The Sydneian

No. VII.

A MAGAZINE EDITED BY MEMBERS OF THE
SYDNEY GRAMMAR SCHOOL.

DECEMBER, 1877.

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Sydney:
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1877.
SCHOOL CALENDAR:

18. Tues. ... Prize-list read in Big School at 12:30.
19. Wed. ... Annual Prize-giving at 4 p.m.
20. Thur. ...
21. Fri. ... Annual Cricket Match, *versus* Melbourne Grammar School, and Entertainment in Guild Hall.
22. Sat. ... Continuation of Match. Supper. Summer Holidays begin.

Jan. 29. Tues. ... School Re-assembles.
At the close of this month the *Sydneian* will be two years and a-half old, and will have counted its numbers by the mystical figure seven. As is well known to most of its readers, there will be a change in the Editorial staff. One of the original promoters of the magazine—the writer of this article—being about to leave the school this term. Naturally enough on quitting the scene of this eventful school world, he looks forward with that parental solicitude which they say poets feel for the offspring of their fancy, and wonders how it will fare with the little paper in quarters to come. Already rumours have reached high authorities in Melbourne of premature death of the *Sydneian*—silenced only by its reappearance as fat and perhaps more merry than ever.

Let not such ominous rumours spread again; but let steps be taken by the boys at the top of the school to edit and write, and by the lower boys, one and all, to buy the future numbers, as they severally appear.

This seems a proper time to review cursorily the conditions under which this magazine has hitherto been conducted. It owed its origin to a desire on the part of the upper boys of the sixth form, two years and a-half ago* to

*Note.—The *Sydneian* No. I. appeared in September, 1875; the *Melburnian* No. I. in the early part of 1876; the Geelong Quarterly, *Wesley College Chronicle*, and *Young Victoria* (Scotch College), at various intervals afterwards. Although the Melbourne Church of England Grammar School can point to a previous periodical, which became extinct, we believe the *Sydneian* took the lead in the present outgrowth of school literature which has been especially remarkable in Victoria. This claim of precedence for New South Wales should be a strong motive for Sydneians not to give grounds for rumours that "the *Sydneian* is dead."
see the Grammar School provided with a magazine in the same manner as the various English schools. Editors were appointed in due form—four boys with the Head Master and another; but like many other similar attempts the movement was somewhat too ambitious. The models taken for imitation, the Cliftonian and Marlburian, some of the highest types of English school magazine, were perhaps hardly adapted to the wants of a day school. Literature is the outcome of intense internal life; and in that respect a school with more than four hundred boarders is not to be compared to a school with four hundred day-boys. The Sydneian, hitherto, it must be confessed, has been not so much the free outcome of boy contributors with boy editors, as the writing of a few boys largely supplemented by master's articles, and worked mainly by masters as editors. If this were all we had to look forward to it would indeed be a poor prospect for the Sydneian. But we believe the difficult days are over; and that on the one hand, there is enough internal life in the school to create a demand for a periodical; and, on the other hand, a growing ambition to write articles and otherwise satisfy that demand.

But the present juncture opens the question of changing the form of the periodical. It has often been suggested that a form like that of the Melburnian would be better suited to the requirements of a day school; but having once taken the magazine form it has hitherto been difficult to find an opportunity to change. The only argument in favour of its present shape is, that it is easier to keep up the tone of a magazine than of a paper—school papers are apt to degenerate into journals—mere records of cricket, and such notes on passing school events as serve to fill our miscellaneous columns. They do not stimulate the literary efforts of the boys; but they are cheaper, handier, and more easily edited; and with these advantages we have no hesitation in recommending future editors to discontinue the present laborious system, and take to the simpler issue.

Of course the future organization of the magazine is a question for others than ourselves. We would, however, without wishing to forestall their decision, suggest a scheme on which the new paper might be worked more and more by the boys themselves—which is, after all, the great aim of all school government. If four or even three boy editors were nominated to take direct charge of the issue of each term, these might be provided each with a note-book, in which should be entered such news as the respective editors are responsible for. There might be fortnightly meetings during
term, at which each should show to some master appointed for
the purpose, the contents of the note-books, and so be kept
up to the work; for the great difficulty in editing is the
allowing accounts of matches, &c., to be put off till the end
of the quarter, when they are either forgotten or else hurriedly
written out. Let the boy editors alone discuss the contribu­
tions from the Editorial box, and let them submit the
whole for approval to the supervising master before going to
print. Above all, let it be the aim of all concerned to make
the periodical a real outgrowth of the school, and not the
writing of outsiders for a body of readers in the school.

OUR CONTRIBUTORS.

There are encouraging signs for the *Sydneyian*. Its sub­
scribers though not numerous are increasing; there is a
growing desire for its re-appearance, as is manifested by the
frequent question put to the Editors, “When is the *Sydneyian*
going to be published?” And—most happy sign of all—for
the present number, at any rate, there has been a large
array of contributions. Perhaps a Marlborough or a *Clifton*
Editor would not take heart at the contents of our Editor’s
box this first of December—perhaps the school Editors of
the sister colony would look for better things to fill the
pages of the *Melburnian*, the *Young Victorian*, or the
*Geelong Quarterly*. And we too, who wish and aspire to
keep the standard of our *Sydneyian* somewhere at the level
of Sixth Form productions, are loath to print in full the
poetry and prose of many well meaning contributors. All
honour to them for the wish and the effort, and though we
could wish for the sake of our pages that more of the Sixth
Form would wake up to the responsibility of taking the
lead in these things, still it is matter of congratulation that
the great majority of those who contributed will shortly be
themselves Sixth Form fellows. Our advice to them is,
make a point of writing something however short, however
faulty. Choose the simplest subject. Above all get rid of
that false shame which shuns to write of serious things, and
strains after *facetiae*. Syd. Webb has taught us to recite
seriously, and speak seriously—let the next growth of this
spirit be to write seriously. There is no reason why we
should not have very fair poems contributed by boys. It is
a curious fact—but still a fact—that the first and most frequent contributions to boys' magazines are generally poems.

We propose in this article to review, with quotations, some of the pieces sent in to us. And first, as will naturally be supposed, the approaching match is a subject which has not passed unnoticed. One contributor has thrown his thoughts into hexameter verse, in imitation of the Virgil which he has been reading this quarter. But his ideas of scansion are unhappily limited—for writing Latin verse is reserved for higher spheres—and so he presents us with somewhat hybrid lines, which he shall himself introduce.

Illis pauca cano, qui mox ludentes at cricket
Melburnos contra socios, the rival eleven,
By Victoria sent, with bats, balls, leggings, etc.,
Nos victores versus who last year beat 'em in Melbourne,
O muse Sydneyses o'er bats and balls much dominantes
Spurs date to dull poet who dog-latin carmina condit.
Viginti e nobis e qui strong team to be chosen
Electi ex illis qui "Sports Committee" vocantur;
Inde duces duo sunt appointed to manage the eighteen,
Nomina qui referant of the useless or lazy in practice.
Discipuli veteres selecti Wilkinson et Wright;
His Baylis, Fairfax, cum Rygate, Gibson et Webbus,
Junior Wilkinson, Mullins, Jones, Kennedy, Vallack
Bowman cui cognomen generic est also Ricardo.
Other Grammar School boys melius quam Moore Park can't get
Sed tamen all who play anywhere their best should endeavour
Pro puerili parte t' improve each one as he best can
Acrier ut ludat mensis sub fine Decembris.

