

YOUNG VICTORIA

A Journal of the

SCOTCH



COLLEGE.

No. 9.

MELBOURNE, DECEMBER, 1878.

Scotch College Speech Day.

SPEECH DAY for 1878 was held on Tuesday, the 17th inst., in the Temperance Hall, Russell Street, in the presence of a brilliant gathering. The boys began to arrive at two p.m., and before three o'clock, the hour fixed for commencing proceedings, the large hall was crowded in every part. Punctually to time, Sir James McCulloch, who had consented to preside, ascended the platform, accompanied by Lady McCulloch and Dr. Morrison, the Principal of the College. There were also on the platform the Hon. Robert Simson, the Hon. David Moore, the Hon. Robert Ramsay, M.L.A., the Rev. Charles Strong, the Rev. Thomas Jones, the Rev. D. Ballantyne, the Rev. M. Macdonald, Mr. Thomas Armstrong, Mr. John Blackwood, Mr. E. E. Morris, Mr. J. S. Elkington, and a number of ladies.

The Rev. Charles Strong having opened with prayer, the Principal read the following Report:—

During the past year there has been little change in the organisation or work of the Classes. A vacancy in the staff of Masters, caused by Mr. Ware's acceptance of the position of Inspector of Schools, has been filled by the appointment of Mr. Moran, B.A., a scholar of Queen's University.

During the year our best efforts have been directed towards securing steady and accurate work, and frequent written examinations have assisted us in testing the progress and application of the boys. The Honour List has been compiled on the same principle as that of last year. It contains, under each subject, the names of all boys who obtained an average number of marks not less than the average obtained by the Class, and in every instance these averages are given. The ordinary Class Prizes have been decided by these examinations, and an inspection of the marks obtained will show that there has frequently been a very keen competition for first place. The Special Honours, and the Prizes in the

Sixth and Upper Fifth Classes, have been decided by examinations held during this month.

The Dux of College is Leifchild S. Jones. His papers were of a high order of merit, and he receives the *Argus* Prize, presented by the proprietors of that journal.

The Dux of the Upper Fifth Class, is W. Lewers, who receives the Prize presented by Mr. James MacBain, M.L.A. F. J. Neave is second, being only nineteen marks behind, out of 1000.

Sir James McCulloch's prize has this year been awarded for the best essays on "The Advantages to be derived from a Federation of the Australian Colonies." W. J. Bayles, O. Shaw, and M. G. Hart are the successful candidates. The essays of R. N. Smith, J. Porter, G. Mackay, and J. Adams, are also deserving of honourable mention. It is satisfactory to find that there is this year a great improvement in the number and composition of the essays. The examiners report that many of them evinced great care and extensive reading.

Mr. Andrew Scott's prize for Bible has been awarded in the Middle Fifth Class to D. Aitkin, and in the Lower Fifth to T. M. Scott.

Mr. Thomas Alston's prize was this year awarded for excellence in Commercial Arithmetic. It was gained by P. Thomson.

Mr. E. A. Wynne's prize was open to competition to all the Classes below the Upper Fifth. In classics, R. Ramsay was the successful candidate; in Mathematics, M. Levinson.

Mr. Gemmell's prize for Science has been gained by E. Browning. E. Parry also gave in highly creditable papers. Both these boys obtained full marks in Practical Chemistry.

I take this opportunity to thank the donors of these special honours, which are highly valued by the boys, and for which there is always very keen competition. I shall be glad to receive from friends of the College additional prizes for the encouragement of the study of subjects in which the donors may feel interested.

Our Athletic Sports Meeting was held on the 10th instant, and most of the events

were keenly contested. The Championship of the College was gained by J. J. Armstrong, with twenty-two points; W. J. Bayles coming second with twenty-one points. The Old Collegians' Cup was gained by A. E. McLennan.

