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As our space is limited, our account must necessarily be limited. The Prize Day of 1877 will be remembered for the presence of His Excellency the Governor to preside over the distribution. We wish that we could give at full length the speeches, both of Mr. Weigall and His Excellency, but, failing this, our readers must rest content with a few rough notes and the list of prize winners, which was omitted in the Herald's account.

Mr. Weigall spoke chiefly on the short duration of school life. When he first came to this school the ordinary duration of the school life of a boy was eighteen months, even now it was not more than two years, and into this we were expected to compress the education which an English boy in a similar school took five or seven years to acquire. Of course the thing was an impossibility, and it was this striving after an impossibility, and the consequent necessity of keeping the work at so high a pressure, which gave to school life an appearance of unrest which surely was foreign to any true ideal of education, and which in many cases rendered the result so entirely disproportionate to the efforts which were made. . . . . He believed the people of New South Wales were as much alive to the interests of their children as parents in other parts of the world. . . . .

What he personally complained of was that many parents seemed to regard the Grammar School as what might be called technically a "finishing school" for young gentlemen of mature age and imperfect education, where in the course of six months or a year they were expected not only to unlearn the bad habits of conduct and the false ideas in regard to the acquisition of knowledge, which they might.
have imbibed elsewhere, but also to obtain a thorough acquaintance with all the new fanged sciences, to become adepts in several languages, ancient and modern, and to acquire what he believed was called a liberal education. If parents wanted their boys to get any good out of this school they must send them regularly, and let them work their way from the bottom to the top. . . . To those who intended sending boys here he would say, send them when they are young at the beginning of the year, or the half year if possible, and send them regularly. He need hardly say that any systematic education was in its continuity like a chain, and that every day's or half day's absence must make a broken link in the chain. After a happy compliment to Mr. Bean on leaving the school, and a passing reference to our "formidable rivals," the Melbourne Team, Mr. Weigall requested His Excellency to distribute the prizes.

His Excellency then addressed the boys, and afterwards the Trustees. We wish space would permit our printing the whole of this admirable and racy address. As we are obliged to curtail the report, we print as much as we can of that part of the speech which referred directly to the boys. But no less interest was shown in the "words of wise criticism," in which (while allowing for the difficulties with which the trustees have to contend) he recommended the question of removing the school to a better site with better buildings to their earnest and immediate consideration. The attention with which he was listened to was proof that the majority of those present felt the importance of his advice as far as concerned the interest of the school.

Professor Badham, Chairman of the Trustees, while not admitting the force of the Governor's arguments, moved a vote of thanks for his excellent speech, which was given with acclamation. The cadets marched out to salute his Excellency on his departure, and the proceedings terminated with cheers for the ladies.