Perhaps when verse establishes itself at the University, we shall have real verses, Latin all through, say on the next Melbourne match, and we hope F. B. will be the author.

Talking of the University reminds us of its unhappy mistake at the last examination, and as our columns are open to all "Injured Innocents," we quote a specimen of one of the lamentations it has called forth. As it is a parody on the already over-parodied "Burial of Sir John Moore" we will name it.

THE EXHUMATION OF GENERAL GRIEVANCE.

Not a sigh, not a laugh, on the silence jarred
As up to the Great Hall we hurried;
We all of us thought it was rather too hard
To go through the rain to be worried.

Some looked astounded in sorry plight,
And some were indignantly burning,
When the wrong day's papers astonished their sight,
For sympathy every way turning.
Long indeed was the time we stayed
As we gazed on the questions in sorrow,
But little we thought to be kindly repaid
By going again on the morrow.

And then as we faced the same subjects again
And the Registrar watched without pity,
We'd have gladly been out in the pattering rain
Or anywhere else in the city.

But half of our duplicate task was done,
When the clock struck the hour for retiring,
And we heard the distant One o'clock gun
A sound that was far from inspiring.

Quickly but sadly our papers laid down,
We rushed from the Hall in a hurry;
We left not a pen, but straight into the town
We all made our way in a hurry.

Let us hope that General Grievance will be laid to rest comfortably, and that his ghost will no more be roused to rap uneasily at Examination tables. However we have our school grievances likewise, as a satire on "The Roller" shews.

Down stairs at the door of the Lower School stands
A roller with towel to wipe dry our hands;
One towel remember to last a whole week;
No wonder then soon that its colour's "to seek."

On each Monday morning a clean one is set
For four hundred boys; and no wonder—gets wet
And dirty and filthy, not fit to be viewed,
Reflecting on—well we don't wish to be rude.

O lucky the lad who may chance first to use,
He at least has no right that towel to abuse,
But those who come after their features begrime,
Too well they abuse it, in such a hot clime.

Whoever this rag may claim as its master
To him let it go, the better the faster;
And not to return unless he bring with 'm
A dozen more towels to save further rhythm.

One more contribution deserves a passing notice. It is another of those Buried Boy papers of which we have given specimens, and must have been written by an Irish friend. Ingeniously enough he makes them all fall ill from the effects of the University Examination; and assumes that they are buried without the trouble of dying first.

Last comes and last doth go "Mischief" an imitation of Comus. The writer takes the opening lines of Milton and thinks it sufficient for the writing of a parody to substitute school terms at random for the classical phrases of the poem. A more motley production we never saw. It has neither
end nor beginning; sans sense, sans sound, sans unity, sans everything. It seems in some distant way to be connected with Bathurst, but like a nightmare the poem wanders aimlessly into the Reception room at a Trustees' Meeting, Big School on Prize Day, and the Fifth Form class-room.

Yet some there be that by quick steps aspire
To lay their right hands on that yellow cane
That forms the symbol of head mastership.
To such my errand is, and but for such
I would not blot this blue cerulean sheet
With the thick ink our class-rooms do provide.

We hope that our Contributors will take in good part the remarks we have made, and in some cases the alterations we have felt obliged to make. They merit our warm thanks for their trouble, and we now bid them adieu only in the hope that we shall meet them again on Editorial days, and that some of them in days to come will themselves fill the Editorial chair, and in their turn dispense ex cathedra criticism to future writers for The Sydneian.

MARTIAL, BOOK II., EPIGRAM VII.

A Parkes you are not, though to speak you pretend,
Nor a Butler, although you can plead;
A Gibbon? not quite, though you history write,
    Well—bellé, not bene, indeed.
You're a writer of farce, you're a writer of verse,
Yet a Byron I scarce can you call;
Though an epigram too, you can point neat and terse,
    Before Steel you must go to the wall.
A fair grammatician, a smattering too
Of astronomy you may possess,
But a Cromby, Morell, or a Latham? not you;
Or a Russell? No, scarcely, I guess.
You can sing, you can dance, go to Fisher, and Needs.
Play the violin? Did you hear Claus?
And trundle at cricket, I hear you remark?
An Evans or Spofforth of course!
My opinion you ask. Well, take it to heart,
You certainly are quite un fai t
In nothing, yet all you affect in some part,
Your a jack of all trades, I should say.

ORBILIUS PLAGOSOS.
GERMAN KINDER GARTEN TRAINING.

Although much has been written in praise of the Kinder Garten system, and although it has been introduced into our own colony, we imagine that few even of those who have seen it in practice thoroughly understand its true principles.

To most people it seems merely an ingenious mode of teaching by means of sticks and cubes, and songs and games, in which play and work are so intimately blended that the child does not distinguish the one from the other, and is thus coaxed and cheated into learning without any effort of his own. This is, however, not only incorrect, but utterly contrary to the idea of its founder. Fröbel’s desire was not to dispense with effort, but to stimulate it—not to pour in knowledge, but to bring out and train those powers which enable the mind to acquire knowledge for itself—not, in fact, to instruct, but to educate the child. And so well does this system properly carried out answer its purpose, that it is found that children trained by its means get on far more rapidly in ordinary school work than those who begin at an earlier age without such preliminary training.

An American elementary schoolmistress of large experience writes:—“A child who had been in Miss Kriege’s Kinder Garten two years came to me at seven, and easily passed through all the three grades of the primary school in one year, because all his habits of mind were so well formed, and he had been taught both how to behave and how to learn.”

For a clear enunciation of the principles of this valuable system we are indebted to a paper read last year at the Social Science Congress at Glasgow by Miss E. A. Manning, and we will endeavour briefly to summarise the information thus acquired.

Fröbel looked upon the child’s mind as a plant, and held that the work of the educator is very similar to that of the gardener, saying, “As the farmer and gardener treat their seeds in accordance with nature and in harmony with her laws, so we should educate the child and man according to their being, according to the inherent laws of life, in harmony and unity with nature and with the Supreme Being—Source of all Life.” He therefore sets himself to work to study the nature of the child’s mind and the laws which govern its development. He saw that whether they are taught or not children are always learning, that their minds are always growing; and he felt that the duty of the teacher was to
satisfy this avidity for knowledge and to guide and train this natural growth. Hence he called his school Kinder Gartens, that is gardens for children. By careful and loving observation, and by constantly mixing with little children, he acquired an intimate knowledge of their desires; and he made the following analysis of their characteristics, which cannot fail to be recognised as true by all who have had much to do with them:

"1. An increasing bodily activity, which leads children to jump, run, climb, tumble and scramble about—the natural means of promoting physical growth."

