

YOUNG VICTORIA

A Journal of the

SCOTCH



COLLEGE.

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IN commencing a new year it may be well to consider how far *Young Victoria* is fulfilling the objects for which it was originally started. These were fully set forth in our first number, which stated that the journal would serve as a record of the School, that it would strive to maintain an *esprit de corps* amongst old and present pupils, and that it would act as an encouragement to the practice of English composition. So far as the first two of these objects are concerned, we have no reason to be dissatisfied with the result. We regret, however, that so few boys write for our columns, and we trust that in future the editor's box will contain many more contributions than it has been receiving hitherto. We are quite aware of the difficulty experienced by boys in selecting subjects on which to write, but this will be to some extent obviated by an announcement which appears in another part of this issue. We would also urge

upon old collegians to favour us with an occasional communication, bearing on such matters as might prove at once interesting and useful to those who will soon follow them into the arena of active life.

Some of our subscribers have intimated that they desiderate something more substantial than has hitherto appeared in our columns, and we assure them that we will be happy at any time to insert such if forwarded to us. We wish it, however, to be understood that this is primarily a school journal. One of our main objects is to encourage writing by the boys at school, and, as theirs is as yet but a "prentice hand," it were needless to expect too much. Our purpose in this respect will be served if we succeed in inducing them to write, and in eliciting what latent talent may exist amongst us. If, however, we fail to secure even the attempt, it will be a question how far the other objects we have in view will require a special organ for their furtherance.

A PART from the philologist's purely scientific delight in tracing the pedigree of a word along the perplexingly intertwined branches of its genealogical tree, beginning at the outermost shoot and with the enthusiasm of a savage on the trail, following up the scent amid bewildering convolutions and ramifications till, with the *eureka* of triumph, the bulky stem or even the deep buried root is attained, there is much food for wonderment even for the uninitiated in the subtle influence of circumstance on language. The word mirrors the thought, and as the thought varies in hue its image exhibits chromatic effects which it is easier to perceive than to define.

A very simple and common word is the word "modern." Yet who will pronounce the ordinary dictionary definition to be satisfactory? Not ancient; belonging to the present time. The merest outline, without the remotest attempt at colour or expression. It is not, however, our intention to supply the defect. Indeed, promising our ability to do so, which would be promising a good deal, ten times the space at our disposal would be utterly inadequate for a due exposition of the signification of the much repeated dissyllable in question. Steam-engines, electric telegraphs, telephones, woman's rights, photography, liberals, conservatives, balloons, supernatural religion, with an infinite series of *etceteras*, instantaneously rise evoked before the imagination at the bidding of that little magic word "modern." Indeed it is difficult to imagine that there could ever have been a modern time before the beginning of the nineteenth century at latest, so deeply has the word become

tinged by ideas peculiarly characteristic of the unique age we live in.

Our more immediate concern, however, is with the effect these ideas have had upon the education of youth. In civilised communities the instruction of the young has always been looked upon as the chief means of establishing the progress already attained, and of ensuring farther advancement. From the laws of Lycurgus to Rousseau's *Emile*, and still onward to an indescribable multitude of blue-books and reports, innumerable and various have been the schemes devised for the most effective training of the mind of youth. And now, more than ever, is it justly considered that to enforce the proper instruction of the rising generation is the first duty of the State, for upon this and this only depends the very existence of the State itself. The continually increasing importance, then, which the education question assumes is to be looked upon as one of the hopefulest signs of the times, provided it be not dragged into the domain of party politics, and degraded to a pretext for Parliamentary wrangling.

A remarkable peculiarity in the modern view of education is the distinction between secular and religious education. It has not yet been proved that the entire separation of these two branches is desirable, or even practicable, but the attempt is noteworthy as an outcome of that "modernism" which, we are almost inclined to think, will supply the historian of the future with a heading for one of his chapters on the brilliant nineteenth century.

But, after all, we should be disposed to consider this rather an age of teaching than of learning. The amount of teaching power (a modern phrase, horse-power, steam-

power, "forty parson-power" — *Byron*) in existence is something astonishing. To say nothing of *viva voce* instructors, consider the ocean of text books on every variety of subject, imaginable and unimaginable, with which we are flooded. The number of people to whom this new industry affords occupation must be very considerable. No sooner does an improved method of whatever it may be appear than a further improvement takes its place, which yields in like manner to a still greater improvement, upon the back of which closely follows an improved improvement, and so on, till at last it becomes a matter of surprise that the subject in hand is not improved away to nothing. We do not deny that many of these books are highly useful, and some of great merit; but there is certainly a vast superfluity; so much so, that the chances are against putting one's hand upon a good book without extreme care in selection. It is easy to compare a dozen treatises and find no difference in them but the name of the author, and some minor details of arrangement or get up. And this sort of manufacture has now gone so far that in many branches it is actually impossible to get a tolerable book conscientiously compiled. In most instances, too, teachers are beginning to find that the older books are by far the best, except, of course, where the nature of the subject renders them out of date.

Doubtless, this inundation originally arose from the desire to substitute fuller and more elementary works for the treatises formerly in use; and certainly, all teachers will agree as to the importance of having interesting and easily intelligible text-books. But the rage for explanation

may be carried too far. When it does not bewilder the intellect, too profuse and elaborate explanation emasculates it. The pupil is not required to exert his powers; all he has to do is to sit still and have knowledge poured into him. Considering that the object of education is mainly the training of the faculties—in other words, to enable us to use with advantage the tools (so to speak) with which nature has provided us, such an enervating course of procedure cannot but be condemned.

Whatever discoveries may be made in science, whatever labour-saving contrivances the ingenuity of man may invent, one thing is certain, namely, that knowledge will never be able to be acquired without work—painful, patient, persevering work. Of course, all unnecessary difficulties and obstacles should be removed, but unless we demand a reasonable amount of energetic effort on the part of the taught, we must not expect any gratifying results. A writer bewails the decadence into which the good old fashion of learning by heart has fallen. We quite agree with him that in youth the constant practice of committing to memory is literally invaluable; and it is satisfactory to find that its importance is recognised in many of our schools. It is wonderful how what is learnt in this way, and at this time of life, sticks to one, not to mention the benefit the memory itself receives from the exercise. The return to this ancient custom in all schools would do far more for real education than the introduction of the last novelty in ologies or in text-books. The secret of success in teaching is Repetition. This discovery is not modern, but was well known thousands of years ago, as it is written, "And thou shalt teach them again

and again to thy children and shalt speak of them, when thou sittest in thy house and when thou walkest by the way and when thou liest down and when thou risest up."