His Excellency Sir Hercules Robinson said, I am glad to be present once more at the annual distribution of prizes to the Sydney Grammar School. It is five years since I first presided here for a similar purpose, and since then I have never ceased to take a warm interest in the condition of the school, and in all that concerns its efficiency and success as an educational establishment—and I include of course in that category the sports, amusements, and recreations of the boys. (Cheers.) I have given practical proof of the opinion which I entertain of the school, and especially of the able and conscientious management under
which it is placed by sending my own boy here, and I have seen no cause to regret such a step. (Cheers.) I can assure you boys that the warmhearted reception which you give me whenever I come among you, is quite as grateful to me as if it proceeded from a more matured assemblage. At your age you value most the approbation of those who are older than yourselves; but as we advance in years the good opinion of those who are coming after us is peculiarly agreeable. Whilst we are engaged in the active duties of public life, the tendency of contemporaneous criticism is to be depreciatory. But when we retire from the scene, a more lenient judgment is often formed of us, and so we live in the hope that hereafter we may be kindly remembered and our services favourably regarded by those who will take our place upon the stage. It is in this light that your youthful enthusiasm is so gratifying to me, for it indicates that here at all events I possess the sympathy of many who may fairly be regarded as the representatives of the future. (Cheers.) I never visit a large school like this without thinking how soon this great country, with its fine climate, its vast resources, its almost unlimited capabilities for contributing to the comfort and happiness of millions upon millions of our race—how soon all this will be given over to boys of the present age—boys like you. The men of the future, the judges and lawyers, the legislators and magistrates, the ministers and teachers, the philosophers, statesmen, and public writers—the men, in short of all occupations, who in the next generation will leave their mark upon the page—are now all boys like you. (Cheers.) It is well for every boy to realise this, to look round on inheritance which awaits him, and to prepare himself to enter on its possession. (Cheers.) And now, as this is possibly the last prize-day that I may be present at, I will just say a few words to you—words in which there will be no pretence at either originality or depth—but words of honest, plain-spoken counsel—counsel which is promoted solely by an affectionate interest in your welfare. (Hear, hear.) And first allow me to say as regards the youth of this country—I am speaking generally, and without special reference to this school—that they seem to me to be as intelligent, manly, generous, affectionate, and unselfish, as any boys in the world. (Cheers.) These are their strong points. Their weak points appear to me to be that they lack modesty, are too independent, and are wanting in deference for age or authority. (Hear, hear.) The typical Australian youth of the period is generally sketched as a young man who
"fancies himself" considerably. (Laughter and cheers.) He evinces the most complete belief in himself, and confidence in his own judgment and knowledge of the world. He thinks himself wiser than his elders, and often looks upon them and treats them as the old fogies—estimable no doubt as far as their lights go—but old-fashioned, and scarcely up to his idea of what is what in the present day. (Laughter and cheers.) This description is, perhaps, somewhat of a caricature; but I must honestly say that the impression left on my mind after five years' experience is, that there is at all events some foundation for it. Many of you have, no doubt, read Trollope's amusing description of Australian "blowing," but perhaps few of you have read a charming little book by Kingsley—"The Boy in Grey." I was reading it the other evening to my own little boy—whose performances, by the way, in the blowing line are of no mean order—(laughter)—when I came upon a passage which I endeavoured to explain to him as pointing a moral especially applicable to his case. The "Boy in Grey" and "Prince Philarete" were going round the world in a birch-bark canoe, and in the description of what they saw on their tour the following passage occurs—"Well, they saw something when they approached the Australian shore. All the male adult colonists were down on the shore; and every man had brought his grandmother, and every man had brought an egg, and was showing his grandmother how to suck it. (Laughter.) 'Come here,' they cried, as Gil and the Prince coasted along; 'come here, you two, and learn to suck eggs. We will teach you to suck all kinds of eggs, not merely those of the emu and talegalla, but those of the blue-throated warbler. And we will teach you to suck eggs which we have never seen. Come ashore, come ashore.'" (Laughter.) Now, my boys, I do not mean to say that this story is especially applicable to you, but we all know how easy it is to acquire bad habits from those about us, and so I would just give you three words of advice—Don't blow; don't think you know more than your grandmothers; and above all, be modest. Remember that, of all the charms of youth, modesty is the most engaging and attractive. (Cheers.) And next I will say a few words about the part which many of you will probably take in public life after you leave this school. In this country the responsibilities of citizenship are brought home to all. As educated men you will all take an interest, and many of you will doubtless be engaged in public affairs. I would say, then, do not jump at conclusions
on public questions without the same degree of thought and care which you would feel bound to exercise in regard to your private concerns. Strong convictions often accompany very limited knowledge. Accustom yourselves, therefore, to look at both sides of questions, notwithstanding that such a course, as Don Quixote satirically remarks, is apt to confuse, and keep your minds open to reasoning until you are satisfied that you have sufficiently mastered a subject in all its bearings to qualify you to frame a sound judgment upon it. Upon this point Faraday well observes—"Let me endeavour to point out what appears to me to be a great deficiency in the exercise of the mental powers in every direction; three words will express this great want—deficiency of judgment. I do not wish to make any startling assertion, but I know that in physical matters, multitudes are ready to draw conclusions who have little or no power of judgment in the cases; that the same is true of other departments of knowledge, and that generally mankind is willing to leave the faculties which relate to judgment almost entirely uneducated, and their decisions at the mercy of ignorance, prepossessions, the passions, and even accident."

(Cheers.) Then, again, I would say, in arriving at a judgment upon public questions, do not allow your mind to dwell much on popularity. I should say that popularity, as a rule, is too much thought of in Australia. The only popularity that is worth having—and worth having only in so far as it may increase your influence for good—is the popularity which grows gradually, without your seeking it, from the public conviction that, whether you may be right or wrong, you always honestly act up to light and gifts, and fearlessly abide the consequences. (Cheers.) Any other popularity is not worth walking across the street to secure, and woe to the man who lays himself out to obtain it. Popularity and unpopularity are both often equally undeserved. Human nature is very much the same now as it was in the time when the barbarous people of Melita, who showed Paul no little kindness, declared at first that he was a murderer, and then, changing their minds, said that he was a god. The only difference is that now-a-days the process is often reversed. (Laughter.) You have all, doubtless, read the Athenian fable, of the old man and his son, and their ass, and the result which followed on their attempt to please all mankind. Well, boys, when you embark in public life make up your minds to one thing—that come what may you won't carry the donkey. (Laughter and cheers.) Now, a word on style. When you have
formed a judgment, to give effect to it you must either write or speak—and, as the French say "Le style, c'est l'homme." Avoid an inflated, grandiloquent, and redundant mode of expression. Let clearness and simplicity be your aim. You will seldom find a man credited for sound judgment if he has caught the trick of expressing himself in an involved and pompous phraseology; and, on the other hand, many men have got, and daily do get reputation for greater capacity than they really possess, because they have acquired the art of putting their ideas, whatever they may be worth, in few, clear, and well-selected words. (Hear, hear.) I would also urge on you the due observance of courtesy in the intercourse of public life. Many of you must know the often-quoted lines in Ovid:—

"Ingenuas didicisse fideliter artes,
Emollit mores, nec sinit esse feros."

