give pupils a knowledge of things intimately related to their living, and not specifically a part of their school course of studies. A programme will be drawn up, by which each week the pupils will be assembled in the Hall to listen to what has been provided for their entertainment. Programmes will consist of lecture concerts by visiting artists, cinema shows of educational films, health lectures by specialists, talks on art and architecture, music and the drama, trade and industry, politics and social questions, community singing. By watching current events we shall be able to capture visiting celebrities to visit us and address the school. The free period will be elastic enough to allow us to seize any opportunity for a 40 minutes' get together in order to exploit this path to knowledge. The programmes will be so varied in kind and the subjects so varied in matter that even a weekly period will not exhaust the possibilities nor make staleness a likely result.

A sacrifice is being made in the time devoted to formal studies; but it is hoped and earnestly desired that all will give this experiment a fair trial. If the free period is a success and is appreciated, pupils should ensure its continuance by extra zeal in studies in order to maintain the same progress as heretofore.

It is apparent that the pupils of the Sydney Boys' High School have now a golden opportunity for educational advancement. Hindered no longer by faulty buildings and unsuitable environment, and with a fine tradition of academic excellence to

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maintain, the future should reveal a high standard of individual endeavour, combined with a unity of spirit in all that affects the body corporate.
—“FLOREAT SCHOLA.”

SPEECH DAY, 1927.

The last Speech Day in the old school was divided into two sessions. Less important prizes were given out in the morning; while the big assembly, which parents and friends attended, was held in the afternoon.

The morning session opened with a few remarks by the Headmaster, Mr. G. C. Saxby, B.A. The Blues, Certificates and Cakes were then given out, after which Mr. James entertained the school with a gramophone recital. The school was then dismissed until the afternoon session.

The afternoon ceremony commenced at 2 p.m., with the Headmaster's Report on the school activities for the year. This was followed by an address by W. J. Elliott Esq., M.A., Chief Inspector of Secondary Schools. He spoke chiefly on the difficulty of teaching at the old school, and how the boys had met those difficulties with outstanding success as was shown by their passes in the University, Leaving and Intermediate Examinations.

Then the Old Boys' and John Waterhouse Prizes were presented by T. McKay, Esq., President of the Old Boys' Union, to Mr. Les. Hepper, then captian of the school, who received a splendid ovation.

This was followed by the presentation of the John Skyring Cross Memorial Prize by Dr. A. W. W. Gray, on behalf of Mrs. Cross. This was also won by Mr. Les. Hepper. Dr. Gray gave a short talk about John Skyring Cross. This was exceedingly interesting.

Then came the presentation of rowing mementoes, cups and books. These were to be presented by the Hon. W. M. Hughes, P.C., M.H.R., but he was not able to be present, so they were given out by the Rev. R. Hulme.

The assembly closed with the School Song and the National Anthem.

Headmaster's Report, December, 1927

The School is in its last days of occupancy of the buildings in Ultimo, which have housed the Sydney High School since 1891. The transfer from Castlereagh Street, City, in that year, was a decided set-back. Cut off in those days from North Shore by distance, with fees increased from £2/2/0 to £3/3/0 a quarter, and the bank failure of 1892, the School fell away till the enrolment was but in the neighbourhood of one hundred. Then Mr. Waterhouse came as Headmaster in 1896, and under

his capable and zealous leadership the School recovered; and as the School honour-boards show, has carried off each year a fair share (and frequently more than a fair share) of University scholarships and prizes and medals at the Junior and Senior Examinations, and in later days at the Intermediate and Leaving Certificate Examinations.

Now with mingled feelings of regret and satisfaction we are moving on—regret because, in spite of disabilities (and they are many), this has been the school home for thirty-five years and School history and School traditions do centre in a place: satisfaction because it is possible to transplant tradition and the wonderful new school will render it easy to transfer our affections. During our time here we were admitted to the A.A.A.G.P.S.,; we have had four Rhodes scholars selected from old boys; and in general we have established a worthy reputation.

The gross enrolment for the year was 513, the highest the school has reached. The quarterly figures were as follows:—

March quarter: Gross enrolment 493, effective enrolment 485, average attendance 454, or 93.6 per cent.

June quarter: Gross enrolment 484, effective enrolment 478, average attendance 452, or 94 per cent.

September quarter: Gross enrolment 480, effective enrolment 471, average attendance 445, or 94.6 per cent.

December quarter: Gross enrolment 470, effective enrolment 462, average attendance 440, or 95 per cent.

In spite of more than the usual amount of sickness, the attendance has been good. It is significant that the higher grade classes are those in which the attendance is the best.

Of 182 pupils who were enrolled during the year, 143 were first year pupils, and 13 fourth year pupils from other schools to continue to the Leaving Certificate Examinations, while 35 pupils left during the year. It is significant that 19 of these were from fourth year. It is apparent that the inception of payment by age rather than by ability is taking boys from school to work who would gladly stay on at school for the complete course. Banks, insurance offices, and similar commercial institutions demand boys $15\frac{1}{2}$ to $16\frac{1}{2}$ years of age, and when the boy reaches the latter age he jeopardises (nay, rather kills) his chances of employment, if he remains at school beyond that age. It is a matter of finance with the institution, the boy's welfare is not considered.

Critics assail teachers with a denial that it is in the boy's interest to remain longer at school, unless he is proceeding to the University. However, the consensus of opinion is that the years 16 to 18 are the most valuable in the whole cycle of an adolescent's education. We cannot over-educate, though we may

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transgress in the appropriateness of our curricula. We should remember that the aim of education is to fit our youth for life and not merely to get a living. There is more in life than acquiring material wealth, and to accentuate the vocational aim in education at the expense of the cultural is a basic mistake. And by cultural I do not limit the application of the term to the old academic idea expressed in the humanities or the classics, but rather associate it with subjects which are actually related to life in their daily experiences and needs, e.g., history, geography, industries, biology.

Examination Results.

Examination results compare very favourably with those of previous years. The average pass has improved, while the School still gains its share of Honours. There were 49 successful candidates at the L.C. Exam. Jack O'Brien won the Cooper Scholarship for Classics, and Henry Doran the Lithgow Scholarship for Modern Languages. This is the fourth time in consecutive years the latter scholarship has been won by the School. Four University Bursaries were gained, the successful candidates being A. Tillott, H. Doran, J. O'Brien and R. Phillips. Twelve University Exhibitions were won, five in Arts, one in Law, two in Medicine, two in Engineering, two in Economics. Twenty-one candidates were awarded full scholarships at the Teachers' Training College.

No less than seventeen candidates obtained Honours, 35 altogether, of which nine were in the first class; ten boys obtained Honours in English. At the Intermediate Examination 69 candidates were successful.

There were 65 candidates at the Leaving Certificate Examination, and 95 Intermediate candidates this year. Our prospects are satisfactory, and though we have no candidates for the classical scholarships this year, we shall have next year and the year following.

Our debating team—A. Clay (leader), J. Crawford, and M. Dunnett, reached the final debate with King's in the Louat Shield Competition, but were not successful.

The usual activities in the free periods were somewhat curtailed this year by the large number of lectures given by members of the Museum staff. These lectures—with lantern slides—were much appreciated, being most instructive. We extend our warmest thanks to the lecturers. Next year, however, we hope to separate the lectures from the free period activities.

Monthly tests were held in the first half year and at the end of November final examinations were held to qualify for promotion. Nearly all pupils have qualified for promotion, but with the distractions of wireless, pictures, surfing, etc., of modern life, there is a growing tendency to neglect individual home

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work and study and to try and win out on mere class work, hoping to be carried on the shoulders of the teacher. To combat this evil, parents are advised that pupils who fail in home preparation and whose progress as a result does not hold out reasonable prospects of success in the next year's work, will not be promoted. A reasonable amount of the pupil's own work is without doubt done at school, but home work is a wise dispensation of school providence. It is good discipline and helps to keep the pupil's mind on the main job at that stage in life, viz., formal education.

Review of School Sport.

As a member of the A.A.A.G.P.S. we take part in Football and Cricket Competitions, the Regatta, Athletics, and Shooting. Our football team acquitted itself with credit considering the handicap under which the school always suffers in having no ground of its own. The matches against Scot's, Newington, and Grammar were particularly keenly contested. The second grade had a successful season, winning its matches against Scot's and Riverview.

Our cricket has been disappointing, with the extraordinary exception of the match against Scot's, in which we scored 343 and despatched Scot's for 55.

Thanks to Glebe Rowing Club for facilities in carrying on our rowing and to Mr. Smith at the Regatta, our crew, stroked by A. Watts, won the Head of the River for the third time in succession, and by doing the hat trick helped materially to assist the status of the School amongst the Great Public Schools. The fours (both first and second) were unsuccessful this year.

Our riflemen—a young team—acquitted themselves very creditably in the competition matches.

In the High Schools' football competitions "High" won the premiership in the first three grades, and was near the top in grades 4 and 5. Two matches with North Sydney were needed to decide the premiership; the first ended in a draw, the second we won by 6 to 3, and so hold the Macmanamey Shield for the year.

At the recent Swimming Carnival we were well represented—J. Robinson and N. Griffin being promising swimmers. The former broke the record for Junior 50 yards Breast Stroke, a record which has stood for eleven years.

Athletics: Our seniors, with the exception of B. Moses, were below standard, but our Juniors were distinctly good, and at the Combined G.P.S. Sports Meeting were a good second, and would in all probability have won, had not our high jumper broken his arm at the last practice before the carnival. J. Still was the outstanding individual performer, and equalled J.

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Carlton's Junior record of 10 $\frac{3}{5}$ seconds for the 100 yards, besides winning the 220 yards.

The terrible harbour tragedy touched this School very closely, as one of the victims was the late Reginald Wright, a teacher on our Science Staff. He was held in high esteem and strong affection by all—teachers and boys—and his untimely passing robbed us of a valued friend and inspiring teacher.

We had four pupils on the boat, but we are thankful that they all were spared, though all were more or less injured. Their names are Hubert Fairweather (who, being an Intermediate candidate, came to school next day—Friday), Jack Carr, Eric Hanley and Kenneth Berliner. The Secretary of the Royal Life Saving Society reports that he has made enquiries as to the part played in the disaster by pupils of this School, and states that owing to the modesty of the boys concerned, he can only state that Eric Hanley, Jack Carr and Kenneth Berliner deserve the greatest commendation for their heroic and unselfish efforts in assisting others to safety. I am sure they have no desire to be lauded, but it is a great satisfaction to know that young Australia is cool and resourceful in danger, unconscious of self, and keen to help the helpless. "High" is proud of the part played by these three small boys, all in first year classes.

We express our deep sympathy with all those who lost loved ones in that sad tragedy.

SCHOOL UNION COMMITTEE.

The staff of a school makes or mars the school. A good H.M. is a help and a poor one is a hindrance, but the burden is carried by the staff, and I desire to testify to the loyal support and willing and efficient service rendered by the staff this year. I should be well satisfied to carry on with the same staff next year, plus the necessary additional staff on our prospective move.

Especially I wish to say how sorry I am that Mr. Byrne is leaving us. His experience in various directions has been very helpful, his services with the Debating team most valuable, but above all his willingness to do, to be, and to suffer on behalf of the school has been admirable. At the same time that we regret his departure, he carries away the best wishes of all for his future success.

The School Union Committee is to be congratulated upon a highly successful year of service. It has developed an organisation which is increasingly efficient and is working steadily (and I trust successfully) in the direction of throwing the responsibilities of management upon the shoulders of the boys. Special attention has been paid to care of material with the result that the financial position has greatly improved. A special feature this year is the new school badge, motto and school

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hatband, which is the result of months of consideration, deliberation, and study of possible improvements upon the old badge and motto. The new badge and motto have been submitted to the Old Boys' Union and adopted by them, also to Mr. Elliott for Departmental approval and registration.

In connection with rowing, an agreement has been signed by the representatives of the Glebe Rowing Club and the School which fixes for the current rowing year our mutual obligations. This is very satisfactory.

I desire to thank very sincerely two associations connected with the School, viz., the Parents and Citizens' Association and the Old Boys' Union. Throughout the year both of these have taken a keen interest in the School's welfare, and have assisted wherever possible. They have co-operated with very helpful results in the direction of the new school. The O.B.U. has specialised on the playing field for the School, and we are looking forward with joyous anticipation to the day when we can extend to our generous friends of the G.P.S. that hospitality which they have extended to us during the long years of our poverty in the direction of a home ground.

Parents and Citizens Association

The P. & C. Association has been more intimately connected with the domestic workings of the School, and their generous monetary grants have resulted in libraries for classics, modern languages, science, and mathematics, the purchase of a gramophone and linguaphone, text-books and records, a typewriter, a lantern, and a theodolite. In addition, they have materially assisted the rowing, and are prepared to work on behalf of the School whenever approached. The School—which after all is their School—has materially benefited by their work and interest.

Recently the balance of the books due to the School from Mr. Moses' generous gift arrived. Mr. Harrison and Mr. Peake, with broad smiles, immediately fell upon them and, sorting out those of immediate use, made them available to 4th and 5th year pupils. Next year we anticipate making full use of the very fine library we now possess, and with the amount budgeted by the P. & C. Association annually we hope to build up a library which will meet the requirements of the School consequent on the plans we are anxious to try out.

To the boys who are leaving School and adventuring forth into new spheres of action we offer hearty good wishes for future success and usefulness. We trust they leave school with regret and a sense of debt to the School. We hope that the School has given something to them in the way of character which will be a lasting possession: a sense of self-respect, a re-

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gard for duty, a love for truth and honest dealing, a respect for toil. May they ever retain an affection for and pride in their old School, and may their old School have reason to hold them in honor.

This year has been a very satisfactory one for the Library. Owing to the generosity of Mr. P. Moses and the P. and C. Association, many additions have been made. As this is a Reference Library the borrowings are confined to 4th and 5th Year, and during this year over 1000 books have been taken out by students for use in connection with their studies. The most pleasing feature of this is that during the last three years the number of books read has steadily increased. Some new sections have been added, the chief being a much enlarged Mathematics and Science section, the latter of which is known as the Wright Memorial Section. These books were given by the P. and C. Association to perpetuate the memory of Mr. Wright.

The French and German Library, started this year, has already about 50 German books, 300 French books, and about 250 French papers. This section, as well as others, benefited from the support of Mr. P. Moses and the P. and C. Association.

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Prize List, 1927.

Special School Prizes.

John Waterhouse Prize—L. Hepper.
Old Boys' Prize—L. Hepper.
John Skyring Cross Prize—L. Hepper.
Headmaster's Leaving Certificate Prize—K. Werry.
Headmaster's Intermediate Certificate Prize—T. Martin.
Dux of School—K. Werry.
Special Prize for Junior School—J. Still.

Year Form and Subject Prizes.

Year V.—English, K. Hartley; History, H. Wallace; Classics, R. Malor; Modern Languages, T. Sellors; Science, J. Piddington; Mathematics, K. Werry and J. Lipscomb, aeq.; History and Economics, I. Butler; English and Economics, J. Crawford; English and Latin, N. Booth; English and Mathematics, M. Dunnett; Chemistry and Mathematics, J. Wright.

Year IV.—Dux of Form, W. Redapple; English, E. Southgate; History, P. Simons; Classics, E. Southgate; Modern Languages, W. Redapple; Science, R. Lack; Modern Languages, G. Waizer; Mathematics and Physics, M. Adams; Chemistry and Mathematics, T. McKnight.

Year III.—Dux of IIIA., T. Martin; Dux of IIIB., G. Thomas; Dux of IIIC., O. Kellick; English, T. Martin and H. Wilson; History, J. Odgers; Classics, T. Martin; Modern Languages, J. Still; Mathematics, T. Martin; Commercial, R. Boyan; Science, O. Kellick; Maths. and Business Principles, O. Kellick; French, A. Clarke; Latin, Greek and Maths., A. Parfett; Latin, French and Science, W. Hin Gee.

Year II.—Dux of Form IIA., T. Jones; Dux of Form IIB., L. Haydon; Dux of Form IIC., J. Humphrey; Dux of Form IID., F. Brett; English, T. Jones; History, F. Cowling; French, T. Jones; Modern Languages, S. Roden; Science, J. Hercus; Greek, H. Reade; Commercial, T. Pauling; Maths. and Science, W. McElrea; Latin and Science, H. Hockey; Geography, C. Hogg.

Year I.—Dux of Form IA., W. Hillman; Dux of Form IB., V. Perkins; Dux of Form IC., E. Cohen; English and French, A. Diethelm; History, E. Cohen; Mathematics, W. Stening; Latin, M. Bott; Modern Languages, T. Falkingham; Science, G. Flemons; Business Principles and Geography, M. Power; English, French and Science, W. Hillman; French, Maths., and Science, V. Perkins; Maths., French and Geography, E. Cohen.

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EXAMINATION RESULTS.

Leaving Certificate.

Eng., 1; Lat., 2; Fr., 3; M-1, 5; M-2, 6; His., 8; Phy., 10; Chm., 11;
Ger., 4; Mec., 7; Geo., 14; Grk., 22; Ec., 18.