PUBLIC attention has lately been drawn to the fact that a large number of students from the colonies are pursuing their medical studies in the old country, and the circumstance is one which calls for neither surprise nor regret. On the contrary, it may be assumed that the colonies gain rather than lose by having some of their future physicians and surgeons educated at the older-established and historic schools of Europe. Special reference has been made on more than one occasion to the circumstance that a considerable number of students who have taken part of their course in Melbourne proceed to Glasgow with the view of finishing their professional education. It has been asserted that the examinations at the latter University are easier than here, and it has further been insinuated that this fact is not without its influence on colonial students. Whether the examinations in Glasgow are easier than here is a matter which does not concern us at present, neither, we are persuaded, has it in any way formed a factor in the motives which induced students—many of whom had carried the very highest honours in Melbourne—to go elsewhere. It seems that the medical faculty in Glasgow is more liberal, or, as some would have it, more lax, than the other Scotch Universities, in recognising the lectures given in Melbourne. In one sense this might be accepted as a compliment to our University, but, this view is not held by the Council, which, according

to a letter in the *Lancet*, is dissatisfied with the regulations of the Glasgow Medical Faculty. Whether the Council means to take any action in this matter or not we do not know, nor is it very apparent that it has any right to attempt interference. There can, however, be no doubt about this, that it is the duty of the Council to conserve the interests of its own students, and to see that they are not heavily handicapped at the very outset of their professional career. The compulsory course in Melbourne is longer than in the old country, and is much more expensive. The pass examinations are at least as hard, if not harder; and yet, at the end of this course, our students find themselves in a worse position than their fellows in the Home Universities, who receive at once the double qualification of C.M. and M.B., and who are thus eligible for appointments, from which the colonial graduate is, for a time at least, debarred. This is a matter which calls for some practical legislation at the hands of the Council.

It is to be hoped, too, that in any revision of the regulations care will be taken to separate entirely the purely professional from the literary course. In a University which grants the degree of B.A. without attendance on classes, it seems somewhat inconsistent to render attendance on any part of the Arts' course obligatory on those who are studying for medicine; and in the one as well as in the other it might fairly be held sufficient if candidates passed the examinations. If this were done, the compulsory course for medical degrees could be made considerably shorter, without in any way lowering the present high standard of professional education.

As bearing on the foregoing, we have much pleasure in inserting the following extracts from a letter lately received from a gentleman who is exceptionally well qualified by his long experience and great success in the medical profession to form an opinion on the subject of which he treats. Writing from Glasgow in December last, he says:—

“I am greatly pleased with the Medical School here. I question if there is a better anywhere, and it is a long way ahead of most. The preliminary examination is a mere nothing compared with matriculation at Melbourne; but once they are entered on their professional studies, students must work, and to enable them to do so they get splendid teaching. Besides this, I consider the expansion of ideas which ensues from travel and residence in a large community, invaluable. By the way, there are a few errors, arising from a natural want of accurate information, in some notices which appeared in the September number of *Young Victoria*, and I send, for the information of the Editor, a list of qualifications granted by medical bodies (not including the Universities) in the United Kingdom:—

ROYAL COLLEGE OF PHYSICIANS OF LONDON.

Fellow—F.R.C.P.L.

Member—M.R.C.P.L.

Licentiate—L.R.C.P.L.

ROYAL COLLEGE OF SURGEONS OF ENGLAND.

Fellow—F.R.C.S., Eng.

Member—M.R.C.S., Eng.

Licentiate in Midwifery—L.M. (only granted to those who have already a legal qualification to practise.)

SOCIETY OF APOTHECARIES OF LONDON.

Licentiate—L.S.A.L.

ROYAL COLLEGE OF PHYSICIANS OF EDINBURGH.

Fellow—F.R.C.P., Ed.

Member—M.R.C.P., Ed.

Licentiate—L.R.C.P., Ed.

ROYAL COLLEGE OF SURGEONS OF EDINBURGH.

Fellow—F.R.C.S., Ed.

Licentiate—L.R.C.S., Ed.

FACULTY OF PHYSICIANS AND SURGEONS OF GLASGOW.

Fellow—F.F.P.S., Glasg.

Licentiate—L.F.P.S., Glasg.

KING AND QUEEN'S COLLEGE OF PHYSICIANS OF IRELAND.

Fellow—F.K.Q.C.P.I.

Licentiate—L.K.Q.C.P.I.

ROYAL COLLEGE OF SURGEONS OF IRELAND.

Fellow—F.R.C.S.I.

Licentiate—L.R.C.S.I.

APOTHECARIES' HALL, DUBLIN.

Licentiate—L.A.H.D.

The names given to qualifications of equivalent or corresponding degrees not being always the same is puzzling to non-professional people. Indeed, the majority of professional men could not write out at once a complete list, such as the foregoing, from memory; and the regulations of the Melbourne Hospital, as to the qualifications of its medical officers, show that the framers were all at sea on the subject.

M.R.C.S., Eng., is merely equivalent to L.R.C.S., Ed., L.F.P.S.G., and L.R.C.S.I.; but “Member” sounds better, and most people think that it means more. And they are the more readily led into the error because that, in the Royal Colleges of Physicians of London and of Edinburgh, “Member” is a higher grade than Licentiate. These two Colleges have three grades, it will be observed; none of the others have more than two.”

ANNOUNCEMENTS.

THE Easter Holidays will commence at noon on Thursday, the 18th inst. There will be a special examination in Latin Grammar on Tuesday, and boys who pass will be exempt from attendance on Thursday forenoon. Work will be resumed on Wednesday, the 24th inst., at 9 a.m.

THE Second Term will commence on Wednesday, 24th April. New pupils are requested to present themselves at nine a.m.

THE results of all examinations held to date, will be forwarded to parents and guardians at the end of the first term.

ESSAYS are invited from the sixth class on “Coral Islands,” from the fifth class on “Trade Winds,” and from boys in the fourth and lower classes on “How they spent the Easter holidays.” Translations into English verse of the following French and Latin lines are also invited:—

MADRIGAL.

Le dieu d'amour, un jour, en voltigeant,
Vit la bergère à qui je rends hommage:
Certes, dit-il, ce visage est trop gent
Pour n'en avoir une éternelle image.
Couleurs adonc il met en étalage,
Pinceau mignon dont le charme ravit;
Rien n'y manquoit, pour couronner l'ouvrage,
Fors une toile . . . , et mon cœur en servit.

Piron.

DE MIRABILI URBE VENETIIS.

Viderat Hadriacis Venetam Neptunus in undis
 Stare urbem, et toto ponere jura mari :
 Nunc mihi Tarpeias quantumvis Jupiter arceis
 Objice et illa tua moenia Martis, ait.
 Si pelago Tybrim praeferas, urbem aspice utramque :
 Illam homines dicēs, hunc possuisse deos.

Sannazarius.

Notes and Comments.

OUR last number was issued immediately before the Speech Day, which took place in the large hall of the Athenæum, on Tuesday, the 18th December. His Excellency Sir George Bowen presided, and distributed the literary prizes. Lady Bowen was also present, and distributed the sports' prizes. A report of the proceedings, including His Excellency's speech in full, appears elsewhere. The proceedings terminated with a hearty vote of thanks to Sir George and Lady Bowen.

WORK was resumed, after the Midsummer holidays, on Tuesday, the 12th February. The attendance on the day of opening was fully up to the average, and there was about the usual number of new entrants. The compilation of the roll showed that several had bade a final farewell to school, and many long-familiar faces were missing.

THE results of the Matriculation Examination, October Term, were posted at the University and at Mr. Mullen's, on the 22nd of December. From several circumstances connected with the Examination considerable anxiety and uncertainty existed amongst candidates as to their probable chances of success, but an inspection of the lists showed that the boys from the College had been more than usually successful. Of twenty-three candidates presented for Matriculation, twenty-one succeeded; and of twenty-seven who were examined in the subjects required for the Civil Service, no fewer than twenty-six passed.