If you profit as you should do by the softening influences which Mr. Weigall brings to bear on you here—(cheers)—you will have learned when you leave this to subdue savage impulses, and to show habitual consideration for the feelings and opinions of others. Remember that opinions may vary without insincerity or dishonesty, and that a case is always weakened by vulgar vituperation. A time will no doubt come to each of you in public controversy when your blood will wax warm, and when the hitting will become hard and fast—but however hot the combat,—remember these rules—Treat your adversary fairly—never impute motives—never descend to personalities—in a word, never hit below the belt. (Cheers.) There are graver matters upon which I scarcely dare touch. We live, as has been truly observed, in an age when the traditional solutions of the great mysteries which surround our life—solutions which were generally accepted as formulas by our fathers and grandfathers—are now subjected to ruthless scientific examination and criticism; and when many brains are bewildered, and many hearts are made to ache, by the vain effort to solve problems impenetrable to human reason. I scarcely like even to allude to such a subject, but I know that you cannot fail, every one of you, before long to feel the influence of the restless probing spirit of the age in which you live, and I will, therefore, say to you that in my opinion the happiest state is that in which a man can cling with firm unquestioning faith to the belief, whatever it may be, in which he was brought up at his mother's knee. But if you are irresistibly drawn by a sense of responsibility to examine for yourselves into such profoundly interesting, yet perplexing questions, I
would say, do so in a humble, reverent, and truth-seeking spirit, keeping your doubts and difficulties and perplexities to yourselves, and not seeking to make others share them with you. It is comparatively easy to shake a person's faith in which he was born, but it is most difficult to get him afterwards to hold on firmly to any other. The subject, too, is so illimitable, and the time and opportunities available to most so scanty, that few can attain by personal investigation to more than a mere smattering on the subject. Be content, therefore, I repeat, if you can, to hold on to the dogmas in which you have been brought up—try to prove the efficacy of the doctrines which you profess by leading pure, and simple, and noble lives—and, instead of seeking to sound unfathomable depths, strive to find out simply what your work in life is, and to do it. (Cheers.) Each one of you, my boys, has your duty in life, if you will only recognise it; and believe me, that true happiness is only to be found in the fulfilment of each individual duty that lies in your path, whether pleasant or otherwise. Happiness may be sought elsewhere, but it will never be found, for, as has been beautifully observed, "duty is not a thing of choice, it is a stream that flows from the foot of the invisible throne, and its course is by the path of obedience. You may choose not to do your duty—you may choose to avoid the trouble that it often brings—but you will go forth into the world, my young friends, and you find trouble without duty bitter herbs, and no bread." (Cheers.)

THE ENTERTAINMENT.

On Friday evening, December 21st, a dramatic and vocal entertainment was given by members of the Sydney Grammar School, in honour of their visitors, the Melbourne Grammar School Cricket Team. The entertainment could not have passed off better; all were well up in their parts, and the scenery appointments were all appropriate (which is not always the case). Added to all this there was a crowded and fashionable audience, thus making the entertainment a great success.

The first piece on the programme was a pianoforte overture by Mr. L. Whitfield, which was played with much taste and expression. Mr. Whitfield was loudly applauded.

The next piece was a comedietta in two acts, called "All at Coventry." Macpherson as "Timothy" was inimitable;
and when he delivered a long oration in (supposed to be) Latin, he literally brought down the House. Another speech, given shortly after the Latin one, received the same applause. Milford, as Gabblewig, astonished everybody. He spoke well and clearly, and, moreover, was immensely funny. Webb's "make up" was splendid; he did exceedingly well, and was several times loudly cheered. Johnson and Neill were very good. Elphinstone and Barlee also deserve a word of praise for their acting. At the conclusion of the piece the performers were called before the curtain, and received a hearty round of applause.

A musical interlude came next on the programme. "The Carnovale," a glee, in which Messrs. Hammond, Bean, Skinner, Hilliard, Nathan, J. W. Street, Bryant, and others took part, was excellently rendered. It was, by far, the best of the several glees which were sung. "Floating away," a duet, by Hilliard and Street, was very well sung indeed—it was quite a pleasure to hear them. Want of space prevents us from noticing any of the other glees and duets which were sung; which were, however, all well rendered. The next was a scene from "The Rivals." In this, Messrs. Anderson and Milford were especially good. Milford came out with his part in splendid style. A part of this scene was performed at school some little time ago, but it was far more successful on this occasion, as the performers were all in character, and everything necessary was at hand. I believe this is Mr. Anderson's special piece, and there is no doubt that that gentleman did everything to make it successful. The piece went without a hitch from beginning to end. Sergeant Hodge played a clarionet solo during the evening. He was enthusiastically encored, and responded by playing another piece, which gained him another hearty round. Mr. Whitfield also played another solo on the piano with great success.