	1	2	3	5	6	8	10	11	4	7	14	22	18
Abigail	A	B	B			B							
Abramovitch	B	B	B	B	A		A	B					
Aiken		B	B	B	B		B						
Baddeley	B		B	B				B					B
Bailey	B		B	B	A	B							
Beckenham	B		L	A	B								
Booth	H ₁	A	H ₂	A	B	A							
Bryce	B	B	B	B	B								
Burnett	B	B	B	B	B							L	
Butler	B		B	B	B	B					B		B
Clarke	B		B	B	B			B					
Clarkson		B	B	B	A								
Clay	A	B	B	B	B		A	B		B			
Connolly	B	B	A	B	B		A	B					
Clayton	B	B	A	A	A		L	H ₂					
Cook	B	B	B	B	B	B							
Crawford	A		B	A	A	H ₁					B		A
Dalgarno	B	B		A	A		B			B			
Dandie	B	B	B	A	B	A							
De Vos	A	H ₂	A	A	A								
Dunnett	B	B	B	A	A		B	A					
Goodman	B	B	A	B	B	H ₂							
Hannon	B	B	B	B	A			B					
Hatcher	B	B	A	B				A					
Hepper	B			A	B		B						
Houston	B			B	B								B
Huxtable	B			B	B	B							B
Jones	H ₂	B		A	A	H ₂		B					
King	B	B	B		L	A		B					
Lipscomb				A	A		B	B	B				
Little	B	B	A	B	A		B	B					
Malor	A	A	B	A	A			B					
McGuinness	A	B	B	B	B							B	
Mewton	B			A	A								
Neve	B	L	H ₂	A	A		H ₂	A					
Peach	B		L	B	B		B		B				
Piddington	B			A	A		H ₂	H ₁					B
Rathbourne	B		L	B	B	B							
Reynolds	B	B	B	B	B	B							
Riley	B	B	B	B	B								
Robinson	B		B	B	B	B		B					
Rogers	H ₁		B	A	B	H ₂							
Schroder	B	B	B	B	B	B							
Segal	A	B	B	B									
Sellors	B	B	H ₁	L					H ₂₀				
Skillen	B	B	B	B	B	B							
Street	B			B		B		B					
Wallace	H ₂	B	A			A							
Watts	A	B		B	B	B		B					
Werry	B		B	H ₁	H ₁		B			A			
Williams	B	B	B	B	B	B							
Wright		B	H ₂	A	A			H ₁					

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Intermediate Certificate.

3 A. Class.

Eng., 1; Hist., 2; M-1, 4; M-2, 5; Lat., 6; Fr., 7; Ger., 8; Sc., 11; P., 9;
C., 10; Gk., 21.

	1	2	4	5	6	7	8	11	9	10	21
Bowler	A	A	A	A	B	A			A	B	
Chesher	B	B	A	B		A				B	
Clarke	A		B	B	A	A	A			B	
Cole	A		A	B	A	A			B	B	B
Cushney	A	A	B	B	B	A			B	B	
Fulton	A	B	A	A	B	A			A	B	
Golding	A	B	B	A	A	A			B	B	
Greaves, A.	B	A	B	B		A				B	
Henry	B	B	B	B					A	B	
Hin Gee	A		A	A	A	A	A		A	A	
Hook	B	B	B	B	B	A			B	B	
Keely	B	B	B	A		A			B	B	
Lassau	A		B		B	A	A		B	B	
Martin	A		A	A	A	A			B	A	A
McDonnell	B		B	B	A	A			B	B	B
Millar	A		B	A		A			B	B	
Millard	B		A	B		A			B	B	
Odgers	A	A	A	A	A	A			B	A	
Olver	A	B	B	B		B			B		
Parfett	A		A	A	A	A			B	A	A
Phillips, J'	A	B	B	B	B	A				B	
Rees	A		B	B	B	A	B		B	A	
Rimes	A	B	B	B	B	A				B	
Robertson	B	B		B		B			B	B	
Saunders	B		B	B		B			B		
Silk	A	A	B	B		A				B	
Simonsen	A	B	B	B		A				B	
Stening	A		A	A	A	A			B	B	B
Townsend	B		B	B		A					
Uebel	A		B	B	A	A	A		B	A	
Wilson	A	B	A	A	A	A			A	B	

3 B. Class.

Eng., 1; His., 2; M-1, 4; M-2, 5; Lat., 6; Fr., 7; Sc., 11; P., 9; C., 10.

	1	2	4	5	6	7	11	9	10
Anderson	B		B		B	B	B		
Baber	A	A	B	A	B	A			
Batley	B	B	B	B	B	A			
Brown	B	B	B	B	B	A			
Buxton	A	B	B	B	B	A	B		
Clubb	B	B			B	A			
Dandie, A.	A	A	B	B	B	A	B		
Dandie, C.	B	B	B	B		A			
Donnelly	B	B		B		B	B		
Fairclough	B	B	B			A			
Fairweather	A	B	A	A	B	A	B		
Fitzhardinge	A	B	B	A	B	A	B		
Hall	B	B		B	B	A			
Lander, J.	B		B	B		A			
Loftus, D.	A	B	B	B		B	B		
Loftus, K.	B			B	B	A	B		
Lyon	B	B	B	B	A	A			

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McKenzie	B	B			B	A		
Metcalf	B		B	B	B	A		
Mitchell	B		B	B		A		
Morgan	A	B				A		
Murphy	B		B	B		A		
Palmer	B	B	B	B	A	A	B	
Parsons	.....	A	B	B	B	B	A	B	
Phillips, H.	.....	B	B	B	B	B	A		
Rose	.....	B	A	A	B	A	A	B	
Rushton	.....	A	B	B	A	A	A	B	
Savage	.....	B		B	B		A		A
Thomas	.....	A	B		B	A	A	B	
Wallace	.....	B	B	B	B		A		
Wright	.....	B	B	B	B		A		

3 C. Class.

Eng., 1; His., 2; Geo., 3; M-1, 4; M-2, 5; Fr., 7; Sc., 11; P., 9; C., 10;
Bp., 14; Sh., 15; Ger., 8.

	1	2	3	4	5	7	11	9	10	14	15	8
Boyan	B	A	B	A	A	A	B			B	As	
Butt	A	B		B	B	A	B				B	
Darwin			B	B	B	A	A			B	As	B
Dobell	B	B	B		B		B			B	B	
Ferguson	A			B		A	B			B	A	B
Greaves, E.	B	B		B	B	A	B				B	
Gorman	B	B			B	B	A			B		
Hennessey	B			A	B	B	B				A	
Horner	B			B	A	A	B				B	
Kellick	A	A	B	A	A	A	A			B	Bs	
Mullins	B	A		B		B	B			B		
Munday	B	B	B	B	B	A	B			B	A	
O'Donnell	B	B	B	A	B	B	B			B	B	
Richards	A	A		B	B	A	B				A	
Smythe	B	B		A	A	A	B			B	A	
Stewart	B	B			B		B			B	A	
Still	A			B	B	A	A			B	B	A
Stonham	B	B	B	B	A	B	B			B	B	
Woodward	9				B	A	A				A	
Woodward	B				B	A	A				A	

SCHOOL GROUNDS.

The School grounds have not received much, if any, attention, since the days when the Sydney Zoo was located at Moore Park. Fortunately, the trees planted many years ago have escaped the axe to provide shelter for the generations of school boys who will come after the first inhabitants. Very fortunately for the School arrangements have been made to place the grounds under the control of Mr. Ward, the Curator of the Botanical Gardens. Inspections had been made and plans prepared for laying out the gardens before "The Record" went to press. By the time this issue is available, the work will probably be well in hand. There is every reason to believe that very shortly the beauty of the school building will be even more enhanced by the beauty of an ideal landscape setting.

ALMA MATER.

What a big gap between the 6th Class in the other School and First Year at Sydney High. The school boy has scaled the lofty heights of the "big" school, and has been inclined to play the role of a young lion in his forest.

Here with over a hundred new boys he is thrown into the whirling life of a great school. People bustle and jostle him, and ultimately he finds his level. He is not a mighty scholar; there are at least a dozen who can buy and sell him for knowledge. The lessons, too, are totally different. The initiation into the mysteries of Latin, Geometry, Science, French and Algebra is a painful process; not to mention the broadening of his Historical and English vision, which last includes that schoolboy's horror—Grammar. Indeed, First Year is a time of turmoil, and it takes at least six months to get really into the "swing" of school life.

Second Year is the happiest year of school life. Teachers are not the fire-breathing monsters of First Year, and natural assertiveness has developed in an amazing degree. Besides, there is always First Year to bully when there is nothing else to do. Practical jokes are of daily occurrence, and as long as human nature is the same, so long will these devices remain.

Then comes the year of "man." Third Year sees groups in solemn conference, and long trousers. Rarely now are childish games indulged in, unless to show Second Year how to conduct a "rag." Second Year are not as brave and cheeky as when we were there, and First Year are merely little "squirts." Third Year marks the beginning of a more serious attitude: one must face an exam., so work is more or less thorough and regular.

The end of Third Year generally sees the breaking of many school friendships; but on we go, the exam. surmounted, facing a fourth year of school life.

Fourth and Fifth Year seem to me to be the two finest years of school. There is a broad cultural atmosphere which is found nowhere else in the school. Moreover, to most the school is becoming something more than four walls.

So much for the more obvious developments of growth and intellect; but the school develops more than these. At first its influence is not felt; but gradually it grows, till one is gripped by it.

For four years I went through the school, avoiding sport, working hard, but giving nothing to the school. In "Fifth" the spirit of "Alma Mater" was revealed. Money does not procure the splendid enthusiasm of masters, the ideals of boy friends, or that wonderful atmosphere of united effort towards a common goal. These are born of the spirit of obligation to the institution, and these are the things really worth while in our school life.

—J. CAMPBELL, Fifth Year.

THE RECORD.

APPEAL FOR EQUIPMENT FUND.

The new Sydney High School, erected on the Moore Park site at a cost of £60,000, is now occupied by our pupils. The policy of the Department of Education is to erect the building, which in this case is easily the best in New South Wales; and to leave the provision of more than the minimum equipment to the efforts of the community which the school serves.

In the new building there is a large Assembly Hall with a stage; but a piano and the stage fittings must be provided through our own efforts. It is important that Physical Culture apparatus should be available to equip the first class gymnasium which has been specially provided as part of the building. A fire-proof operating room for a cinematograph is built in; and, in view of the increasing recognition of the value of the cinema as an aid to education, it is desirable that the School should be in a position to use this facility. In the new School there is ample space for housing a library; but at present suitable literature is not available for a large section of the pupils.

To make the equipment of the new School worthy of the magnificent premises we occupy, it is proposed to open the New School Equipment Fund with the objective of raising a sum of one thousand pounds.

In this highly specialised age it is generally recognised that the influences of school life are of fundamental importance in developing the type of character which will stand the tests of later life. You will thus agree with us that to make these influences as comprehensive, beneficial and effective as modern standards of education demand for the cultivation of full personality in each and every one of the School's pupils, the provision of the material equipment we have mentioned is imperative.

With the fullest confidence we appeal to the public spiritedness of the community and to your personal interest in the welfare of the present and the succeeding generations of the School's pupils for the co-operative effort and the monetary assistance which will allow the new School to function in every way as the premier high school of this State.

We trust you will communicate direct to the School or to the bodies associated with it any information or offer of assistance which you consider will help in realising the objective of this appeal.

G. C. SAXBY

On behalf of the Staff.

John Waterhouse Prize.

The John Waterhouse Prize is awarded annually to the Prefect (not necessarily the Senior Prefect) who does most in the interests of the Sydney High School, particularly in maintaining esprit de corps and a high moral tone.

THE PARENTS AND CITIZENS' ASSOCIATION.

The first meeting of the above Association was held on the 1st June, 1925. Three years since its inception is an appropriate time to take a retrospective review of the Association's activities. In doing so one is convinced that it has been a wonderful factor in assisting the Department, the Head Master, the Staff and the Scholars.

The Association's assistance has helped to raise the dignity, the prestige and the standard of the School. Close on £1000 has been raised and spent during the three years in various ways.

The Budget for last year will give an idea of how the money goes: £50 for rowing, £37/10/- for cricket, £18/15/- for football, £18/15/- for athletics, £50 for pictures for the new School, £75 for piano, £25 for library, £25 for prizes. Besides the above amounts the following purchases were made: £14/17/6 for reflector, £29/12/- for a Master's Voice gramophone to assist the Master in teaching French, £12 Melba Studios for photos for rowing coaches, £20 for books for Modern Languages, £15 for Classical Books, £10 for Mathematical Books, £13/10/ for theodolite for mathematical purposes. The late Mr. Wright's Science Library was purchased for £10 and handed to the School. £250 has been spent on rowing, and, although that amount may seem excessive, it is only a small fraction of that expended by some of the other G.P.S. Schools in getting their crews ready.

Although the Association has accomplished much during its short life, the entry into the new School has opened a new field of activities, and a new set of pressing necessities and obligations. The Association needs £1000 immediately for School purposes. Not having a Fairy Godmother, nor an Aladdin's Lamp, the active co-operation of every parent is required to raise this sum.

We would like to see the parents of the First and Second Year boys, particularly, come along to the meetings, and take an active interest in the management of the Association.

G. L. GARDINER, Hon. Secretary.

"THE RALLY."

"The Rally" is a monthly publication, devoted to Great Public School activities, which circulates widely amongst those who have been and are in attendance at the Great Public Schools. Sydney High School's representative is Henry Wines, who has organised its circulation in the school, and will be pleased to accept any fresh orders. Henry is looking after the matter submitted for publication from the School.

EMPIRE DAY CELEBRATIONS.

In accordance with the practice established two years ago, Empire Day was celebrated by speakers selected from the School pupils. In the morning the classes were addressed in their own rooms by speakers from their number who had been selected the previous week.

After the recess the whole school assembled on the parade ground, since the School Hall was not yet quite ready for use. Mr. Saxby presided, and announced the speakers who had been chosen from the whole School to deliver Empire speeches.

Mr. E. Southgate had selected as his topic "Community of Language." Upon this subject he spoke eloquently, pointing out the wonderful bond of Empire which existed in the shape of the English language. He concluded with a fine recitation of Sir Walter Scott's "Lives there a Man with Soul so Dead."

Mr. H. Moses furnished his audience with a valuable and instructive survey of the peoples of the Empire.

The outstanding speech of the day was delivered by Mr. J. Sanford on the "Cenotaph." To allow readers of "The Record" to meditate upon the inspiring message of this excellent address, it has been printed in full below.

Mr. G. Walker thoughtfully presented another aspect of the Empire in an address upon "Justice," as the basis of the government of the Empire. He was followed by Mr. J. Millar, who was concerned with the part played by science and invention in developing the British Empire. He stressed the value of those inventions which had so immensely decreased the distances between our far-flung possessions.

Save for lack of space, "Record" readers would also have the pleasure of seeing the next speech in print. It was a thoughtful, well applied treatment of the life of an "Ideal Humanitarian." Mr. J. Campbell had selected the life of the Earl of Shaftsbury to illustrate his message that the Empire demanded sacrifice in the cause of the ideals for which it stood.

The concluding addresses were given by Messrs. W. Redapple and F. Bowler, who spoke of the colonising achievements of the British people.

The proceedings of the day concluded with rousing cheers for the King, the Empire, and the School.

"THE RECORD" COVER.

The cover of the School Magazine has been altered, mainly through the adoption of the new school badge and motto. It was the intention of the Committee to ask members of the School to submit competitive designs for a new cover; but the time was brief, and the work of preparation unduly hurried and strenuous. The cover of the present issue is not to be regarded as permanent. The new committee will probably be able to devote full attention to this important feature, and improve upon the design adopted on this occasion.

SCHOOL NOTES

More than the usual number of changes in staff has taken place since last issue of "The Record." The School regretfully farewells Messrs. Harrison, Byrne and Bealin, of the English and History Staff, Mr. Jones, of the Modern Languages Staff, and Mr. Hallman, of the Mathematics Staff. Mr. Killip replaced Mr. Harrison as English Master; but no sooner had we begun to appreciate his return to "High," than he was promoted to the position of Deputy-Headmaster at Newcastle High School. On behalf of the School "The Record" assures these masters that they go from our midst with the fullest measure of best wishes for their future careers.

After the Chrisamas Vacation the School welcomed Messrs. J. A. McCallum and A. M. Hall, of the English and History Staff, Messrs. G. P. Scott and W. H. Simpson, of the Modern Language Staff, Mr. C. P. Schrader, of the Mathematics Staff, and Messrs. J. P. Austin and F. J. Heatley, of the Science Staff. We were also pleased to find that Mr. J. W. Greaves had returned to "High" after twelve months' leave of absence, which he spent on the other side of the world. Recently Mr. W. D. Noakes took Mr. Killip's place as Master of English. We know that all the members of the Staff appreciate the change to Moore Park; and we trust they will be long with us to help us build up new and even better traditions in our new Home.