THE names of the successful candidates appear elsewhere, and we heartily congratulate them on their position. Almost all of them worked hard during the year, and it is satisfactory alike to them and to their teachers to find that their labours have not been spent in vain. It will be observed that in Greek, English, and Euclid every candidate was successful, and that there was but one failure in each of the subjects,—Latin, Arithmetic, and Geography.

OF the boys from the College, two—L. Jones and P. Thompson—obtained credit, the former passing in nine subjects and well in seven, the

latter in eight and well in four. The score made by Jones has never been beaten, and his position as first in a list of 500 candidates is one of great honour.

WE are happy to be able to state that there are now twenty boys on the roll of the sixth class all of whom have passed the ordinary Matriculation Examination. A few years since it was almost impossible to prevail on a boy to remain at School after matriculating. This, however, is no longer the case, and the fact is an encouraging proof that the standard of education in the School is advancing. We trust that the boys in this class will apply themselves to work as zealously as they did in the upper fifth, and with as much success.

AT the Degree Examination, February Term, four old pupils succeeded in passing, one for B.A., and three for M.A.

WE learn that Messrs. R. Demaine, G. J. Barthold, and M. Cohen have passed the final examination for admission to the rank of solicitors, a profession which already includes a large number of old Collegians. Mr. Cohen has entered into partnership with Mr. Phillips, solicitor, of this city.

OUR cricket team have this year played two school matches; one with the Church of England Grammar School, and one with Wesley College. Both matches were won by our eleven.

THE Rowing Committee have resolved to get one or two boats built for the club, and it is expected that one of them will be ready in time for the ensuing Schools' race. The committee will be glad to receive subscriptions from old collegians and other friends of the College towards defraying the necessary expenses. Subscriptions for this purpose will be received by Mr. Shew, treasurer.

OLD Collegians will be glad to observe that the Schools' Race at the late Athletic Sports' meeting was won by J. J. Armstrong, of this College, who thus becomes possessor of the "Australasian Cup."

MR. J. M. MACDONALD, B.A., an old Collegian, has received an educational appointment in Queensland (Brisbane.) Mr. Macdonald was a master at the College up to the close of last year, and was Vice-Captain of the Melbourne Football Club for 1877. He carries with him best wishes for his success.

WE regret to announce that two fatal accidents occurred during the holidays. The victims in both cases were young boys, one of whom had left school about the middle of last year, and both met their death by drowning.

ON the 5th January, David Railton, a pupil at the College, whilst bathing at Northcote, slipped from a stone into deep water, and was drowned before any effective aid could reach him. The deceased, who was only 12 years and 6 months of age, was a son of Mr. David Railton, of Northcote, for whom the unfortunate occurrence has elicited much sympathy.

ON the 25th January, Charles Griffith, along with a companion, was out shooting at Colac, and whilst wading after a duck was entangled in some weeds and drowned. The deceased, who was for a short time at the College, was about twelve years of age, and was a son of the late Mr. Valentine Griffith, of this city.

DURING the holidays, a boy was injured by the bursting of a gun; and we understand that a pupil of another school was killed by the accidental discharge of firearms. We refer to these accidents with the view of warning all to be careful in the use of firearms. The careless way in which some use them is a matter of notoriety; and we would urge that a gun, whether loaded or not, should be always carried in such a position that its discharge could injure no one.

THE following table, partly compiled from a return lately presented to the House of Commons, contains an accurate list of the number of Parliamentary electors in each of the three divisions of the United Kingdom, and throws some light on the social and educational position of their inhabitants:—

	England & Wales.	Scotland.	Ireland.
County Voters	850,587	88,594	173,919
Borough Voters	1,514,716	202,852	53,953
University Voters...	12,458	10,867	3,393
Total Voters	2,377,761	302,313	231,265

Taking the census of 1871 as the basis of comparison, we find that there is in England and Wales 1 voter to every 9·548 of population; in Scotland, 1 to every 11·114; and in Ireland, 1 to every 23·862. There are in Scotland upwards of 2 borough voters to 1 county, whilst in Ireland there are 3 county voters to 1 borough. In England, one out of every 191 voters is a University elector; in Ireland, 1 out of every 68; and in Scotland, 1 out of every 28. The disproportion brings out very clearly the greater diffusion of University education in Scotland—a fact which may not be without some influence in securing the marked preponderance of “liberalism” in that part of the empire.

In Victoria there are on the electoral rolls upwards of 180,000 names, which gives 1 voter to every 4·6 of the population, but as several of them are registered as ratepayers in more than one

district, it is probable that there are not more than 160,000 individual electors. There are in the colony about 240,000 males above the age of 21 years, so that about a third of these are not on the rolls.

NOTICE TO SUBSCRIBERS.

THE present issue contains sixteen pages and is charged sixpence, and it is intended to continue the increase in size and in price. There will, however, be but six numbers issued annually. The journal was conducted last year at a loss and cannot be sold for fourpence, unless a cheaper style of printing and get up be resorted to, which we do not think advisable.

Several contributions are crowded out and will appear in our next issue.

Poetry.

TOO LATE.

Too late for school! He loitered on the way—
The morn was bright, the breeze was fresh and fair—

With many an idle boy he stopped to play;
Nor did he care
For warning voice of those who said, “Beware!”

Beware! Who heeds the voice of wisdom when
Folly and youth are bent on pleasure’s quest!
Away go book and pencil, slate and pen;
And in his breast
No thought of angry master gives unrest.

Marbles have charms that make his conscience sleep,
And top, or ball, or kite give such delight,
That he of time no reckoning doth keep;
Till in a fright
He hears the clock strike—then his cheeks
grow white.

A quarter past the time! Too late! too late!
The door is closed. And now his eyes grow dim.

He weeps, anticipating his sad fate;
The master grim
He seems to see with frown awaiting him.

Too late! too late! Ah, little folks, I pray,
Remember misspent moments grief will bring;
Be wise, that when the Old Year speeds away
On Time’s swift wing,
Joy may be yours when New Year bells shall ring.

JULIA GODDARD.

Melbourne University.

SCOTCH COLLEGE RESULTS.

MATRICULATION AND CIVIL SERVICE EXAMINATIONS.