The last item on the programme was a farce entitled "D'ye know me now." Macpherson as "No go, Dumps," was inimitable, he kept the audience in one continual roar of laughter throughout the piece. Webb did his part to perfection. A little more looking up of Neill's part would have been better, for he had a splendid make-up, and might have made good use of his part. Otherwise Neill did very well. Mr. Anderson, as "The Waiter," was capital. He introduced a comical piece of poetry, abounding in puns, on the Melbourne Cricket Team, which was received with great cheering from all present.

This most attractive and well-carried-out programme was
brought to a close by Mr. Whitfield playing the National Anthem. The audience then gradually filed out of the Hall, evidently well pleased with the evening's entertainment. Some, however, cleared the hall for a dance.

I may mention that the dresses, &c., were very tastefully got up, and reflect great credit on those who saw to that part of the business.—N. Montagu.

On Saturday night a supper was given in the VI. Form Class-room, to the Melbourne eleven. It was largely attended.

DEBATING SOCIETY.

Friday Evening, February 22.—Debate—"Which is the more advantageous art, music or painting?" The Government (Wilkinson's) defended music. Mr. Meyrick was voted to the chair. The Premier (Wilkinson) announced that W. Neill had accepted the office of Minister for Finance, in place of R. M'Pherson, who had left the school. He then called upon Montagu to open the debate. The speakers were, for music—Montagu, Wilkinson, McIntyre, Mr. Weigall, Mr. Meyrick, Mr. Anderson, Halliday. For painting—Samuel I., Herbert, Higgins II. Towards the close, the debate began to get rather exciting, and some good argument cropped up occasionally. On a division being taken, the numbers were found to be—for music, 14—against 12. The Chairman then declared that music had carried the evening, and, consequently, that the Government had carried their motion. This announcement gave rise to some cheering from the Government benches. It was explained by one of the meeting, that it was the rule, rather than the exception, that a Ministry should always be defeated in their first debate, and another Ministry formed! The rules of the Society were then read by the Premier; but the discussion of them was postponed till the following Friday. A vote of thanks to Mr. Meyrick,—for his able conduct in the chair—proposed by Montagu, seconded by Wilkinson, was carried unanimously. I hope to see more of Mr. Meyrick at our meetings, as I believe he takes an interest in school societies generally. A vote of thanks having been accorded to Mr. Weigall and Mr. Anderson for their support, and for their able speeches, the meeting terminated.

Friday, March 1, being Thanksgiving Day, no meeting was held.

N. Montagu.
In presenting this number to our readers, we would like to make a few remarks. First of all, we intend, or rather propose to publish the next number on, or about, March 29th, provided that a sufficient number of subscribers can be found. If the readers of this magazine only knew the trouble the editors have in getting it out, they would not only doubly support it themselves, but would get others to do the same. Secondly, the editors met a little while ago, and determined that, as the publication of the *Sydneian* was, in their opinion, the greatest benefit the school could have, they would carry on the work, come what might. We now appeal to the members of the Sydney Grammar School to aid us in our work, by readily paying their subscriptions (a matter of three or four shillings a year), getting others to do so, talking about it whenever they have the opportunity, and by getting their friends and school mates to take an interest in it, and to look forward to its publication as though it were an intercolonial match. To our contributors we say—write original copy. Be it ever so little, if it is only good, the writers need not despair. We want more writing from the boys themselves. We could easily fill the paper by cutting out readable pieces from other books. But we want to make the *Sydneian* the means of bringing out the thoughts of the writers, and of teaching them to express those thoughts in good, plain, English language. Therefore, courage, writers!

THE EDITORS.

GERMAN KINDERGARTEN TRAINING.

No. 2.

In the midst of the various discussions about education now going on amongst us, the question, "what is meant by education?" still waits for a definite answer. The main object of those who are—for various reasons—interested in the subject, seems to be to bring children to school; but what kind of instruction they receive there is generally considered a matter of comparatively small importance. Hence, it is, that methods which injure, stand nearly on the same footing, before the public, with those which quicken intellectual life. Public opinion—for the most part uninstructed on such points—does not care to discriminate
between them; yet it is certain that, among the processes which go by the name of education, there are some which hinder instead of fostering development, quench or bewilder the intellect, form bad mental habits instead of good, destroy individuality and independence of character, create a positive distaste for knowledge of every kind, and send their victims into the world "unpractised, unprepared, and still to seek,"—make, in short, the worst instead of the best (as education should do) of the minds subjected to their influence. It is certain, moreover, that there are processes of so-called education in vogue amongst us, which, by the assiduous cultivation of mere rote memory, convert teaching into a mechanical grind of words, and thus defeat the very aim of true education, which is to store the mind with ideas, and only to recognise words as far as they minister to this end. The lamentable result of such methods, which make much provision for feeding and none for digestion, is to ruin irreparably the natural appetite for knowledge—the knowledge which consists in ideas, not words. Hence, it is, that we see children, who in their earliest years are distinguished for mental activity, transformed into dunces at school—a consequence obviously due to what is mis-called their education; for the number of children really stupid by nature is probably not at all greater than that of those born blind, deaf, or dumb. The result complained of is, therefore, to be attributed, not to the child, but to the teacher, who is ignorant of the machinery that he is handling, and who consequently obstructs the development which it is his business to promote. The main cause of this failure is, not want of zeal or conscientiousness, but want of knowledge of the nature of the child. His method does not interest the child—does not reach his inner being—does not touch the springs of intellectual action, and therefore leaves unused those powers which are always ready to obey the call of the true artist in education. The teacher who cannot or does not make his method interesting to his pupil has mistaken his vocation! Any method of teaching may be good, even if not the best—except the tedious and uninteresting; and every method will be interesting which is founded on a true knowledge of the nature of the child, and therefore meets the wants of that nature. It is by studying the nature of the child that we are to learn how to teach him. No doubt Fröbel's principles of education substantially agree with those which we have thus hastily enunciated, and which we will endeavour more fully to develop in the next Sydneian.
ELECTION OF SPORTS COMMITTEE.

