"THE SYDNEIAN" will be published once a quarter—price 1s., and when funds permit, twice if possible, at 6d. To facilitate a cheap sale, it is hoped that those intending to subscribe annually will send 4 shillings to the Editors, with their address, as annual subscription.

Notice to Correspondents:—E. F. R's. letter was omitted for want of space.

C. III. A., your essay is good, but lacks interest for the School.
The Sydneyian.

No. 2.


December, 1875.

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EDITORIAL.

"We must not indolently regard the school as an inert abstract name, but, remembering that we are each one of us the school, we must recognise the fact that such as we are individually, such will the school be collectively."

Sermons are not always agreeable. They are apt to arouse distasteful reflections, and often, in proportion to their wholesomeness, they make people feel uneasy. And lay sermons are no exception. But in spite of this drawback one of the duties that the editors of this magazine have set before themselves is to become lay preachers. The editors, think it right that where we see room for improvement in the school, the attention of all should be directed to weak points, for it is in this way that the school may hope to attain to better things. We know well that advice may be mistaken, or misplaced, or fruitless; but notwithstanding such objections, it seems best that there should be no glossing over failures and short comings, but that where there is want of energy it should be confessed to exist, where there is want of public spirit or enterprise it should be allowed to be such, for that is the first stepping-stone to better things. Therefore from time to time we shall offer remarks on the state of the school, in its work and in its games, in the belief that gradually fellows will reflect how they can each by himself do something to make the place better than they find it.

In these leading articles we shall also take notice of the letters of correspondents, and as one has been sent us by E. F. R. which touches the construction of this magazine itself, we will consider it first. E. F. R. wishes for a department of facetiae to be called Amusing; and it is to be understood that he wants original wit, and not pickings from Punch. We have only one objection to offer, which is, that we would immensely prefer funny articles to funny paragraphs. If our droll writers will only bottle up their squibs till they have enough for a complete article, the fireworks will be much more brilliant, and more likely to be remembered. In spite of the risk we run of being less popular with the school, we are convinced that it is better to keep our magazine to as high a standard as possible. We want to be the expression of the best efforts in literature as well as in athletics that the school produces; and
we believe the time is not far off when the best intellects among us will consider it something of an honour to have their thoughts in prose or verse treasured up and handed on, to future generations of Sydneians. Let us not be, however, misunderstood. We should like the Sydneian to contain something from every class of boy, and something suited to every class of boy. Only let the higher culture predominate, for that alone is worthy to live. Boys are interested in each other's adventures and experiences; boys who are to become men, we hope sterling men, ought to interest themselves also in speculations beyond this. Therefore if any boy has a tale of yachting, of hunting, of travel, let him bestir himself with "Happy thought! send this to the Sydneian," But more than this, the leading boys, in the fifth and sixth at any rate, ought to consider it in honour binding on them to send something—a poem or an essay—before each number to the editor's box, while those who have just become "old Sydneians" would do well to send us a contribution now and then.

Leaving this subject we will now consider the work of the school. The present term has been somewhat unsettled by the preparation and examination of many from the Upper School at the University. There is always a tendency at such seasons to look for a laxity of school work before and for a short time after the examinations. Everything that breaks into the routine of study is objectionable, and we must look to the public opinion of the Upper School to keep up the run of steady work even in a broken term. Wherever a boy is heard to say that "he is going to slack off work this week because so many fellows are away at the University or at musketry," he at once discovers himself to be one of those who "work for marks only." Now it is a rather low view to take of one's work in life, that one is learning, not for learning's sake, but for the sake of marks, or perhaps for the sake of a book of Macaulay's Essays, bound in yellow calf with the school arms on it. It is something like a man who works to be rich only, and not for the power of being useful that riches lead to. Marks stand for money in school work, and the boy who looks to marks alone is following to some extent in the track of the miser who prefers money to what money will fetch.

Thus much for work in school; and now as to our outdoor life. The athletics were, as regards the arrangements and the events, very creditable both to the committee and competitors. Still the issue shews in some degree the jus-
tice of Remex's complaint, though not, perhaps much to the
credit of the Rowing Club. Had there been no athletics
there would have been a much earlier start in cricket; as it
is, the best part of this term has slipped by before the
eleven are called out.

As to cricket, "Livingstone's" letter calls attention not
so much to a fault in our cricketing constitution, as to a
misunderstanding which is likely to prevail for some time
yet. Without replying in detail to this letter (which, by
the way, is clever but hardly correct in its use of the quo-
tations from our article on "School Centralization,"') we
may as well try to explain clearly the state of the case. It
is this. Up to last season there was a promiscuous "School
Cricket Club," "centralized" no doubt, but falsely central-
ized. Its constitution may be briefly described thus: the
first eleven treasurer went round and collected as many
half-crowns and monthly shillings as he could; a first eleven
occasionally played foreign matches; there were a few pick
ups on Wednesdays, but out of perhaps thirty or forty
members who subscribed not more than half derived any
advantage from the club. The assets were about £8 per
season. Last season, besides the School Club, a number of
form clubs sprang up, and these have been quickly re-organ-
ized this term, simply because their arrangement by forms
gives them considerable vitality, and they are cheaper, han-
dier, and allow more practice to average cricketers. But
the School Club was harder than ever to resuscitate: indeed
its place was partly filled up, and the want not of a school
eleven (that is easily organized), but of funds for the use of
that eleven became a conspicuous want. The old eleven
had availed itself of the entire funds of the School Club,
and this barely supported it. The question now presented
itself, "What are the eleven to do? And how are they to
be supported or assisted to support themselves?" This
difficulty has been met to the satisfaction, we think, of all
parties in the following way. Most great schools have an
eleven and a twenty-two, which answers at cricket to the
regular army of a nation as regards war. These fight its
cricket battles, and the school votes their cricket supplies.
Similarly the following plan has been considered favourably
by the leading cricketers at this school, Each year, at the
beginning of the cricket season, a provisional eleven is to
be picked, but new colours shall not be given till later in
the season. No boy thus called upon shall be allowed to
belong to any form club. The eleven will now become,
what they have always been, the nucleus of the School Club. They will subscribe, say 5s. for the season. The various form clubs are then formed, at a subscription of, say 2s. 6d. per member for the season; which after the first start ought to keep them going with a respectable surplus. The form clubs at once begin a set of form ties; during which the play of the best is able to be distinguished, and a provisional twenty-two is thus formed. Their colours, like those of the eleven, are given as they are earned. The twenty-two are like the army reserve. They belong to the School Club, and also to their form clubs; but when called on to play on Big side must consider that claim stronger than the call of any Little side match. Thus the twenty-two will be amphibious, strengthening both the eleven and the form clubs. For every member of the twenty-two the form treasurer shall give the eleven treasurer 2s. 6d. This with the eleven subscription will allow £5 10s. for the School Cricket Fund. But this is hardly enough to supply the expenses of a really first rate club. We want a coach; an occasional use of some city ground; we want our ground watered and trimmed, and such expenses soon run up. Now as the School Club will, as it were, be fighting our battles, it is only right that all the school should contribute to help them. Therefore, in addition, a capitation fee of 6d. per boy from the form clubs will be a legitimate claim from the School Club. Beyond this each form club will be free to manage its own affairs in its own way with its own officers; but like the Federal States of Switzerland or America, all will unite to support the State interest. If any boy is so mean and so wanting in public spirit as to refuse to belong to the eleven, when called upon, he should be considered as having refused to do his part for the school, and the school may, and in fairness to itself ought, to exclude him from the form clubs.