NAME.	Greek.	Latin.	French.	English.	Arithmetic.	Algebra.	Euclid.	History.	Geography.	Subjects passed.	Number of Wells.	Passed Matriculation.	Passed Civil Service.
Jones, L. ...	W	W	W	W	P	W	W	W	P	9	7	P	P
Harbison, J. ...	P	P	P	P	P	W	P	P	P	9	1	P	P
Main, H. ...	P	P	P	P	P	P	P	P	P	9	0	P	P
Thomson, P. ...	W	P	W	P	W	W	P	—	P	8	4	P	P
Morrison, J. ...	—	W	P	P	P	P	P	P	P	8	1	P	P
Scott, R. ...	P	P	N	P	P	P	P	W	P	8	1	P	P
Browning, S. ...	P	P	N	P	P	P	P	P	P	8	0	P	P
Mitchell, D. ...	P	P	—	P	P	P	P	P	P	8	0	P	P
Osborne, G. ...	—	P ²	P ²	P ²	P ²	P ²	P ²	P ²	P ²	8	0	P ²	P ²
Beckwith, H. ...	—	P ²	—	P	P	W	P	P	P	7	1	P	P
Fraser, W. ...	P	W	N	P	P	P	P	N	P	7	1	P	P
Lamrock, S. ...	—	P	—	P	P	P	P	P	P	7	0	P	P
Speirs, W. ...	—	—	P	P	P	P	P	P	P	7	0	P	P
Wilson, A. ...	—	P	P	P	P	P	P	N	P	7	0	P	P
Abernethy, W. ...	—	W	—	W	P	P	P	N	P	6	2	P	P
Cook, W. ...	—	—	—	W	P	P	P	P	P	6	1	P	P
Gibson, J. ...	—	P	—	P	N	P	W	P	P	6	1	P	N
Pyke, F. ...	—	—	W	P	P	P	P	—	P	6	1	P	P
Porter, J. ...	—	P	—	P	P	W	P	N	P	6	1	P	P
Baillie, R. ...	—	P	—	P	P	P	P	—	P	6	0	P	P
Parry, E. ...	—	—	N	P	P	P	P	P	P	6	0	P	P
Alexander, E. ...	—	P	N	P	P	P	P	N	N	5	0	N	P
Odgers, P. ...	—	N	N	P	P	N	P	N	P	4	0	N	P
Haigh, W. ...	—	—	N	P	P	P	—	P	P	5	0	—	P
Hall, J. ...	—	—	—	P	P	P	P	—	P	5	0	—	P
Peck, H. ...	—	—	—	P	P	N	P	P	—	4	0	—	P
Scott, J. ...	—	—	—	P	P	N	P	N	P	4	0	—	P
Passes ...	8	18	9	27	26	24	26	16	25	179	22	21	26
Failures ...	0	1	7	0	1	3	0	7	1	20		2	1

ORDINARY AND HONOUR EXAMINATIONS.

FEBRUARY TERM.

T. R. Andrews, LL.B., third year, Arts.
 J. J. Fullarton, first year, Medicine.
 F. D. Bird, second " "
 H. Friedman, third " "
 H. A. Samson, " " "
 H. L. Harris, fourth year, second-class honours.
 J. L. Robertson, second year, Engineering.

SINGLE SUBJECTS.

W. M. Gordon, Practical Chemistry, Advanced Surveying.
 R. H. Hyde, Constitutional Law, Law of Property.

DEGREES.

School of History and Political Economy.
 M.A.—Andrew Harper, B.A.
 M.A.—George Tait, B.A.
 School of Language and Logic.
 M.A.—Alexander F. Morrison, B.A.

SCOTCH COLLEGE SPEECH DAY.

THE Speech Day for 1877 was held on Tuesday, 18th December, in the Athenæum, Collins-street. The large hall was crowded. His Excellency Sir George F. Bowen presided, and was accompanied by Lady Bowen, Miss Bowen, and Major Pitt. There were on the platform the Rev. Robert Hamilton, Moderator of the Presbyterian Church; Sir James McCulloch, M.L.A., Mr. James MacBain, M.L.A., and the Hon. Robert Simson, M.L.C., trustees of the College; the Rev. Charles Strong, the Rev. M. Macdonald, the Hon. J. Cumming, M.L.C., and Mr. Thomas Baillie, members of the College Committee; the Hon. the Minister of Education; the Hon. the Minister of Justice, the Hon. the Minister of Public Works, the Hon. Robert Ramsay, M.L.A., Mr. John Simson, the Rev. Thomas Jones, the Rev. W. G. Fraser, &c.

Prayer having been offered up by the Rev. Mr. Hamilton, the proceedings were commenced by His Excellency the Governor delivering the following speech:—

MR. MODERATOR, Dr. Morrison, Ladies and Gentlemen,—I assure you that it is with great pleasure that I have come to the annual speech-day of this excellent institution on the invitation of the able and learned head master, of the trustees, and of the chief authorities of the Presbyterian Church of Victoria. I was reading lately, in Bancroft's History of the United States of America, a report written just two hundred years ago by the then Governor of Virginia, Sir William Berkeley, to Charles II., which certainly presents a state of things very different from what we now see in Australia. This despatch is to the following effect:—"The ministers of religion here should pray more and preach less. But, I thank God, there are no free schools nor printing-presses in this country, and I hope that we shall not have either these hundred years; for learning has brought disobedience and sects and heresy into the world, while printing has divulged them, together with libels against the best of kings and governors. God preserve us from both." Now, ladies and gentlemen, I am sure that there is no one here who would for a moment suspect the Governors of the present day, the representatives of Queen Victoria, of echoing this pious wish of the Governors of two hundred years ago, the representatives of Charles II. Far from it, indeed! You all are well aware that we consider it to be one of our most important duties and greatest pleasures to encourage by every means in our power the spread of education and of useful knowledge through public schools and the press. For my own part, I am also far from agreeing with the sentiment that "ministers should pray

more and preach less." On the contrary, I am sure that every one who heard the excellent prayer delivered just now by the Moderator must be moved by the desire to hear that rev. gentleman not only "pray more," but also "preach more." And, in all sincerity, you will agree with me that it is a great blessing for a new country like Australia that the pure doctrines of the Gospel, and the elements of morality, are preached weekly in these colonies from more than 2000 pulpits. I wish to take advantage of this opportunity to again call public attention to a most important subject on which I enlarged on a similar occasion last year: I mean the substitution of competitive examinations for Ministerial patronage as the best mode of entrance into public service. I would now repeat that, as you are all aware, Ministerial patronage has no longer any control whatsoever over admission to the civil and military service of the State in England. The result has proved most fortunate after an experience of more than twenty years. In the first place, a great and general stimulus has been given to public education. In the second place, the best men, as a general rule, and so far as any human system can be perfect, have been secured for the several branches of the public service. In the third place, Ministers are thus relieved from the constant suspicion of using their public patronage to purchase personal and political support. The late Victorian Ministry—that of which Sir James McCulloch was head—intended to bring in a measure on this subject similar to the law in England; and I am very glad to know that the present Minister of Public Instruction has also turned his attention to this important matter, which is of far greater practical importance than many more vaunted political reforms. I hold in my hand a clear and convincing summary of reports on this subject, with which I have been furnished by Major Smith. I am sure that you all hope with me that the honourable and gallant gentleman will storm the citadel of patronage, and fling open its gates to his fellow-colonists of all parties, creeds, and classes. I will only now say once more, that if I had not been engaged in public affairs for nearly thirty years, and if I had not lived too long in the world to be surprised at any instance of human inconsistency, it would appear strange that in so-called aristocratic England a father who desires to put his son into the public service has to ask a favour of no man, while in so-called democratic Victoria he has to go cap in hand to some minister or other influential member of the Colonial Parliament. After this general preface, I will now proceed to make some remarks on the special studies of the Scotch College, and of the other chief public schools of

Victoria. I rejoice to know that while neglecting no branch of modern art, science, and literature, they all give due honour and importance to those classical and mathematical studies which the experience of ages has proved to contribute most readily to the main end of a liberal education, which is so to discipline the reason, the understanding and the taste, and so to strengthen the various powers of the mind, as best to prepare the student for the active business of professional or political life. It is universally acknowledged that we possess in the classical tongues a foundation for the language-studies of educated men of all nations, as in the elements of Euclid for their mathematical studies. But it is not merely as an instrument of intellectual training that classical studies should be valued; for they unfold treasures of incalculable price. On the first preaching of the Gospel (it has been said,) "Greece rose from the dead with the Greek Testament in her hands"—and if we have inherited our civil rights and social institutions mainly from our Saxon forefathers, so are we indebted to the Greeks and Romans for the largest portion of our art and science, our literature and philosophy. Assuredly, it is not for us,