The election of a Secretary, Treasurer, and five Committee-men for the Sports Committee for the year 1878, took place in the big school-room, on Monday afternoon, Feb. 4th. There were about 140 boys present. Mr. Weigall was proposed as Chairman, but he moved, as an amendment, "That Mr. Francis take the chair," which was carried with acclamation. A vote of thanks to S. Webb and R. McPherson, for the services they had rendered to the school, was proposed by Higgins I, and seconded by the whole of the meeting giving vent to a deafening cheer.

The Secretary was elected first. The following were the candidates—

Neill ... proposed by Higgins I.
seconded by Higgins II.

Barker ... proposed by Montagu
seconded by Elphinston

Wilkinson proposed by Bowman
seconded by Barker

Baylis ... proposed by Herbert
seconded by Nathan

On a show of hands being taken, the Chairman declared Barker to be elected as Hon. Secretary. (Great cheering.)

The Treasurer was then elected.

Candidates—

Wilkinson proposed by Montagu
seconded by Samuel and Allen I.

Bowman ... proposed by Lowe
seconded by Rygate

Neill ... proposed by Bowman
seconded by Baylis

Higgins I. proposed by Nathan
no seconder came forward

The Chairman, after a show of hands had been taken, declared Neill to be elected as Hon. Treasurer. (Loud cheering.)

The five Committee-men were then proposed. It was decided to have the Committee elected by ballot. Messrs. Fache and Murray were appointed scrutineers; Murray not being able to attend, Montagu took his place.
The following is a list of the candidates, with the number of votes polled by each successful candidate:

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Proposed by</th>
<th>Seconded by</th>
<th>No. votes polled</th>
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<tbody>
<tr>
<td>BAYLIS</td>
<td>Rygate</td>
<td>Samuel I.</td>
<td>142</td>
</tr>
<tr>
<td>Mr. Francis</td>
<td>Higgins I.</td>
<td>Clapin</td>
<td>139</td>
</tr>
<tr>
<td>BOWMAN</td>
<td>Neill</td>
<td>several boys</td>
<td>98</td>
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<tr>
<td>WILKINSON</td>
<td>Montagu</td>
<td>Allen I.</td>
<td>89</td>
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<tr>
<td>JONES</td>
<td>Montagu</td>
<td>Halliday</td>
<td>85</td>
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<tr>
<td>FAIRFAX</td>
<td>Poolman I.</td>
<td>Barker</td>
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<tr>
<td>HIGGINS I.</td>
<td>Bowman</td>
<td>Nathan</td>
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<tr>
<td>MULLINS I.</td>
<td>Baylis</td>
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A TRUE STORY OF A KITTEN.

Four years ago I went to spend my holidays with my uncle, who has a station near Colac, in Victoria. When I arrived at his house, almost the first thing I saw was a half-starved kitten. Now there are some people who would declare that to think of a kitten taking a voluntary swim, is in the extreme absurd; nevertheless, one night I was fishing in the lagoon close to the house, and as I was fishing for eels, I had a lanthorn in the boat. I heard a splash close to the boat, and was about to get out the oar to kill, as I thought a water rat. Imagine my surprise to see the poor little kitten swimming towards me quite happy. I then took her into the boat, wiped her dry, and took her home. The distance swum was twelve yards, and four yards were through thick weeds.

FACETLÆ.

What is the difference between cutting off the leg of a dog and cutting off the tail. One affects his carriage, and the other affects his waggin'.

When is a schoolmaster like a torpedo? When he blows up a monitor.
THE INTERCOLONIAL GRAMMAR SCHOOLS'
CRICKET MATCH, 1877.

BY SYDNEY.

A month or two ago we played
A Cricket match with Melbourne,
The Grammar Schools compete: the prize
Away by ours is well borne.

The Melbourne men astonished were,
By Webb, of Sydney fame,
Who had the score of fifty-two
Appended to his name.