In the various School matches, the representatives of the College have been very successful, and, as in 1877, they sustained no defeat either at Cricket or at Football. It seems to me that there is some danger that the present devotion to sports—a reaction against the neglect of Athletics which prevailed some years since—may go too far, and that a counter reaction may ensue. I have, therefore, considered it desirable, in the interests of Athletics, that they should not be allowed to encroach unduly on the literary work of the School; and I have deemed it advisable to limit the number of matches.

Turning from our own examinations to those that are held outside, it will be seen that the results are highly satisfactory. Since the last Report twenty-four boys have passed the Matriculation, and twenty-eight the Civil Service examination. At the October examination last year every candidate from the College in Greek, English, and Euclid was successful, and there was but one failure in each of the subjects Latin, Arithmetic, and Geography. The highest position on the whole list of some 500 candidates, was gained by L. S. Jones, our Dux of this year, who passed in nine subjects, and well in seven. This score has never been beaten, and was equalled only once, when another Scotch College boy made a similar score.

At the Ordinary Examinations twenty students from the College have been successful in their respective years, four in Arts, three in Laws, ten in Medicine, and seven in Engineering. Six others have been returned as passing in Single Subjects.

At the Honour Examination ten have been successful in obtaining a place in the Honour List, one of whom gained an Engineering Scholarship.

During the year six old pupils have been admitted as Solicitors, eight have had degrees conferred on them, three graduating M.A., one M.B., two M.B. and C.M. Glasgow,

one M.B. and C.M. Edinburgh, two L.R.C.P. and L.R.C.S. Edinburgh, one L.R.C.P. Edinburgh, and one L.F.P.S. Glasgow.

Three others have passed for degrees—one for B.A., one for LL.B., and one for LL.B. and M.A.

The list of former pupils who have this year passed examinations includes altogether seventy different names.

I have lately endeavoured to collect the names of candidates from the College who have passed the Matriculation examination, or for professions. It is difficult to obtain a perfectly accurate list, but the names will shortly be published, and corrections can be made in future years. Altogether, there are some 300 names on the list, about sixty of whom have taken University degrees.

Of the 300, a large number are engaged in pastoral or mercantile pursuits. Twenty-eight are doctors, twenty-two are solicitors, eight are barristers, ten are clergymen, six or seven are engineers, a good many are teachers, whilst upwards of sixty are studying at one or other of the Universities or professional schools.

During the year, I have had several applications for boys from the heads of firms, more in fact than I could supply. I take this opportunity to express my obligations to these gentlemen, and to state that employers would do much to strengthen our hands if they would in every case make the possession of a school certificate a necessary condition of admission to their offices. If this were required, it would act as a strong incentive to assiduity, and would help to prevent boys from leaving school at too early an age. Experience has shown that a good sound general education is the best preparation for active life in any position. At present, however, many boys leave school for business before they are half way through the course, whilst others come to school somewhat late in life and remain only for a year, and in some cases for only a few months.

Next year there will be one or two slight changes in the organisation. The Preparatory Department will henceforth form part of the Lower School, and will, therefore, be placed under the charge of a Master. The

hours of meeting for this department will continue to be the same as for the older boys, but in favourable weather a considerable portion of the school-day will be spent at suitable intervals in the playground under the direct supervision of the Master. The time-table will be so arranged that these boys will not be on the playground along with the bigger boys, and the home work will be made as light as possible.

It is also intended to make the division between the Classical and Modern side in the Upper School more distinct than at present. Two lessons weekly will be given in Science to every boy in the Lower School. In the Upper School, boys in the Modern side, that is, who do not take Greek, will receive three lessons in Science weekly, and as Physics is likely to be added to the Matriculation subjects, they will have an opportunity of passing a University examination in Science. These arrangements will render it possible to give two additional hours weekly to Mathematics in the Upper School, and will afford time to go over an elementary course of Mensuration and Surveying.

I cannot close this Report without expressing my thankfulness for the excellent health which has prevailed throughout the School during the whole year. I also gladly avail myself of this opportunity of thanking the Rev. Charles Strong for the valuable service rendered by him in connection with his weekly class for the Resident Boarders.