"2. An inquisitive faculty of observation, impelling them to investigate the world in which they are come to live with the untiring energy of African explorers. This, Fröbel points out, they do in a very practical manner, mainly by feeling and handling the objects of their attention, thus laying themselves open to the constant command not to touch."

"3. Constructiveness.—The fondness for making things, whether mudpies, boats, or dolls' clothes."

"4. A love of the beautiful, shown in a susceptibility of the love of harmony in sound, form and colour, and of all external nature."

"5. The Social Tendency.—The delight of being sympathised with in their joys and troubles."

"6. A constant playfulness evinced by the glee and enthusiasm which animate their hourly life. Fröbel dwelt much on this point, for he felt that play, (by which, however, he did not mean aimless play) is the congenial atmosphere of a little child."

"7. A growing moral nature—passions, affections, and conscience, which need to be controlled, responded to, and cultivated."

All these characteristics are no doubt implanted in the mind for good, for they belong more or less to all children, yet how often does it not seem the constant endeavour of teachers and parents to counteract and destroy them? The child's activity, inquisitiveness and playfulness are often thorns in the flesh of his nurses and guardians. His constructiveness becomes a torment, for it leads to all sorts of extraordinary wants and novel applications of domestic articles; while the love of the beautiful, which causes him to treasure up bits of broken glass, pretty stones, bird's nests, feathers, butterflies and beetles, fills the house with what is cruelly stigmatised as "rubbish," and is a constant source of irritation to orderly matrons.
Frobel believed that all these natural impulses should be utilised instead of suppressed, and it was his earnest endeavour to cultivate the child's nature to its utmost extent. He had perfect faith in the principle "that true education consists in the judicious guidance of self education."

The child's "bodily activity," therefore, he makes use of to train it to perform such exercises as will give it complete command over its limbs, strengthen its muscles, and add grace and ease to perfect physical development; while dramatic games illustrating the habits of animals pleasantly exercise the imagination, and gratify the love of imitation which is inherent in children. The child's inquisitive love of touching and handling are employed upon all sorts of geometrical figures cut out in wood, of which it learns the names; while lessons upon objects, distinguishing their qualities and differences, call out the powers of observation and comparison, and inculcate accuracy, thus developing and training the perceptive faculties to their utmost extent. Constructiveness is exercised in all sorts of occupations, such as building with wooden cubes or bricks; stick-laying, that is, making outline forms of simple objects by means of small sticks; pea-work, that is, uniting these sticks by means of dried peas softened in water, whereby the figures of chairs, tables, or stools may be made, success in which affords very great delight; paper-folding, paper-cutting, perforating cardboard, for which purpose a great variety of designs is printed in outline, which the child first pricks with a pin, and then works with coloured worsted; mat-making, or the inter-weaving of coloured strips of paper so as to make little mats; and lastly modelling in clay. It is surprising to see how expert the little ones become in these arts, and how much enjoyment they take in them. Meanwhile they are indirectly gaining experience in patience, perseverance, and industry which will be valuable to them throughout their lives. Another happy result of cultivating and giving scope to the power of construction is that it seems to take away the inclination for destructiveness.

The child sets a comically high value on the little mat or other article which it has cost him so much labour to manufacture, and therefore he takes care of it, and in time learns to extend this care not only to all his own possessions, but to those of other people also.

Perhaps one of the most valuable parts of the system is the variety of dramatic games by means of which the children are taught to act in concert and learn the important lesson that each is but a part of one great social whole. "Each
has its little niche . . . its small but definite share of duty, which if it omits to perform, all the others suffer." The teacher has also an opportunity of observing the character of the children, of checking selfishness or violence, and inculcating habits of gentleness, respect for the rights of others, and cheerful obedience.

The child is thus "caught up as it were into some degree of understanding of its moral and religious duties," the aim set before it being "not only not to be naughty, but to be positively good." For all other characteristics of childhood Fröbel has devised similar training, the details of which would take up too much space to describe. But admirable as his system of routine is, its success must depend entirely upon the teacher.

To one who enters into the spirit of the author, and knows how to adapt it to the wants and tastes of the children it will prove a valuable guide and assistant; but in the hands of a captious, irritable, or merely mechanical administrator, it may become the weariest of slavery, as no task can be more galling than that which apes the appearance of pleasure without the reality. Although the routine of the Kinder Garten requires special instruction, its principles may be practised by any one who has the requisite capacity.

Of these principles the most important seems to be the recognition of the child's nature as a divine gift to be encouraged and developed, instead of being suppressed, while the mere acquisition of knowledge during early childhood is made entirely subordinate to the training of the faculties and habits.

C. L.

ENGLISH PUBLIC SCHOOLS.
No. V.

Charter House.

"Floreat aeternum Carthusiana domus."

Some 270 years ago, when the 17th century was in its early boyhood, A.D. 1611, one Sir Thomas Sutton—a worthy merchant of old Cockaigne—purchased from the then Earl

* School Song. Written by Rev. Philpott, one of the masters, and set to music by the late W. Horsley, Mus. Bac., Oxon, Organist to School Chapel.
of Suffolk, a dismantled monastery of Chartreux,* known at the time as Howard House, for £13,000, and thereupon endowed it with the whole of his funded property, amounting to £60,000, in addition to the revenues of twenty manors, lordships and estates, representing an annual income of £5000.

Sir Thomas Sutton died the same year, bequeathing the whole to the city where he had amassed his wealth—a princely gift indeed! “A triple good,” as grand old Bacon called it. “A triple place,” as Fuller. For in it eighty “poor brethren,”† provided they had attained the age of 50; were bachelors or widowers, were of the Church of England, and had been householders in better days, could be lodged, boarded, nursed, and waited on, and find a home for their declining years.

In addition to this, provision was to be found for the maintenance and education of forty-four boys, to be chosen, like the brethren, from the city of London, children of decayed tradesmen, or orphans. Each of these had to be nominated by some one of a body of noblemen, the reigning monarch at their head, who were yept Governors, and admitted between the ages of 10 and 14, and there kept till 19.

* This monastery was founded A.D., 1371, by Sir Walter Maury, the Bishop of Thudbury. It was dismantled, and its funds, &c., confiscated by Henry VIII; and became a deposit for nets and pavilions, evidently used in the Tournaments at the adjacent Smithfield. How it fell into Earl Suffolk’s hands, Beeton (whence I got all this pre-Suttonic information) sayeth not.