The bold young Smith (Victorian crack),
At Sydney wickets bowled;
But many points the Sydney scored
Before their timbers rolled.

Another bowler Melbourne tried,
Some said he was a Pitcher,
But you're to judge from the result,
"Which made our men the richer!"

In point of runs, whether or not,
They were judicious quite,
Yet still his pitch was good enough
To make them play out right.

With Pitcher, Wright was not disposed
To trifle very far;
To right and left he sent the ball,
Made Pitcher field ajar.

Whether his forte in batting is,
I'm sure I cannot say,
But he made a score of forty runs—
The second best that day.

Amongst the opponents' batting men,
The most in form was Looker,
And, true, no lookers-on could say
That he was but a fluker.

He played, in manly style, the balls
Which gallant Ward awarded,
And to the fence, without offence,
He scope their powers afforded.

Another bowler, Bowman brave,
Their wickets soon controlled,
And though the Melburners were arch,
Yet archer Bowman bowled.
But why the mighty Jones leave out?
He played for Sydney well;
And though officious I may seem,
Of Herring I shall tell.

He placed the ball about the field,
Which was no easy task;
His many notches came as close
As herrings in a cask.

By New South Wales the victory
With ease, forsooth, was won;
And one which Melbourne won't forget;
Oh, muses, now I've done.

CORRESPONDENCE.

(To the Editors of the Sydneyan.)

Sirs,—I wish to call attention to the encouraging way in which the Sports Committee invite subscribers to the Sports Fund, that "those boys who won't pay their fee, shan't be allowed to do this, and to do that," &c. Now, if they would only coax and be patient, I am sure that the subscriptions would come in more freely, and boys would give them, not so as to be exempt from being called mean and various other epithets, but of their own free will, and cheerfully. I should much like to see those special privileges erased; then no boy would go and play without paying for the use of the tools, unless the Grammar School boys are not so good as I hold them to be.

Yours, &c.,

TOM TREBECK.

P.S.—I see my old friend the roller did not bring any of his brothers to school this quarter; very likely no one read him the Sydneyan, so he is not to blame, nor is, I hope, Sergeant Pope. Long may it roll.

THE VI. FORM.

(To the Editors of the Sydneyan.)

Sirs,—I have noticed for a long time that the VI. Form do not act up to the duties and principles of the head form of an Institution like the Sydney Grammar School. Instead of making the others feel a respect for them, they are not taken notice of in the least. If there is any noise or fight
going on, and a VI. Form boy appears on the scene, the noise is allowed to continue without any remark, except it be directed in derision against the VI. Form boy. Now, this is not as it should be. In some schools, the VI. Form boys have great power, which is seldom (if ever) abused; they even take charge of a class when the master is absent, and have decidedly more power than our VI. Form. Our fellows, instead of showing themselves about the place, using their influence whenever they can, attending our debates, &c., stick in their class-room—which, by-the-way, is rather comfortable—and nothing more is seen of them. Of course every rule has its exception, and there are exceptions in the case of the VI. Form. A few of them are visible now and then, and they do much good in their own way; but as for the rest, they are like periwinkles, which always stick in their shells, where you can never get at them. Trusting these few remarks will be read by the members of the VI. Form especially, and that they will, moreover, wake up.

I am, Sirs, yours, &c.,

OFFICIUM.

THE GYMNASIUM.

(To the Editors of the Sydneian.)

Sirs,—I would very much like to know, and so would many others, if there is any chance of starting a gymnasium at the Grammar School. In almost all the large schools of Germany they have a gymnasium; and, as Mr. Lentzner is now with us, I have no doubt but that he would be a good instructor. Hoping that we may soon hear about the gymnasium.

I am, Sir, yours, &c.

GYMNAST.

P.S.—The new school has a gymnasium; let us not be behind hand.

THE WAR.

The Russians are very diplomatic.
They do not, it is true, want Turkey;
They only want the key, viz., Constantinople,
As for the Turk, he may be free.
Supplement to the Sydneian, March, 1878.

THE SCHOOLS' MATCH.

SYDNEY v. MELBOURNE.