It is unnecessary to point out the merits of this system over the old. We will only say that in former times forty boys out of the whole school subscribed to play cricket, and less than half got any play. Now the School Club will have thirty-three members, and the tail twenty-two will get as much cricket as ever they want, with less than half the expense, while the cricketers in the school will number perhaps at least 150.

The Rifle Corps appears to keep up its numerical strength, and we are glad to notice in its ranks several of the prominent members of the school.
however, that the Corps, as one of our representative institutions, ought to contain a larger proportion of the leaders of our school life and opinion. How comes it, that the VIth. Form supplies only one Cadet? We can hardly believe, that a training, such as a Cadet receives, is destitute of value. The modern system of drill, which leaves so much to the intelligence and common sense of the individual soldier, tends to develop a prompt and self-reliant temper, while as a purely physical exercise, it imparts a manly and upright carriage. The practice in shooting too has much to recommend it. To shoot well demands nerve, judgment, and a good digestion: qualities in themselves most desirable to cultivate, and conducive to the formation of habits of temperance and continence. But it is principally as an instrument in the art of governing ourself, and of governing others that the discipline of a well organised Cadet Corps is calculated to promote the tone of a school. Much of the executive authority must necessarily be delegated to the non-commissioned officers, who are undoubtedly the most important element in the Corps. In fact, the efficiency of the Corps depends directly upon the amount and character of the influence exercised by the non-commissioned officers. There can be no moral training better than the practical recognition of such responsibility. We hope, therefore, that next year the non-commissioned officers, both of the rifles and carbines, will at once bestir themselves to enroll in their respective companies all the best fellows in the school; that they will assist in gradually eliminating all useless and slovenly Cadets; that by their own example they will induce and maintain a general interest in the Cadet movement, and above all, that they will remember, that to them has been entrusted the honour and welfare of the Sydney Grammar School Cadet Corps.

There is little to say of the Rowing Club. A meeting was held after the athletics, to settle about the St. Kilda house race; but owing to various causes it never came off. Very little coaching has been done—the senior and junior fours seem to have been abandoned, and the school generally are more apathetic than ever. Perhaps when there are a hundred and fifty boarders to give us life, and when a rival four from Newington stings us into action, the sleepers will awake. At present the club, and its representatives are sinking £11 per annum in the harbour mud, and the Osprey is cracking its seams and its dusty varnish in the rowing shed.
In respect to our intellectual life, two new features may be noticed. One is the fifth form lending library. At present all books are lent. But would it not be well to make this the nucleus of a school library? If every fifth and sixth form fellow on leaving would give one book to it—and let it be a book which has been to him personally of real and worthy interest—the number would soon mount up. Is it too bold a suggestion that one of the masters' rooms might some day become a museum and library in one? The other feature is the inauguration of a Shakespeare Reading Club, on Wednesday evenings. This is a hazardous step, considering the distance at which the members live. It might be found useful to make every third evening a debating evening. It would certainly be well that this club should be carried on as far as possible by the boys, rather than for them—and accordingly we would suggest that masters be for the present inadmissible, at least on debating nights.

In conclusion, we have to notice W. Macansh's spirited letter on the subject of 'pot-hunting.' Such facts have only to be kept before the school, and they will, we believe, find their own remedy. An enthusiasm for many sports that depends on silver cups and biscuit holders must prove short lived. It will either die out, or grow into the more honourable form of love of the sport, because it is manly. But we believe it is a phase that all societies pass through in instituting new channels for energy. The object at first is to win prizes: then to consider prizes the guarantee—mark of the value of the sport: then to make the sport an end in itself. At the same time, Macansh deserves all honour for his straightforward letter. If the coming generations of the school will only determine to follow up the candour and public spirit of fellows like him, Sydney, even though it is a day-school, will produce men that will do credit to the colony. We wish every Sydneian, past and present, would cherish the feeling that "we are each one of us the school, and as we are individually, so will the school be collectively."

TO GOTHAA ON LEAVING SCHOOL.

When Gotba to his days at school doth bring
An end, our hands and hearts at once we'll wring:
Our hands in one long, last, and warm good bye,
Our hearts to think our path with his won't lie.

S. J. W.
ENGLISH PUBLIC SCHOOLS.

INTRODUCTORY.

It is our intention to insert under this heading in future numbers—of this magazine a series of papers, written—if procurable—by old public school men, descriptive of the great schools of England. The present paper will be introductory to the rest, setting forth the general characteristics of these schools, and the respects in which they differ from the schools of any other nation.

In Australia, at present, there is nothing that presents an adequate parallel to the English public school. In these colonies, the term "public school" is the name of a place of elementary instruction, supported and controlled by the State. It is a pity that this grand name has been applied to such a use. The corresponding term at home is National or State school. On the other hand "public school" and "public school man" has a very different application, and a yet more different meaning—so distinct, so exclusively English, that like our words "home" and "gentleman" it is difficult to convey an adequate idea of it to a Frenchman, a Prussian, or even an American. These public schools are the out-growth of the English nature and habits; but they have also, to a greater extent than can well be measured, contributed to form that nature and those habits—not by scholarship nor pedagogy of any sort, but by their remarkable internal organisation, which makes them, like the English Universities, fit training places for that nation which best understands the secret of social co-operation. We have spoken somewhat strongly on this topic, because there is in the present day a contemptible cant of false liberalism that would persuade us that these venerable institutions are the stronghold of obsolete customs that should now be purged away. Persons who utter such opinions have never, for the most part, seen the inside of a public school, and know nothing of its organisation: but those who have mingled in the strong, energetic, earnest life of such places know well, that the power entrusted to the head boys, and the freedom entrusted to the lower are the very secret of the fine open character that is the distinguishing mark of a genuine public school man. This outcry against sixth form authority is a false alarm; and nothing more shews this than the fact, that the great schools of recent date, such as Marlborough, Clifton, Rossall, and Wellington have all adopted, with
modifications peculiar to each, the general principle of self-government by prepostors or prefects; while Cheltenham, a school as large as Eton, has actually been compelled to relinquish usherial supervision, after vainly attempting it for twenty years, and adopt the principles of government of the sister schools.

The great foundation schools are nine in number: Winchester, Eton, Westminster, St. Paul’s, Merchant Taylors’, Charterhouse, Harrow, Rugby, Shrewsbury.

Of these, Rugby, owing to the efforts of her great headmaster, Dr. Arnold, has had most influence over the organisation of other schools. Since, and about the time of the foundation of our own school at Sydney, 1857, several newly established schools have sprung into importance in England.

They differ from the older schools in not being based on royal charters, and in being comparatively without tradition. But in character and government they much resemble Rugby; and their success may be considered as chiefly due to the principles and example of that earnest teacher, Dr. Arnold.