† The Pensioners were allowed £26 per annum for (nothing, &c.) less certain fines; for example, 2s. 6d. for expectorating in Chapel, unless in the utensils provided for that purpose; coming into gates after hours (9 p.m.); taking too much beer at “Ye Red Cow” in Charter House Lane, and similar enormities. I fear, though, that the Founder’s injunctions were not always followed to the letter (by the way, was there ever a Charity where they were), for there were some queer eccentricities there from time to time. I myself recollect poor blind Billy Mencrieff, the playwright, when he dictated his last play, “The Fox-chase,” for Astley, to his pretty daughter, and weren’t all we sixth-form boys spooney on her. This, however, by the way; and who does not know the dear, good old Colonel Newcome, and his dying “adsum.”
When big, by passing of certain examinations satisfactorily, means were provided for enabling them to go to either of the universities and complete their education. These Foundation Boys (vulgo, gown-boys) were under the jurisdiction of The Master, as was indeed the whole of the Charity. Within the walls of Charter House,* The Master reigned supreme without let or hindrance, free of Lord Mayor or Bishop, a very autocrat. He was nobly lodged in the old original palace, had a salary of £800, and doubtless a power of perquisites. Within the walls, in later years, was an ordinary grammar school, standing to the Foundation Boys much in the same relation as at Eton, the oppidans to the Collegers. The masters, for the most part old scholars, having the privilege of receiving boarders, and these in time far outnumbered their toga'd schoolfellows. Now, one of these outsiders was your humble servant for some six years; and herewith dropping the dry description, I must admit I have cribbed at the Library, and I fear but clumsily collated. I will proceed at once to bring before my readers' eyes what mine have seen, will describe the daily life, study life, and play-life; our games, our fights, our laws; our masters and ourselves. Oh! for the pen of Tom Brown to do it!

Well, like most other Public Schools, we were divided into Uppers and Lowers; the sixth and fifth comprising the Upper School and the shell; third, second, first, and petties the Lower. The fourth, and this the largest and hardest worked of us all, was a sort of transition form, a kind of hybrid; you were neither Upper nor Under; you couldn't fag, or be fagged, and unless under exceptional circumstances, had to remain in it for a year. By exceptional, I mean supposing you came to the school able for the 5th, you had to undergo a probationary period in the fourth, at least until the end of the quarter, when the several promotions were made. On one occasion in my time, the only one, I believe, in the memory of living man, the gold medal for Latin Hexameters—highest prize of all—was won by a fourth form boy, a slouching cub, who cropped up none of us knew whence or whither. I've never heard of him since, or know what degree he took, Tripos or First; most probably, now, if alive, a senior tutor, proctor, or don of some terrible sort or other.

So much for our scholastic classification. Domestically,

* Evidently a corruption of the original “Chartreux,”
we were divided into Houses. First, there were Gown Boys, located in part of the old defunct monastery, every nook and corner having each its own old tale to tell. To them, too, belonged by right of old Tom's will, Cloisters, old as any in broad England, with a bona fide monk's cell (used as a coal-hole), every stone in its walls, every flag in its pavement, whispering secrets of the past, which all the noise of Cloisters Football could only silence for a time. Next to Gown Boys came Saunders, the Head Master's, the Merton of the School, the Swell House—though, by the way, whatever real tops we had, were strange to say, where they never ought, or were ever intended to have been, all in "Gown Boys." Barrington, Byron, Fane, a whole tribe of Cadets, you were not the sons of Decayed Merchants, as the Founder meant you to be; and I doubt me much if, since you left school, you've often, if ever, "gone East of Temple Bar." Next in order came Walford—Oliver Walford—(Ver we used to call him), largest, jolliest, hardest-working House of all; and if Saunders were the Merton, Ver's was the Balliol. Hence came three-fourths of the Eleven, two-thirds of the Scholarships.

The other two were so-called Private Houses. The one kept by a bachelor master and his sister for very young boys; the other (to which I belonged), was reserved for boys waiting for a vacancy at Saunders' or Walford's.

Such then was our classification—scholastic and domestic.

Our Play-ground was divided into Upper and Under Green, with the great School-room—I believe the largest room in London—in the midst. Tradition said it had been the site of some of the Plague Pits, and in all probability it was, being, as it were, just outside the old City walls. Upper Green, bounded on the right by a high wall, said to have been burnt in the London Fire, at one end of which was the Ball Court; on the left by Cloisters, and S. by Dicken's Chapel, Phillot's, and Walford's, was dedicated entirely to Cricket. Woe to the unfortunate Under who attempted to tread its sacred turf in non-cricketing quarters. Good sooth he had enough of it in Season, fagging for the Uppers. Lower Green, behind the School-room, was less strictly preserved, being used by Uppers and Unders with equal rights, and was the general Football Ground, though that was generally played in Cloisters, and a terrific affair it was, I can assure you. Fancy Football all scrimmage.

Between the two, as I said, was the School-room, at the rear of which, in a sort of cellar, was Talfry's. A great Charter-House Institution, said Talfry, being a pastrycook
in Aldersgate-street, with the privilege of selling us his goodies three times a week. At this very time I write, I have an old Letts' of '44, wherein are numerous entries of "Talfry, 2s. 6d;" that sum being the extent to which we were allowed to "go tick." Of course, many of the Sixth owed much more, and I wouldn't guarantee that all the lemonade bottles held lemonade. Talfry was a wise man in his generation, and knew how many beans made five. How long he had been there I know not, but history sayeth that on one occasion an Indian officer of wide-world renown, visiting his old school, and summoning a crowd of boys around him to give a universal treat—cakes and lollies—on tendering a sovereign to pay therefor, was reminded by Talfry that he owed him eighteenpence.

The School-room, terminated on the one side by the Head, on the other by the Low Master's Class-rooms (in either of which, as the case might be, took place our flagellations), was, to borrow a nautical term, flush-decked. I can think of no better word for it. The Classes were horse-shoe shaped—one at each end—for fourth, fifth on the one, shell and third at the other, second, first, and petties (or little ones) here and there either side the Dais, an imposing throne (like a magistrate's Bench), red-curtained, awe-inspiring, facing the entrance. The sixth always used the Head Master's room, except at Prayers or some unusually solemn occasion. Opposite the Dais was the Monitor's desk—said Monitor being a Gown Boy, the four heads taking the post by turns week by week about. His duty it was to call over and keep the Black Book, wherein if any luckless wight had his name entered three times in one week, the Monitor's duty was transferred to the Dr.'s Room. The Block drawn out from the Doctor's table, a Birch placed into the Dr.'s hands, Pill-Garlic disrobed, and subsequent howls the result.

The Chapel, where we attended on Sundays and Saints' Days, and under the tutelage of John Hullah, had a semi-choral service, with John, father of the late Charles Horsley, presiding at the organ, was chiefly remarkable for its monuments, chief of which was a fine mural monument to Lord Ellenborough, a former scholar, representing him in his judicial robes, and a most elaborate affair, illuminated with blue and gold, and enclosed in bronze railings, to our Founder, Sir Thomas Sutton, whose body was removed there 1614 from Christ Church, Newgate-street, where it had been originally interred.

I cannot draw my article to a close, though am fearly I
have been too prolix already, without describing Founder's Day (its date I forget now), whereon the Captain of Gown Boys for the time being delivered a Latin oration in the great Library of the Old Palace, before a most aristocratic audience, representing Army, Navy, Church, and Law, one or two of the Governors, parents, and friends of the scholars. At its conclusion the orator's trencher was passed round, wherein were placed sundry bank-notes and sovereigns, and resulting generally in a collection of some £250 to £300, a comfortable nest-egg wherewith to start his University career.

This was followed by a collation, and in the evening a grand ball, in the great hall of the Old Palace—Pensioner's Hall, wherein the "poor brethren" took their meals—a grand room, with high-pitched roof, painted windows, and panelled twelve feet high in old black polished oak.