Our team had been hard at practice for the last six weeks, and the return match with the Melbourne Church of England Grammar School, which had been looked forward to with great interest, began on Friday, December 21st. During the morning a nasty mizzle came down, which was almost enough to damp the ardour of the teams, and, in the afternoon, a cold wind, which kept blowing the rain in one's face, rendered the day a most unsuitable one for the match. Notwithstanding the weather, His Excellency the Governor and Miss Robinson came on the ground early in the afternoon, and remained for about two hours; and we must all feel that, venturing out in such weather to witness our match, is only adding to the kindness which His Excellency has always shewn to the Grammar School boys. It had been thought for some time that, whilst the Sydney Grammar School team was not so strong as the one that went to Melbourne last year, the Melbourne Grammar School team is stronger; and it will be remembered that several of the players on both sides were in the teams at Melbourne, viz.—H. Smith, Herring, Riddell, G. Smith, and Shuter on the Melbourne side, and Bowman, Webb, Wright, and H. Wilkinson on the Sydney side. H. Smith acted as captain of the Melbourne Grammar School team, S. Webb of the Sydney Grammar School, and, the former winning the toss, decided to take the first innings. Herring and Looker, who went first to the wickets, were received with cheers by the Sydney Grammar School team; and by the steady way in which they played, looked as if they meant mischief. Jones bowled from the south end, and Bowman from the north. The fielding of the Sydney Grammar School for the first half-dozen overs was anything but brilliant, Looker being missed three times in the slips. After 15 had been scored, it was thought advisable to change the bowling, so Ward took the place of Bowman, and two overs afterwards Herring played a ball in the slips, which was cleanly caught by Gibson, who took Wright's place behind the wicket. Riddell joined Looker, and some pretty play ensued. Looker's cutting, indeed, being a good pattern for some of our fellows, till the adjournment for lunch took place at 1:30, when the board shewed one wicket for 40 runs.
After lunch, Looker having added a few runs to his score, was cleanly caught by Jones off his own bowling. H. Smith followed Riddell, and it may be remarked that Smith made the only 4 scored on the Melbourne side; and Riddell, in Jones' next over, fell a victim to the Melbourne weak point, for snicking a ball into the slips; he was well caught by Gibson (3—62). Shuter came next, and returned after a short time for 4; G. Smith followed, and was run out for 0. Glen joined his captain, and was smartly caught by Gibson in the slips. Pitcher, who came next, was bowled by Jones, for 4, and he was followed by Mackay, who, in the same over, was caught by H. Wilkinson in the slips. Hume now came in, and Ward, who took the ball from Webb, dismissed the Melbourne Grammar School captain for a well-earned 19. Barlow joined Hume, and the latter was bowled by a splendid ball, the fifth of Jones' over (10—86).

On the whole the Melbourne team shewed good batting, and their total would have been much larger had they paid more attention in their practices to running between the wickets, for, whilst some drives that were well worth two or three, were only marked one or two on the paper, yet in several cases where there was a very difficult run, they managed to make it. This running between wickets, which seems such an easy matter, is one of the most difficult things in cricket, and is about the greatest failing in the Colonial teams. After our fellows had gained a little confidence they fielded well, but for the first dozen overs the fielding was anything but good; Gibson and Webb close to the wickets, Fairfax at long stop, and Mullens (with one exception) and Baylis in the field, worked remarkably well.

After the wickets had been changed, the Sydney team began their innings, Gibson and Baylis going first to the wickets. Both played steadily, and nearly an hour elapsed before they were separated. Baylis, in some unfortunate manner, played a ball on his leg, where it cannoned on to the wicket, and he retired for 10. Wright joined Gibson, and the runs came more quickly, till Gibson hit a loose full pitch from Barlow to leg, and was well caught by Shuter at long leg. Webb joined Wright, and some level play ensued, and when the wickets were drawn at six o'clock, the board showed two wickets for 94 runs, Webb being 30, and Wright 37—not out. On Saturday morning, at ten o'clock, the game was continued, the weather being more favourable to cricket than on the day before. During the afternoon, His Excellency the Governor again visited the ground, accompanied by Lady Robinson, Captain and Mrs. St. John,
and Miss Robinson. Pitcher and H. Smith started the bowling, and Wright did not add to his score of the day before, being caught by Herring, off Pitcher, soon after they began. H. Wilkinson was next, and the runs came very quickly—Wilkinson making a fine leg hit for 4—till Webb was caught at mid-on by Herring, off Looker, who had just taken the ball from Smith. F. Wilkinson joined his brother, and shortly afterwards H. Wilkinson was bowled by Smith for 18. Bowman came next, and F. Wilkinson soon after lost his wicket to Smith. Ward joined Bowman, and some brisk play ensued, which necessitated the changing of the bowling two or three times, till Ward was caught at point by Hume off Riddell after a good innings for 16. Fairfax came next, and Bowman lost his wicket next over, after playing a brilliant innings for 23. Mullens joined Fairfax, and the latter was soon after bowled for 1. Jones filled the vacancy. Mullens, added 5 to the score, making a fine leg hit for 4, before he was run out. All out for 179 runs.