To understand any institution—as the bar, the church, the army—it is necessary to view it historically. Thus examined an English public school appears to be the product of two forces—medievalism and the English nature. This granted the course of reformers is clear. Modernise what is medieval, retain what is English. The difficulty lies in determining how much is medieval. If we consider their origin more closely, it will be found that, excepting Winchester and Eton, all of the great schools were founded about the date of in connection with the Protestant Reformation. This gives them two elements: one what a quarterly reviewer* calls their cloisteral features; they all belong to the Established Church; all possess chapels of their own, and most of their masters are clergymen. Now this connection with the church a medieval tradition; but whether secularism is the best basis for established schools may be fairly considered an open question. All Protestant sects send their sons to Eton, Harrow, and Rugby, and some Roman Catholics are found there also. It is certain that while secular education gains in comprehension of classes, it loses much in its sanctions and influence over those educated. What could Arnold have done without

*Quarterly Review, No. 231, as quoted in Stanton’s Great Schools of England.
Rugby chapel? It is not our province to discuss the pros and cons of this question; but if secularism is open to objection on this score, it is right that such difficulties should be faced. The other element is their classical traditions; for since Latin and the newly introduced Greek learning formed the chief literature of Ascham's day, (Italian being, I suppose, held in some contempt by the Englishmen of the period) these sister languages were fixed upon as the staple of education. This decision, so often impeached, has been recommended and sanctioned, within the last ten years by a British commission of enquiry into our public schools. The mediaevalism of a classical training does not lie in the learning Latin and Greek—verse writing and mythology included—but in the exclusion of mathematics and natural science. But the reason why Winchester, Eton, Rugby, and other schools until recently studied so much of classics and so little of anything else, is because they have kept to the traditions of the Tudors, while England has changed—whether wholly for the better, who knows?

Thus much for the mediaeval; now for the national. This also is twofold. The first characteristic is athleticism, and this belongs chiefly to the more aristocratic schools. In all ages the upper classes in England have looked upon certain physical exercises and accomplishments as an important part of a gentleman's education. Book learning has been till lately rather a secondary affair. The young squire in the Canterbury Tales learned to ride, shoot, tilt, and carve before his father at the table; his book learning was chiefly the legends of knights errant and the writing of love sonnets. Even in the time of the great rebellion Lord Falkland had to teach himself Greek, which he possibly would not have done had he not lived so near to Oxford. But a country gentleman has to be strong and manly; and this it is which has given Eton her playing-fields, and Rugby her close. The city schools, as St. Paul's and Merchant Taylors', with their pale, and mostly undersized boys, have little of this—the more the pity; but in the country schools cricket and football, rowing and racquets, are carried to lengths in many cases quite extravagant. But of the two extremes give us athleticism pure rather than pure scholasticism, for that at any rate is English.

The second national characteristic is self-government, and it is on this that public opinion is most divided, and as we believe most misinformed. At most of the great schools
the greater part of the internal discipline is confided to the upper boys, who are called at Rugby prepostors, at Eton prefects, and by various names at various places. They are the aristocracy of the school. Immediately below them come the privileged class who are exempt from fagging, but subject to government, while the rest of the school are fags. How the custom grew we cannot here enquire—its history is not commonly known. But we may reasonably assume that it arose from the principles which hold good in all government, and most of all in education—that of dealing with people as reasonable beings, who are to exercise self-control, and that of trusting to the honour of the governed, which is the treatment most likely to call forth feelings of honour in return. Some have thought that fagging was a device to mitigate bullying by empowering certain authorised bullies to thrash unauthorised bullies. This sounds like a theory of Hobbes, and assumes the natural depravity of boys to an appalling extent. It is certain that boys two generations since vastly abused the power; and that the abuse had become customary—in its worst phases, we understand, at the city schools, where the life was most unhealthy. Now, so much has been said against fagging that we shall pause to consider the question. Self-government by boys is a dangerous course. It requires constant watchfulness on the part of masters, and full liberty of appeal against injustice. It requires and will of itself quickly produce, if boys are constituted like other human beings, a love of fair play between boy and boy. Lastly, it requires the average boy to be robust, honest, and ready to stand up for his rights. Now, under a careless or foolish master, the weak were pretty sure to go to the wall; and in the days of the Georges masters had to a far too great extent relinquished their duty of supervision, while fags had no right of appeal. Is it to be wondered at that the head boys were equally neglectful of their duties; that from governors they became bullies; that vicious habits and barbarous punishments sprang up, under which Cowper cowered and Southey groaned? The weak, the sensitive, the precocious boy, suffered in proportion to his tenderness. It is true the average English boy was no such thing; and being plucky, he went through with it, and got over it like his teething or his measles, as things that had to be faced, and was perhaps the better for it. Still the practice was an abuse, and was exposed with other national abuses, rotten boroughs and rotten parishes in-
cluded. Did that undermine the principle itself? Not more than other corruptions undermined representative government, or the Church of England—and if it is an argument for abolishing the one, England had better on the same grounds give up the others. In course of time the reform came, as reform was pretty sure to come, if the thing was really good at the core. Arnold on being made head master of Rugby, instead of abolishing fagging as he was expected to do reorganised it. He looked on the sixth as exercising a more powerful influence in the school than any master. Boy could act on boy in ways which to a grown up man were impossible; and he trusted to the sixth form to interpret, as it were, his influence and character to the school by its reflection in their own conduct. There was nothing unreasonable in this, and its result was a revolution in the state first of Rugby, and then of nearly every great school in England. What Arnold's sixth were is seen in the high character of the men it has produced. Could men like the present Lord Derby, Dr. Vaughan of the Temple, or Dean Stanley have become what they are by means of the most elaborate supervision of ushers? Those who wish to know more of these things may read Tom Brown's Schooldays, and Stanley's Life of Arnold, and if they do not then appreciate self-government at schools, they do not deserve to live under it in the laws of their own country.

English public schools differ from the Lycées of France, and the gymnasia of Germany in this mainly—that while foreign schools instruct, English schools educate. The foreigner learns much, but also loses much. Read Taine's Notes on England, and mark his envy of the grand system that teaches a boy to control himself, by controlling others; that teaches him how not to abuse freedom and confidence, by allowing him a gradually increased share of each. A French school boy goes to the University or into life, and is unfit for it, and often yields to its allurements freely. As to the Germans, we believe them to be more intellectual; but judging from the accounts given of their University students we prefer the English college system, with its leaven of public school men. Foreign schools produce scholars; English schools produce men—men who understand each other, whose will is braced, whose muscles are firm, whose common sense is sharpened, whose faith in holding to the just, is fostered by the memory of the honest school friends or school enemies whom they have fearlessly
stood by or opposed; of the high-principled men, whose judgments and whose actions they have freely respected; of the public spirit and the public duties they have been taught to cherish and perform.

E. BEAN

FROM CATULLUS.

_Lugete O Veneres Cupidinesque._

Ye Venuses lament, ye Cupids fair,
And all ye race of golden lads so rare
In sorrow deep bemoan.
The sparrow of my lady love is dead;
The darling bird that cheered her life has fled
And left her all alone.

Far better than her eyes she loved the bird;
For e'en the moment he his mistress heard,
To her he always hied.
As well as daughter doth her mother know:
Nor would he from her bosom ever go,
But rested by her side.

While hopping all around and at her feet,
At her bid only would he ever tweet
His songs of melody.
Now he along that darksome road is sped,
That bourne whence mortal ne'er returned, 'tis said,
Whose fate has been to die.

May ruin seize ye, ye illomened shades,
Before whose withering touch all beauty fades,
Like phantoms of the night.
My sparrow have ye torn away from me,
My loved and lovely bird, Ah misery!
Departed from my sight;

And now 'tis all for you my lady's eyes
Are red and swoll'n with tears, while sobs and sighs
Break from her day and night.