Such was Charter House. The school has of late been transferred to "green fields and pastures new" somewhere in the country. I believe at one of the "twenty lordships" spoken of before.

How it will answer there time will shew, though I doubt me much if it will number soon again on its rolls such names as Barrow, Blackstone, Addison, Steele, John Wesley, Bishop Thirlwall, Grote, Eastlake, Thackeray, and Havelock, cum multis aliis. I am no laudator temporis acti. I only hope it may. For I love dear old Smiffel; and with the spirits of boys departed, and of boys and men in the quick here in this far-off land, I am ready to lift my voice in our noble chorus—

"Leti, laudate Dominum, Surgat echo sonus, Floreat in aeternum Carthusiana domus."

ODE TO LAURA.

Lives there a heart that never felt the power Of beauty's eye in love's ecstatic hour; Or free alike from every passion's sway, Wastes its dull span in apathy away? Let such be silent. But the obedient line, When beauty prompts Parnassian powers be mine;
Be mine to weep when sadness shrouds her tongue,
And when she’s joyful—tune the ready song!
Then hail, fair Laura! hail the happy hour
When thou wert born, Australia’s loveliest flower;
O, may such joys as graced thy natal morn,
With brighter glow this day’s career adorn;
And haste, pervading Flora, haste and bring
The blended sweetness of thy kindred spring,
And weave a wreath to grace the angelic fair,
A garland fit for beauty’s queen to wear!
Say, shall the muse revoke the powers divine
To give thee virtue?—“Tis already thine.
Beauty and all her charms? Alike, ’twere vain;
Perfection clasps thee in her fairy chain!
Th’ Italian goddess, rich in every grace,
Beamed an imperfect emblem of thy face;
Like some fair shepherdess, whom fabled tales
Give to inhabit Avon’s flowery vales,
Thine innocence; or like the virgin snow
Whose flakes—on Parnass’ top—for ever glow.
But beauteous Laura! While the partial Heaven
Gives thee what else to mortal can be given,
This is denied,—O may it gracious prove,
And teach thee pity, as thou taught’st me love!

AN AUSTRALIAN.

[The above is not original, but being by a colonist, we have inserted it (contrary to custom), for the sake of its beauty.

—Ed. Syd.]

OUR RIVAL* CAMP.

MICHAELMAS has again returned, bringing with it rest for the weary brains. When the time allotted for the holidays was made known, certain few members of the school thinking that the time was far too short to recover our wasted energy at home, accordingly agreed to have a camp (as well as our more warlike brethren), in order to make the time of full benefit. And so we said we will have a camp, and only

* Rival. Latin rivalis; from riuus, a creek. Wedgwood’s Dic.
Ed. Syd.
fine weather was wanting to make the undertaking successful.

One member even went so far as to propose an augury; but when the appointed time came, nothing more or less than the Sergeant's fowls appeared, therefore the auspices were unfavorable, and this proved quite true.

At last the morning came, but not without rain; but this had only one effect, that was to change the destination of the party.

"Hey Jim! put the oilskin over the blankets and stores," and fortunately he did so, for when we arrived they were the only dry things in the boat (not counting our eyes). "Shove off;" and we start, to get the veriest ducking ever we had in our lives.

After pulling nearly half way, and quite half wet, we put in at a real "viridi in antro," where after waiting half an hour, there was a lull, which enticed us out just far enough to make it not worth while turning back, when down came gallons upon gallons, finishing the remainder of the dry clothes which we had obstinately preserved. I doubt not that if school had been our destination, we should never have started. So we proceed, until we are cheered by a prospect of blue sky, and then exulting in our perseverance for not turning back, we just reach a shed on the river bank, belonging to a market gardener. In this we stop for a quarter of an hour, and were about to start, but this time we had learnt by experience, though short, that it is better to be in a shed than in the open, when there is one to be had. After another hour's pulling, we arrive at our destination, a spacious cave, with room for five comfortably, which by an hout's labour, was made drier and more comfortable than the captain's tent. Near this cave was a smaller one, admirably suited for drying the clothes, for we put a sapling across and lit a fire; thus it acted as laundry, kitchen, and fender. Our first care upon our arrival was to put the soft goods under nooks and crevices (not for sale, neither such goods as a draper would understand by the term, but the bread, which was then new). Next we prepared a mattress of green gum boughs, and were streewing those about, when one of the party, evidently not satisfied with his former ducking, went overboard clothes and all (he performed this feat on the next day). Suddenly a natural craving for something more solid than the healthy air came upon us, which was appeased first by the sound of grizzling steaks (for we were bona fide amateurs), and then by the steaks themselves. These steaks and cocoa, together with
Luxuries, *ad lib.*, soon made up for the sufferings on the way up. Next, to bed was the command, far better than standing out half the night in the rain; but at one a.m. we were awakened by the rain, when, strange to say, each said, "O, would not I like to be on guard." At four sleep left us, and there was nothing else but to get up and warm ourselves by the fire, which, by heaping a quantity of damp sand on it over night, secured us a good supply of charcoal. The morning seemed to frown upon us, or to quote from Milton—

Not tricked and frowning as she was wont

But ushered with a shower still.

At about nine a.m. (I confess that our cooking operations took up a deal of time, both because the wood was wet and being new hands) we sat down to poached eggs and bacon, together with hot coffee.

Since the weather did not look promising and the ground was wet, we abandoned the idea of building a gunyah, and set to work to make our cave more comfortable, after this we took a stroll to secure an appetite for dinner; had a swim, and began to collect dry wood for the night. Two were entrusted with cooking, which they performed with credit. The afternoon soon passed by, and tea-time came, for which an ambitious member proposed to make an attempt at pancakes. I need scarcely add that they were a complete success, and with vinegar for lemons, the empty plates were only left to tell the tale. Perhaps the manner in which they were prepared would not have pleased the fastidious, but open your mouth and shut your eyes (and your mouth, too, if you had any faults to find). After tea there was an amateur concert, speeches and toasts, in the ale with which Adam proposed the toast of "The Ladies," or rather the lady, because there was only one. I forgot to add on the previous night, during a debate on the tax, the eloquence of one speaker brought down, not the cave, or you might not have heard about us any more, but a double tin loaf, from a ledge where it was placed, very near to the head of the writer.

During the rest of the night, we are left to the care of the stars, without the captain's voice at the tent, or posting a guard, but each one guarding his own post. Now, I will endeavour to finish my feeble effort, only made to try and bring our *Sydneian* to something besides the contributions of the masters, in poetry—
At daybreak, or the dawn of day,
Still undisturbed in bed we lay;
Soon, however, to leave our camp,
And through next quarter slowly tramp.
See how the smoke begins to rise,
And finds its way to sting our eyes.
The frying-pan begins to grizzle,
Poached eggs begin to frizzle;
The billy on the fire we put
(Without a chimney full of soot),
And very soon begins to sing;
Be quick and put your coffee in.
Poached eggs which have been cooked
For the inside mail are booked.
Breakfast over, now wash up
Plates and dishes, knife and cup;
Next to the river let us go,
For a walk, but first a row.
 Soon the source of this is reached,
 Soon upon the shore she’s beached;
Then up the rocks we gaily climb,
No hurry, we have lots of time;
Till tired with our morning ramble,
Back into the boat we scramble.
Back into our friendly cave,
Which Fortune only gave the brave,
Who through thunder, showers, and rain,
Decided not to turn again;
And as we pack to go from hence,
Each one declares the trip "immense."