The day may come when Sydney High School will be staffed by "Old Boys." At the present time there are on the staff six former pupils of "High." They are our Headmaster and Messrs. McCallum, Golding, Peake, Simpson and Shaw.

We made a bad start in our new School by being defeated in the "Head of the River." We would have liked to celebrate its opening with such a victory.

However, we cannot hope to win always, and we extend our heartiest congratulations to "Shore," who were undoubtedly the better crew. Indeed, it was an education to watch any of Shore's crews. Both the boys, and their headmaster and coach, Mr. L. C. Robson, deserve the highest praise.

In cricket, too, we have not met with all the success we could desire this year; but next year, under improved conditions, the standard of play should be considerably elevated.

Though a "home" football ground has not yet been prepared for "High," we may expect our fair share of success, as sufficient practice grounds have been secured in Moore Park. The teams are playing under a new system—the First and Seconds in the G.P.S., and the lower grades in the C.H.S. competitions, respectively.

THE RECORD.

This arrangement will eliminate the disadvantage of teams playing two hard games per week, and will allow members of the senior teams to improve class football.

Thus, the general standard of football in the School should improve, and many good players, who at present are "hiding their light under a bushel," should be discovered.

We have entered several strong teams in grade tennis, and prospects are good. Tennis as a sport is experiencing great popularity in the School, to such an extent that an adequate number of courts cannot be obtained.

With the total change of the School motto, the necessity for a new school song, or at least an adaptation of the old, is becoming urgent. It is quite possible that good material could be obtained from the boys themselves, and all should make an attempt at a matter so important in school life.

Speech Day passed off well this year, though a great deal of discomfort was caused owing to the smallness of the Main Hall in the old building. A full report appears elsewhere.

We were extremely sorry to lose Mr. Killip again after so short a stay here; but he is to be congratulated on his well-merited promotion to the post of Deputy-Headmaster at Newcastle.

Much of Mr. Killip's time was consumed in reorganising the libraries, and they are now in perfect working order. An appeal has been made to the School for works of fiction. Every boy should respond!

The modern languages library, too, is being increased, and has already reached considerable proportions under Mr. Perkins' guidance.

It has been announced that a new system of holidays may be adopted, which may mean three weeks at Mid-winter. Those going to Kosciusko will be particularly fortunate, for snow is already falling on the southern mountains.

The School congratulates Jack Crawford, who early this year was permanently appointed to the Head Office of the Justice Department. Jack so distinguished himself at last Leaving Certificate Examination that he was awarded a University Exhibition and a Bursary. In addition, he was awarded the Hunter-Baillie Bursary by the University Senate.

H. Booth and E. Williams are in the Petty Sessions Branch of the Justice Department at Kogarah and Burwood, respectively, and H. Rathbourne is in the Registrar-General's Department.

As is already well known, the School hatbands and badges have been altered, and the motto changed to "Veritate et Virtute." It is fitting that the final words of these notes should be—live up to that motto!

SPORTING SPECIALS



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If it goes over its an "Aussie."

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President:

A. M. Eedy.

Vice-Presidents:

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Members of Council:

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University Representative:

F. Lions.

School Representative:

J. Still.

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.. W. J. Cleary, W. W. Vick, E. A. Southee, F. Firth. ..

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Hon. Secretary:

C. A. Fairland, 59 Pitt-st. Phone B 3359.

Hon. Assistant Secretary:

H. C. Wilson, c/o R. C. Roxburgh, 19 Bridge-st., City,
Phone B 3361.

Hon. Auditor:

J. W. Austin.

THE RECORD.

OFFICIAL OPENING OF THE NEW SCHOOL.

In accord with the expressed wish of the Minister for Education, the Council of the Old Boys' Union has undertaken the work of controlling the arrangements for the Official Opening on Saturday, 9th June, the date having been fixed to enable the Director of Education, Mr. S. H. Smith, to be present.

Arrangements are being completed for an impressive ceremony in the Assembly Hall, and it is hoped that Old Boys will assemble in large numbers to commemorate what is looked upon as a great and memorable day for the School, of which we are all so proud.

The proceedings will commence at 2.30 p.m. on Saturday, 9th June, when the Hon. D. H. Drummond, Minister for Education, will open the Front Entrance Door of the School.

SCHOOL ROWING.

Our School Crew this year, although it did not succeed in carrying off the title again, put up a fine performance, their rowing in the heats on Wednesday gave us a further demonstration of their capacity, and although they did not succeed in winning the final, we consoled ourselves that they had been beaten by a better and very fine team.

Our congratulations went out to "Shore" on their extremely fine performance in winning the whole programme. We admire the splendid sportsmanship displayed by our "Eight" in the manner in which congratulations were tendered to the winners.

The Council arranged this year for the hire of a speed launch to assist in the coaching, and this cost the Old Boys £146. The sale of tickets for our ferry steamer at the Regatta on the Saturday was very satisfactory, and considerably helped to pay this amount.

There will, no doubt, still be a call for Old Boys to further assist the School rowing equipment for the next year, and shortly we expect to be able to state what will be required.

SPORTS GROUND FOR THE SCHOOL.

As part of our promise to the Minister for Education that we would assist in providing sports ground for the boys, we have had laid down inside the School Ground three practice cricket pitches, which should be available for use at the commencement of next season. This Fund, for which a number of subscriptions were promised, is still open, and will have to be further extended to provide for much larger enrolment in the new building.

Your Council is still doing all that is possible to ensure that the School will actually have a playing field available for cricket and football on Saturdays.

The matter of tennis courts is also one that calls for assistance, and if we can help, so much the better.

THE RECORD.

OLD BOYS' DANCE.

This event has been fixed for Wednesday, 27th June, at the Wentworth, tickets being 12/6 each.

A large attendance of Old Boys and friends is looked for, as any profit from this function will be used for the benefit of the School. Mr. H. C. Wilson, who has so successfully controlled our previous dances, is again carrying out the arrangements for this social event.

RUGBY UNION FOOTBALL.

Taking it generally, Old Boys will agree with the decision of the School Union to withdraw the first and second teams from the High Schools Wednesday Competition and confine the play of these teams to the G.P.S. Competitions. This decision, we understand, is also generally approved of by the other High Schools, as it was unsatisfactory owing to the necessity of sometimes forfeiting matches owing to the clashing of fixtures.

We are pleased to know that there is a keen interest being taken in the coaching of teams by the Staff at the School, and any assistance that can be given by Old Boys or friends will be welcomed by the Football Sportsmaster, Mr. Perkins.

An appeal is also made for any interesting Records or Books relating to Sport to furnish a Sports Library at the School.

We expect shortly to have the Annual Football Match with the School.

OLD BOYS' BADGES.

Now that the School has altered the design on the School Badge, it is considered that the Old Boys' Badge can be well altered to fit in with the new design. The Council will now very soon settle on a new Badge, which will be available for Old Boys.

MEMBERSHIP.

It is very encouraging to find that the boys who have left School are taking advantage of the reduction in subscription and are becoming members, but we must appeal to all Old Boys to introduce their companions at School to join. The annual subscription is 7/6, and for life members £5/5/0.

"MISS MAC'S" LETTER.

"Miss Mac" has kindly forwarded the following notes and comments:—

The boys kindly asked me for some news about Old Boys. Well, there is not much of any interest, and the inclination is weak owing to our "crash" at G.P.S. Regatta and the removal of the lads to Moore Park. Everyone knows that I seem to be able to cement their friendships; but alas, that sentiment will be missing in the future. I'll do my best to make the little news interesting.

Our young doctors are still going good and gaining honors abroad. Last March there were two very fine old pals of mine returned, full of life and fit for work. They had just finished their studies of surgery, and added after their names the coveted letters M.R.C.S. They are Dr. Fred. G. Stayner, M.R.C.S., and Dr. George Harwicke, M.R.C.S. It meant plenty of hard work, but in the three years they visited France, Belgium, Germany, etc., etc. It was a very wonderful time and cannot be described, but both were extremely glad to be in Australia, the "Land of Sunshine," again. One often longs for a flash when studying, the fogs are so trying and dull.

George Harwicke has been very lucky, receiving an appointment straight on his arrival back, to "The Health Sanitarium," Wairoonga. Fred Stayner, so far, has not decided where he will settle. The only sure thing is appointing a young lady to care for him for life. Congrats! George has already wife and little son.

You all know ere this that Syd. King has returned to Australia, after being on tour with the famous football team, "The Waratahs." A few days after their arrival, he came in to see me and relate about his experiences, the wonderful sights he saw travelling through the towns to play the matches, and the most essential of all—the hospitality they received. The visit to the Duke and Duchess of York was an honour very much appreciated by the team. They felt at home at once with the host and hostess, "who made you feel you were some important celebrity." "Of course, Baby Betty was shown to us, and she was a fine type of baby, and gave us a smiling greeting, wondering, doubtless, who were these Australians!"

Of Interest to Old Boys.

Space and time will not permit me to record any more side happenings, but this one I must, as it will be interesting to some Old Boys.

"When we were in Oxford, prior to the match against them, we were stopping at a hotel, and during the night a gentlemen came into the lounge and got into conversation with one of

the 'boys.' He then asked if there were any *Sydney High School Boys* in the team, and he was referred to me. It eventuates that he was at School from 1908 to 1911, and recalled you. In fact, he claimed to be one of your 'white-haired' boys; and as I have always put myself in that honorable category, we felt we had much in common. It was Charlie Gray, who was better known as 'Lucy' Gray at S.M.S.

"He asked Tarleton, Gordon, Shaw and myself to go along and spend the evening at his home. Only Tarleton and I could accept, and we had a great night playing roulette. He has a wonderful home."

Before he left for the war in 1914 he was a surveyor. He got his commission in the Royal Engineers when on active service in Egypt, remaining over there until about six years ago. While here he came in to see me, and said he had brought the wife out to see Australia; but was settling down in England. From then until our Syd. met him in Oxford--silence."

I am recalling this to show how our "Old Boys" and the young ones met romantically in Oxford. He gave Syd. some good outings to see the country in the car, accompanied by his wife and two sons.

Syd. says the team were entertained splendidly wherever they went, and all felt benefited by the trip and its experiences. The only obstacle was the want of hard cash.

Alf. King, Syd's eldest brother, passed him on the way over to England to take the position of representative of "The Herald" Office, London. An awful pity they could not have met in London and had a good time.

Leo Macdonell is attached to the staff of the "Canberra Times," and dislikes the Capital City, Canberra. Board is high; in fact, living is a study!

"WHAT TO DO WITH OUR BOYS."

Les Hepper, our Cheerio Captain of the School, 1927, has chosen Surveying for his bread and butter, and is with Mr. J. Kenny.

Jumbo Fielder also decided that was the life, and is gaining his knowledge at Messrs. Craig and Rhodes.

Jack Huxtable has gone into training for commercial life with his father.

Hugh Peach is in the office of Messrs. Bowes and Craig, accountants; Don Waine is at the 'Varsity, trying dentistry; Ron. Cook, agriculture, Phil Moses, economics; Dan Robinson, pharmacy; Sellors, medicine; Dalgarno, medicine; Ron. Mainwaring, engineering; Clay, veterinary science; and Mex. Jones, also dentistry.

THE RECORD.

Bob Cathels was married at St. Stephen's on Saturday, 28th April. Congrats.! He is doing very well and getting plenty of work at his job of "Solicitor."

On board the steamer at the Regatta I met a good many of S.H.S. boys, barristers, solicitors, doctors, engineers, commercial men, public servants, and yet we could not enjoy seeing the eight-oar race. Why was it so?

THE SPIRIT OF OUR OLD BOYS.

Everyone has read how Max Steel, an old boy of Sydney High, was attacked and crippled by a shark at Bondi. The old boys of the School, wishing to help, organised a tennis tournament in aid of their friend. The photo. below shows a group of those who participated. Among them can be recognised many familiar faces. The tournament proved a splendid success, taking a whole day to finish. The winners were two of last year's first tennis team, Basser and Morgan, who scored a well-earned victory.



GROUP OF OLD BOYS.

L. Basser, A. Moses, D. Barclay, M. Jones, R. Tobias C. Lester, C. Hogg, H. Moses, M. Taylor, B. Hertzberg, B. Moses, J. Piddington, M. Morgan.

(Block by courtesy of "The Daily Telegraph Pictorial.")

REPORT OF S.H.S. UNION FOR 1927.

The Union Committee is pleased to be able to report another year of great activity and progress.

During the year ten general meetings of the Committee were held, numerous sub-committee meetings and four conferences with other bodies.

Finance.—Special consideration was given to financial affairs, and at the beginning of the year a budget of revenue and expenditure was prepared. By careful management we were able to keep within the amounts budgeted for the various Union activities. With the increasing cost of sports material and the greater demands on our revenue through our increased enrolment, our finances have needed the closest attention. However, by careful management and the assistance of the Parents and Citizens' Association, we closed the year with a credit balance of £22/14/7, having received £643/5/10, and having spent £620/11/3.

Rowing.—We are pleased to be able to report after conferences with the Glebe Rowing Club, the Union has reached a satisfactory agreement, and the conditions of our membership and the nature of the Club's services to the Union have been set down in a written agreement. Our fees to the Glebe Club have been raised to £2/2/- per member, so that our annual subscription to that Club for the use of their shed for training purposes and storage of our boats is now £50/8/.

The Parents and Citizens' Association and Old Boys' Union continued to render valuable assistance by defraying the cost of hiring launches for coaching purposes, purchasing a new four and paying our fees to the Glebe Club. To these organisations we convey our sincere thanks for this valuable assistance, without which we would experience the greatest difficulty in financing our Rowing activities.

School Badges.—Perhaps the most important matter finalised during the year was that of the school badges. After months of work by sub-committees, and after conference with the Old Boys' Union, a standard school badge was adopted, and has met with general approval.

General.—We have aimed to work in complete harmony with the various associations connected with the school, and to this end the Committee has met the P. & C. Association, the O.B.U. and Glebe Rowing Club in conferences, when our mutual affairs have always been satisfactorily adjusted. We desire to place on record our appreciation of the fine services these organisations are rendering to the School.

We desire to extend our thanks to the following wellwishers who assisted by donations during the year:—Messrs. Angus & Robertson, J. Waterhouse, E. Heane, J. Semmons, A. Wright, C. R. Smith, C. A. Fairland, Phillip Moses, A. Waddell, R. R. J. Burns, E. Eedy, E. A. Southee, Dr. Doak, and Professor Vonwiller.

SCHOOL SPORTS POLICY.

Some pronouncement with reference to school sports is desirable owing to the evident uncertainty in the minds of some parents as to what the school has undertaken to do, or should do, in this connection. Probably the most vexed question is concerned with the choice of games by pupils, and whether the School Union is bound to give all pupils opportunity to play the game of their choice.

It can at once be laid down that a choice of game is conditional upon two factors. First, sufficient grounds must be available in order to permit all boys who have chosen a particular game to play that game; and in the second place, supposing the first is satisfied, the cost of procuring the use of the grounds must be within the means of the Union. This is common business sense, and must commend itself to all. Further, there are two supreme school games—cricket in the summer and football in the winter. It is the policy of this school that as many boys as possible shall play these games, subject to the considerations already mentioned. Consequently, boys are expected to play cricket in the summer, rather than swell the ranks of the swimmers. Similarly, in the winter, boys are encouraged to play football rather than tennis; and the more so because (1) football is the best game for the development of team spirit; (2) it appeals to the adolescent boy as satisfying his urge for adventure; (3) under the conditions under which it is played in the schools it is decidedly a big factor in the formation of good moral habits.

In addition to this, the alternative game—tennis—requires more grounds, which are expensive to hire: football grounds can be had free, whereas tennis courts cost 5/- each per afternoon, and are located at Clovelly. Another difficulty with the management of tennis is that courts must be located in groups so that a teacher can take charge of each group. As a single court can accommodate only twelve players, it is essential that at least four courts should be available together to form a group. Consequent on our removal from Ultimo, the courts at Undercliffe hired in 1927 are now too far away, and also we have lost the three courts on loan in 1927 from the Sydney Girls' High School.

These facts, taken together, render it impossible to provide for all the boys desiring to play tennis this year, especially as the number is larger relatively than in previous years.

Tennis courts could be obtained at the Show Ground, but as the fee is 10/- per court per afternoon, the price forbids their hire. The Union funds will not permit such an expenditure.

The Union executive has gone very thoroughly into the organisation of the games and the financial commitments, and has explored every suggestion in vain for a solution of the problems presented.

THE RECORD.

Parents are advised not to hinder boys from playing the game they prefer. Many boys find it a great hardship to be forbidden to play football. The risk of accident is small where boys in the lower grades and in class football meet boys of their own weight. Injury in school football is confined almost wholly to minor abrasions; and the game makes it worth while, since it assists in developing self-control, initiative, courage and quickness of decision.

Nevertheless, some solution needs to be found for boys who cannot play football, and for whom provision cannot be made to play tennis. It is probable that the school grounds will be used for this purpose. In time, it is intended to put down tennis courts (two, if possible three), while basket ball or some other game, which requires but a restricted field, may also be added. It has been suggested that the gymnasium could be used; but at best this would only meet the needs of a limited number, who would consist of one or other of two classes, those who needed special physical exercises to strengthen a weak physique, or those specially selected for gymnasium work.