_Orbilius Plagosus._
CRITICISM.

There is no art which men are more inclined to practise, without previous training and consciousness of their fitness for it, and none which requires a higher degree of education for its attainment and discretion for its exercise, than criticism. Byron, who had himself been the object of in­judicious and unsparing censure, has aptly expressed the weakness and eagerness which all men have to constitute themselves judges of literary efforts. He exclaims defiantly, "a man must give his time to every trade save censure—critics all are ready made."

We all remember with sadness the blighting effect on poor Keats, of an adverse opinion pronounced on one of his poems. In the names of Byron and Keats, we have two memorable examples of the different effects which censure will work on differently constituted minds. In Byron the scorned and scornor of his time, it urged his genius to higher efforts, and provoked him to use it against his assailant, if only to show the world that even critics may err. Although we by no means incline to the belief that Byron's powers would have lain dormant, had not the Edinburgh Reviewer touched him in his most vulnerable point—his pride—yet we think that the spark of genius which had shown itself in the "Hours of Idleness" was fanned to a fierce flame by the relentless Brougham, and by a kind of poetical justice, the fire-scorched those who had kindled it. On the morbidly sensitive Keats the lash fell, and he cowed with it, sickened and died, whilst Byron lion-like, turned on his foe.

Although we protest against inconsiderate censure, we cannot but deprecate unmerited praise. Nothing has a greater tendency to induce in young writers the insidious and seductive feeling of self-complacency and vanity, than undeserved approbation. The mind is paralysed to further effort; the spur to originality and improvement is gone, and the young author is apt to think he does his readers an honour when he condescends to place before them stale platitudes, or effete arguments, dressed for the occasion by his facile pen.

We beg our readers to guard against these extremes, and we would warn our writers not to expect perfection in their art. Correctness in composition, and ease in expression, can only be attained by constant practice, and the study of the best authors. Thoughts will not at first come from the brain perfect, and full-fledged as Pallas from the par­turient brain of Olympian Zeus.
Before commencing to write, let us be certain that we have something to say, and then let us try to say it well. If this advice be followed, our magazine will be a fair sample of the intellectual power of the school.

MAN.

Barred from the old historic continent,
Where every mellow vale, and mountain thrives,
Long grafted with its myriad eager lives
In varied conflict marvellously bled,
This high task lies for generations sent,
Beyond the fatherland, to work and live
With patient perseverance, that may give
To lands uncivilized their complement.
The past droops not with folded hands aloof:
But Man on Nature's loom by labour leaves
Tracings shot through the growing world that is:
For Nature is as warp, and Man as woof,
And life the sudden shuttle that unweaves
Brute being with sweet human sympathies.

HINTS ON CRICKET.

By One of the Eleven.

I wish as shortly as possible to say a few words on matters connected with cricket, and experto crede, if some such reforms as I would suggest were adopted, it would help to awake in the school that esprit de corps which exists in all large English schools, and to which England owes her best gentlemen cricketers.

It may seem strange perhaps that such small matters as wearing of ribands, putting on of flannels, and above all, uniformity of dress should affect the success of our eleven in the field, but even so it is. Let each boy as soon as he is promoted into the eleven, and has his colours given him, wear them not only on match days, but every day, and thus show that he is proud (as he ought to be), that out of 400 boys he is one of the few to whom the honour of the school, as far as cricket goes, is entrusted. Now you will
all see that if we can once establish such a feeling as this in the school, that we shall also of necessity produce that eager competition which is so necessary to ensure success in cricket as well as study. It will then be considered an honour to be in the eleven, and the result will be that the eleven will itself in fact improve, and in time who can say that we shall not have as good a team as some of the best in the colony? Uniformity of dress in the school eleven is also essential. Shall we fight the battle of our school like a parcel of sans culottes? No: discipline and uniform are closely connected; they go in hand, and are part and parcel of each other.

Talking of discipline also leads me to speak of another matter which requires reform, and that speedily. We have at present no regularly appointed captain of our team.

But a different commander leads us on each time we fight the battle of cricket. Ought this to be so? Common sense and knowledge of cricket at once say no. Let us, then, elect a general, and promptly put ourselves under his guidance.

A few more words on cricket itself, and I have done. Among our players there is too great a tendency to blind forward play. Many seem to think that the best thing to be done with a "teaser" is to shut their eyes and play forward—play forward by all means, but don't do the other thing. As a rule also, short boys play forward, while tall boys don't make enough use of that invaluable gift that nature has given them, namely reach.

For the benefit of the younger players I would say, keep the shoulder of the bat well forward, play with a straight bat, and you will find that fewer balls will go paying small visits to the sky, and the result of many an innings will be more satisfactory to yourself.

Our fielding—this applies to all—is well, not first-rate. We are sometimes rather wild: we do throw at the wicket when no one is there—and we don't throw straight, and are sometimes too lazy to back up. We also throw on the long hop, when we might easily throw in full pitch, dead over the bails. Thus time is wasted, and many a match lost.

VESPERTILIO.

This failing has been remedied in the eleven. Could not the XXII, and the Form Clubs follow their example?—Ed. Sydenian.
MY SCHOOLS AND SCHOOLMASTERS.

It has been suggested that a few sketches of English school life by those amongst us who have had personal experience thereof, might prove interesting and perhaps instructive to readers of the *Sydenian*. In pursuance of this idea, I venture with some diffidence to comply with the editor's flattering request for a contribution on Schools in England, and under a title borrowed from the lamented Hugh Miller, I beg to offer to my young friends an account of some of my early reminiscences, which I sincerely hope may tend to their edification. It will be seen that owing to the migratory habits of my parents, and the consequent changing of schools in rather rapid succession, my experience is varied rather than profound. Moreover, it was my fate never to have attended a school known to fame. Consequently, my readers will find little to remind them of the adventures of Tom Brown. However, I know that others can well deal with the old public schools and the great modern foundations, and I have the satisfaction of feeling assured, that I am going over ground not likely to be trodden by any one else.