At the conclusion of the Report, Sir James McCulloch rose and delivered the following address:—

My acknowledgements are due to the Principal and Trustees of the Scotch College, for the honour they have again done me in requesting me to take the chair to-day.

I have frequently had to discharge this duty, and I wish I had been relieved on this occasion by one of my co-trustees. However, I am always glad—if only by presiding here—to show my unabated interest in the Scotch College.

I congratulate the Principal, the Masters, the Trustees, the public, and the boys of

the College, on the continued prosperity that is shown by the report which has just been read, and while I have no intention of occupying your time at great length, I will, with your permission, address a few words to you on the advantages you possess, and on your duty, earnestly and perseveringly, to make the most of those advantages—not only so long as you remain in connection with this Institution, but when you prosecute your studies at the University, or betake yourselves to the more active duties of life.

This Colony is affording the means of education to the people on the most liberal scale. I will not enter into any discussion as to the desirability of this, or the reverse; but I would much rather have seen a system established, whereby parents would have been taught that it is their bounden duty to contribute a small amount it may be, still something, for the education of their children. State support is a poor compensation for what we lose, in neglecting to educate the people in habits of forethought and principles of manly independence.

However, we have got the system established, and I hope it may accomplish all that its fondest admirers expect of it. As to the kind of education imparted, there is great diversity of opinion. On the one hand, it is maintained that the State cannot impart religious instruction, owing to the variety of opinions which are held by the people on matters of faith and doctrine. On the other hand, it is believed by a large section of the community—by many able and learned divines, and by eminent thinkers throughout the world—that education, from which religion has been eliminated, loses most of its value.

Dr. Chalmers—one of the most eminent divines and political economists of this century—says: “It is not scholarship alone, but scholarship impregnated with religion, that tells on the great mass of society. We have no faith in the efficacy of Mechanics’ Institutes, or even of primary and elementary schools, for building up a virtuous and well-conditioned peasantry, so long as they stand dissevered from the lessons of Christian piety.” And

William Ewart Gladstone—a name with which you are all familiar—says: “If we look to the nature of the human mind—if we consider its longings, how comprehensive is its range, how great its capabilities, how little its best and highest faculties are satisfied with the objects that are placed before us on earth, how many marks this dispensation bears of being a temporary, and, as it were, an initiatory dispensation—is it not monstrous to pretend that we are giving to the human being such a cultivation as befits his nature and destiny, when we put out of sight all the higher and more permanent purposes for which he lives, and confine our provision to matters, which, however valuable, yet of themselves bear only upon earthly ends? Is it not a fraud upon ourselves and our fellow-creatures; is it not playing and paltering with words; is it not giving stones when we ask for bread, if, when man, so endowed as he is, and with such high necessities, demands of his fellowmen that he may be rightly trained, we impart to him, under the name of an adequate education, that which has no reference to his most essential capacities and wants, and which limits the immortal creature to objects which perish in the use?”

In a meeting of this kind, I do not wish to say anything which will clash with the opinions of those who love our State system pure and simple, but this I must say that unless a religious education is imparted, either in school or out of it, there is a black look out for the future of this Colony.

I am aware that a right rev. gentleman, who is an honour to the Church to which he belongs, or rather I would say to the Colony—for he is broader than any denomination—has devoted himself to the subject, and I trust that he, in conjunction with others, may succeed in devising a plan for the religious education of the youth of the Colony.

Most fortunately, besides the State schools, valuable as they are, we have higher class institutions, such as the Scotch College, Church of England Grammar School, Wesley College, Hawthorn Grammar School, St. Patrick’s College, and similar institu-

tions throughout the Colony, where religious instruction is combined with the advantages of a first-class secular education. From these institutions many boys have gone, and taken prominent places, not only in our own University, but in the older and more renowned seats of learning in the mother country.

You boys have the privilege of belonging to the Scotch College, where you have every possible facility for the acquisition of all branches of learning, under the most improved system, taught by gentlemen eminently qualified for the efficient discharge of the important duties devolving on them as teachers of youth. You are especially favoured in the whole being presided over by the Principal—Dr. Morrison—who has made the subject of education the study of his life, and who so lately revisited the old seats of learning in Europe, bringing back with him what could be learnt there for the benefit of the youth of this Colony.