Meanwhile parents may rest assured that everything possible is being done to deal fairly with a difficult proposition.

—HEADMASTER.

UNION ACTIVITIES, 1928.

The Union Committee has met frequently this half-year and has been very active.

After serious consideration, it was decided not to enter football teams in the 1st or 2nd Grades of the High School Competitions this year, though we are continuing to play in the 3rd, 4th and 5th Grades. We have secured the use of four grounds on Moore Park for practise purposes on each day of week, except Wednesdays, and have purchased sets of goal posts for these grounds.

It has been decided to institute a House Scheme for Sporting Competitions, and a committee is at present considering the details. The principles of the scheme are dealt with in another part of "The Record."

A sub-committee of the Union is at present considering ways and means of improving the standard of swimming in the School, and their conclusions will be published later.

Special consideration has been given to financial matters, and the attached estimate of the expenditure for the current year has been adopted.

Estimated Expenditure for 1928.

Swimming £20, Tennis £45, Football £65, Rifle Shooting £3, Athletics £60, Cricket £150, Rowing £100, Debating £4, Record £100, Library £30, General £90; Total, £667.

ROWING.

Our winning sequence has at last been broken. This year it is not "High" who is Head of the River, but "Shore," whose efforts, after thirteen years of striving and disappointment, have by a fine victory gained the coveted title.

To the crews and their coaches we extend our heartiest congratulations, and feel sure there is not one who begrudges them their meritorious win.

Even though we did not win, all those, who had anything to do with the preparation of our crews, worked as earnestly and devotedly as in former years, so we must tender our warmest thanks to Messrs. G. Hancock, S. Smith and D. Bowden, coaches of the Eight, First Four and Second Four, respectively, for the splendid efforts they put forth to bring our crews to the necessary standard in both rowing and condition.

Besides the coaches, our thanks are also due to the Parents and Citizens' Association for the interest they showed in us; to Drs. Deithelm and Bohrsman for their services; to Mr. Hughes. Mr. Gardiner and Mr. Watts, who in turn came and looked after us during the last five or six weeks of our training; to Mr. Moses, who kept us supplied with apples; and Miss Mac., who, ever thoughtful, sent all the boys "Mascots."

At the beginning of the year prospects were certainly brighter than last year, since four of last year's winning eight were still available, together with one member of the first four and three of the second four.

Again we are indebted to the Glebe Rowing Club for their kindness in allowing us the use of their boatshed as training quarters, and their coaches to prepare us for the great event.

The School itself showed a material interest in the Rowing Camp, by subscribing to the "Milk and Biscuits" Fund, which was quite sufficient to satisfy our wants in that direction.

We must also thank Mr. Towns for the interest and care he showed in getting the crews together and preparing them for the coaches. Mr. Austin also assisted in this direction, and should prove valuable next year.

The "Sunbeam," our own launch, if one may term it such, was not available, and it was solely through the generosity of the Old Boys' Union that we were provided with a fine speed launch to facilitate coaching operations, so to them we extend our hearty thanks once again.

Throughout the camp we were handicapped somewhat by general sickness; but all trained hard and conscientiously for their respective races. As they did their best, they have nothing to be ashamed of in being beaten by a better crew.

Each member of the Rowing Camp must have enjoyed the experience it affords, in spite of its many hardships.

This year's camp was a trifle more eventful than usual on account of the fire, by which we were forced afloat on the turbulent and stormy waters of Blackwattle Bay in the early hours of the morning, in more or less scanty evening attire.

Our associations with both coaches and fellow rowers will, in years to come, form pleasant recollections, when we come to think over our life and activities at school. The coaches were known to one and all as George, Charlie and Doug., and this confidence, betwixt rowers and coaches, enabled the coaches to put as much zest into their efforts as any high-spirited schoolboy ever put into his rowing.

Finally, we must remember that there is next year to look forward to. We must not be downhearted, rather let this year's defeat act as a stimulant to the efforts of future crews, so that they may go forth into the fray with greater determination and will to win.

"ROWER."

LIFE SAVING.

The yearly examinations being over, Mr. Cropley again took charge of the annual life-saving squad. Last year 76 boys submitted themselves for preparation, all of whom passed their respective tests. This result reflects great credit upon Mr. Cropley's instruction. The two "Award of Merit" candidates passed exceedingly well, and of these J. Robinson did the 600 yards swim in the fast time of 13 minutes 49 seconds, the second fastest time in the State for the season. The "Claude Tressider" Shield was awarded to him for also obtaining the highest number of points in the test. The following is a list of the passes:—

Award of Merit: H. Moses, J. Robinson.

Bronze Medallion: R. White, A. Cameron, H. Moses, C. Clarkson, N. Griffin.

Bronze Medallion Bar: R. Robinson, H. Wilson.

Proficiency Certificate: W. Speight, A. Roberts, A. Russo, L. Gleeson, S. Edgerton, R. Farquhar, W. Cartwright, A. Trevenen.

Elementary Certificate: C. Trickett, M. Lipsom, R. Emmerson, A. Keely, B. Kreuter, J. Anderson, A. Lunnon.

Bronze Medallion and Proficiency Certificates: L. Geer, G. Soutar, J. Small, J. Chapman, J. Miller, R. Nicholas, V. Drew, T. Jones, K. Payne, C. Bohrsman, A. Pritchard, V. Dearman, N. Pelham, V. Trevenen, R. Ralph, A. Malone, N. Thorpe, E. Martin.

Proficiency and Elementary Certificates: R. Best, A. Atkins, J. Stenning, S. Cohen, A. Diethelm, P. Grauschaulk, R. Browne, S. Peters.

On behalf of the above boys we would like to thank Mr. Cropley for the great deal of time he spent in preparing them, and also to congratulate him on their success.

—SPORTS EDITOR.



CRICKET NOTES.

Why is it that we cannot win matches? This question is asked continually. Must we admit that interest in the game has waned? We have as good a bowling team as any other eleven in G.P.S.; but in our batting appears that unmistakable air of "beaten before you start," especially amongst those low in the list.

Perhaps if the School could only realise what a tremendous difference a little encouragement makes, greater success might come our way. With the facilities in our new home, there is no reason why we should not be as good as any other team.

The present team contains only five who are up to first grade standard. Bailey, who is captain again this year, has performed well, both with bat and ball, and is ably supported by Wines, who has scored consistently. Shepherd is one of the best spin bowlers in G.P.S. Starr has proved himself an excellent keeper. Clubb, who would have been invaluable during the season, was unfortunately obliged to leave school. The remainder of the team is composed of young boys who show promise. They have been given a chance to become familiar with first grade conditions so that a stronger team may be formed next year. Stening will make a good bat, and Chesher would be the best in the team if he were taller. Simonsen is a bowler of merit. Loftus, an excellent field, should develop into a run-getter. Burne shows promise as a bowler, but his fielding is very weak.

S.H.S. v. S.G.S.

Bailey won the toss and batted on a perfect wicket. Clubb and Starr were out early. Then followed the school's best partnership of the season: Bailey and Wines added 98 for the third wicket. With 3 for 103, things looked bright, but our tail failed, and the side was out for 147.

Grammar replied with 9 for 139. This match was lost by bad fielding at critical moments. Stening fielded pluckily with one hand.

Scores:—S.H.S. 147. Bailey 58, Wines 45. S.G.S. 9 for 139. Clubb 3-70, Bailey 2-6.

S.H.S. v. T.S.C.

In this match we hoped to repeat our victory of last season. Although we were beaten, we enjoyed an exceptionally close game, the result being in doubt until the last wicket fell. Wines played a meritorious knock for 47. It was gratifying to see the younger members of the eleven getting runs. Stening played his best innings to date, and Cheshier shaped well. Shepherd made his presence felt at the bowling crease.

Scores:—T.S.C. 179. Shepherd 4-42. S.H.S. 164. Wines 47, Stenning 32 n.o., Cheshier 30.

S.H.S. v. N.C.

After dismissing Newington for 92, we were 2 for 90, but then failed to win. Clubb was the only one to get runs, and he and Shepherd bowled excellently. A grave mistake was made by our batsmen in playing back to well pitched up balls.

Scores:—N.C. 92; Shepherd 4-26, Clubb 4-25. S.H.S. 68, Clubb 30.

S.H.S. v. S.I.C.

At Riverview we were without the services of Bailey, Wines and Clubb, so had no bowling strong enough to trouble the prospective premiers. Johnson 91, T. Parsonage 59, and Moses 69 not out, batted well. We failed to reach the century.

Scores:—S.I.C., 5 for 292. Burne 3 for 60. S.H.S. 86.

S.H.S. v. S.J.C.

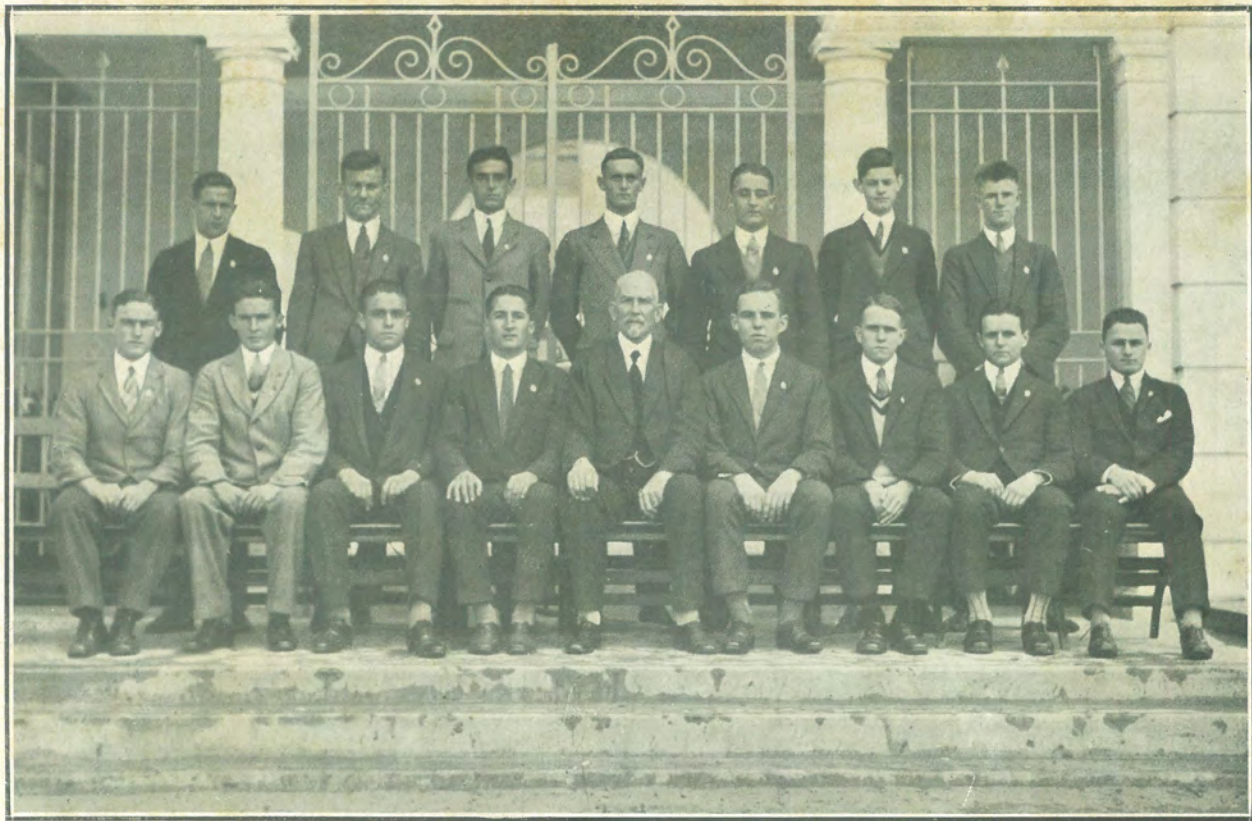
This game was played on a very bad wicket. For "High," Bailey and Fitzhardinge were the only ones to reach double figures. Bailey bowled well, securing 7 for 42.

Scores:—S.H.S. 66. S.J.C. 114.

S.H.S. v. S.C.E.G.S.

We had the misfortune to lose the toss. "Shore" on a perfect wicket secured 256. At the end of the day our score stood at 3 for 90. On the Wednesday following our remaining batsmen got nine runs on a rain-soaked wicket.

Scores:—S.C.E.G.S. 256. S.H.C. 104; Wines 41, Bailey 26.



HEADMASTER AND PREFECTS OF THE SCHOOL (1928).

FRONT ROW (Left to Right).—H. WINES, N. BAILEY, R. WALKER, B. GARDINER, Mr. G. SAXBY (Head Master),
J. ROBINSON, J. STILL, R. NICHOLSON, J. SANFORD.
BACK ROW (Left to Right).—E. SHEPHERD, D. McCALLUM, A. CRABBE, C. HUGHES, H. REES J. CAMPBELL,
F. STARR.



THE
R. UEBEL (Bow), C. HUGHES (2),
(5), G. WALKER (6), B. GARDINER



FIRST FOUR, 1928.
R. NICHOLSON (Bow), W. HIN GEE (2), A. FACKENDAR (3),
O. BOHRSMAN (Stroke), R. GOODCHILD (Cox.)



HT, 1928.

BIE (3), J. ROBINSON (4), D. DUFFY
WATTS (Stroke), A. McKIBBIN (Cox.)



SECOND FOUR, 1928.

B. BABER (Bow), D. MILLARD (2), D. BOUGHTON (3), K. OLVER (Stroke),
P. HILL (Cox.)



VIEW OF NEW SCHOOL FROM PLAYGROUND.—THE ASSEMBLY HALL IS IN THE MIDDLE BLOCK ABOVE THE BASEMENT. THE PARADE GROUND RUNS ACROSS THE MIDDLE OF THE PICTURE.



ANOTHER VIEW OF THE NEW SCHOOL, SHOWING THE FINE COLUMNS OF THE ENTRANCE FACING MOORE PARK AND THE WESTERN SIDE OF THE MAIN BUILDING.

GOWINGS

The Store for Smarter Boys' Wear.



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In All-wool
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Fit boys 10 to 16 years

For a School Suit that will give unusually long wear and always look smart we recommend the Cambrian style. It has a half belt at the back of the coat with pleats above and below it. The Knickers are cut correctly in Golf style. Made from a good-quality All Wool Worsted in Grey shade, these suits are well cut and finished to give long service. Available in sizes to fit boys 10 to 16 years. Price, 50/-

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Smart Cambrian Suits of All-wool Tweed in Grey Shades. Made with Golf Knickers. In a hard-wearing quality. Sizes to fit boys from 10 to 16 years. Price 32/6

GOWING BROS. LTD.

486 GEORGE STREET, SYDNEY.

THE RECORD.

S.H.S. v. T.K.S.

"Kings" won the toss and sent us in. The absence of Wines considerably weakened our batting. Simonsen played a good innings for 29. "Kings" made 247, their captain, Terry, playing an excellent innings. Simonsen bowled well, and deserved better figures.

Scores:—S.H.S. 116. T.K.S. 247. Simonsen 3-68, Hinchy 2-23.

Batting averages:—Wines 6, 154, 25.6. Bailey 5, 116, 23.2.

Bowling averages:—Bailey 17, 224, 13.2; Shepherd, 17, 309, 18.2.

High School Cricket.

The first grade team in the High Schools Competition was unfortunately forced to forfeit matches on account of G.P.S. matches clashing with H.S. fixtures. The team failed to get going, and was badly beaten on several occasions.

The new practice wickets in the school grounds will, we hope, be ready by October. These should materially improve the standard of cricket in the school.

The teams desire to thank Messrs. Eddy, Shaw and Golding for their efforts to improve the cricket in the school.

SWIMMING.

This year shows signs of being a very successful one for swimmers at the School. Unfortunately, swimming is not given very much support, but it is hoped that this will be rectified in the near future.

In the last Combined High Schools Carnival, the "School" was not very successful. However, J. Robinson is to be congratulated on breaking the Junior Breaststroke Record, which had stood for 11 years.

This year's School Carnival was held at Drummoyne Baths, on the 22nd of March. It was a suitable day and the attendance was very good. The number of entries was a record; but whether this is only the result of the increased number of boys on the roll, or the birth of a new and lasting interest in swimming remains to be seen.

In each case the Cup result was rather remarkable, the winner taking it by one point from the runner-up, while the third boy was many points behind. C. Gerrard won the Senior Cup by one point from J. Robinson; J. Lister won the Junior Cup by one point from T. Pauling; and B. Clarke won the Junior Cadet Cup by one point from R. Robinson.

Carnival Results.

Senior Championships.—50 yards: J. Robinson 1, C. Gerrard 2, N. Bailey 3. 100 yards: J. Robinson 1, C. Gerrard 2, N. Bailey 3. 220 yards: C. Gerrard 1, J. Robin-

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son 2, H. Moses 3. 440 yards: N. Griffin 1, C. Gerrard 2, H. Moses 3. 880 yards: C. Gerrard 1, H. Moses 2, J. Robinson 3. 50 yards backstroke: C. Gerrard 1, J. Robinson 2, H. Moses 3. 100 yards breaststroke: J. Robinson 1, H. Rees 2, N. Bailey 3. Diving: Murphy 1, H. Moses 2, N. Bailey 3.