In the year 1838, my parents were residing at a seaport town in the south of England, and in the autumn of that year, I being six years old, I first made my appearance as a pupil at Mr. Trubb's School. No sooner had I entered than I was put into training for the ensuing Christmas examination; that is to say, I had to learn by heart an elaborate oration, and to study carefully the various attitudes and gestures necessary for the effective delivery thereof. The subject was, I think, the British Lion. Many and tedious were the rehearsals, but at length the great event came off. The "Examination" was held in the Assembly Rooms, one December evening, and was well attended by the public. There were several recitations, and when it came to my turn, I mounted the platform, and got through my long speech without a breakdown. The audience cheered vociferously; but now came a hitch. My instructor had neglected to tell me what to do at the conclusion; so for some time I remained standing, complaisantly listening to the reiterated plaudits of the multitude, when to the consternation of everyone else present it became evident that I was about to commence my ponderous oration a second time. The situation was alarming, and the dismay general. But when has Providence allowed a crisis to occur in the affairs of this world without at the same
time raising up a genius equal to the occasion? Some gifted individual, with admirable presence of mind, exhibited an orange and some cakes at a side door. At the sight of these I ran off amidst deafening cheers, and thus ended my first, and I may add my last; public performance as an orator. Understand that this meeting was not held for distribution of prizes after an examination. It was or was called the examination itself. It is fair to add, that it was not confined to speeches. A map of Europe was hung on the stage, and a troop of boys, armed with pointed sticks, stood near it in a certain prescribed order. Each boy had learned accurately the position of some country, city, island, or other natural feature. Thus Jones, say, was responsible for Naples, and when the examiner, who was Mr. Trubb himself, called out "Naples," Jones stepped forward and pointed to it with his stick. So Brown took charge of Vienna, Smith of Portugal, etc. This ingenious scheme required, however, great care and precision in the working, as the master found out to his cost. It had escaped his notice that Lapland was absent from the platform when the geographers assembled, and when that bleak territory was named, there was no response. Whether the knowledge of each geographer was confined to his spot on the map, or a regard for etiquette forbade any interference with another's district I know not, but there was a decidedly awkward pause, which was only terminated by the master's making a sudden bound to the Black Sea. I grieve to add that, as it was afterwards ascertained, Lapland accompanied by the Bay of Biscay (whose absence from the platform was happily noticed in time to prevent a second fiasco) had been hiding in the refreshment room, totally regardless of European interests. At the end of the proceedings, the performers assembled in this room, and received their rewards, which consisted of a half moon (a peculiar kind of biscuit) and a glass of a certain liquid possessing about the same degree of exhilarating quality, as that which the marchioness commended to Dick Swiveller. It consisted of water sweetened with sugar and flavoured with sliced lemon.

The winter vacation ended, I commenced the study of arithmetic, writing, and grammar. The teaching of grammar was peculiar, and most peculiar of all were the "parsing" lessons. These were entrusted to Mr. Davis, the " usher," whose plan was to call up the class and say to the first boy, "Slate." The boy would answer, "Slate a
noun, singular number, neuter gender, objective case.” To
the next boy, the word apple would be put. Answer:
“Apple a noun, singular number, neuter gender, objective
case,” and so on throughout the class, and many times
round the answer invariably being, “a noun, singular num-
ber, neuter gender, objective case.” I do not assert on
behalf of this method that it is not open to objection, and
I admit that there was a certain monotony about it; but it
had the merit of being simple and intelligible to the meanest
capacity, and, above all, of requiring absolutely no prepa-
ration on the part of either teacher or scholar. I have just
stated that the above answer was invariably given, but this
is not strictly true, for there was one memorable exception
when a scene occurred, which those who witnessed it will
never forget. One afternoon, while we were in the full
swing of our parsing lesson, a desperate innovator to whom
the word “knife” was propounded, said in determined
tones: “knife, a noun, singular number, neuter gender,
nomblitive case.” A bewildered look came over the face of
Mr. Davis as if he had suddenly beheld some strange terri-
ble animal. After a time he recovered the power of speech
sufficiently to be enabled to gasp out “What did you say?”
“I said, nomblitive case” was the uncompromising reply.
A most awful silence followed, and fear came on the whole
class. We had never heard such a dreadful word before and
thought it something very wicked. The rebel was brought
before the master, and although we little boys never knew the
precise nature of his punishment, it was understood to have
been something dreadful. He left the school shortly after-
wards, and I have never heard of him since. Probably he was
transported for having taken part in some seditious riots
which occurred a few years later.

My master’s specialty was writing, and I must admit
that I became under his tuition a tolerable adept in “round
hand.” He seemed to be eternally mending quill pens.
There were no steel nibs in those days, none at least in use
at schools, nor were there copybooks with engraved head-
ings. Slips from which we copied some sound ethical maxims
were always issued at writing lesson throughout
my school experience with one exception, which is perhaps
worth recording. I was once at a school which a younger
brother also attended. The master conceived the idea of
making the writing lesson serve as an auxiliary to the study
of history, and accordingly it was announced one Monday,
that in future no slips would be issued but that each boy
should set his own copy, writing the name of some great personage, with a brief statement of his claim to renown. Thus, "Columbus, discoverer of America." "Nelson, victor of Trafalgar," and so forth. Now my brother's biographical horizon (if I may use the term) may have been limited, or possibly he was a cynic and wished to satirise hero-worship, or, to take the most probable supposition, he could not help giving play to that waggish spirit which always characterised him during his brief career. This at all events is certain. When the master inspected my brother's copybook at the end of the week, he repented of the rash edict of Monday. The first page was covered with "Coad, a butcher in Oxford-row;" the next with "Flipp, a drunken cobbler in High-street." Then followed "Soames, a baker in Old Town street."

The last mentioned citizen was the respected father of our master. On the following Monday it was intimated that the slips had again been put in commission, and that great men would in future be left to take care of themselves.

In 1840, my parents removed to a suburb of a very large city, and I was transferred to a school of a most remarkable character, compared with which Mr. Trubb's was quite commonplace. But I have already occupied more than enough space in the present number, and must defer to the next issue a record of my adventures at Mr. Timm's.

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A CHAPTER OF ANECDOTES.
FROM AN OLD SCRAP-BOOK OF 1825.

A small farmer, in the vicinity of Manchester, not long since killed a cow, and sent part of the beef and a quantity of suet to his son, a weaver, in Blackley, who hung it up so near the window, that some one in the night broke a pane, and carried off the suet. In the morning, the weaver missing his suet, went to the ale-house, where he posted up the following advertisement, which still remains an evidence of the right John Bull generosity and spirit:—"Whereas last night, a quantity of beef suet was taken from the house of Thomas Wolstonecroft, this is to give notice, that if the person who took it away will appear, and prove that he was forced to do so by distress, the said Thomas Wolstonecroft will give a dozen of flour to make the said suet into dumplings. But if he cannot prove that he was in distress
when he stole it, the said Thomas Wolstonecroft will fight him, and give him five shillings if he beats."

An Irish gentleman going to the post-office, enquired if there were any letters for him. "Your name, sir?" said the clerk. "Well, that's a good one now," said the Hibernian, "why, won't you see it on the back of the letter?"

An Irish officer was asked why he had changed from the 24th Regiment to the 32d. "Because," said he, "I had a brother in the 31st, and I wanted to be near him."

THE ATHLETICS.

The third meeting of the Sydney Grammar School Athletic Club was held at the Albert ground on Friday 26th October, and although the character of the day seemed rather doubtful, there was a very good attendance throughout the whole of the afternoon. Nothing happened to mar the pleasantness of the day, except that as Dean was vaulting, his pole broke, and he was thrown with some little violence to the ground. The starters for each race were numerous, and the races themselves were well and pluckily contested throughout. Many asserted that the time in some cases was wrong, but this is not for us to decide.

I. To start at 1·30 o'clock. 100 yards. Cup presented by E. Bean, Esq. Two prizes. 1. H. Dean; 2. A. Bowman; 3. E. M. Bowman. H. Dean drew away from the start and won pretty easily in 10½ seconds.

II. To start at 1·40 o'clock. 100 yds. (boys under 15 years).—1. H. Milford; 2. V. Moore. Till about 20 yards from home this seemed likely to be a good race, but here Milford took the lead and kept it till the finish, Moore a good second. Time 11½ seconds.

III. To start at 1·50 o'clock. 300 yards—Maiden. Two prizes. (Handicap). 1. O. Herborn, 10 yds.; 2. Wood, 5 yds., Teece 15 yds. Herborn won this race pretty easily, Wood and Teece being equal for second place.