The heirs, of all the ages, in the foremost files of time, to disown the bonds that unite us with the great nations of the old world. It has been truly said that they who have no past can have no future, and that it is as wise for races as for individuals to wish their "days to be bound each to each in natural piety." Again, so closely does ancient history bear on the political history of the present day that it is full not only of "wise saws" but of "modern instances." For example, the old Greek democracies supply lessons both of warning and encouragement. If we are sometimes tempted to exclaim with Aristophanes—"O, Democracy! are these things to be borne?" we learn at the same time that the most advanced democracy once flourished together with the most perfect development of art and of culture. Democratic Athens was "the eye of Greece, Mother of Arts and Eloquence;" and Pericles, the great democratic statesman of Athens, who first paid the citizens for their attendance in the Assembly, also built the Propylæa and the Parthenon; he was the friend and patron of Phidias and of Sophocles. So, again, Dr. Arnold has observed that the gradual rise of the Roman commonwealth, the character of its constitutional parties, the causes and tendency of its revolutions, the spirit of its people and its laws, afford historical parallels which ought to be best understood by those who have grown up under the laws, who have been engaged in the parties, who are themselves citizens of our "kingly commonwealth" of

England. On the other hand, a great English statesman and scholar once wrote to me that he had never fully understood the real character of the long struggle about the land laws in Australia until I pointed out to him the close historical parallel afforded by the long struggle over the agrarian laws, and the disposal of the public domain—the *ager publicus*—in Rome. This is only one of very many instances that could be cited in which ancient and modern history mutually illustrate each other. It has indeed been objected by a few critics, with all the audacity of envy or of ignorance, that classical studies tend to make men unpractical in public affairs, and unfitted for the rough struggle of active life. But—to take only the last hundred years of our national history—what are the chief names in public life that have floated down, and are sure always to remain buoyant on the stream of time? Of the whole number the most practical statesmen and the most eminent and successful lawyers have been men renowned for classical acquirements and for classical tastes. Among our judges there is a long line of ripe scholars from Lords Mansfield and Stowell to Lords Selborne and Cairns; while in political life the leading minds of each generation have been as proud of their scholarship as of their statecraft. Such have been Pitt and Fox, Burke and Grenville, Wellesley and Canning, Peel, Derby and Palmerston, Gladstone and Disraeli. I well recollect hearing the late Sir Robert Peel, as thoroughly practical an Englishman as ever lived, declare in a speech delivered when he was Prime Minister, that of all the distinctions which he had won in life, he valued most the classical honours which he had gained at Oxford; and that his long experience in Parliament had taught him that though eminence had been attained in a few instances by men who had not cultivated classical acquirements, still their success would have been more easy and more complete had those acquirements been added to their other qualifications. Hitherto I have spoken of classical studies chiefly as a proved and powerful instrument for strengthening and disciplining the mind for the battle of public or professional life. But you will remember the burning words in which Cicero, in one of his noblest orations (pro Archia,) shows that even if of no practical value such studies would still supply the best recreation and the purest intellectual enjoyment:—"Nam cætera neque temporum sunt neque ætatum omnium neque locorum; sed hæc studia adolescentiam alunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solatium præbant; delectant domi; non impediunt foris; pernoctant nobiscum, peregrinantur, rusticantur." Shall I attempt a rough translation—of course, for the benefit of the ladies

only :—All other pursuits are not for every time, for every age, for every place ; but these studies are the nurture of youth, the pleasure of age, the ornament of prosperity, the comfort and support of adversity ; delightful at home and easy abroad ; they sweeten slumber, they cheer travel, they enliven retirement." In full harmony with this splendid passage of the great Roman orator is the following eloquent extract from a great English scholar and historian. Hallam (*Literature of Europe*, Part IV., chap. 5) writes as follows respecting Milton :—"In the numerous imitations, and still more numerous traces of older poetry, which we perceive in *Paradise Lost*, it is always to be kept in mind that Milton had only his recollection to rely upon. His blindness seems to have been complete before 1654, and I scarcely think that he had begun his poem before the anxiety and trouble into which the public strife of the Commonwealth and the Restoration had thrown him gave leisure for immortal occupations. Then the remembrance of early reading came over his dark and lonely path like the moon emerging from the clouds. Then it was that the muse was truly his ; not only as she poured her creative inspiration into his mind, but as the daughter of Memory, coming with fragments of ancient melodies, the voice of Euripides, and Homer and Tasso ; sounds that he had loved in youth, and treasured up for the solace of his age. They who, though not enduring the calamity of Milton, have known what it is, when afar from books, in solitude or in travelling, or in the intervals of worldly care, to feed on poetical recollections ; to murmur over the beautiful lines whose cadence has long delighted their ear ; to recall the sentiments and images which retain by association the charm that early years once gave them, they will feel the inestimable value of committing to the memory, in the prime of its power, what it will easily receive and indelibly retain. I know not indeed whether an education that deals much with poetry, such as is still usual in England, has any more solid argument among many in its favour than that it lays the foundation of intellectual pleasures at the other extreme of life." Recollect, gentlemen, that the studies which I am recommending are of a very wide and comprehensive nature. In that sublime outburst of poetry at the end of the second *Georgic*, Virgil invokes the Muses to teach him first the courses of the stars, the general laws of nature, and all the wonders of the heavens and of the earth—in a word, all that we now know by the names of physical and mathematical science. Nor does he forget to extol that moral philosophy which enables man to curb his passions, and to bear the trials of life with a calm and decorous fortitude, inferior only to that engendered by the faith and

the hope of the Christian. I learned the glorious verses to which I refer some forty years ago, and I believe that I can recite them still :—

Me vero primum dulces ante omnia Musæ,
 Quarum sacra fero, ingenti percussus amore,
 Accipiant, cœlique vias et sidera monstrent,
 Defectus Solis varios, Lunæque labores,
 Unde tremor terris, qua vi maria alta tumescant
 Objcibus ruptis, rursusque in seipsa resident ;
 Quid tantum Oceano properent se tingere Soles
 Hiberni, vel quæ, tardis mora noctibus obstet.

And again :—

Felix qui potuit rerum cognoscere causas,
 Atque metus omnes et inexorabile fatum
 Subjecit pedibus, strepitumque Acherontis avari.

And so forth, for I fear I may weary you. In conclusion, I will address a few words more particularly to the students of this college. My young friends,—Whatever may be your special studies at present, or your pursuits in life hereafter, let your two great aims be culture and conduct. Strive to acquire that culture which at once disciplines the mind, refines the heart, and softens the manners ; and that conduct which will make you good citizens, and, I may add, good Christians. Of energy and perseverance I need say nothing here, for am I not speaking within the walls of a Scotch College, and to youths in the veins of most of whom Scotch blood is flowing ? Is there a land on the face of the earth in which Scotchmen have not won spoils from Fortune ? May not Scotchmen say with Virgil—

Quæ regio in terris nostri non plena laboris ?