After the ground had been rolled, Herring and Looker went to the wickets, Jones bowling with the wind, and Ward against it. In Ward's first over Herring was splendidly caught by F. Wilkinson at point (1—1). Riddell came next, but a couple of overs after, Looker was run out (2—2). H. Smith joined Riddell, and shortly afterwards the team adjourned for lunch. At two o'clock play was resumed, and after a short time Riddell was caught by Gibson for 5. (3—10). Shuter joined Smith, and was soon after missed at point, but he did not add to the score. (4—11). G. Smith joined his brother, and both played steadily for some half-dozen overs, but H. Smith fell a victim to Jones, being caught by Gibson (5—15). Glen came next, and after playing a good innings, was splendidly caught by Ward at square leg. (6—29). Pitcher followed Glen, and was immediately bowled for 0. (7—29). Mackay joined G. Smith, and the latter soon afterwards was caught by Jones off Bowman, and retired with a well-earned 10. (8—36). Barlow filled the vacancy, and scored 4 before he was bowled by Bowman. (9—39). Hume joined Mackay, but soon afterwards Jones bowled the latter for 3, (10—41), the Sydney Grammar School winning in one innings by 52 runs. The trophies were awarded as follows: for highest score in Melbourne Grammar School team—Looker; for best average in bowling, the Hon. James White's trophy—Jones; for highest score on our side—Webb; for highest score on either side—Webb; for fielding—Gibson. Some slight difference of opinion took place between the umpires.
about the last award; but on referring to Mr. Wilkinson, who had been appointed referee, he, without the slightest hesitation, decided that Gibson had the most right to the fielding trophy.

The following are the full scores—

**Melbourne.**

<table>
<thead>
<tr>
<th>1st Innings</th>
<th>2nd Innings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herring, c Gibson, b Jones</td>
<td>F. Wilkinson, b Ward</td>
</tr>
<tr>
<td>Looker, c and b Jones</td>
<td>run out</td>
</tr>
<tr>
<td>Riddell, c Gibson, b Jones</td>
<td>c Gibson, b Ward</td>
</tr>
<tr>
<td>H. Smith, b Ward</td>
<td>c Gibson, b Jones</td>
</tr>
<tr>
<td>F. Shuter, b Jones</td>
<td>c Wright, b. Ward</td>
</tr>
<tr>
<td>G. Smith, run out</td>
<td>c Jones, b Bowman</td>
</tr>
<tr>
<td>Glen, c Gibson, b Webb</td>
<td>c Ward, b Jones</td>
</tr>
<tr>
<td>Pitcher, b Jones</td>
<td>b Jones</td>
</tr>
<tr>
<td>Mackay, c H. Wilkinson, b Jones</td>
<td>b Jones</td>
</tr>
<tr>
<td>Hume, b Jones</td>
<td>not out</td>
</tr>
<tr>
<td>Barlow, not out</td>
<td>b Bowman</td>
</tr>
</tbody>
</table>

**Sundries**

86

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**Bowling Analysis (Sydney)—1st Innings**

<table>
<thead>
<tr>
<th></th>
<th>Balls</th>
<th>Runs</th>
<th>Maidens</th>
<th>Wickets</th>
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<tbody>
<tr>
<td>Jones</td>
<td>203</td>
<td>32</td>
<td>17</td>
<td>7</td>
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<tr>
<td>Bowman</td>
<td>48</td>
<td>10</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Webb</td>
<td>84</td>
<td>19</td>
<td>4</td>
<td>1</td>
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<tr>
<td>Ward</td>
<td>78</td>
<td>20</td>
<td>1</td>
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**2nd Innings**

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<tbody>
<tr>
<td>Jones</td>
<td>181</td>
<td>13</td>
<td>12</td>
<td>4</td>
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<tr>
<td>Ward</td>
<td>84</td>
<td>16</td>
<td>7</td>
<td>3</td>
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<tr>
<td>Bowman</td>
<td>36</td>
<td>9</td>
<td>3</td>
<td>2</td>
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**Sydney—Innings**

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<tr>
<td>Gibson, c Shuter, b Barlow</td>
<td>14</td>
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<tr>
<td>F. Baylis, b on w, H. Smith</td>
<td>10</td>
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<tr>
<td>Wright, c Herring, b Pitcher</td>
<td>37</td>
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<tr>
<td>Webb, c Herring, b Looker</td>
<td>50</td>
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<td>H. Wilkinson, b H. Smith</td>
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<td>F. Wilkinson, b H. Smith</td>
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<td>Bowman, b H. Smith</td>
<td>23</td>
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<td></td>
<td></td>
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<tr>
<td>Ward, c Hume, b Riddell</td>
<td>16</td>
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<tr>
<td>Fairfax, b H. Smith</td>
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<tr>
<td>Mullens, run out</td>
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<td></td>
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<tr>
<td>Jones, not out</td>
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<tr>
<td>Sundries</td>
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**Bowling Analysis (Melbourne)—Innings**

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<tr>
<th></th>
<th>Balls</th>
<th>Runs</th>
<th>Maidens</th>
<th>Wickets</th>
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</thead>
<tbody>
<tr>
<td>H. Smith (fast)</td>
<td>178</td>
<td>46</td>
<td>15</td>
<td>5</td>
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<tr>
<td>Pitcher (slow over left-hand)</td>
<td>188</td>
<td>42</td>
<td>5</td>
<td>1</td>
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<tr>
<td>Looker (fast)</td>
<td>114</td>
<td>55</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Barlow (slow)</td>
<td>36</td>
<td>17</td>
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<tr>
<td>Riddell</td>
<td>30</td>
<td>12</td>
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<td>1</td>
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