It is for you to ponder well your advantages, and consider if you have made the most of the favourable educational circumstances in which you have been placed.

In a well-spent life, happiness is pretty evenly distributed over man's existence, but there is a buoyancy of spirit and a freedom from engrossing cares which are the peculiar portion of youth. God forbid that I should say anything which would detract from your pleasure and light-heartedness. I would rather say, enjoy life to the full, always provided your enjoyments are consistent with virtue, and the proper discharge of the duties devolving on you. But you must ever remember that amusement is subsidiary to duty, and that on the habits acquired at College, much of your success in after life will depend. It has been well said that "The boy is father to the man;" how important, then, that the foundations be well laid—if they are insufficient or bad, what can become of the superstructure? Boys who have been careless or thoughtless may succeed in the world, but they are exceptions to the rule; and, in any case, it is your duty to make the most of time as it

passes, and use to the utmost the facilities and privileges afforded you. To you boys who have been successful I say *persevere*. You have commenced well, and worked with energy and a will to attain the proud position you occupy to-day. It is not merely winning a prize—the prize is but the sign you have reached what you were striving after. You have done your duty—you have acquired knowledge in the particular branches you were studying; you have put forth your best efforts, and in the consciousness of having done your duty you have that within you which is always the greatest source of happiness. Exertion is not to end with school days—the time of real struggle commences when school days end; and this is applicable to all, whether they betake themselves to the learned professions or to mercantile life. With all there is a struggle, but your education will have missed its aim if you labour not manfully in the discharge of duty in whatever line it lies. We may labour for the acquisition of wealth, but it will be mean if we seek wealth for merely selfish ends; we may study to acquire knowledge, but it will be mean if we do so only that our names may be famous. If we use wealth to succour the helpless, to minister to the wants of the poor and needy, to disseminate learning, and if we use our knowledge for the instruction of the ignorant and the benefit of mankind, then we will be fulfilling some of the ends of our being; and that, I am sure, is what you boys will strive after.

To the unsuccessful competitors during the year, I say: Do not be disheartened—perseverance will enable you to overcome; and, if you determine to win, you must succeed—not, perhaps, reaching the highest point, but a much higher platform than that on which you stood before.

The Rev. S. Jee, Professor of Arabic in Cambridge University, encouraged a young man once to disdain the difficulties by which the acquisition of classical studies has been encumbered by saying: "Two rules—*begin* and *keep on*—will be sufficient to enable you to learn any language." What is applicable to languages is as much so to

any other branch of learning; and I say to the unsuccessful boys, and to those who have not attained such a high position as they aimed at, *begin and keep on*, and you must succeed.

Those of you who are about to leave the College and pursue your studies in the University, are but transferring yourselves to the higher institution to fit you for occupying places in the world of politics—at the Bar, for the Pulpit, or for the Medical profession. The future of the Colony will depend on you and such as you: whether it is to sink among nations, or rise to be a truly great and good country, worthy of the noble old Fatherland.

Some of you may become active politicians, and may have to take your part in the work of governing the Colony. It is not always an enviable or desirable occupation; but to share in guiding the destinies of a country is a worthy object of ambition. I am sure you will admit that there is room for able, educated, patriotic, and God-fearing men, to be our legislators. Those who engage in political service will have to contend with difficulties and misrepresentations, but, if actuated by a purely patriotic desire for the public good, the approval of your own consciences will be your reward and strong tower.

Sir Robert Peel, an able, and, I believe, honest politician, suffered much on many occasions because he dared do what he thought for the good of the country, apart from party or personal ends, and at last he died amidst the regrets of a whole people, and his name is enshrined amongst the brilliant names of England's worthies. If any of you enter political life, let your motto be Patriotism—what will be for the country's good, apart from all selfish, local, or party interests.