But let yours be no narrow nationality. Never forget that the characteristics of all sections of our British race are blended in the Australian. Above all, let me say once more that you should never forget that you are not only Australians but Britons—sons and heirs of the British Empire. To the ancient Roman his national poet proudly sang—

Tu regere imperio populos, Romane memento ;
 Hæ tibi erunt artes ; pacisque imponere morem,
 Parcere subjectis, et debellare superbos.

May not some Australian or Canadian writer say with even juster pride of the modern Briton, "Thou hast won for thyself a well-ordered freedom, and thou hast given it to thy colonial children, who have subdued and replenished the waste places of the earth from one end of it to the other ; and who have thus created an empire wider than any of which the mightiest conqueror ever dreamed, and far stronger and more homogeneous than any that was ever held together by the action of the sword ?"

During delivery of the speech His Excellency was frequently applauded, and concluded amidst prolonged cheers.

The Principal of the College then read the Annual Report, which has been already forwarded to parents and guardians.

After this, the programme of recitations was commenced by R. Greville, who read "Portia's speech before the Senate." The well-known scene from Sheridan's "Rivals" was then rendered by Dodgshun and Wright, and was well received. A very pretty galop followed, played with precision and taste by the brothers Robertson. The dialogue between Hubert and Arthur was recited by Showers and McEachran, and was received with great applause, the sweet, clear voice of the little Prince contrasting with the deep, sonorous tones of his surly but kind-hearted jailer. Neave and Cole caused great merriment by their imitation of Monsieur Jourdain and his Maître de Philosophie, the latter especially seeming to catch the spirit of the play most thoroughly. As a sort of interlude between this recitation and the debate which followed, Alexander played Sydney Smith's Harpe Eolienne in good style. It is impossible, in the space at our disposal, to do full justice to the various speakers in the discussion on the much-vexed question of Payment of Members. All said what they had to say clearly and distinctly, and in this respect, at least, they set a good example to our legislators. Among those who spoke well may be mentioned MacDermott, Dodgshun, and Barnet; but the speech of the day was undoubtedly that of Evans, who assumed the character of the democrat. The scathing eloquence with which he denounced the mean conduct of men who, calling themselves democrats, yet had the audacity to become rich, was irresistibly amusing. Upon the conclusion of this speech the debaters found that they had been labouring in vain, as some member raised a point of order which, according to the ruling of the Speaker, necessitated the adjournment of the House. Harry Adams, the Speaker, played his part really well, looking and speaking with a ponderosity which could not fail to lend weight to his remarks. We must congratulate Mr. Samson, the elocution master, on the success of his pupils.

At the close of the recitations the prizes were distributed by Sir George Bowen, and the Sports' prizes were handed to the successful competitors by Lady Bowen. Subsequently a vote of thanks to his Excellency, proposed by Sir James McCulloch, and seconded by Mr. MacBain, was received by three ringing cheers, led by Cole, the dux of school. The Hon. Robert Simson next proposed a vote of thanks to Lady Bowen, which was enthusiastically received by the boys, who gave three hearty cheers, led by Simson, the Sports' champion. The proceedings terminated with further cheers for Sir James McCulloch, the

Principal, the Masters, the ladies, &c., and thus ended another School year, the boys dispersing for the Christmas holidays, nothing loth to say farewell for a time to books and study.

Athletic Sports.

SPORTS COMMITTEE.

Adam, J.	Clendinnen, F.
Aitken, D.	Downes, H. J.
Armstrong, J. J.	Melville, W.
Bayles, W.	Mitchell, D.
Brodie, A. G.	Robertson, Jas.

H. J. Downes, Hon. Sec.

ROWING COMMITTEE.

Mr. Shew.	Montgomery, H.
Mr. McLean.	Bayles, W.
Robertson, Jas.	

Mr. Shew, Treasurer.
W. Bayles, Hon. Sec.

MELBOURNE CRICKET CLUB SPORTS MEETING.

THIS meeting was held on Saturday, the 31st March, and was patronised by a very fair attendance, which would have been larger had the weather been more propitious. Considerable interest was taken in the Schools' race, for which ten boys entered, including representatives of all the leading Schools, the successful competitor receiving the valuable cup given by the Proprietors of the *Australasian*. The possession of the cup was decided by the results of two races, one at a distance of 100 yards, and one at 300 yards. Both the events were well contested, and in both J. J. Armstrong, of the Scotch College, came in first, thus winning the much coveted trophy. The second place was gained by H. Osborne, of the Geelong College. We congratulate our representative on his success. We are also glad to observe that another event was gained by an old collegian, Mr. W. M. Gordon, who won the Maiden Plate. This is the second time that the Proprietors of the *Australasian* have presented a cup for a Schools' race, the Geelong College being the winner on the first occasion.

The following is the report of the *Australasian*:—The Public Schools' Race attracted eight candidates for the cup given by the Proprietors of the *Australasian*, and proved the best contested races of the day—the 100 yards event being won by a foot by J. J. Armstrong, of the Scotch College; H. Osborne, of the Geelong College, second; S. Stephen and R. J. Carlyon running a dead heat for third place; and, as Armstrong won the 300 yards race also, the cup becomes his property. The 100 yards were run in the very

good time of 10½s., and the 300 yards were covered in 35½s., both very meritorious performances.

SCHOOLS' RACE, FOR "THE AUSTRALASIAN" CUP.

A silver cup, open to all public and private Schools, presented by the Proprietors of the *Australasian*.

100 Yards.—First Event.

J. J. Armstrong, Scotch College	...	...	...	1
H. Osborne, Geelong College	...	...	...	2
S. Stephen, Church of England Grammar School	...	...	...	+
R. J. Carlyon, Wesley College	...	...	...	+
H. Smith, C.E.G.S.	...	...	...	0
E. Hart	...	...	...	0

Eight out of the ten on the card tried conclusions for this trophy, and as nearly all the large Schools had a representative, great interest was taken in the event. A capital start enabled them all to make a good show at first, but Stephen had a lead before they had gone far, Osborne second, Carlyon third; but after they had run 80 yards, Armstrong came with a great rush, and won a capally-contested race by a foot; Osborne second, Stephen and Carlyon running a dead heat for third place. Time, 10½s.

300 Yards.—Second Event.

J. J. Armstrong, S.C.	...	...	...	1
H. Osborne, G.C.	...	...	...	2
S. Stephen, C.E.G.S.	...	...	...	3
E. Hart	...	...	...	0
H. Smith, C.E.G.S.	...	...	...	0

Only five of the lads measured their strength for this, the others considering their chances hopeless. Stephen took a strong lead from the jump, followed by Osborne and Smith, Armstrong fourth, Hart last. Rising the hill the severity of the pace had its effect on Stephen, who commenced to stagger, and Osborne making his effort, passed him on the inside, and looked all over a winner, when Armstrong, who had been running with great judgment throughout, shot up on the outside and won a splendid race by three yards, Osborne second, Stephen a moderate third. Time, 35½s.

MAIDEN PLATE—100 YARDS.

First Heat.

W. M. Gordon	...	...	...	1
W. O'Neill	...	...	...	2

There were ten starters for this heat, Gordon winning by a yard. Time, 11s.

Second Heat.

R. J. Carlyon	...	...	...	1
J. Grady	...	...	...	2

Nine contested this event, which Carlyon won by two yards. Time, 11s.

Final Heat.