IV. To start at 2·5 o'clock—440 yds. Cup presented by G. A. Mansfield, Esq. 1. H. Dean; 2. A. Bowman; 3. W. McAnsh. Dean and Bowman kept pretty well together for the first 300 yds., when Dean spurted and won as he liked. 59½ seconds.
V. To start at 2.20 o'clock—410 yards. (Boys under 15 years) Handicap. 1. F. Wilkinson; 5 yards; 2. J. Campbell, 5 yards; 3. A. Gerard, Scratch. This was a very good race. Wilkinson who was behind his men when about 80 yards from home put on a spurt and succeeded in passing them all. 1 minute 4½ seconds.

VI. One mile flat race. Cup presented by A. B. Weigall, Esq. Two prizes. Kirkwood, who ran with a fine long stride, had the race in his hands from the start, keeping his opponents far away in the rear.

2nd Lap, 2 minutes 36 seconds. Kirkwood had by this time outrun Jacobs, who had given way to Cheesbrough. Kirkwood leading by about 40 yds.

3rd Lap, 3 minutes 33½ seconds. Kirkwood had now increased his lead to 60 yds.; then came Cheesbrough, Jacobs, Wood.

4th Lap. Kirkwood was now fully 100 yds. ahead of Cheesbrough, finishing the mile in 5 minutes 19½ seconds. Cheesbrough, 5 minutes 43 seconds.

VII. 220 yards (all schools race). Two prizes. 1. Simpson, New School; 2. Bell, Camden; 3. Phillips, Eglinton College. In this race Simpson took the lead from the start, and kept it till the finish; Bell, a good second. 24½ seconds.

VIII. 150 yards, (ex-students)—1. A. C. Mansfield; 2. W. C. Wilkinson; 3. A. Teece. When a few yards from home Mansfield spurted and caught Wilkinson who was leading, beating him at the finish by a bad yard.

IX. Half-mile (Handicap) House Cup, presented by Mrs. A. Richardson. Two prizes. 1st lap, J. Cheesbrough, 10 yds., 1 minute 11¼ seconds; O. Herborn, 10 yds.; E. M. Bowman scratch.

2nd Lap—Herborn; Bowman; McEwen. This was one of the most exciting races of the day. Towards the end Herborn caught Bowman who was leading; both spurted, but Bowman who had worked his way up from scratch began now to feel the effects of his exertions, and was unable to collar Herborn, who won by a couple of yards. 2 minutes 24 seconds.

POLE VAULTING.

X. H. Dean, 8 feet 4 inches; J. Andrews, 8 feet 2 inches.
XI. 120 yards Hurdle race—8 Hurdles. 1. Bowman, E. M.; 2. Hayes, T.; 3. Gerard, A. Bowman and Hayes leaped the hurdles together, but after the last had been cleared Bowman ran in and reached the tape two or three yards ahead of his opponent.

XII. One Mile Walking (Handicap). Cup presented by L. Stephenson, Esq. Two prizes.—1. J. Kirkwood, 8 minutes 10 1/2 seconds, scratch; 2. C. Hunter, 8 minutes 17 seconds, 15 yds. Kirkwood walking with a long easy stride caught his men in the third round, and kept his lead to the end. Hunter, whose walking every one admired, was a good second, with Cowdery third; the others at different intervals considerably in the rear.

XIII. Throwing the Cricket Ball—1. Antill 101 yards 2 feet; 2. Wisdom 95 yards 2 feet.

XIV. Hurdle Race (ex-students). 120 yards over 8 hurdles—1. A. Teece; 2. A. Bedford. These were the only two that started out of six entries; Teece won easily, Bedford giving up at the last hurdle. Time, 18 1/2 seconds.

XV. 440 yards (Handicap.) Cup presented by A. Hammond, Esq. Two prizes. 1. H. Dean, scratch. 2. E. M. Bowman, scratch; 3. A. Gerard, 8 yds. When coming round the bend, Dean might be seen in the midst of a crowd of competitors, but taking the outside running, he quickly drew away and won easily. Time 58 1/2 seconds.

XVI. Half Mile (ex-students) (Handicap.) Two Prizes. 1. W. C. Wilkinson, Scratch; 2. E. Herborn, 30 yards; 3. Caswell A. V., 30 yards. Johnson lead in the first lap, but at 500 yards Wilkinson spurted and was never again collared, winning from Herbon. Time 2 minutes, 11 seconds.

XVII. High Jump. E. M. Bowman and A. Gerard, tied at 4 feet 9 inches.

XVIII. 220 yards (Handicap.) Two prizes. 1. A. Bowman, Scratch; 2. A. Gerard, 8 yards; 3. J. Vickery, 5 yards. This perhaps was the last contested race of the day, Bowman, Gerard and Vickery, being so close at the end that you could scarcely distinguish their positions.

XIX. Sack Race (80 yards.) 1. Teece; 2. Halligan; Hayes and Butchart also started.

XX. Consolation Stakes won by Bell.
CRICKET.

At a meeting at the beginning of the season, the committee was formed, consisting of the following persons.

Mr. Weigall (president), Mr. Francis, Allen, Bowman, Brown, Moore, Vickery.

The selection committee consist of Mr. Francis, Allen, Vickery; and Bowman was elected captain of the school eleven for the present season.

Only 2 matches have been played by the school as yet, as the examinations at the University, in which many of the Eleven were engaged, interfered very much with cricket. The 1st was played at Manly against the Manly C. C., which resulted in a draw, and the 2nd against the Ex-Students of the school at the University Oval, in which the Students were victorious.

1st match, v. Manly C. C. played on the 23rd Oct. The school team, having left the Circular Quay by 1:30 p.m. Steamer for Manly, arrived there at about 2:20 p.m., and shortly afterwards play was commenced. Manly C. C. won the toss and went first to the wickets, and the last man was not disposed of until the time for drawing the stumps when their total was 166 runs. Colin Pitt played very well for in methung over 50. The hardness of the ground may account in some degree for the large score made as most of the good balls used to go right over the wickets. The fielding of the S. G. S. C. C. was disgraceful, a great many catches being missed. But as it was their first match some allowance must be made for them.

2nd match. Past v. Present, 17th November. The above match which has now come to be a regular annual affair came off on the above date on the University Oval. Bowman acted as captain for the Students, and Wilkinson for the Ex-Students. The Latter won the toss and took first innings. When the 3rd wicket fell the score had reached 54 runs, and the Students thought that they were going to spend most of the afternoon in the field. But the remaining seven wickets did not add much to the score, and when the last man was sent back to the pavilion the total was 76. To this Lord contributed 22, O'Reilly 19 (run out), and Gibson 11. Crane bowled very well, getting 5 wickets for 15 runs.