The Bar will have to be supplied from the youths who are now passing through the educational institutions. Any one who chooses that profession has fine examples to place before him as models, in the many cultivated and good men who have studied the law. In England there are greater prizes held out to the able and cultivated barrister than in almost any other profession or occupation. A seat on the Woolsack is

worthy of any one's ambition; it is not only a position of the highest rank, but a position where the greatest possible influence for good may be exercised. Merit and character have done more to secure that position than mere birth or influence. Hitherto, in this Colony, we have been favoured by the Bench of Justice having been occupied by men of character, honour, and uprightness. To the youth of the present day will fall the duty of maintaining the seats of Justice untainted with the least suspicion of unfairness or partial dealing.

The pulpits of our churches will have to be filled from men trained in the Colony; we cannot continue to draw our supplies of clergymen from the old country. Your Principal is doing good work in the effort he is making to establish an Affiliated College, in connection with the Presbyterian Church. The same is being done for the Church of England. Both churches are actively engaged in the same work—not in any spirit of rivalry, save the generous, noble one of striving who will provide the most efficient means of training men for the high calling of a clergyman. I do earnestly trust that if the means of training are provided, there will be many amongst you forward to offer yourselves for this—the noblest of all the professions. And that we may thus have trained amongst us men to fill our pulpits, who will not only be of acknowledged piety, but qualified by their ability and culture to have an influence over men.

Many of you will doubtless follow commercial pursuits; in that path you will find the advantage of efficient early training just as much as in the professions. The same classical learning is not so essential as it is to the barrister, the divine, or the doctor, but not less necessary is the habit of observation, of disciplining the mind to weigh well the whole bearings of a transaction, and above all acquiring the habit of self-control. In commercial life there is perhaps more really anxious care, and more unceasing watchfulness required than in any other line. Still, there is a great interest attached to the laying out of plans, and striving after their successful accomplishments. But whether your schemes

succeed or whether they fail, always act with straightforwardness and honesty of purpose, so that it may be said of you that your word is as good as your bond. My hope is that it may be said of the merchants of Victoria, as was said of the merchants of Tyre, "Her merchants are princes, her traffickers the honorable of the earth." This is a status and character to aim at.

Last year you were addressed on advantages that would accrue from alterations regulating the Civil Service. We were told that patronage, with its many evils, would be abolished, and *that* large field of occupation thrown open to merit alone, fitness for the work required being the sole passport to the Service. Alas! within three weeks thereafter, all such hopes were blown into nothingness — not only that, but such changes were made, that few young men of spirit would seek for occupation where such violent changes can be made at an hour's notice.

To all of you—whatever business or profession you may determine on following—I would say *act*, as if the best interests of the country depended on your individual conduct, strive after truth, and be not ashamed searching for it. When once you arrive at the conviction of what is right, dare even to be singular in acting it out. Be courteous, be kind and unselfish in all your ways, so that you may help to stem the tide of coarseness, insubordination and lawlessness, that is too prevalent in some quarters.

There are four lines by a late celebrated divine of the Scottish Church, well worthy of a place in your memories, and to be taken as a motto for your lives—with them I will conclude.

"Perish policy and cunning,
Perish all that fears the light,
Whether losing, whether winning,
Trust in God, and do the right."

During the delivery of this speech Sir James McCulloch was frequently applauded, and sat down amidst loud cheers.

The Rev. Thomas Jones then addressed the meeting on Physical Education, his points being—the training of the eye, ear, hands, and feet. He concluded by showing that a beautiful and manly character could

not be attained to without moral principles, tenderness, love, magnanimity, generosity, and religion.

At the conclusion of this speech, E. Fincham and W. Flint played a duet very effectively, after which selections from the first three acts of "Julius Cæsar" were delivered by some thirty or forty of the older boys, in a way which reflected much credit on their instructor, Mr. E. A. Samson.