Junior Championships.—50 yards: T. Pauling 1, J. Lister 2, G. Soutar 3. 100 yards: T. Pauling 1, J. Lister 2, G. Soutar 3. 220 yards: T. Pauling 1, J. Lister 2, G. Soutar 3. 440 yards: T. Pauling 1, J. Lister 2, G. Soutar 3. 50 yards breaststroke: J. Lister 1, N. Thorpe 2, G. Soutar 3. 50 yards backstroke: J. Lister 1, N. Thorpe 2, T. Pauling 3. Diving: J. Murphy 1, R. Clarke 2, T. Jones 3.

Junior Cadet Championships: 50 yards: R. Robinson 1, R. Clarke 2, K. Payne 3. 100 yards: R. Clarke 1, R. Robinson 2, K. Payne 3. 220 yards: R. Clarke 1, R. Robinson 2, K. Payne 3. 33 yards backstroke: R. Clarke 1, R. Robinson 2, K. Payne 3. 33 yards breaststroke: R. Robinson 1, R. Clarke 2, K. Payne 3.

Handicaps.—1st Year Handicap: R. Grant 1, L. Cross 2, M. Wauchop 3. 2nd Year Hcp.: S. Cohen 1, W. Byrne 2, R. Best 3. 3rd Year Hcp.: V. Bamford 1, S. Heaton 2, R. Browne 3. 4th Year Hcp.: J. Muphy 1, F. Martin 2, D. R. Browne 3. 4th Year Hcp.: J. Murphy 1, F. Martin 2, D. Shepherd 3. Open 100 yards: W. Standing 1, R. Finlay 2, E. Williams 3. Junior Relay: 1C., 1; 2B., 2; 1E., 3. Senior Relay: 4A., 1; 5A., 2; 5B., 3. Chasing Bellman, M. Spooner.

THE GYMNASIUM.

The regular classes in Physical Culture have commenced in the new gymnasium. Each class receives instruction during the time set apart with a view to training every boy to practise the art of physical culture regularly in his own home. With the additional enrolment it is quite impossible to give daily instruction to every boy. If boys have their own welfare at heart, this defect can be more than remedied by following out the demonstrations and instruction given in the gymnasium. The School hopes to have funds available to furnish the fine building, especially provided for Physical Culture, with the equipment necessary for carrying out this branch of school work in a more interesting and efficient manner. At present no apparatus is available, and the Department of Education does not intend to provide any. We are thus dependent upon the efforts of the pupils or the generosity of bodies associated with the School like The Parents and Citizens' Association and The Old Boys' Union.

THE "HOUSE" SCHEME.

It has been suggested that the "House" Scheme be put into operation at High. This is particularly desirable on account of the large numbers enrolled in the School. After two or three hundred the sport selection becomes difficult, but, if there were "Houses," each could choose its best, and from these it would be an easy matter to select the School representatives. Under such a scheme there would be a limited number of definite groups of boys participating in friendly rivalry, whereas now there are ten to fifteen class groups competing against each other. A "House" spirit would exist in every game and match contested under the scheme.

Every boy ought to, and would, strive to get his house into first position, whether on the football field or in the debating room. Such a scheme would be a great benefit to our sport both in advancing the standard of our games and in improving our sporting spirit. Having a definite goal ahead the boys would strive more keenly to win than in the existing class competitions. They would train for their particular sport for the benefit of their "House." Also the boys of exceptional ability would be easily discovered.

Four is the most suitable number of houses. Should four be formed, each class would be divided into four groups, A, B, C, D, in such a way that those outstanding in sport would be evenly divided among them. The A's would constitute one "House," the B's another, and so on. Over each "House" a master might be appointed, as Housemaster, and teachers interested in school sport might be allotted to the "Houses" to encourage and advise players. Each "House" would have its own captain and house committee to attend to sporting activities. One "House" with the school captain as its captain, could be known as the School House, as at "Shore." Suitable names would be needed for the remaining three. Perhaps, names of ex-headmasters.

A scheme of sporting activities would have to be devised, for all the different sports. Here is a suggested scheme. Each "House" would hold a separate annual athletic meeting for the purpose of discovering its most efficient athletes. These would represent their "House" at the School Athletic Meeting. This meeting would be a more imposing event than the "House" sports meeting, and it would be considered a great honour to compete in it. This system will not create any difficulties in swimming, though some difficulties have to be faced in regard to cricket, football and rowing. In connection with cricket and football, if the school dropped out of all High School competitions a grade inter-house competition could be arranged. As

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this is not advisable, the suggestion has been made that only first and second grade "House" teams compete in a few House matches at the commencement and conclusion of the season. Junior teams could play inter-house competitions every Wednesday in place of the present inter-class competitions. Competitions suitable for tennis and rifle shooting could be arranged without difficulty. The difficulty of providing training is the most serious that has to be met with in connection with rowing. But if "House" crews could be chosen from those in training for the G.P.S. Regatta, the inter-house race could be held just prior to this great event. Of course, only "fours" could race and these only in pairs.

The success or failure of the "House" scheme will depend upon the development of team spirit. Unless each individual has the welfare of his house at heart, the scheme cannot succeed. It needs interest, enthusiasm and the whole-hearted effort of all the school to overcome the initial difficulties of organisation.

LITERARY AND DEBATING SOCIETY.

On the start of this, our New Year, the Society finds itself under the disability of having to find an entirely new team, all the old experienced speakers having left us.

We are at present negotiating for an early engagement with Fort Street, and needless to say are working hard to repeat last year's success, when it will be remembered we showed ourselves to advantage.

The executive committee of the G.P.S. Debating Society is to be again congratulated on the syllabus which has recently been circulated. The subjects for debate are of such a nature as to give the various teams full scope to show their debating powers.

Having done so well in the G.P.S. Competition last year we hope that this time we shall be able to bring the Louat Shield to "HIGH."

Mr. J. A. McCallum is in charge of the Debating, and we all feel confident that he will give the teams every possible assistance.

Mr. Suleau, who has also shown great interest in the Society, comes along to some of the meetings, and criticises the various speakers, giving them some very useful information about how to attach a debate.

In conclusion, I would like to mention that Fifth Year is not adequately represented by the Society.

Debates are held every Tuesday afternoon at 3.15 in Room 4.

—D. McCALLUM, Secretary.

TENNIS NOTES.

The tennis season has commenced again with a large following, but very few keen supporters. The majority of the players regard the game merely as an easy escape from any strenuous exercise on Wednesday. While things are in this State at "High," tennis cannot hope to thrive.

As a sport tennis has more international rivalry and world-wide interest than any other. Australia's recent display in the Davis Cup match gives a good idea of the standard to which play has fallen in Australia, which is essentially a cricketing and tennis-playing nation. This is to a certain extent due to climatic conditions, which are ideal for summer sport.

Some time ago we were supreme in tennis, holding the coveted Davis Cup for several consecutive years from every other nation in the world. If the sport were encouraged in the schools, there is no doubt the standard would immediately rise.

There are inter-G.P.S. Competitions, but "High" has not reached the necessary standard even to enter for these. This is entirely due to lack of opportunities, the Union has not managed to cater successfully for this sport. Whether tennis prospers or not depends entirely upon the facilities for practice and coaching. In any sport where we have the same training and coaching as the other G.P.S. Schools, we find that "High" invariably takes its place; why not so with tennis, which is at present regarded merely as a refuge for the physically unfit? "High" has turned out some of the finest players in the State, and still has a representative in R. O. Cummings, at present playing in South Africa.

The usual grade matches will be played this year on Wednesday afternoons, and this is at present the only chance the teams get for practice, while the other schools play together two or three times a week. With such lack of interest shown in the sport we cannot hope for more than a repetition of last year's results, which although the team was strong, showed deplorable lack of coaching and experience.

Thanks are due to Mr. Hall, who has kindly organised this year's tennis.

—J. H. PIDDINGTON.

LITERARY PRIZES.

The list of school prizes includes a number of special awards aiming at the encouragement and recognition of eminently valuable qualities in the corporate life of the School. There is a place also for prizes which would serve to recognise literary merit. Various standard journals have from time to time assisted in this way to foster Australian literature. "The Record" would gladly follow their commendable example, in the belief that outstanding literary merit can be found and encouraged in the School by offering annual prizes for the best competitive poem, short story, essay, or other literary effort.



This year is already one of more than ordinary moment from the point of view of school football. It has long been felt that there has been too much sport in our School. This has been detrimental to both our academic and sporting activities. Until recently the solution of the problem has been beyond us. We have had to keep to our G.P.S. obligations, and at the same time try to do justice to our High School ties.

In cricket, our dual responsibility made us the unwilling cause of spoiling the last H.S. Competition. It was probably a state of exasperation over this unfortunate occurrence that cause the P.S.A.A.A. Committee to call on us to make a decision one way or the other. Our representatives explained our difficult position in detail and gained, we think, the sympathy of the meeting. After a full discussion the decision was left to us whether we should take part in the first and second grade H.S. Competitions. We were thus enabled to comply with an urgent school necessity to curtail sport, without offending the susceptibilities of our fellow High Schools.

Another innovation in school policy is in the matter of coaching. We are not engaging a professional coach; but are requesting old boys to come along to help us in the finer points of the game. We are lucky this year in having some half-dozen willing and efficient men on the staff who should put in a foundation in the essentials of the game and ensure effective "drill" work. The results of their efforts have been reflected already in a successful opening day in

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which each of the three grade teams in the H.S. Competition started its account with a substantial victory. A few loyal old boys will have a fine opportunity this year, if they care to add a few finishing touches to what is being solidly done by the staff, to place us a little higher on the list in the G.P.S. fixtures than it has been our fortune to attain in the past. We cannot win yet, but we can do better. The educative value of the game for boys and old boys is mostly to be found in the striving after excellence in skill and conduct that actuates us in the training and competitions. Victory is the sweet fruit, tasted only by those who show stamina, skill, determination, enterprise and esprit-de-corps in the highest degree and with the greatest consistency.

It is too early to say much of the organisation of the non-grade teams. But it may be indicated that proposals are being matured for introducing a scheme that should prove far more effective for raising the standard of the game than anything yet tried out. Meanwhile, we are having our usual class competitions, and our local talent has been favourably commented on in the matter of refereeing as manifested in Wednesday's maiden efforts. —G.P.

THE RIFLE CLUB.

The Rifle Club has just finished a period which has been very unsatisfactory to everybody concerned. The main reason for this disorganisation was that all members were requested to return their rifles for inspection, which took exactly ten weeks to accomplish. We now have them back, and are settling down to steady practice on every available Wednesday.

On June 2nd and 4th the Citizens' Forces' Rifle Association is holding a meeting, in which we hope the names of members of the School Club will figure as prominently as they did last year.

At the beginning of March we received an invitation from the Hawkesbury Agricultural College to a match against their Club, to be held on May 5th. This engagement had to be cancelled owing to the difficulty regarding rifles. We hope, however, for a fixture at a very early date.

The G.P.S. Competition will be coming off soon, and although last year our position was not too favourable, we are confident that this year we will give a good account of ourselves.

In spite of the rifle trouble already mentioned, a marked improvement in the interest taken in this activity is noticeable, due in no small degree to the help received by the Club from Mr. J. A. McCallum, who has now taken charge.

—D. McCALLUM, Captain.

REFERENCE LIBRARY.

After some delay, due to cataloguing and arrangement, the School Reference Library has been made available to readers. It has been housed in a well-appointed and spacious room immediately above the staff room. The books are displayed in neatly made cases with sliding glass panels, and are easily accessible. The furniture of the library room includes a card filing cabinet, and through the labours of Jack Still of Class 4A., the whole of the collection has been card-indexed and systematically arranged in groups, such as Anthology, Biography, Shakespeareana, which will greatly assist readers in search of reference books.

It should be mentioned here that all school subjects have been provided for in the matter of reference volumes. The boys of the upper school particularly should find much valuable assistance in their studies in English Literature, Modern History, Classics, Mathematics and Science. In addition to the volumes on the ordinary shelves, a book case contains several complete encyclopaedias and sets of world histories. Recreative reading has been catered for in a small collection of books of Travel, a series of stories from the great books of all ages, and a collection of well-illustrated Geographical Magazines.

All the volumes of the Reference Library are available for home reading for short periods by students doing special work, and a register is provided in which a borrower is required to enter the title of the book, the date of borrowing, and his name, in order that a strict account may be kept of all volumes. Students desirous of taking books out for special study may do so on Monday, Tuesday, Thursday and Friday afternoons.

In order that the school as a whole may make the best possible use of the Library, a special scheme of studies has been put into operation, under which each of the classes from the Second Year upwards will have one library period a week. During that period the class will move from its class room to the Library, and each member will be at liberty to use the volumes to work out problems which have arisen in class work, to make references, or pursue some independent line of research.

On alternate weeks this library period will take the form of a free choice period, in which the pupils will be at liberty to select their own topics, and indulge their own inclinations in the matter of reading. Each pupil will be required to keep a notebook exclusively for library work, in which to note the titles of the books consulted, together with reviews or comments on books read. From these notebooks it is hoped that teachers will be enabled to form some estimate of each boy's tastes and aptitudes.

Boys will be Boys!

And being boys, the RADIO BUG has bitten them.

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For the provision of books for the Library, the School is greatly indebted to the generosity of Mr. Philip Moses, and also of the Parents and Citizens' Association, whose example we heartily commend to all our readers. Though the volumes on our shelves are excellent, they are comparatively few to meet the demands of so large a school; and in the case of many books it is urgently necessary to have several copies available to avoid delay and inconvenience in the preparation of class exercises and essays.

The Library—Fiction Section.

The condition of this library, both in the number and the condition of the books, was such that it was deemed inadvisable to open it on transfer to the new school. Many of the books were so worn out that they had to be discarded and sold to the boys for small amounts at auction. Of the remainder, many were in a bad state and had to be rebaked so that they would not disgrace the shelves in the fine new room which has been provided. This left about 170 books for 600 boys!

An appeal was made to every boy in the school to donate good fiction to the library, and the response was very fine indeed. About 400 books were brought in. A number of these will not last long as the binding is weak; but they will supply reading for the boys of the school, until the library can be built up with books of better binding. The majority of the donated books are in good order, and display good judgment on the part of the donors. Dickens, Scott, Dumas, Ellis, Henty, Hayens, Haggard and Doyle are prominent among the authors which have found favour among the boys.

This magnificent response on the part of boys and parents has so built up the adventure and boy's novel section, that the money granted by the Union has been applied in buying historical novels, stories from ancient literature, biography, and a few books of geography or scientific interest.

The library will be shortly opened for the purpose of lending books out as follows:—Monday, 1A., 1B., 1C., 1D. Tuesday, 1E. and Second Year; Thursday, The Rest of the School.

Books must be returned a week after they are taken out.

This library, now about 750 volumes, is beginning to look worthy of the School; but there is room on the shelves for double that number. Perhaps some boys or parents still have good books which they would be pleased to present.

The School thanks those boys and parents who have been so generous, especially those who presented a large number of books, but it is impossible to acknowledge all donations here. The following classes lead the list of donations:—2B. gave 35 books; 1A. gave 28; 3B. gave 27; and 3C. gave 22. Many other classes are also in the twenties

Modern Languages Library.

In the new School the Modern Languages Library is to be found in the small room above the office of the Deputy-Principal. The executive consists of three boys of 4A. Class—Clarke, Uebel and Wilson. It is suggested that each class appoint a representative to act in conjunction with these boys on the borrowing day of the class.

Unless altered, the borrowing days will be as follows:—Monday 2nd Year, Wednesday 3rd Year, Thursday 4th Year, and Friday 5th Year. Borrowings can be made at morning interval or during the last quarter of an hour in the lunch period. To avoid unnecessary work, let all the boys of one class wishing to borrow go in together after arrangements have been made between the class representative and the general executive committee of the library (the boys named above). Boys have permission to go into school for this purpose, but must be as quiet as possible, and leave as soon as possible after having borrowed a book. Books must be returned or renewed on the fourteenth day after borrowing.

In both French and German there is a good variety of books of all degrees of difficulty. I specially recommend boys of all years to read the paper entitled "La France." For advanced boys there are also plenty of copies of "L'Illustration," the famous French illustrated paper, and "Le Courrier Australien." In German there are papers also—"Des Gute Kamerad" and "Das Echo"—these are suitable for advanced boys only.

Included in our library are a set of "Linguaphone" records and books both in French and German. The former was donated by Mr. Philip Moses last year, the latter by the P. & C. Association this year. We hope by some means to get the advanced set of records and books in each language. For boys desirous of doing advanced work with the gramophone I have a set of records that I can place at their disposal, if they care to apply to me.

For boys placed in upper divisions of a class it is almost an essential that they should be active borrowers from the library. For boys in Fourth Year it is an absolute essential that they should use the library if they wish to get even a "B" pass in the 5th year.