TOMMY HAWK.

FROM CATULLUS.

My love she vows her hand and heart
To me, her favoured swain;
Great Jove himself may courting come,
And coming—court in vain.
She vows, to lover’s ardent suit,
Such vows by woman given—
Take thou their impress, torrent stream,
Take it ye winds of heaven.

FACETIE.

A man once came to the Duke of Wellington, with a patent bullet-proof jacket, which he wished him to adopt. The Duke asked him would he mind putting it on. The man did so, and the Duke immediately rang for an aide-de-camp.
whom he desired to order the corporal of the guard to load
with ball cartridge. The man in the jacket at once dis­ap­peared through the window, and has not been heard of
since.—P.W.S.

The difference between an Englishman and an Irishman
is that an Englishman has the feelings of a gentleman, and
an Irishman has the failings of a gentleman.—P.W.S.

In a quarrel between Bridget Murphy and her husband
Pat, the Lady bit the top of Pat’s nose off. Pat went to
Court about the matter, and Bridget was bound over to keep
the peace—for six months.—Mc.

The most elaborate joke is not always the most laughable.
We quote the following, because its limpid simplicity made
us laugh as much as many more masterly puns.—“What is
the difference between some boys who attend the Grammar
School and an old Latin Grammar belonging to a school
boy?” The first are Grammar School boys, the second is a
school boy’s grammar.

“Suppose,” said a village schoolmaster, addressing his
first geography class, “suppose—now listen, boys—I were to
go out here on the playground, and pierce a hole through
the centre of the earth, and drop a stone in it, where would
it come out?” “Out of the other end of the hole, sir,” was
the ready response of little General.—SONJ. EAN.

From George’s Head—The latest report. The report of
the heavy guns last Saturday week.—SONJ. EAN.

One half of the large field of canvas in the Boomerang
Road consists of a menagerie of animals Cooped and Bailed
up together.

Lodger (to servant)—“Tell your mistress I have torn the
curtain.” Domestic—“Very well, sir, she’ll put it down as
rent.”

Teacher at Sunday School asks boy what Samson slew
the Philistines with, and, as a hint, pointing to his own chin,
asks—“What’s this?” Boy answers promptly—“Jawbone
of an ass, sir.”

Letting the Cat out of the Bag.—Why ought the
Sydney Grammar School to be free from rats and mice?
Because there’s a cat let loose.

“Quaerere constituit, sociisque exacta referre,” translated—
“He determined to ask the allies to bring the exact change”
—by the boy who once construed “flammasque ferro ore
ejecit,” he threw out flames and iron ore.
THOSE LEAVING.

Among the names of boys reported to be leaving school this term, are included, Grace (VI. Form), Webb, Macpherson, Johnson, I., Norris, Burrows, Geddes (V. Form), Baylis, and Neill (IV. Form), the veteran of the school.

We hope that the example that several of these fellows have set, will not be lost upon those who are to carry on the work, that they have begun. Grace has always ranked high in the school as a Mathematician, and by persistent hard work has in a comparatively short time attained a very creditable position in the VIth. Webb, whether as captain of the XI, or President of the Debating Club, or leader in every laudable movement, has done so much for the school, that his name, we hope, will always be cherished as first of those who have striven to raise the school to a higher standard. Let those upon whom Webb's mantle is to fall, see that they appreciate what he has done, and that they shew their appreciation by still greater efforts for a success, that should be so dear to us all. It will be long before we forget Macpherson's cheery laugh and honest face. As a Secretary to the XI he has done invaluable service, and his diplomacy in that capacity has been characterised by a comic shrewdness, that is all his own. When Johnson leaves, who will bear the weight of such modest escapades, as even some of the best of the Vth sometimes indulge in? He has always seemed to have a natural affinity for scrapes, and has generally proved himself to be the right man in the wrong place. The nautical passages in the old Latin poets lose all their colour and force now that Norris is no longer at hand to suggest to a less experienced Master the technical terms learnt in many a boating course in the harbour, and in many a southerly buster that would have frightened pious Æneas out of all his property. Why should we leave unrecorded the praises of Burrows, most energetic of Non-Commissioned officers, or of Baylis, prince of quarter-masters in camp, and most immovable of blocks in the cricket field. Geddes has perhaps occupied a less prominent position in the school, but he has shewn a consistent example of honest hard work and unassuming good conduct. We can only hope that those who are now leaving us, will not unfrequently revisit us. They will always be welcome—as indeed they deserve to be.
CRICKET.

Our eleven opened the cricketing season on October 17th, at the University Oval, by playing eleven selected from the Colleges. Mr. Weigall kindly having given the eleven a half-holiday, play commenced at 2 p.m., sharp, by the college team going to the wickets.

At first it appeared as though our men would be successful; but when Buckland and Thomson got together the aspect of affairs was altered, by the score increasing from 9 to 63; after a separation had been effected by Jones, who bowled Thomson, the remainder went out pretty fast, the last wicket falling for a total of 73 runs. Buckland, who went in third, playing a good not out innings for 42 runs.

Our men then donned the pads, and were quickly disposed of for 54; Wilkinson and Fairfax batting well. The college team fielded splendidly, Buckland again distinguishing himself, by catching Webb out at leg, and throwing Baylis out from the same position. As it was now 5:15, of course there was no time to finish two innings; but the college men went in again, and by six o'clock five wickets, including Buckland's, were down for only 25 runs. Our chaps fielded very well indeed, especially Fairfax, as long-stop; and Jones and Kennedy did good service with the ball, with the respective averages of 90 balls, 19 runs, 6 wickets, and 72 balls, 29 runs, and 4 wickets.

SYDNEY GRAMMAR v. CALDER HOUSE (DR. SLY'S).

This match took place on the Oval on Wednesday, October 24th. Having won the toss Sydney Grammar went to the wickets, and were not disposed of till they had reached the respectable total of 74; to which Webb contributed 19, Fairfax 14, and Baylis, by steady play, 10. At 4 o'clock Calder House took the wickets, facing the bowling of Jones and Kennedy. The wickets fell in the following order:—1 wicket 1, 2 wickets 42, 3 wickets 48, 4 wickets 51, 5 wickets 54, 6 wickets 58, 7 wickets 61, 8 wickets 62, 9 wickets 62, 10 wickets 62. Grammar thus winning by 12 runs, Jones again distinguishing himself with 96 balls, 14 runs, and 7 wickets to his credit.