W. M. Gordon	...	...	...	1
J. Grady	...	...	...	2

A good start was effected, the field all getting away together. As soon as they had settled down to their work, Gordon forged his way to the front, followed by Grady, and won comfortably by two yards, Grady a yard in front of the third man. Time, 10½s.

Rowing.

THE fourth contest for the Sumner Cup has been arranged for the 11th and 12th May. The Cup is the gift of the Hon. T. J. Sumner, M.L.C., who presented it in 1875 to be competed for on the following conditions:—That the rowers be under nineteen years of age; that the course be on the Upper Yarra, up stream; and that the Cup becomes the absolute property of the School whose representatives first win it three times in all. Some of the Schools have been anxious to change the rule defining the course, with the object of having the race rowed on the Albert Park Lagoon, but our Committee did not think it advisable to give their adhesion to this proposal.

In 1875 and 1876 the Cup was won by the Scotch College, and in 1877 by the Melbourne Church of England Grammar School. This year there are four entries, the Melbourne and Geelong Grammar Schools, and the Wesley and Scotch Colleges. The crews of the Melbourne Grammar School and Wesley College have been training for some time, and are both rowing well. The Geelong Grammar School crew practice on the Barwon, and we understand that they show very good form. There has been some difficulty in deciding who are to do battle for the College this year, but the crew will probably consist of Robertson (stroke,) Elliott, Bayles, and Montgomery. They have plenty of strength, and are being looked after, as in former years, by Wallis. Of the four members of the crew, Robertson is the only one who has taken part in a previous contest. The race this year promises to be a well-contested one, and we have every confidence that our representatives will do their utmost to win.

Cricket.

SCOTCH COLLEGE v. CHURCH OF ENGLAND GRAMMAR SCHOOL.

ON the 20th March we played our first School match this half against the Grammar School, on the St. Kilda ground. The heavy rains which

had fallen some days previously made the wicket sodden, consequently small scores were the rule. The places of those who left at the end of last year were well filled by the three new members of the team. The bowling of McCrimmon and Moore was excellent throughout; the latter, in addition, carried his bat out for 35, after a good, patient innings. Smith, H., in the early part of the innings of the College, bowled remarkably well, but eventually seemed to tire. The Grammar School won the toss, went to the wickets, and scored 54, of which Ricketson made 30, and Smith (H.) 10. The College in their only attempt made 95. The Grammar School in their second innings only reached the small score of 21, Glen being top scorer with 8. The College thus won in one innings with 20 runs to spare.

Subjoined are the full scores:—

SCOTCH COLLEGE.

First Innings.

McCrimmon, c. Herring, b. Watt	...	17
Bryan, b. H. Smith	...	7
Melville, c. Hume, b. Watt	...	13
Mitchell, b. Watt	...	0
Downes, b. H. Smith	...	0
Syme, b. H. Smith	...	0
Moore, not out...	...	35
Adams, b. H. Smith	...	8
Taylor, b. Looker	...	0
Aitken, b. Looker	...	12
A. Brodie, c. Herring, b. Looker	...	3
Total	...	95

Bowling Analysis.

	Balls.	Maidens.	Runs.	Wickets.
H. Smith	114	5	32	4
Watt	72	1	21	3
Looker	49	0	23	3
Ricketson	12	0	6	0
Gregory	11	0	13	0

CHURCH OF ENGLAND GRAMMAR SCHOOL.

First Innings.

G. Smith, b. McCrimmon	...	4
Herring, c. Syme, b. McCrimmon	...	1
Riddell, b. Moore	...	0
Hume, b. Moore	...	2
H. Smith, b. McCrimmon	...	10
Looker, b. Moore	...	6
Ricketson, b. Moore	...	30
Pitcher, c. and b. Melville	...	0
Watt, b. Melville	...	0
Gregory, not out	...	1
Glen, b. Moore	...	0
Total	...	54

Second Innings.

G. Smith, c. Moore, b. McCrimmon	...	3
Herring, b. McCrimmon	...	1
Riddell, run out	...	0
Hume, b. Moore	...	3
H. Smith, b. McCrimmon	...	0
Looker, c. McCrimmon, b. Moore	...	4
Ricketson, c. Aitken, b. Moore	...	0
Pitcher, b. Moore	...	0
Watt, not out	...	1
Gregory, c. Melville, b. McCrimmon	...	1
Glen, run out	...	8
Total	...	21

Bowling Analysis.—First Innings.

	Balls.	Maidens.	Runs.	Wickets.
McCrimmon	90	6	22	3
Moore	96	6	18	5
Melville	48	4	14	2

Second Innings.

	Balls.	Maidens.	Runs.	Wickets.
Moore	42	1	15	4
McCrimmon	39	3	6	4

BOARDERS v. DAY BOYS.

This match was played on the East Melbourne Ground, on 28th February, for the purpose of "bringing out" new talent, but, as the result proved, the old boys on each side did the lion's share. On behalf of the day pupils McCrimmon and Mitchell played excellent cricket, while Melville and Downes did the scoring for the boarders. Brodie at slip distinguished himself, by making some fine catches. The game was not finished, owing to want of time. Subjoined are the full scores:—

BOARDERS.

First Innings.

Melville c. Brodie, A. G., b. McCrimmon	...	32
W. Taylor b. Armstrong, T.	...	6
Aitken b. McCrimmon	...	6
Downes (Capt.) c. Brodie, A. G., b. Goode	...	11
I. Taylor b. Goode	...	0
Anderson, not out	...	1
Harkness b. McCrimmon	...	0
Finlay b. McCrimmon	...	4
Rutherford st. Bryan, b. McCrimmon	...	0
Montgomery c. Brodie, A. G., b. Goode	...	3
J. Armstrong c. Brodie, A. G., b. McCrimmon	...	1
Byes, &c.	...	2
Total	...	66

Second Innings.

Melville b. Adams, J...	...	...	53
W. Taylor, run out	...	...	9
Aitken st. Bryan, b. McCrimmon	...	...	0
Downes, not out	...	...	69
I. Taylor, not out	...	...	3
Anderson b. Beckwith...	...	...	2
Finlay b. Adams, J.	...	...	0
Byes, &c.	...	...	1
—			
Total, with 5 wickets to fall	...	...	128

DAY BOYS.

First Innings.

Bryan b. Downes	...	...	9
McCrimmon st. Downes, b. Melville	...	...	90
Mitchell b. Downes	...	...	49
Syme b. Melville	...	...	2
Moore b. Melville	...	...	0
Adams, run out	...	...	4
T. Armstrong, l.b.w., b. Melville	...	...	5
Goode b. Melville	...	...	0
Beckwith c. Downes, b. Melville	...	...	0
A. G. Brodie, not out	...	...	0
P. T. Brodie c. W. Taylor, b. Downes	...	...	0
Sundries	...	...	6
—			
Total	...	...	165

SCOTCH COLLEGE v. WESLEY COLLEGE.

This match was played on the East Melbourne ground, in the presence of a large number of spectators. After a most interesting and exciting game, victory declared itself for the Scotch by 5 wickets and 4 runs. McCrimmon, Melville, and Syme batted well for the Scotch, while for Wesley, Stokes, Edwards, and Oakley played well. The bowling of McCrimmon was very effective, getting twelve wickets at the small cost of 55 runs. The fielding of the Scotch, and the wicket-keeping of White for the Wesley, were very good. Subjoined are the full scores:—

WESLEY COLLEGE.

First Innings.