Although the ex-students had not made as long a score as was expected, few thought that they would get the required amount. But when the 5th wicket fell, the score had
exactly reached that of their opponents, and the innings was completed for 111 runs. The students were thus victorious by 35 runs. The highest scorers for the students were Vickery, and R. Crane, 20 each; Allen 18, and Antill 17 (not out), and Killerman 11. The badge for the top score on either side has been gained by Lord. As owing to some mistake the bowling analysis of the Ex-Students was not taken, nothing has been determined about the badge for bowling. The following are the full scores:

<table>
<thead>
<tr>
<th>Ex-STUDENTS.</th>
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</thead>
<tbody>
<tr>
<td>Wilkinson, c. Griffiths, b. Antill</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>O'Reilly, run out</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>19</td>
<td></td>
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<tr>
<td>Gibson, bowled by Antill</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>11</td>
<td></td>
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<tr>
<td>Lord c. and b. by Crane</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>22</td>
<td></td>
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<tr>
<td>Bedford, bowled by Antill</td>
<td>...</td>
<td>...</td>
<td>0</td>
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<td></td>
</tr>
<tr>
<td>Kelly c. by Griffiths, b. by Crane</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mansfield, bowled by Crane</td>
<td>...</td>
<td>...</td>
<td>0</td>
<td></td>
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<tr>
<td>Wild, bowled by Crane</td>
<td>...</td>
<td>...</td>
<td>7</td>
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<td></td>
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<tr>
<td>G. B. Allen, bowled by Crane</td>
<td>...</td>
<td>...</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>North, c. and b. by Allen, R. C.</td>
<td>...</td>
<td>...</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richardson, not out</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Sundries</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>4</td>
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Total 76

<table>
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<tr>
<th>STUDENTS.</th>
<th></th>
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<tbody>
<tr>
<td>Kellerman, c. by Kelly, b. by Gibson</td>
<td>...</td>
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<tr>
<td>R. C. Allen, c. by Wild, b. by Gibson</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>18</td>
<td></td>
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<tr>
<td>Kirkwood, bowled by Mansfield</td>
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<td>...</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Brown, bowled by Mansfield</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Vickery, c. by G. B. Allen, b. by North</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>20</td>
<td></td>
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<tr>
<td>Crane, c. by O'Reilly, b. by Wild</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Kippax, hit on wicket, b. by North</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Antill, not out</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Griffiths, bowled by North</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Bowman, c. by Wild, b. by O'Reilly</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mr. Francis, c. by Bedford, b. by Mansfield</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sundries</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>12</td>
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Total 111

The Provisional Eleven consist of:

<table>
<thead>
<tr>
<th>Bowman II (Capt.)</th>
<th>Crane</th>
<th>Kippax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antill</td>
<td>Mr. Francis</td>
<td>Kirkwood</td>
</tr>
<tr>
<td>Allen</td>
<td>Griffiths</td>
<td>Vickery</td>
</tr>
<tr>
<td>Brown I</td>
<td>Kellerman</td>
<td></td>
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</tbody>
</table>
The Provisional Twenty-two consist of:

<table>
<thead>
<tr>
<th>Baylis</th>
<th>Kenyon</th>
<th>Rygate I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowman I</td>
<td>King I</td>
<td>Spurway</td>
</tr>
<tr>
<td>Cheesbrough I</td>
<td>Loveridge</td>
<td>Thompson</td>
</tr>
<tr>
<td>Cordeaux</td>
<td>Mazoudier</td>
<td>Teece I</td>
</tr>
<tr>
<td>Dean</td>
<td>Moore I</td>
<td>Unwin</td>
</tr>
<tr>
<td>Doherty</td>
<td>Oatley</td>
<td>Wood I</td>
</tr>
<tr>
<td>Herborn</td>
<td>Reeder</td>
<td>Wilkinson I</td>
</tr>
<tr>
<td>Hunter I</td>
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</tr>
</tbody>
</table>

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**LITTLE-SIDE CRICKET.**

The following matches have also been played by elevens within the school:

**FACHE’S HOUSE** v. IV. A FORM—played October 24th.

Accounts of the score vary; one correspondent putting the House score at 63, another at 65. The IVth were two men short, and went in first, with a total of 61, of which Russell made 16 and Robberds 12. For the other side Johnson made 19 and Jacob’s 11. Fache’s House won by 2 or 4 runs.

**FACHE’S HOUSE** v. III A. FORM—played November 6th.

Kellerman was of great assistance to III A., but as only the totals have been sent us we cannot give individual scores. III A. scored 80; Fache’s 33 for four wickets. This match therefore was a draw.

**IV A. v. V. AND VI.**—played November 6th—Wood captained the IV A.; H. Wilkinson the V. The IV A. going in first put together 75 runs, of which Wright made 24, Robberds 19, Wood 10. Their opponents were disposed of for 43, of which G. King contributed 23, and McEwen, O’Reilly, and W. King 6 each. The victory thus remained with IV A.

**IV A. v. XXII. OF LOWER SCHOOL**—played November 13th.—Only sixteen of the latter came on the field, but they were found equal to their work. The IVth went in and made 29, with the help of Wood’s 16. By their opponents no great stand was made until Deeper joined Mazoudier, when the game became interesting. Deeper made 5.

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*Fache’s House are called Cleveland House C.C. in the report sent us; and IV A., “The Cavaliers.” But as in English public schools it is usual to call houses after the house-master, and form-clubs by the title of the form, we have adhered to the ordinary custom.—Ed. Sydneyian.*
but the total was now 25 for eight wickets. Mazoudier played steadily with only two chances, late in his innings, of which the sum was 11. The next score was Tunks's 6, who lifted a ball by a sweeping draw over the fence, and finally quitted the wickets with his vis à vis Rygate not out; the total of the sixteen being 48. For IV A., Wood, Cheesbrough, Spurway, and Vallack bowled; for the Lower School, Kenyon, Lahiff, and Lamrock. A second innings was begun, but as many of the Lower School had left the field, and only five IV A. men were on the ground, the captains were obliged to declare the game at an end. The victory is, of course, claimed by the Lower School.

IV A. v. V. and VI. (return) won easily by IV A., Cheesbrough contributing 24, and Wright and Robberds 19 each to their first total of 78. The Vth scored only 21 of which 5 were byes; Wood's bowling proving very effective. A second innings of IV A. was begun, in which Cheesbrough made 27 and Thompson 22; but as neither wicket fell it was determined to abandon the match, victory being secured to the IV A.

FORM TIES.—First Drawing.

III. A beat III. B by 19 runs.—Played on Moore Park, November 17. In the first innings, of 47 Clayton made 15, Angus 9, Mazoudier 5, to the bowling of Kenyon and Lahiff. III. B. only reached 27, of which Lamrock contributed 11. In the second innings of III. A. Mazoudier made 8 before he was caught by Lahiff, and Angus another 8, when stumped by the same: total 49. For III. B, Jacob made 17 when he was bowled by Doherty; Teale 9. total 50.

VI. and V. beat IV. B. by 51 runs.—Played on Moore Park, November 17. For the winners H. Wilkinson made 26, Moore 10, Owen 9, A. Bowman 5; and in the second innings H. Wilkinson 11, F. Wilkinson 12, Owen 18, W. King 9, not out; the respective totals being 68 and 69. For IV. B., Flett made 24, Alexander 6, and 7 in the second innings, the totals being 65 and 21.

III. C. beat 15 of II. A. by 27 runs.—The first innings of III. C. amounted to 35, of which Gibbs made 12, Deeper 11, Kelly 6. The second innings to 85, with Ross 2 and Murray 1, 16 each; Baylis 17 not out. The fifteen made
respectively 42 and 51, McLeod II. making 7 in the first innings; Woods 7 and Richardson 6, in the second. In the bowling Deeper took 10 wickets and 5: Gibbs 4 and 6: Stewart 1, and Baylis 2.

SECOND DRAWING.