Of the recitations, the Marullus of G. Lorimer was perhaps the most finished from an elocutionary point of view. The Mark Antony of M. G. Hart deserves special commendation; and the truculent self-sufficiency and bombast of the second citizen, T. Holland, afforded much amusement. The Julius Cæsar of R. Greville was a dignified rendering of the character. The shrill tones of the soothsayer, J. Tod, warning Cæsar to beware of the Ides of March, were heard with much effect above the roaring and acclamations of the crowd of citizens. N. Barnett's Artemidorus was a carefully prepared delivery. The recitations occupied, in all, thirty minutes, and were in themselves sufficiently good to make many of the audience wish that there had been more of them.

At the close of the recitations, the two brothers James and John Robertson played with much taste on the piano; after which the distribution of prizes, the most important part of the proceedings, commenced. The ordinary prizes were arranged on a table on the left side of the platform, and the books were handed by the Chairman to the successful candidates, who were loudly cheered by their schoolfellows. The sports' prizes were arranged on a separate table, and were distributed by Lady McCulloch. The winners were loudly cheered, especially the champion of the College and the successful competitor in the Old Collegians' race, both of whom received very handsome cups.

The prizes having been distributed, the Hon. Robert Ramsay, M.L.A., rose and proposed a vote of thanks to Sir James and Lady McCulloch. It always gave him great pleasure to be present on the Speech Day; and as an old Scotch College boy, he took a lively interest in the success of his old school. It was gratifying to find that its prosperity continued unabated, and he had every confidence that this would continue to be the case. With much that had been said by Sir James McCulloch he cordially sympathised, although, as might be expected, he did not entirely agree with all his views on the present State Education Act.

J. J. Armstrong, as champion athlete, then called for three cheers for Lady McCulloch, which were given with much enthusiasm. L. S. Jones,

as dux of the College, next proposed three cheers for Sir James McCulloch, which was responded to by three ringing cheers.

Sir James McCulloch, on rising, said that he desired to express the thanks of Lady McCulloch and himself for the very cordial manner in which Mr. Ramsay's motion had been responded to. He would not detain them longer, but wished them all pleasant holidays, a Merry Christmas, and a Happy New Year.

The benediction was then pronounced by the Rev. Charles Strong, after which the large assemblage dispersed, the boys giving cheers for the Principal, the masters, and the ladies.

A large number of specimens of drawings were exhibited in a room behind the platform. These were executed by students in the drawing-class. They were considerably above the average of school productions, and were highly creditable to the drawing master, Mr. J. M. Nelson. Of the older boys, the specimens of T. Armstrong, C. Moore, and E. Austin, were specially deserving of notice, whilst the most meritorious of the younger boys were those of A. Dougall, T. K. Scott, and W. Flint. J. Finlay exhibited a very excellent specimen of mechanical drawing. The water colours of J. J. Armstrong, who received the prize in this department, and which gave evidence of great proficiency, were unaccountably absent.

Before the proceedings were commenced, H. J. Downes, the Sports Secretary, presented to the Principal of the College a handsomely-framed picture, containing the photographs of the boys who were in the cricket team during the past two years. It will be hung in the dining-hall, beside the victorious football team of 1877.

At the bottom of the picture there was a printed list of the cricket matches played during 1877-78 and the results, of which the following is a copy:—

SCOTCH COLLEGE AND CHURCH OF ENGLAND
GRAMMAR SCHOOL.

First Match. Won by Scotch College by 9 wickets and 7 runs.

Second Match. Won by Scotch College by 1 innings and 20 runs.

Third Match. Drawn. Not played out.

SCOTCH COLLEGE AND WESLEY COLLEGE.

First Match. Won by Scotch College by 14 runs.

Second Match. Won by Scotch College by 6 wickets.

Third Match. Won by Scotch College by 5 wickets and 4 runs.

Fourth Match. Won by Scotch College by 1 innings and 95 runs.

SCOTCH COLLEGE AND BOHEMIANS.

First Match. Won by Scotch College by 87 runs.

Second Match. Won by Scotch College by 1 run.

SCOTCH COLLEGE AND CIVIL SERVICE.

First Match. Won by Scotch College by 124 runs.

Second Match. Won by Scotch College by 1 innings and 61 runs.