Tatchell, b. McCrimmon	...	...	0
Stokes, b. McCrimmon	...	...	1
Edwards, b. Moore	...	...	6
Oakley, c. Aitken, b. McCrimmon	...	...	18
White, b. Moore	...	...	0
Scott, b. McCrimmon	...	...	10
Musgrove, c. and b. McCrimmon	...	...	2
Howard, run out	...	...	3
Sloman, b. McCrimmon	...	...	4
Turnbull, b. Melville	...	...	0
Andrews, not out	...	...	0
Sundries	...	...	2
—			
Total	...	...	46

Second Innings.

Tatchell, c. Taylor, b. McCrimmon	...	...	1
Stokes, c. Melville, b. McCrimmon	...	...	21
Edwards, c. Taylor, b. Melville	...	...	19
Oakley, c. and b. Melville	...	...	6
White, b. McCrimmon	...	...	6
Scott, c. and b. McCrimmon	...	...	7
Musgrove, b. McCrimmon	...	...	14
Howard, run out	...	...	0
Sloman, c. Melville, b. Adams...	...	...	10
Turnbull, not out	...	...	5
Andrews, l.b.w., b. McCrimmon	...	...	0
Sundries	...	...	3
—			
Total	...	...	92

Bowling Analysis.—First Innings.

	Balls.	Maidens.	Runs.	Wickets.
McCrimmon	54	4	14	6
Moore	30	1	17	2
Melville	27	0	13	1

Second Innings.

	Balls.	Maidens.	Runs.	Wickets.
McCrimmon	124	6	41	6
Moore	42	0	19	0
Melville	66	5	20	2
Adams	18	0	9	1

SCOTCH COLLEGE.

First Innings.

McCrimmon, b. Stokes	...	...	44
Mitchell, run out	...	...	4
Melville, c. and b. Stokes	...	...	18
Bryan, b. Stokes	...	...	0
Downes, c. Oakley, b. Edwards	...	...	2
Moore, c. and b. Edwards	...	...	6
Adams, st. White, b. Stokes	...	...	3
Syme, b. Edwards	...	...	11
Aitken, c. Tatchell, b. Stokes	...	...	2
Taylor, c. White, b. Stokes	...	...	1
Robertson, not out	...	...	3
—			
Total	...	...	94

Second Innings.

McCrimmon, b. Edwards	...	...	33
Mitchell, run out	...	...	0
Melville, c. Turnbull, b. Edwards	...	...	3
Downes, not out	...	...	4
Moore, st. White, b. Stokes	...	...	0
Adams, not out	...	...	1
Robertson, c. White, b. Stokes	...	...	7
—			
Total, with five wickets down	...	...	48

Bowling Analysis.—First Innings.

	Balls.	Maidens.	Runs.	Wickets.
Stokes	138	12	25	6
Edwards	108	3	44	3
Oakley	30	0	25	0

		Second Innings.			
		Balls.	Maidens.	Runs.	Wickets.
Stokes ...	...	108	7	31	2
Edwards ...	...	102	9	17	2

M.C.C. v. PUBLIC SCHOOLS' SIXTEEN.

On 23rd March, sixteen boys from the Public Schools, played a weak team of the M.C.C., and were defeated by three wickets, mainly owing to loose fielding. Subjoined are the full scores. St. Patrick's College was not represented in this match:—

Melville (S.C.) b. McShane ...	...	6
Edwards (W.C.) b. McShane ...	...	1
Herring (G.S.) b. Alexander ...	...	1
McCrimmon (S.C.) b. McShane ...	...	3
Oakley (W.C.) (capt.) b. Nunweek ...	...	18
G. Smith (G.S.) b. Alexander ...	...	0
Downes (S.C.) b. McDonell ...	...	47
H. Smith (G.S.) b. McDonell ...	...	0
Riddle (G.S.) b. Alexander ...	...	1
White (W.C.) b. Alexander ...	...	16
Moore (S.C.) st. Moule, b. McShane	...	3
Stokes (W.C.) c. and b. McShane ...	...	0
Looker (G.S.) c. McDonell, b. McShane	...	0
Mitchell (S.C.) st. Moule, b. McShane	...	0
Scott (W.C.) st. Moule, b. McShane	...	0
Bryan (S.C.) not out ...	...	1
Sundries ...	...	1
Total ...	...	98

M.C.C.

Alexander, b. Stokes ...	...	9
McKinnon, st. White, b. McCrimmon	...	1
McDonell, b. Stokes ...	...	11
Moule, run out ...	...	2
McShane, not out ...	...	42
Wilson, b. H. Smith ...	...	15
W. Ford, c. Stokes, b. H. Smith	15
McDowell, b. McCrimmon	3
Roycraft, not out	5
Sundries	1

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Births.

CALVERT.—On 25th December, at Irrewarra, Colac, Mrs. Calvert of a son.

McKELLAR.—On 28th December, at East Melbourne, Mrs. Thomas McKellar, jun., of a son.

WALLEN.—On 18th December, at Maffra, Gipps Land, Mrs. Frank H. Wallen of a son.

DIGHT.—On 2nd January, at Bungowannah Station, Mrs. C. H. Dight of a daughter.

MONTGOMERY.—On 15th January, at Victoria Valley, the wife of Robert C. Montgomery of a son.

LINACRE.—On 16th January, at Carlton, the wife of John W. Linacre, of a daughter.

DENNIS.—On 2nd February, at Williamstown, the wife of George F. Dennis of a son.

JENNINGS.—On 3rd February, at St. Kilda, the wife of Henry Jennings of a daughter.

SMITH.—On 19th February, at Hyram Penola, the wife of Adam Smith of a son.

DUNCAN.—On 21st February, at Hawthorn, the wife of J. R. Duncan of a daughter.

REES.—On 24th February, at North Brighton, the wife of David C. Rees of a daughter.

HENDERSON.—On 26th February, at Maffra, Gipps Land, the wife of Charles Henderson of a daughter.

MARKS.—On 28th February, at Fitzroy, the wife of Bernard Marks of a son.

GRANT.—On 2nd March, at Flemington, Mrs. D. Grant of a daughter.

WADE.—On 15th March, at Kew, the wife of Harington Wade of a son.

BLANSHARD.—On 9th April, at Prahran, the wife of David Blanshard of a son.

Marriages.

VIUSSEUX—ROSS.—On 19th December, at East Melbourne, Edward Viusseux to Nellie, only daughter of the late John Ross, Esq., Adelaide.

LINDSAY—HAMILTON.—On 30th January, at Hobartown, William Lindsay, of Glencoe, S.A., to Marie Annie, youngest daughter of William Hamilton.

SMITH—LINTON.—On 9th February, at Longwood, Henry S. Smith, of Brighton, to Eliza, youngest daughter of the late A. Linton, Esq., J.P., Kilmore.

Deaths.

GRIFFITH.—On 1st January, drowned at Birregurra, Charles, eldest son of the late Valentine Griffith.

BURKE.—On 3rd January, at Williamstown, Henry Burke, aged 28 years.

RAILTON.—On 5th January, drowned at Northcote, David Railton, aged 12 years and 6 months.

ROYCRAFT.—On the 25th February, William Percy Roycraft, aged 23 years.

CADDEN.—On the 13th March, at Grafton, N.S.W., Hugh Dillon Cadden.

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