You become a member of the library by paying sixpence or by donating a French or German book. You do not have to do this annually—only once while you are at the School. If any boy offers more from his spare stock they will not be refused (if they are suitable). You have a good chance here of improving your status as a good citizen by helping to build up the library, and your status as a student by using it freely and sensibly.

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Sports Library.

We have recently started a Sports Library. So far we have fifty copies of Rugby Union Rules and three books on various aspects of the game. Contributions of a useful kind will be received with pleasure. Books on any branch of sport in which the School is interested will be acceptable. Newspaper or magazine articles of value could well form a part of this new institution. It is yours, so help it along as quickly as possible and to use it.

—G.W.H.P.

A SUGGESTION FOR OUR NEXT ISSUE.

Long standing custom has decreed that "The Record" should appear twice a year, a week or so before the Midwinter and Christmas Vacations. Moving from the Old to the New School disturbed most school arrangements and activities. "The Record" Committee found the time of preparation all too brief. The School, however, responded admirably to the request for copy, the members of the Committee, who remained to see the end of the task, worked whole-heartedly, and the result is that "The Record" is in your hands at the usual date of publication.

Having produced its second issue, the present Committee goes out of office automatically. Plans for the future must be considered carefully in order to avoid a number of existing defects. There is much literary talent in your midst—much more than has come to light in this issue. It is almost unnecessary to mention that the standard of contributions could be raised considerably. The "rush" method of production that was unavoidable on this occasion, but which is usually employed, is not calculated to give the best results.

The free period for cultural pursuits provides an opportunity whereby "The Record" may come into its Promised Land. Many groups and circles have been already forecasted. How many members of the school community are sufficiently interested in the art of journalism and literary work generally to devote their time continuously to its cultivation?

"The Record" is the school press, and in its sphere can wield an influence no less vital and valuable than that of its mighty contemporaries in the great world. Probably no more fascinating process is available for the participation or contemplation of the educated mind than the creation of public opinion. This field the journalist has steadily appropriated as his own peculiar province. It is not too much to say that the Press stands supreme above all other moulders of modern life.

Its controlling and directing influence is not always suspected, but it is not the less real and pervasive. Its servants must possess to a marked degree the capacity to understand, judge and lead others; and these qualities lie near the pinnacle of those excellences which human nature can attain through intense cultivation.

From a pre-vocational point of view alone this proposal will doubtless appeal to a number of pupils. Journalism has long been a profession with its own self-imposed standards of personal conduct and of public duty. Recently it has taken its academic place amongst the professions catered for at the Sydney University, where its cadets will in future receive an appropriate body of learning and a training in its peculiar technique. Enjoying, as it now does, an enhanced status as a "learned profession" with a University hallmark, it is only to be expected that it will attract an increasing number of secondary school pupils to sign its roll of membership.

Quite apart from these considerations a journalistic group has a value of a more general nature. No cultivation of mental or bodily powers is possible save through discipline. The art of journalism demands accuracy of observation and expression, the study of human nature and behaviour, and judgment in the selection of the means to secure definite results. These are necessary in order that mankind may be entertained, informed, or improved through reading printed matter. But who can deny that the results of these disciplines are also invaluable qualities in the equipment of a cultured personality!

If from any of these motives or some other one not mentioned, there is a sufficient number desiring to join a group devoted to the study and practice of the journalists' art, arrangements can be made almost immediately. The production of the December issue of "The Record" could commence as quickly, with the result that current events will be covered as they occur, and not as happened recently six months later, when their recollection had become stale and comparatively unprofitable.—D.M.S.

MORN.

The soft, grey night had yielded,
Before the fire of dawn;
The Harbinger had vanished,
And now was come the morn.
The sleepy mists were rising,
The breeze was murm'ring low,
The Bushland was awakening,
The sun was all aglow.
The trees with song were ringing,
In discord sweet and free,
Like silver bells proclaiming
A day of ecstasy.
The faint perfum'd primrose,
Her yellow petals cast,
On slopes of sun-kissed splendour,
A beauty unsurpassed.
The dripping rocks were glist'ning,
Adorned with mossy green;
The sky was clear as crystal,
A mighty sapphire screen. —A.H.C. (4A.)

AN EMPIRE DAY ADDRESS.

(As delivered by J. Sanford, Fifth Year.)

"Mr. Saxby, Staff and School,—

Last Friday afternoon some of us were asked if we would come to the parapet to-day and say something suitable to the occasion, according to the custom of the school. Along with others, I agreed, but on consideration it did not seem so easy.

What was a good topic? There were quite a number, I suppose. However, I could not decide on any. There seemed to be just that something about them that missed the spirit of Empire. There was not much time to waste.

On Saturday morning I was as much in the dark as ever. I had to meet a friend at the General Post Office. Waiting there, still without a topic, I saw the Cenotaph. What better subject for Empire Day is there than what I saw last Saturday morning!

Every man who passes the Cenotaph in London raises his hat; it is a custom they are proud to follow—something they regard as a privilege. So it should be here.

For four continuous years, men, banded by ties of loyalty, unity and good fellowship, left these native shores, never to return. For what cause did these countless thousands give their life blood? They did it for us to preserve for us the lands and traditions of our forefathers. They did it that we might cherish and enjoy our rightful privileges—privileges of Australians and privileges of the greatest Empire the world has known.

Men like Drake and Cook set the foundation for the Empire; but the self-sacrificing heroes who went away; who fought for a great ideal; who fought for the Empire—they are the ones who kept it for us.

It is to the memory of these men, "to our glorious dead," that the Cenotaph is dedicated. How many raise their hats in reverence when they pass? How many pay it its due respect? We boast of their bravery, but what part are we playing? We are acclaimed as one of the greatest sporting peoples on the earth, yet are we sports in the true sense of the word? Why don't we honour what they did? The spirit of recognising their memory in the proper way is the same patriotic spirit that has built up our Empire and which binds it together.

It is exaggeration to say that one man or boy in every few hundred of the thoughtless people who passed the Cenotaph performed this simple mark of respect. Last Saturday morning some did it almost sheepishly, as if they were ashamed to be seen recognising the Memorial. It was hard to tell whether others raised their hats or happened to be adjusting them as they

passed. Probably they hadn't enough moral courage to do the thing in a decent manner, so they squared their consciences by doing one thing and pretending to be doing the other.

What would those early colonists have done—those who first came out and peopled this great and magnificent country? Would they have lifted their hats in reverence to the fallen, or would they have lacked the moral courage? For the most, they were made of finer stuff than that. So great were the difficulties of migration, so great were the length and perils of the voyage, that only men of courage and resource could face them. Courage and enterprise transformed the wilderness into the throbbing, pulsating centres of civilization we have to-day.

Are we worthy of that fearless race of men and women who built Australia with their sweat and tears? We are; but let us show it. Let us be worthy of those Empire-builders, let us do something to be proud of. Don't let us be content to pass that Cenotaph just because the other fellow does it. Those who come on to a High School are the future leaders of the community, and unless the boys of this age have enough thoughtfulness and the courage of their convictions to salute the Cenotaph, then it will never be done, and shame on Sydney for that! Don't forget that we all acclaim her as Australia's greatest city, the second city of the Empire. Let us as young citizens raise our hats and thereby show less thoughtful people what should be done, and they will soon follow.

Remember that the strength of an Empire lies in the spirit of its people. Now and again, one cannot help speculating as to the future of our Empire. Shall we go the way of other great nations, or will we endure? Shall we maintain our lead, or will we be left behind in the race? We trust to maintain the lead. But only a combination of hard work and sentiment will keep us there. The commercial success of a nation will take it a long way, but unless there is that higher feeling in its people it will never become really great.

What sort of a place would High School be if we had no affection for it? We may think we know best about this and that; but do we voice these petty views to all and sundry? No, we all pull together. So it is with an Empire. If we do hear the criticisms of the know-alls and the pessimists—don't stand around and listen; buck in, and put an end to their fears and criticisms. Put them on the right way of thinking. Show them that the wider knowledge of those who rule the Empire's destiny is far greater than their trivial know-all views. Go in and make it a greater Empire than ever!

THE RECORD.

Bear in mind, it is the sentiment and the thought behind the action which strengthens the ties of our Empire.

You will always find a few of that type who speak of mere sentiment; but would they speak of *mere* loyalty, *mere* honour, mere patriotism. It is absolutely essential. Take sentiment from the Empire, take it from the Union Jack, and what have we?

Think once more of the Cenotaph! Pay it its due respect whenever you pass, whether it is every day or once a year. Tell others to do so, tell those who pass it more often.

Make the British Empire greater than ever, and remember that it is not the material strength, but the high moral character of her people that renders her so great."

CORRESPONDENCE.

The Editor of "The Record."

Dear Sir,—

At this time, when the School has had an entire change of badges, hatbands and motto, it is time to see to the school song. This is often rendered at many important assemblies, and it is therefore necessary for it to remain no longer in its present obsolete state. It contains many references to the old motto, which must be eliminated, and the new motto inserted.

As Mr. Steele's fine music has won its way to the hearts of most present and old boys, and would be difficult to replace in their memories, it would be preferable to retain as far as possible the music, as well as Mr. Craddock's stirring words.

I have attempted this, and suggest the following alterations, which can be undoubtedly improved upon.

In the first verse, the last line, "Be ye ashamed to come in last!" could be altered to "By Truth and Manliness, be known," which necessitates the changing of "cast" at the end of the second line to "thrown." The refrain may be kept the same throughout. The second verse, however, presents a greater difficulty. It can be either eliminated altogether, or wholly rewritten. The third verse can be made more appropriate to the motto by changing the last line "In Courage, Honour, Truth, to none," to "In Truth and Manliness to none." In the last verse the second and fourth lines have to be altered. The second might be changed from "And all examinations past," to "And lessons gone with all their kin"; and the fourth from "We'll press and scorn to be the last," to "By Truth and Manliness we'll win."

Hoping that this matter will receive due attention from the Union.—I am, etc.,

ISAAC BICKERSTAFF (4A.)

Poets' Rest.

"VERITATE ET VIRTUTE."

While pass you through this great old school,
True sons that she may call her own,
In everything you say or do,
By truth and manliness be known.

Remember only unto her,
You owe your fortunes and your all,
If she should need, at once respond,
With truth and manliness, the call.

When working hard or fighting fast,
Within the class or on the field,
Be sure you can say, "I've won,
By truth and manliness, the shield."

But grander far if in your heart,
You know that you have helped the school,
In always striving hard to make,
"*By Truth and Manliness*," her rule.

ISAAC BICKERSTAFF, 4A.

EVENING.

The sun has set, the earth is still as death,
The air is chill, no sound the silence breaks;
The leaves are still, for there is scarce a breath
Of air to stir them, and the silence makes
The land seem desolate and grim. The moon
Is in the sky, and, far off, some stray bird
Returning late to rest espies the plume
Which decks her mate, and then her note is heard.
The stars have not appeared, the clouds hang low,
The day is spent, and night approaches fast
To rule the world until the cock shall crow
In signal of the coming day at last.
This evening hour I count the best of all,
This hour when still is heard some lone bird's call.

—FRANK BOWLER (4A.)

MEDITATION.

The sun was slowly sinking
Beneath the western hills,
As I was deeply thinking
Of ferns and glittering rills.

THE RECORD.

For my mind had wandered, groping,
To recall that hour so brief,
That I had spent there, hoping,
To forget my sorrow and grief.

'Twas a leafy spot and shaded,
The fern was green, yet soft,
'Twas a tonic to nerves so jaded,
With its twittering birds aloft.
And there I buried my troubles all
By the mossy banks and the treetops tall.

—PREND (4A.)

ON MAN.

Oft when I look upon the passing throng,
Gaze hard upon that wretched creature man,
I wonder if great deeds since days began
Done by great men have all been in a wrong
And useless cause. For man, who years along
Has quarrelled with and killed whene'er he can
His fellow; who does bad deeds far more than
Do the animals; but ere long
A voice deep down within me seems to say,
"You only look upon his very worst,
And never see the best beneath the rind.
In every little fold black sheep do stay,
And therefore look on him in splendour first,
And see the beauty of his soul and mind."

—ISAAC BICKERSTAFF (4A.)

THE WANDERER.

Oh, for a life the ranges deep,
A lonely vigil there to keep;
To wander round among the flowers,
Or rest content in leafy bowers.
On starlit nights when all is still,
To climb the path that mounts the hill,
To watch from there in shadows deep
The moon arise from daily sleep.

—LINDSAY JOHNSTONE (C.)

REMINISCENCES. (Apologies to Hood.)

I remember, I remember,
When to S.H.S. I came,
And "toed the carpet," as they say,
Just to enrol my name.
Then to the tap they me did bear
Just for a "gentle ducking."
But when I learnt their object there
I did a bit of bucking.

THE RECORD.

I remember, I remember,
(In the next year I appear).
That lovely loaf! although I got
Some "cleeps about the ear!"
The Hist'ry lessons simply flew,
As yet we ne'er attended,
But when the English came around
Indeed our heads were bended.

I remember, I remember,
That when 3rd year we had entered
Our faculties upon our work
Entirely then were centred.
Our Intermediate results,
Were not too bad, they say.
But why—because we did our work
The "penny-method" way.

I remember, I remember,
Though 'tis not so long ago,
That we were warned 'gainst loafing,
As we used to do—you know!
One hurdle o'er! One more to clear!
We must do all we can,
To bring fresh laurels to the school,
That makes the Boy the Man.

—E.R. (4A.)

WRITTEN IN REPLY TO, AND IMITATION OF
POPE'S POEM ON "A QUIET LIFE."

The man who lives but for his ground,
Who ne'er has wished with soul to be
No longer by his farm-yard bound,
What use is he?

What good to man by him is done,
Who wishes not a life of fame,
Content to toil beneath the sun,
Without a name?

The nation's great in abbey rest,
Quite worthy of their mighty stay;
How better this than with the best
In church-yard grey!

Let me but have one day of fame,
Then can I lay me down and die;
Better than live for long the same
And unwept lie.

—ISSAC BICKERSTAFF (4A.)

A SUGGESTION FOR A SCHOOL SONG.
To the Air: "A Good Sword and a Trusty Hand."
(By permission of L. Foster.)

Chorus.

Oh! Here's to Sydney High School, boys,
The School for you and me,
Its colours we shall ne'er forget
Wherever we may be.
Though some of us may wander far,
And roam o'er oceans wide,
On leaving school, yet to its rule
We'll cling whate'er betide.
Oh! Here's to Sydney High School, boys, etc.,
Then let us quit ourselves like men,
In courage, firm endure;
Our strength be as the strength of ten
Because our lives are pure.
Oh! Here's to Sydney High School, boys, etc.,
In sports we'll take our parts with zest,
And play the game all through;
While in exams. we'll do our best,
And more no man may do.
Oh! Here's to Sydney High School, boys, etc.,

A MOTH.

A silver thing of beauty,
A flying whirl of grey,
Espies a light to which
It makes its heedless way.
With graceful dips and twirlings
And dazzled by the glare,
It hurries to its doom;
The globe becomes its tomb.
"Poor Moth!" Your brief life ended,
Your fluttering day is o'er;
That light's enticing ray
Will dazzle you no more.

—K. GOODMAN (I.C.)

HIGH SCHOOL'S STANDARD.

High School, play the game,
Never learn to yield;
Turn your back on shame,
Both in school and field.
High School, teach your lesson
To those boys in need;
Filling every idle session
With kind words or deed.

THE RECORD.

High School, play the game
Till your manhood's won;
Turn your back on shame
When your School life's done.

—C. WHITING (I.A.)

EXCHANGES.

The Editor wishes to acknowledge the following exchanges, with apologies for any omission:—*Hawkesbury Agricultural College Journal*, *The Sydneian* (Sydney Grammar School), *The King's Magazine*, *The Newingtonian*, *Glasgow High School Magazine*, *The Magpie* (Maitland Boys' High School), *Novocastrian* (Newcastle High School), *The Chronicle* (Sydney Girls' High School).

The John Skyring Cross Memorial Prize.

The John Skyring Memorial Prize is awarded annually for good sportsmanship in connection with G.P.S. activities (cricket, football, athletics, swimming, debating and any other activity that may be adopted in the future). Amongst the conditions is a ballot by the G.P.S. representatives and members of the various G.P.S. grade teams.

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CAMP REMINISCENCES.

(Solemnly Dedicated to Members of S.H.S. Rowing Camp.)

I will endeavour to give faithfully the most striking impressions that I gathered during my happy sojourn in the Glebe Rowing Shed. Before going further, I must place on record my hearty vote of thanks to the individual or individuals who invented "noms de plume." I will now be able to reveal a few secrets sacred to the rowing camp without being physically disabled in any way as a result of so doing. Of course, they are all lovable, gentle fellows; but I think it just as well that I do not reveal my identity.

ARCH WATTS is a gentleman devoted to the shower (in fact, to water of any kind). Each and every morning and night he would bound into his shower singing and emerge from it a giant refreshed. He is sometimes known as "the Admiral with water on the brain."