A match was played on Wednesday, November 21st, between 1st Eleven and Twenty-two of the School. The Eleven went first to the wickets, and were disposed of for the small sum of 48, to which E. Bowman and Mullens contributed 10 each, and Fairfax 7. The Twenty-two then went to the wickets, but were prevented playing it out on
account of the rain, the score being 6 wickets for 14, Evans making 9.

A whole day's match was played at the Barracks on Tuesday, November 27th, between the Officers and the Grammar School. The "Grammar" went first to the wickets and put together 89, to which Bowman contributed 42 by free play, including a 6, Mullens being next with 15 (not out). The Officers took the wickets, and were disposed of for 40, Bowman and Jones bowling well all throughout this innings. The Officers followed up their innings, and when the stumps were drawn, 7 wickets had fallen for 61 runs, to which Lieutenant Airey contributed 21 (not out). As it was a one day's match, it was decided by the first innings in our favour with 49 runs to spare. An excellent lunch was provided, which our men seemed to enjoy.

A cricket match was played on the Oval on Friday, Nov. 30th, between the Undergraduates and the Grammar School. The Undergraduates first went to the wickets and put together 72 before they were disposed of, of which W. Wilkinson made 21, Prior 15 and H. Wilkinson 13. Our fielding was very fair, and the bowling was also good. The following are the averages:

<table>
<thead>
<tr>
<th>Player</th>
<th>Balls</th>
<th>Runs</th>
<th>Maids</th>
<th>Wickets</th>
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<tbody>
<tr>
<td>Jones</td>
<td>90</td>
<td>29</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Ward</td>
<td>61</td>
<td>23</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Bowman</td>
<td>66</td>
<td>13</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Rygate</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

At about four o'clock our men went to the wickets, Allen and Prior bowling, owing to the good bowling and bad pitch they only got 44 runs, thus being defeated by 28 runs, of which Wilkinson F. made 9 and Webb 8. The following is the bowling average of the Undergraduates:

<table>
<thead>
<tr>
<th>Player</th>
<th>Wides</th>
<th>Balls</th>
<th>Runs</th>
<th>Maids</th>
<th>Wickets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td>1</td>
<td>72</td>
<td>11</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Prior</td>
<td>1</td>
<td>48</td>
<td>11</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Gibson</td>
<td>24</td>
<td>13</td>
<td>0</td>
<td>2</td>
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</tbody>
</table>

Cleveland House.

The boys of the house are engaged in playing as many matches as possible to win three bats which Mr. Fache has promised to present to the best average scorers. The first eleven has played 8 matches since the commencement of the season. The second has played 4. The opening match of the season was against the fourth Moderns, which resulted in a win for the Moderns. The highest scores were T. Barker, 10, not out, and Moffatt and Carroll 6 each. Several other matches were played against form clubs.
1. Against V & VI, won by the C. H. C. C.
2. IV, Grecians, won by the C. H. C. C.
3. IV, Non Grecians, won by Non Grecians.

The highest scores were Carroll 14; Gardiner 12; Gorrick 7.

The C. H. C. C. played the Collingwood C. C. at Burwood, in which the C. H. C. C. were victorious. The highest scores were T. Barker, 22, and C. Dezaraulds, 9.

C. H. C. C. versus Eastern C. C., in which the C. H. C. C. were defeated. The highest scorer was Gorrick, 6.

C. H. C. C. versus Morven House C. C., in which the C. H. C. C. were defeated. Thompson 20 in the two innings, and Rygate 15.

C. H. C. C. versus the Boarders of Calder House C. C. Won by Calder House C. C. Rygate made the page score of 40 in two innings. In the second eleven, Smith distinguished himself for his batting and bowling.

[This account is sent by one of the boys of Cleveland House.—Ed. Syd.]

DEBATING SOCIETY.

FRIDAY EVENING, December 7.—Songs, Recitations, &c.
This is the first meeting held since September 14. The meetings were stopped in consequence of a number of the boys preparing for the Public Examinations. On Friday evening Mr. Weigall kindly invited all the boys who had come to the entertainment to go to his house, where the performance could be carried on. Mrs. Weigall and Mrs. Bean were present. Among the reciters, Herbert and Samuel gave a couple of pieces with great care; in fact, both of them have lately improved somewhat. Webb gave two recitations, which received well-merited applause. Macpherson gave a couple of readings; but he put such animation into them, that it was impossible to keep from laughing. He also received several rounds of applause. Macpherson and Webb gave a dialogue in splendid style, and Macpherson kept the boys in continued roars of laughter, while Webb's excellent reciting gave pleasure to all. Mackay gave a recitation. Last, but by no means least, comes Mr. Bean, who gave two recitations, one from Shakespeare and the other "The Organ Grinder," capitaliy.
Among the singers, Hilliard and Tait distinguished themselves; Hilliard accompanying himself on the piano and Tait accompanying himself on the banjo. Mrs. Bean kindly consented to sing, and the announcement of it was received with evident pleasure by all present. I cannot do justice to her singing, suffice it to say, that she was heartily thanked for her trouble by the whole of the audience. It is proposed to have a meeting next Friday, in aid of the Sports' Fund, to pay the Melbourne Grammar School Eleven's expenses.

SYDNEY GRAMMAR SCHOOL SPORTS ACCOUNT.

Quarter ending December, 1877.

<table>
<thead>
<tr>
<th></th>
<th>£</th>
<th>s.</th>
<th>d.</th>
<th>£</th>
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<tr>
<td>Brought forward</td>
<td>11</td>
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<td>Sports' Fees</td>
<td>20</td>
<td>2</td>
<td>6</td>
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<td>Lending Guernsey</td>
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<td>7</td>
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<tr>
<td>Contribution from Mr. Weiss</td>
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<td>5</td>
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<td></td>
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<tr>
<td></td>
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<td>32</td>
<td>6</td>
<td>8</td>
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Dr. £ s. d. £ s. d. £ s. d.

|                |    |    |    | 8  | 9  | 0  |
| Cricketing material |    |    |    | 0  | 11 | 6  |
| Stationery and miscellaneous |    |    |    | 0  | 2  | 6  |
| Two telegrams |    |    |    | 0  | 5  | 6  |
| Colours |    |    |    | 0  | 17 | 6  |
| Entertainment Committee |    |    |    | 0  | 3  | 3  |
| Advertisement |    |    |    |    |    | 10 |
|                |    |    |    | 9  | 0  | 0  |
|                |    |    |    | 21 | 17 | 8  |

Balance to date, December 3rd.

S. WEBB, Hon. Treasurer.

Audited by R. C. McPHerson, E. BEAN.

MISCELLANEOUS.

For the sake of the school we regret to announce that Mr. Bean, our 2nd Classical Master has been appointed Head Master of the Church of England Grammar School at.
Bathurst—but at the same time to borrow the words of Mr. Morris, the Head Master of the Melbourne school, “we congratulate Mr. Bean and Bathurst, but Bathurst more.” As Mr. Bean is one of the Editors of the *Sydnecian*, we feel that it would be out of place to say more than that his loss will be deeply regretted by every member of the Sydney Grammar School. A. B. Weigall.