IV. A. beat III. A.—IV A. had been a bye in the first drawing—but now beat III. A. by an innings and 17. In the first innings of 15, Begg made 7 for III. A.; in the second of 59, Cohen made 27. For IV. A., Wright made 31, Spurway 15, Cordeaux 13, Hunter I. 11, Wood 7, Roberts and Thompson 5; total 91.

RIFLE COMPANY.

1st Match.—Newington College.—Sept. 13th, 1871. Lost by 37 points.

2nd Match.—King’s School.—Nov. 24th, 1872. Lost by 14 points.

3rd Match.—King’s School.—Nov. 16th, 1873. Lost by 51 points.

4th Match.—King’s School.—March 21st, 1874. Won by 78 points.

5th Match.—Major Raymond’s Trophy. Won by Lieut. Anderson with 100 points.

6th Match.—King’s School.—June 5th, 1874. Won by 42 points.


8th Match.—King’s School. Won by 42 points.

9th Match.—Newington College.—June 12th, 1875. Won by 37 points.

10th Match.—Newington College.—Nov. 13th, 1875. Lost by 13 points.

ASSOCIATION MATCH.


RIFLES.

Annual Prize Meeting.

Quarterly Prize—L. C. Bowman; Corpl. Teece.


Range Prizes—200 yards—L. C. Bowman; Begbie; Trebeck.
400 yards—Corp. Bowman; Herborn.
500 yards—Lieut. Anderson; Corpl. Bowman.
600 yards—Cadet Begbie; Col. Serg. Brown.

**CARBINE COMPANY.**

1st Match.—Camden College.—May 2nd, 1874. Won by 39 points.
2nd Match.—King's School.—Sept. 11th, 1875. Lost by 4 points.

**List of Winners of Annual Prizes.**

Quarterly Prizes.—L. Corp. McEwen, Cadet Kennedy.
Annual Shooting.—Cadet Murray, Cadell, Pollock, McLeod, Yeo, Asser, Butchart, Burns, M'Rae, Griffiths.

**CORRESPONDENCE.**

To the Editors of the *Sydneian*.

DEAR SIRS,—Will you kindly oblige me by inserting in your next issue these few remarks. Those who take an interest in the school, have no doubt noticed the marked improvement in it, owing to the encouragement of outdoor sports by our masters. But there still remains a great deal to be done, and that can only be accomplished by the boys themselves, many of whom seem to be wanting in that true love of sport, which should be the soul of all our games.

For instance, in our late athletic sports, all the spectators must have been disgusted, when the best runners in the school refused to represent it in the "All Schools' Race." To any true lover of sport, that prize would have been worth more than all the others put together; and in the opinion of your humble servant, there would have been more honour in starting and running second in that race than in winning any other.

Again, the same want of *esprit de corps* is shewn by the different forms in not practising for the trophy Mr. Bean has kindly offered to the "cock form" in the school at cricket, which want of enthusiasm contrasts unfavourably with the energy of our best runners when a cup is the almost inevitable reward of their pains. In short, the desire to ornament private chiffoniers is greater than the desire to share in the honour of winning a cup to ornament class-rooms, though the honour of the latter should be greater.

It almost seems that our Rowing Club fails to succeed in the way it should, because the members cannot see any chance of adding to their store of cups, and perhaps if I inform them,
that cups have been offered for the next race they may increase
their efforts.

If the committee of our Cadet Corps were to offer a cup to
each member who attended every parade throughout the term,
we should most certainly have full companies.

But if we go on in this spirit, each student will expect a pot
for doing his Latin exercise, so great is the spirit of pot hunting
growing in the school. In the opinion of your humble servant,
if laurel wreaths were substituted for cups the number of com-
petitors and their enthusiasm should in no way decrease.

I am, Sir, Your obedient servant, WM. MACANSH.

CRICKET.

To the Editors of the Sydneyian.

Sirs,—Would you kindly allow me to make a few remarks to
your readers on an all important question?

Up to this season the Sydney Grammar School has maintained
a very creditable position amongst other schools as regards
cricketing. Now a new system is thought by a few in the school
to be better than the one that has always existed, and several
clubs, one from each form, have been established. Whether this
state of affairs is advisable or not each one has his own opinion,
but in your last issue, there was some advice in an article on
“School Centralization” that would do us all good to follow. In
the first place, what we say to every boy is, “Do your best to
advance the interests of any society you may belong to, while
you belong to it. If your powers are small, you may gain some-
thing from it; if they are great, you should, as a duty, give
something to it.”

Now, Sirs, just consider whether giving this advice was of
any use. The treasurer of the first eleven at the beginning of
the present season, because no talk was made of a first eleven
again, went round the school enquiring of the boys who intended
to join the club. Scarcely any one consented to join. One said,
“I’ve joined such a form club, and can afford neither time nor
money to two clubs in one school.” Others made similar excuses.
By such doings we may bid good-bye to our first eleven, and
therefore to any distinction in our cricketing career.

And to what are we to account all this to but to this horrible
system of each form having a club, and considering itself before
the dignity of the school as a whole. If a challenge comes to us
from any other school or club, how are we to answer it? Are
we to write back that we have no club, or are all our petty clubs
to fight with one another to find whom the challenge was meant
for? “Viewed in this light, the advisability of united school
games seems almost to take the form of a necessity.”

If the members of the school think form clubs better, by all
means have them, but on no account leave the credit of the
school out altogether. I think that before matters grow any
worse, we had better replace our first eleven and then consider
ourselves and our form clubs. Hoping that we will do so.
I remain, &c., LIVINGSTONE.

To the Editors of the *Sydneian*.

GENTLEMEN,—Is the Sydney Grammar School first eleven ever likely to obtain a cricket ground to practice on.

Without a cricket ground and without facility for meeting together for practice, there can be no proper organization or understanding among the members.

With this state of things existing we receive challenges from various clubs. A few of our plucky scholars, calling themselves the first eleven, to obviate the ignoring of declining the challenge have the hardihood to accept it, and go manfully, with great odds against them, to do battle for the honour of the school.

Now, a few years ago, his Excellency the Governor kindly consented to allow the members of our club to practise in the Inner Domain, and I cannot really understand how this practice ground passed out of the hands of the club; although perhaps not perfection, yet it is far superior to Moore Park, and has the great advantage of being of easy access to the bus stand.

Considering this, I should propose that his Excellency be asked to give permission to the club to practice on it; and I have very little doubt, that after a certain amount of practice, the Sydney Grammar School Cricket Club would be second to no school club in the colonies. Trusting you will oblige by inserting this.

I remain, Yours truly,
ROUND ARM.

To the Editors of the *Sydneian*.

GENTLEMEN,—On Wednesday evening, some of the members of the 4th and 5th forms met at Mr. Bean's to commence a series of Shakspeare readings, and the play with which they began was "the first part of Henry IV." For a first attempt I think it was very creditable, and after two or three trials the reading will be excellent indeed, if a few of the members had spoken with a little more spirit, and a good many of them, with a little more distinctness, no fault could possibly be found with the entertainment. Two or three of the characters that distinguished themselves for the excellence of their reading were, K. Henry, P. Henry, and Falstaff. Before the close of the meeting, the health of Mr. Bean, the founder, was proposed, and drunk with great enthusiasm.

In my opinion, it would be an improvement, if the reading next time were commenced a little earlier, as, last night, on account of the lateness of the hour, several scenes had to be left out.

I am, Sirs, Yours obediently,
POINS.