"BIDGE" GARDINER, the star pianist and very popular at the boarding-house, was also an advocate of showers.

"FANNY" WALKER proved a skilful fruit-tracker. The fruit he smelt out did not necessarily belong to him. He was also one of the camp's contortionists.

"REX" DUFFY, at all times, wore his regal honours with modest humility, though a gentleman of rare accomplishments, and also a gifted exponent of the contortionist's art.

"BURLS" ROBINSON was the proud possessor of a rare piece of Venetian lace, which he modestly called a singlet, and also a pair of socks which could stand upright without any visible support.

"PA" RUBY was the G.O.M. of rowing and the guest of the camp, whose voice sounded like the tinkling of silvery bells on distant cattle. He was noted for carrying in his share (?) of the boat with one hand, and telling the others to take some weight.

CLARRIE HUGHES earned honourable distinction for the fruit which was to be found at all times in his bag.

RON UEBEL was one of the band of hunters in our community, who also put over some big deals in apples.

"TUPP" McKIBBON, whose tongue was the best example of Perpetual Motion I know, was also the lost property expert of the camp.

RON. NICHOLSON possesses an unrivalled taste for jam. Ask anyone who was in camp.

BILL HINGEE was always winner of the Boarding-House Steaks (Stakes). He beat all-comers on the "Glebe-shed—Boarding-house" course, and holds all the records.

T. FACKENDER was the champion biscuit-eater.

PETE BOHRSMANN excelled as a stager of "revelries by night," and as a collector of blankets.

"TED" BABER possessed a hair oil so admired and coveted by the camp that he made a bottleful out of his own mysterious ingredients, one of which was sour milk. He then generously gave it out to the camp, free gratis and for nothing.

"CHOOKIE" MILLARD was one of the most interesting specimens we had. At times he was held in great awe for his adept use of the hose.

J. BOUGHTON was easily the champion sleeper. He could go to sleep in the midst of a pitched battle.

K. OLVER, the possessor of a concertina bed which, when placed in the water one morning, floated down Blackwattle Bay.

J. HILL and R. GOODCHILD played the role of the heavenly twins, and became skilful navigators of anything from a log to a boat.

—THE TATTLER.

WHAT OF THE FUTURE?

"Well, good night." The door closed, and the rest of the family departed. A roaring fire was burning, and I drew an easy chair up to the fireside and settled myself in it to read the evening paper. I dearly love to sit thus and read, and it is often necessary to drag me forcibly from my book or paper.

What a boon to mankind, I thought, is the newspaper. From it we learn of all that is going on in the world around us. From it the housewife learns (much to the disgust of her long-suffering husband) of the latest bargains. From it the sportsman discovers that the money he put on Winalittle is gone forever. And also, I thought, from it one learns of the latest developments in science.

Doubtless, now, this very paper contained several full-page advertisements announcing wonderful goods in the city. It might even contain the report of some new discovery in the realm of science. Perhaps Edison has patented his thousand and first invention.

I opened the newspaper, and glanced over the headlines. Ah! What is this? Just as I thought. I read the following:—"Professor Sebastian Maxmilian Gadgets, of New York, N.Y., America, who is a fellow of six different scientific societies, President of the R.S.A.L. (the Royal Society for the Advancement of Laziness) has just perfected his automatic man for writing love letters. He has been at work on his machine, which has occupied his attention ever since his hundred and tenth birthday, for a hundred years."

How wonderful, indeed, is science! How this marvellous new machine will revolutionize Love! Very soon we will make love with the aid of machines. A nice young lady will be introduced to our automatic man, who will make love for us, take the young lady to the theatre, and, finally, propose for us. All that we will have to do is to attend the marriage ceremony. Wonderful!

THE RECORD.

Then will Love truly be blind! Who would ever have believed that a machine could be made to write a letter in praise of "those cherry lips and rosebud cheeks," etc. (for a fuller description see the Lovers' Guide, Vol. 19, pages 7,643 and 7,644), when that machine had never seen the fair lady in question?

But such a machine would have its disadvantages. I tried to imagine the feelings of a lady who was deaf and dumb on reading that "your voice has always sounded enchanting to mine ear, beloved, and when you sing, 'tis impossible to describe my feelings, I am so enthralled (not appalled)." But, doubtless, these difficulties would be overcome. And, no doubt, too, I thought, the honourable Professor (I had forgotten his name by this time) would invent another machine to do other things, such as fighting out the family quarrels after marriage. I was further cheered by the thought that the other members of the R.S.A.L., to bring about that most commendable state of Laziness would, without doubt, invent machines to perform our duties for us. And there were many things a machine could do besides write love letters. For instance, it might be made to pay the expenses of theatre tickets and chocolates.

And (here I nearly shouted aloud for very joy) some members of the R.S.H.S.B. (Royal Society for the Helping of School Boys) might bring out an automatic man to do our homework. How joyously would it be received! The inventor would be come an international hero, and such heroes (?) as Caesar and David, Cicero and Livy, would fade into insignificance.

In those heavenly days, instead of coming home from school and wrapping a wet towel around my head like Sidney Carton, and toiling through pages of homework, destroying reams and reams of paper, and wearing down my finger nails by ardently scratching my head, I would just turn a handle, whisper in the ear of the machine the homework set, and sit down and wait for the results. With my automatic man I might have "a sporting chance" of doing my Latin without a mistake.

The value of this machine would be greatly increased if it could also learn my work for me. Then it would be a thing of no difficulty to become "verb perfect" and "deadly accurate," or to learn the dates when the barbarians went a-butchering. The stipulated 90 per cent. mark in French Tests would be left far behind, while the Leaving, still now in the far distance, would be "only a hurdle to be taken in my stride," as my teachers all tell me it should be.

I glanced again at the paper, and then came disappointment. For it plainly said: "He has been at work on this machine, which has occupied his attention ever since his hundred and tenth birthday, for a hundred years." 'Twas not to be, or at least not while I was at school. For, if it takes a man a hun-

dred years to make a machine to write love letters, then how many hundreds of years would it take to make a machine to do our homework and learn up our lessons and tests for us?

The shock of this disappointment was too much for me, and woke me from the "reverie" which I had been enjoying. And, to add insult to injury, so to speak, who should enter at this moment but my elder sister, bubbling over with the love scenes which she had seen flashing upon the screen that night. It was hard to bear, being brought so rudely back to earth after my sub-conscious mind had been wandering I was not quite sure where. But such is life, and I went to bed that night a "sadder and a wiser boy," with thoughts of automatic men and century-old professors still in my mind.

—FRANK BOWLER (4A.)

ALADDIN'S LAMP IN THE HANDS OF A SCHOOLBOY.

Jack Lorraine was an enthusiastic gardener. One day he was digging in a disused corner, hoping, as a true gardener will, to grow something, be it ever so insignificant, in this disused corner. His spade encountered something solid, which, when brought to view, proved to be an old lamp. As this lamp was an obviously antiquated and singular object, as well as having something indescribably Oriental about its shape, Jack decided to keep it.

Early in the morning, Jack accidentally rubbed the lamp, and immediately there had appeared a huge genie, who said: "What wouldst thou have? I am ready to obey!" When Jack, who was astonished and startled, did not answer, the genie had said: "Whatever thou wishest, I shall obey"—and vanished.

Now, Jack had always wished to be an aviator like Hinkler, and to make some wonderful flight in the air. One day, when he was thinking of aeroplanes, and flights, he said to himself, "I wish I was in an aeroplane." Instantly he found himself in an aeroplane, flying over a strange country. While gazing at the scene below him, Jack suddenly felt dizzy, then ill. "Oh," he cried, "I wish I was back home." Immediately he found himself at home in the same position in which he had been but a while ago.

Several days later, Jack was reading the paper. He read a passage in the paper, saying that Carlton, Australia's champion sprinter, had established a new record. Now, Jack had another ambition. That was, if he couldn't be an aviator, to be a champion sprinter and represent Australia in the Olympic Games. Jack expressed his desire aloud. Immediately he found himself on a huge turfed enclosure. All around him were stands containing millions of people. Suddenly he noticed, to his surprise,

that he was clothed in athletic apparel, and that beside him, panting heavily, were men, similarly clothed. Then, as though in a dream, he heard his name announced as the winner of the race, and then heard roars of applause from the spectators. Then Jack felt like the gladiators of old, as he gazed around him in the amphitheatre. He turned a beetroot red—though he didn't understand anything about winning a race—and earnestly expressed his desire to be home. The next moment—or fraction of a moment—he found himself at home, sitting in an armchair reading a paper. There we will leave him, to have further adventures with “Aladdin's Magic Lamp.”

—“DENYS.”

AN INNOCENT'S REVIEW OF THE ROWING CAMP.

Silence and darkness prevailed as the tired Rowers snored peacefully abed in the sleeping quarters of the Glebe Rowing Shed. The verandah inhabitants, who constituted more than half the camp, stirred uneasily and abstractedly annexed each other's blankets. The marsh gas arising from the bay was wafted in sicken waves upon the recumbent forms.

A tranquil scene. But what's this? “The little wooden whistle wouldn't whistle,” said a voice. “Would'n whistle, would'n whistle!” repeated the voice firmly. Monstrous! Outrageous! Unprecedented! Someone had put the gramophone on! The camp awoke, and the “King,” sitting in state amongst the distinguished “verandah inhabitants,” was consulted. He gathered his regal robes about him and right royally strode inside to assist the captain to find the culprit, who, however, was not to be found. At last the King decided that the gramophone had put itself on. The Rowers complimented His Majesty on his superior intellect, and went to bed wondering why they hadn't thought of it before.

Such mysteries were a feature of the camp—indeed, the rats seemed to be charmed, for the “Grunter” expressed surprise that they should devour such amazing quantities of biscuits and apples, without biting through the tin, either! These rats were not particular, as they ate some of the “Blinker's” blazer, besides eating huge holes in his sole pair of trousers. They were even audacious enough to trample over the “Apache's” bed, with whom, incidentally, they became great friends, and the Rowers often heard him crooning to them during the night.

One strange happening turned out to be a false alarm. One member of the camp persisted in falling into the water and gained the sympathy of all, until the “King” wisely advanced the opinion that this person thought he was Andrew Charlton, practising for the Olympic Games, so they all saw through him and took no notice of him after that.

THE RECORD.

One night, two "verandah inhabitants" woke up and promptly nearly fell through their beds; for Hudson's Timber Yard, immediately adjoining the shed, was on fire! In half a minute the whole camp was awake, and grotesque forms hopped about with bags and clothing. Suddenly the cry arose, "Get the boats out!" In this operation various feats of valour were performed. It is said that a "verandah inhabitant," one "Wak," carried out a Four unaided and alone. In ten minutes all the boats of any value were afloat, and the pale light of dawn revealed such sights as two Rowers dismally paddling an Eight around, while the "King" presided over the launch which was packed with bags, private property, etc. When it was daylight and the blaze was well under control, the craft landed at the shed, fortunately unharmed, and unloaded the jubilant Rowers, including the fiendish cox'ns, whose remarks for the next half-hour were "No school to-day! No school to-day!"

At last the excitement died down and the camp resumed the monotony of its way. One night the "verandah inhabitants" were settling down to sleep when from below came a great bumping and rattling. The captain went downstairs, and immediately the noise ceased. As soon as he was up again it started! Down rushed the captain and found a stool. To this stool was tied a string. This string went up over the railing of the verandah. The "verandah inhabitants" were very puzzled at this phenomenon, for by pulling the string they could cause the aforementioned noise. They denied any guilt, and the "King" explained to the captain that the string had pulled itself. The captain apologised for his base suspicions, and went away content.

And so on to the day of the Heats, and then the Finals. Everyone knows what happened, and the Rowers congratulate the victors. But next year they mean to work hard and try to regain the title. Are we downhearted—?

—ROGNWALD.

THE FIDDLER OF THE STREET.

Faintly the sound came to my ears—a sweet, sad and mournful sound. I ran round the corner to see whence the music had come. There he stood—the creator of the music—the strangest figure I had ever seen, playing the sweetest music I had ever heard. Beside him on the ground was a box and his hat.

He was a small, dark man—a large dwarf in size. His head bore a mass of jet-black hair, which fell down over his eyes, ears, and back of his neck. His back was humped, and he was bent almost double.

His coat was several sizes too large for him, and, like his trousers, it was dirty, ragged and torn. His trousers barely reached his ankles, displaying a pair of black socks with several

rents in each. He boasted no shirt or tie, but wore a brown sweater. A piece of rope served as a belt, while the sand shoes he wore were at one time white, but now a dirty black. Several toes protruded from each shoe.

I came nearer, and it was then I saw his face. Ah! What a face! It could scarcely be called a face—it was so deformed. It looked like the face of a hideous monster. A long, glistening, pink scar stretched right across his forehead. He had small blue eyes, which were a contrast to his complexion. There was a far-away, absent look in his eyes, though now and then a twinkle would appear in them as he played. His eyes were bloodshot, and his eyelids wrinkled. Black bags hung down from under his eyes. Half his left eyebrow was shorn clean off, as though his hand had slipped while shaving. Patches of several days' growth of hair were all over his face. His ears were almost at right angles to his face, while his right ear seemed to be falling off. His nose was totally deformed and seemed to take up the whole of his face. Tufts of hair poked out of his nostrils, making his face more like that of a hairy monster than of a human being. His mouth was pushed over to one side of his face, putting an ugly scowl on it. He had no teeth, and as he played convulsive expressions deformed his face still more—if possible.

In his left hand he held an old, resin-covered violin, which looked as though at the slightest touch it would crumble to pieces. His left hand, also wrinkled and scarred, was the possessor of two thumbs, one growing out of the other. In his right hand he held the bow, which he moved along the violin, which was tucked tightly under his chin.

Now he was playing the sweet, sad melody I first heard. It seemed to me that the fiddler's eyes became watery. His wrinkled fingers moved like lightning up and down the neck of his violin. The bow moved with a firm, slow and easy motion. The notes came forth—mellow, sweet and sad.

At last the melody ended, and the fiddler, exhausted, sat down on his box. I looked at his face intently and shuddered, and pitied the poor degraded fellow. As I ran forward and put all the money I had into his hat he looked up at me with a look in his glittering, bloodshot eyes that no words can describe, but which I never will forget.

—DENYS (2A.)

HOW WE ROWED THE FIRST FOUR.

After weeks of arduous training, the culmination arrived. It was Wednesday, the day of the heats in the G.P.S. Regatta. The morning had dawned fine and clear, and in high spirits, we, members of the camp, gave the final touches to the preparations of the boats. Nothing was left to chance; the riggers had been scraped and re-painted, the old rusty bolts renewed, the slides

cleaned, the wheels well oiled and the stretchers screwed down tight, and to make doubly sure tied securely with tough marline twine.

At half-past twelve the launch "Norman" arrived. One of the boats was placed on deck, and the other rested on the water ready to be trailed behind. When the fours had embarked, the "Norman" cast off, leaving the "eight" to follow in the training launch.

As the "Norman" plugged steadily onwards to the course, we of the fours lined the edge of the launch, cheering, singing, and shouting, and if our voices lacked in tone and symphony, they did not fall short in spirit and volume. "The Colours, three cheers for the Colours," came again and again, and did we not give them!

At George Towns' boat shed, the fours took their boats ashore, and waited till it was nearly time to start. Then the second fours departed. As they went, the stroke of the firsts called, "Three cheers for the second fours," and we gave with right good will: "Hip-hip hooray, hooray, hooray." After a tedious wait, loud cheering signalled the approach of the second fours in the first heat. As High was represented we were extremely anxious to learn the result. The report of the Judge's pistol ended the fight for first place, and soon afterwards we learnt with regret that King's had beaten us for second place. The second heat did not interest us very much; and that being finished, the first fours began to leave the shed.

"Are you all ready, crew? Altogether, lift!—Down bow-side, up stroke-side—steady there!—Hands across bow-side, under stroke-side! Take her to the edge—let her down gently!" Our boat took the water!

So we got in, pushed off, and fixed ourselves. Then the cox. barked out: "Are you all ready? Half-forward, paddle!" Off we went. "No weight there, crew, swing her through—in! out! in! out! in! out!" called the cox. As we passed the School ferry the boys cheered us madly; and, if we had been in the least down-hearted before, we were not then.

In—out—in—out, on we went, swinging through the mile of water to the starting post. Suddenly Bow exclaimed, "Here come the Eights," and we turned anxious eyes on the race. Scots and Grammar were leading High by a length or more. In spite of our confidence in our eight, we thought they would have to row hard to win a place in the finals.

Half an hour later the starter's boat dropped anchor opposite the aligning posts, and the four crews, "High," "Joeys," "Igs.," "Newts.," lined up. The starter, with an enormous pistol in one hand and a huge megaphone in the other, barked out his orders: "Touch her, Joey; Touch her, Newton! Hold her,

THE RECORD.