On Friday, Dec. 7th, Webb in the presence of the Vth Form presented an address and a handsome gift consisting of a card stand and breakfast stand to Mr. Bean on the occasion of his leaving the Grammar School. Similar presentations were made by the Upper Remove Grecians and III. A. Form.

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**CORRESPONDENCE.**

**OLD BOYS.**

To the Editor of the *Sydnecian*.

Mr. Editor,—It appears as though directly boys leave they consider their connection with the school to have ceased. Should this be so? I venture to think not; but, on the contrary, when boys leave, their real connection with the school should only just commence.

Their sojourn at school is generally of such short duration that it may well be termed an introduction.

Few will assert that they know how to appreciate fully their masters’ worth and efforts for their advantage till, in some cases, long after they leave school; so while at school they only become partially acquainted with their masters, and as the masters ought to be the backbone of the school, and I am happy to say they are in our school, so also with the school.

While at school we are inclined to look upon it as a necessary nuisance, and understand the working of the school, both in regard to mental and physical culture, as well as possible, yet we only get a faint conception of the work the masters are striving to assist in and for us.

Hence, when we grasp to some extent the meaning of what our masters have been striving to teach us, then, and only then, does our true connection with the school commence. It is then that we should identify ourselves as much
as possible with every movement for the school's advancement.

Few, very few, of our old boys seem as yet to have conceived anything of the greatness of the work which was undoubtedly in them while at the Grammar School; but it is to be hoped that the time is not far distant when they will rouse themselves, and that in earnest, to help Mr. Weigall, the masters, and the then present boys to place the school in the position in which our chief has so long been endeavouring to place it, viz., at the top of the tree in sports as well as in study. Let them help not only by talking and occasionally visiting the school (both very good in their way), but let them show that their hearts are in the work by putting their hands in their pockets, if required, to assist in keeping up the sports, and, perchance, they will have the opportunity of contributing towards the formation of a playground or gymnasium.

Few, I think, will dispute that a boy's character is to a great extent affected by his early associations. Now the intercourse between masters and boys at our school is such that the boys must be pretty largely affected by it; and I don't believe any one can say that the effect of this intercourse has in any case been injurious. Then how is it that directly boys leave they are, as far as the school is concerned, "no more?"

The only reason I can find, and it is one used on some experience from close connection with the boys in all outdoor exercises for two years, is the same as is attributed to boys who do not pay their sports' fee, viz., that our Old Boys possess little or no esprit de corps.

This is to be lamented, as the Old Boys ought to be one of the main stays of the school, and can do much to assist both the masters and boys.

Hoping for a waking up amongst the Old Boys, and wishing the school and my schoolmates every success, I now say "good-bye" till I become an Old Boy.

Yours, &c.,
S. WEBB.

Mr. Editor,—I have no doubt that one or two of the items in sports' account rendered, will call forth questions as to whether the committee has power to spend the money as stated.

The items to which I refer are the telegrams, entertainment committee, and advertisements, all these had of course
to do with the visit of the Melbourne team, hence may be said to be of direct benefit to the first eleven. Now, as it was stated at the meetings that the "the first eleven should not receive any more benefit from the levying of the sports' fee than other clubs, it may appear as though the committee have exceeded their powers in allowing this money to be expended, hence some explanation is deemed necessary.

Last quarter the debating class gave an open night entertainment, the proceeds of which, it was stated, were to go towards paying expenses in connection with this visit. Those proceeds amounted to £3 14s., so it will be seen the Entertainment Committee have not yet received quite their due.

It will be seen by the account that the amount paid in as sports' fees is hardly equal to that paid under same heading last quarter. Why this should be I know not. Perhaps there are not so many boys who play cricket as play football; but I think otherwise, and fancy the reason is that boys sacrifice their school clubs to outsiders.

Before closing, I may be permitted to express a hope that the sports' fee will not be dropped for want of collectors (almost everything rests with the collectors) and support from the sixth and fifth especially.

I am yours always,
SYDNEY WEBB.

To the Editor of the Sydneian.

Sir,—In the last number of the Sydneian it was announced that the Sports' Committee had addressed a letter to the trustees respecting the change of school fees, in order to get up a gymnasium, &c. As I take much interest in the formation of a gymnasium, I would like some information on the subject of the "school fee" letter.

I am Sir, yours, &c.,
GYMNAST.

SYDNEY GRAMMAR SCHOOL.

Sir,—As the match versus our Melbourne cousins is now very close at hand, I would like to draw your attention to the want of energy which exists throughout the school, with the exception of a few "public spirit" boys who I think do not receive anything like sufficient support from the generality of the others. I am in a position to state that these two or
three "public spirit" boys are doing their utmost to further the interests of the school in the coming match, and it is only fair that the others should help them. Every one can, at all events, by making the match as public as possible, and if each boy induced his friends to attend at the match we might be certain of a success pecuniarily. As for its being a success, otherwise we can rely upon the energies of our worthy committee to make it one; and I am sure that they will prove to us that we have put "the right men in the right place."

I remain, &c.,

"ONE OF THE MOB."

November 23rd, 1877.

OUR MELBOURNE VISITORS.

(To the Editor of the Sydneian.)

Sir,—In answer to the many inquiries that have been made about what measures have been taken for the amusement of the Melbourne team, we send a table of what they will do each day from the date of their arrival to their departure for Bathurst.

Monday, 17th.—They arrive, Committee will meet them with a drag if steamer gets in at a reasonable hour.

Tuesday, 18th.—In the morning they will probably practice.

Wednesday, 19th.—In the morning they will probably practice again. In the afternoon they will either go sightseeing or come to our prize distribution.

Thursday, 20th.—Practice in the morning.

Friday, 21st.—The match first day. In the evening there will be a theatrical entertainment held in the Guild Hall by the members of the Debating Club in honor of the Melbourne team. Sir Hercules and the Hon. Lady Robinson have kindly allowed it to be announced as under their patronage, and have promised that they will be present on the occasion if possible.

Saturday, 22nd.—The match, second day.

Monday, 24th.—The Melbourne eleven start for Bathurst by the kind invitation of Mr. Webb.

The match will be played on the Albert Ground, where our team have practice about 3 times a week, and where the Ground Committee have kindly consented to the Melbourne fellows having some practice before the match. We have arranged with R. U. Miller to provide lunch for both teams on the ground, and also a complimentary supper to
be given to the Melbournites in the VI Form Class Room on Saturday evening. Before closing we must thank Mr. Gibson and the new ground Trustees for the kind offer of their Ground, and Mr. Curtis of the Albert Ground for all the trouble he has taken in our behalf.

I am, Sir,

Yours truly,

ONE OF THE COMMITTEE.

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CADET CORPS.

The Cadets have been taking a rest after the severe labours of the camp.

There have been a few drills under the superintendence of Staff-Sergeant Berkely.

In shooting, Lance-Corporal Murray has distinguished himself by winning the top prize in the Association Match for Cadets.

This prize was worth £5, and the Colonel added a valuable trophy.

Cadet Stacy also won £1.

We did not win the Bugle.

Lee & Ross, Steam Machine Printers, 231 & 233 Castlereagh Street, Sydney.