Joey! Back her, High! Get ready! Touch her, Ignatius! Hold her, High! Get ready!" Bang! At the report we shot off like arrows with the racing start we had practised so assiduously, half-forward, three-quarters and full-out. After the third stroke, the cox. yelled, "A dozen, crew, a dozen! One, two, three, four! ten, eleven, twelve! Don't take your weight off steady down the slide! You're rushing down your slide, Three! Out of your length, Two! in—out—in—out!" With this running fire of words the cox. urged, corrected, and drove us into the race.

After the first dozen strokes we settled down to make a hard race of it, lengthening our stroke, steadying down the slide, and driving hard from the stretchers. From the corner of my eyes I could just see "Joeys," while Ignatius had dropped slightly behind us. Of Newington I could not see a sign, for I dared not turn my head lest I should get out of time. It was thus for the first quarter of a mile, and for a great part of the second; then we gradually gained on "Joeys," and finally passed them. As for "Igs.," they were creeping up.

"In—out—in—out! You're late, Bow. In—out! Lift her through, crew. Lift with your shoulders! Steady down your slides, you're rushing again! Lift! Stea-d-y-y—lift! Stead-y-y. In—out—in—out! Time, Two, you're early." Onwards, always onwards, lifting the boat through the water.

Towards the last quarter of the mile, "Igs." made a fine sprint, and succeeded in passing us; but we did not alter our rate. "Joeys" had now dropped well behind, though they were still to be feared. We were approaching the ferries loaded with barrackers, for we were conscious of a dull, distant roar. Even when we were opposite, I noticed in an abstract sort of way that the noise did not change in its character; it was still dull, still distant, though a little louder; no individual name or sound could be distinguished, just a low roar like distant thunder. Perhaps this was due to our energies being absorbed by the race.

Through this, the cox.'s voice, sharp, insistent, called: "A finish, crew, put in a finish! Drive her hard! In! Out! Now for a dozen, crew, a dozen! Put all your weight in the last dozen—one—two—three nine—ten—(Bang!) eleven—twelve! Don't take your weight off! Three more! One! Two! Three! Easy oars!" We stopped with blades floating freely, taking in the air with big gulps, for the race had taken it out of us. The tide swept us near the judge's launch, and we gasped, "Who won?" The man said, "Newington," and added, "Hard luck, Ignatius beat you by a canvas." A canvas! Not so bad after all.

On the launch returning home, the well known chorus came, "Are we down-hearted?" The well known answer came, a tumultuous, "NO-O-O!"

—W. HIN GEE (4A.)

SCHOOL MEMORIES AND REALITIES.

A Reverie.

I wonder what the God of Cleanliness—if ever there may have been one—would have said had he visited that dirty, grimy building, with its dust-laden chimneys reaching far into the heavens, which we used to call Sydney High School. What would he think as he strolled across that filthy stretch of asphalt, with a dusty old-fashioned school building ever before him, with foul gasses ever in his nose, and with the harsh grating of the iron foundries ever in his ears.

The sight of the school recalls to me that picture portrayed by the worthy Dickens of Mr. Wackford Squeer's school. However, that fortunately only came before my mind when the yard was empty and the boys were in their classes.

What a different picture I have of the recesses. The whole yard resounded with the cheery and lighthearted shouts of six hundred sturdy young Australians. Bright and smiling faces met my gaze everywhere, while dodging among the groups of the elder boys, little laughing faces rush one after the other. Here and there are groups of boys arm in arm, who during the whole recess have strolled round and round the shockingly small playground. In a short time, I, with several others, start off on the same tour, and so with many bumps and knocks I wander round and round.

Ding! Ding! Ding! Ding! "There's the bell!" is the general exclamation; and off we trudge to our classes. At length, all are in the classroom, noisy and turbulent, or solemn and silent, according to the master we are to have. Four rows of dirty, chipped and ink-stained desks generally formed the sole furniture of the room; but behind them sat four rows of bright, expectant faces.

Such was the life I had in the "Old School," but such was the life that I had learnt to love, and such was the life I was willing to continue. With all its outward appearances and with all its faults, I had learnt to love it with a love that had been strengthened by two years' familiarity. Now that I am in the New School, with its picturesque beauty, with its freedom and with its openness, I cannot forget the Old School, with its glories, its successes, and its achievements. Somehow, I feel that I can never love the New School as strongly and as earnestly as I did the Old One. I feel it will never afford any difficulties which I might overcome; for the best man is he who, laden with misfortunes and troubles, at length comes out on top.

My hope is, that those coming after me may learn to love their new School, as I had learnt to love the Old One. So here's to the success of our New School!

—F. A. COWLING, (3A.).

Farewell to the Old School.

It was with mingled feelings of relief and regret that we parted from the old, dirty, but great school in Ultimo. It was like parting with an old and trusted friend, who had helped from our first day there. But as the fine new building was waiting for us, we had to bid the old one a last hearty farewell and turn our backs on it for ever.

The disadvantages under which we worked there caused us to work harder to uphold the traditions of the School.

A school could scarcely have had a more unsuitable position surrounded as it was by factories, in an unhealthy and dusty locality—the very heart of the industrial centre. The air was never fresh; it always contained dust and grit, driven by the wind. The noise from the factories was as loud and distracting as it could be, to say nothing of the stream of heavy lorries and waggons which continually passed in the street. The playground was broken and cracked everywhere, causing many accidents. Yet, in spite of all the drawbacks, the boys managed to uphold the name of the School; and we had an affection for it, and were proud of it.

When we came for the last day and assembled in the old Assembly Hall, we really felt how much we liked it; and when called on to give three cheers for the old school, every boy present gave them heartily, and the hall rang to the volume of sound.

We then left the hall and started out for home, taking a last look at the old building before it was hidden from us by the Technical College; sorry to leave it, yet glad to go to our new school situated in ideal surroundings.

But there is still the reputation of the Old School to be remembered, and it is our duty to uphold it.

—J. McCREIDIE (3A.)

First Impressions.

“Ring out the old, ring in the new.”

Clang! Clang! Clang! The brazen tones of the old bell seemed in utter discord with our feelings as for the last time we entered the Old School for the day's lessons. Faces were not so cheerful, feelings were not so high, but still the anticipatory thoughts of the New School helped to alleviate our sorrow on leaving the deeply-scarred desks, the tuck-shop, the old traditions, and, lastly and mostly, the Old School. The Old School! The hieroglyphical record of tens of hundreds of boys! The scene of many duckings and “benchings!” Alas! All these joys are gone for ever. No more will our artistic feelings be carved on desks. No more will the new boys be put over the bench; for benches are conspicuously absent. All these delights are

gone, and all hopes that our names will be handed down to posterity are gone.

Now that our feelings were at such a low ebb, doubts began to creep into our minds about the New School.

The day dawned bright and clear, and after a hasty breakfast I set out for the New School. On first seeing it, I felt as Keats felt, when he first read Chapman's Homer. I thought a Greek temple had been transposed to Australia, improved upon and filled with a happy throng of boys. How cheerful everyone was! Many groups of explorers showed their skill in penetrating the thick jungle and exploring the Greek temple. Soon any doubts as to the suitability of the New School were dissipated.

Clang! Clang! Clang! The bell was not ringing for lessons—it was ringing the change to the New. —ELIA.

A VISIT FROM THE KING.

"A Contribution for the Record," came the order, which was very easy to say but rather more difficult to carry out. That night I sat at my desk staring at a perfectly clean white sheet of paper. This is about the worst form of gaining inspiration, I know. The nice white paper dazzles not only the eyes, but the brain; so much so that five little black dots appeared on it and gradually became larger and larger.

At last one grew so big that it jumped straight out of the paper on to the table, where it began to sprout legs, arms and a head. At the same time I felt a draught go through the room and the windows and doors began to rattle as if a fierce wind were blowing. Soon I was to know the reason. What was a black spot had grown to about four feet, and a man stood before me. He had a long nose, beneath which twined a splendid moustache. His round cheeks were very red, and on his dirty grey hair was a peaked hat, almost as big as himself, and on this again a black feather almost as big as it.

"Sir!" said I, "How dare you! And who are you that you intrude at this time?" "There," said he, "is my card," casting down before me a piece of white pasteboard, on which was written in long spidery characters: "*South West Wind, Esquire.*"

"Ah!" I said, "now I know. Ruskin created you in his short story."

"Ruskin! Short story!" he roared. "Why, I could have blown Ruskin off the earth had I wished! Why, if—" But he spoke no more, for looking at the paper we saw two large black dots busy chasing a smaller one around it. At last the small one grew tired, and with a tremendous effort leapt from the paper. As my other guest had done, he took on human form, and became a boy about my own size.

THE RECORD.

"Well, now," said South West Wind, Esquire, "isn't that nice? Here's my old friend Gluck come to visit us. Little Gluck, who helped me so long ago. You must have a happy time in Treasure Valley now, with your two Black Brothers, Hans and Schwartz."

"My Black Brothers," wailed the boy, "they have returned; they beat me, chase me, see they come!" Sure enough, two large men burst from the paper into our presence. "Now," they yelled, "now for our revenge!" They each pulled out a large horse-whip and began to chase Gluck around the table. Fortunately, at that instant, Hans cried to his brother, "Stay! Look who comes!" No sooner had he said this, than they both dashed towards the door, only to find it locked. "Too late!" cried Hans, "Look yonder."

I turned to see a majestic little fellow stride from the paper. He was a golden dwarf, with a very fierce red face, and a pair of sharp eyes. "Hurrah!" cried Gluck. "*The King of the Golden River!*"

"Yes," said the little fellow, as he walked towards the two brothers. "I'm the King of the Golden River. Is this gratitude? I change your two brothers back from hard rocks to human form, out of the kindness of my heart, and no sooner are you free than you commence to ill-treat your young brother as of old."

Little Gluck began to weep, and said, "Oh, King, spare my brothers, and they will not offend again, never again."

"No!" said the King. "Absolutely NO! I have forgiven them too often. This time they go, never to return. Here is the water from the Golden River which will turn you back to black rocks." He held up a flask, and the water sparkled and shone like pure gold.

All this time, with stealthy steps, Schwartz was creeping towards the King. At last he was close enough, and snatched the flask from his hands. As he did the fragile thing was shattered, sprinkling water over the four of them. Immediately all except South West Wind Esquire and myself were turned to rocks. And, even little Gluck, and the King himself.

"Ah!" said my friend, "and that's that! Thank goodness, I shall see no more of that quarrelsome lot." "That is all very fine for you," I said, "but what of my house? It is ruined! Four black rocks in the best room!"

"Don't you worry about that," he answered, swelling his chest. "You forget, sir, that I am South West Wind! Now watch!"

With that he gave a mighty puff, and the rocks, diminishing all the while, floated into the air and landed gently on my paper, where they at once began to shrink. I turned to my friend.

THE RECORD.

"Well, now," he said, "farewell!"

So saying, he leapt straight on to the paper and began to shrink. I looked around the room to see if any traces of the happening remained. Everything was clean, as before. I looked back at my paper; it was still as nice and clean and white, as before, except..... for five black spots.

—ISAAC BICKERSTAFF (4A.)

REPLIES TO CONTRIBUTORS.

J.S. (3B.).—Your optimism deserves well, but the "Record" is not a class paper. To quote your own conclusion:

"I think that is all I will say,

For now I will bid you good day."

J.C. (3A.).—Your report could have been written by hundreds of others. It lacks interest for our purpose.

J.R. (3A.).—Quite impersonal and uninteresting.

L.W. (4D.).—Your effort shows promise. With more practice and critical examination you should reach the standard of publication.

J.S. (3B.).—"A Contrast" is badly in need of polish. You hit the nail on the head in the last line of your opening stanza, "For it is bright ((not dark.)." The noble aspiration of your conclusion is worth placing before our readers, who will thus have the opportunity to pass judgment, as the result of their own experience.

The lessons go so fast,

And no one ever thinks to shirk,

For we are in our school at last!"

C.H.G. (2B.).—"The White Pomeranian" has been lost for ever so far as the "Record" is concerned. You attempted a difficult task, yet you should be able to assist in the production of later issues.

INCOGNITO.—You need to get in out of the fog. Our interpreter was baffled on several occasions, so we ask you for translations of the following: "But there are as many things such, as these, as one person sees, the next is totally blind, or, has only a dim perception of them"; "This shows, what the individuals may be, who make a school are."

G.L.J.—"The Blind Boy" has not survived the ordeal; but the author should be able to assist us later. It is too sketchy and runs overmuch to dialogue.

HANS XLAVIER.—Your comic hero was victimised, and after reading your "Complaint," we feel in the same uncomfortable predicament.

QUAY.—Your story of Aladdin's Lamp is not as well-planned as we expect.

CROMER (2A.).—A very fair attempt.

ISAAC BICKERSTAFF (4A.).—"The Curse of Pharoah" is too matter of fact and defective in plot interest.

MEPHISTOPHELES (2A.).—Sketch is not of sufficient general interest.

KORBON (2A.).—We have heard of a precept known as the Golden Rule. Have you?

LONE WOLF (2A.).—Do you think yours is a unique experience?

J.H.G. (2A.).—Let us draw a veil over those horrors of the past which belong to Ultimo.

J.N.G.—Sketches overloaded with explanatory matter, and too slight to warrant reproduction.

H.H. (4B.).—A creditable effort, but your Muse will not wholly abandon her diffidence.

RAKSHA (2A.).—Sketches cannot be used. Interesting material.

W.M. (4B.).—Good attempt, but does a seasick boy regret the lack of food?

J.B.—"The Great Victory" is too long. The verse halts badly in a number of places. You might be able to do something with it for a later issue.

CIVIS.—You began well; but, as your handwriting indicates, you became weary of the good work. The concluding portion made us feel very weary, also.

R.R. (2A.).—"Hoodwinking the Law" is a creditable attempt, but it lacks the finishing touches.

O.D. (2B.).—"Arabian Daggers" is wrongly named. Your invention gave us quite a shock. We wondered why we had wasted time reading your practical joke.

T.T.—"For Honour and the Governor" is held over for consideration.

A.L. (2B.).—"Our School" limps sadly at the end.

N.H. (4D.).—"Old Sydney High" lacks many a poetical merit.

OLOGY (3C.).—Your poem, "Australia," fails badly. The concluding stanza deserves a place in our Museum, which we willingly afford it.

"Though you internally strive
Like an angry hive,
She'll be your true friend
Unto the bitter end."

R.H.—"The 'S' Sign" is far too sensational for the nerves of our gentle readers.

F.S. (1A.).—Your proposition should be placed before the Sports Union authorities, who no doubt will know what to do with it.

W.C. (1C.).—Your work is good, though not suitable for the "Record."

A.L.—"The Bruxner Murder" will receive further consideration.

R. McL.—"A Friend to the Rescue" has no outstanding merit as a story. Try again.

HUMPH (3A.).—You mean well. Let our readers judge.

"We've left that dirty neighbourhood,
To come here to do some good,
And I hope that we shall thrive and try
To do all we can to help old High."

LUNDI (4B.).—Read more "Pepys" and practise the style which is not so simple as you think.

LATA (4A.).—Your conclusion lacks conviction, especially in a "Tale of Unbounded Energy." Your way out is too easy.

LUNDI (4B.).—We have read the account of the first visit of Sir Roger to Sydney High School, and find that the second is not up to the standard. Sir Roger appears to be in his dotage. We have, therefore, decided to draw a kindly veil over his descent into those mental shadows to which human nature is so unfortunately liable as the years creep on.

ISAAC BICKERSTAFF.—The Bushville Vigilants and a similar satirical composition, though possessing a considerable amount of literary merit, have been rejected as unsuitable for publication. This is unfortunate for you, but more so for "The Record."

General Note.

Contributions were so numerous that it was impossible to deal with them all in this column. Some have been held over for future consideration. Our main complaint is a most serious one. Far too much of the copy was carelessly put together, and inexcusably "dirty." Typewritten and clean copy will receive preference other things being equal, and sometimes when they are unequal. In later issues this matter will receive more attention than was possible on this occasion. In conclusion, we thank all contributors, and trust that their numbers will increase an hundredfold in succeeding publications.

—EDITOR (pro tem).

The Old Boys' Prize.

The Old Boys' Prize is awarded annually after a strict selection by masters to the boy who combines scholarship, character and interest in sport; and who has also earned popularity amongst his fellows. Any pupil enrolled at the School before July is eligible for nomination and permitted to take part in the School ballot.



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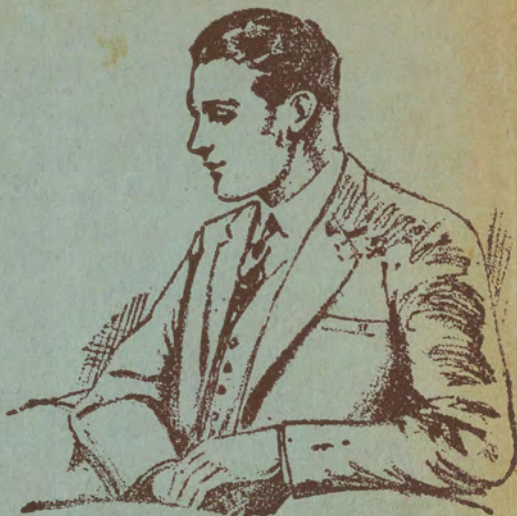
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