

# YOUNG VICTORIA

A Journal of the

SCOTCH



COLLEGE.

No. 11.

MELBOURNE, JULY, 1879.

Price 6d.

OUR readers will be glad to learn that the Scotch College has obtained possession of a valuable and well-appointed Cricket Ground. Some six years ago the members of the Civil Service resolved to form a cricket club, and obtained from Government permission to occupy seven acres of land in Yarra Park, in close proximity to the Melbourne Cricket Ground and the Friendly Societies' Gardens. A handsome pavilion was erected on the site, which was enclosed by a neat and substantial fence, and a large sum of money was spent in preparing the turf, and in otherwise improving and embellishing the ground. These preliminary expenses were necessarily heavy, and the maintenance of the ground in proper order entailed considerable additional outlay. For some time past the committee found it increasingly difficult to meet their liabilities, and, after due deliberation, they decided, at the beginning of the present year, to ask the members of the club for per-

mission to dispose of their ground. This was agreed to, and negotiations were entered into, which resulted in a transfer of the Civil Service Cricket ground to the trustees of the Scotch College, who paid the committee of the club a sum of £1000 for the improvements. The College is under an obligation to the Hon. Mr. Longmore, the Minister of Lands, who gave his consent to the transfer, and to the trustees and directors who acted so liberally in the matter.

The want of a proper cricket ground has long been seriously felt, and many efforts have been made to obtain one. These had hitherto uniformly failed. It was found impossible to obtain a sufficient area of ground within a reasonable distance, and the space available at the school was much too small for the purpose. In this respect the Scotch College has laboured under a disadvantage, as the site originally reserved for it by Government amounted only to two acres, whilst the other schools obtained some ten or fourteen acres. Of the two



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acres one-half is occupied by buildings, and the other is too small to form a cricket ground. Whilst, then, the boys attending the College have had ample opportunity to practice football in the Yarra Park they have, to some extent, been unfavourably circumstanced in regard to the cultivation of cricket. It is, therefore, all the more creditable to them that they have secured for their school the high position it has for many years occupied; a result which is, doubtless, greatly owing to the proximity of the grounds of the East Melbourne and Melbourne Clubs, of one or other of which most of our leading players have been members. All, however, the younger boys especially, will now possess an advantage which their predecessors did not enjoy. We trust that they will take care to avail themselves of the opportunities thus offered them, and that with increased facilities for practice, there will be a corresponding improvement in play. We congratulate all parties interested on this acquisition of a Scotch College cricket ground, and we are assured that it will be well patronised by the youthful but enthusiastic votaries of cricket, quoits, lawn tennis, and such like games.

**I**N addition to cricket, provision is being made on the Scotch College ground for quoits and lawn tennis. To provide efficiently for these and other games will entail considerable expense, and contributions, either of money or of material will be thankfully received. We are glad to be in a position to announce that the Hon. Secretary has already received several valuable donations. Mr. Thomas Anthony, of Albert-street, has presented the Football Club with a set of extremely handsome goal posts; Mr. James Robertson, of Mount

Mitchell, has given a complete set of material, of the best description, for lawn tennis; and Mr. Alexander Wilson, of Mount Emu, has forwarded a very liberal donation towards the purchase of a second set. The Hon. Secretary has already expressed the thanks of the Committee to these gentlemen for their generous liberality, and we have now much pleasure in availing ourselves of the opportunity of publicly acknowledging, on behalf of the pupils and the authorities of the Scotch College, their obligations to the donors of these handsome gifts.

**A**ND so the Sumner Rowing Challenge Cup has returned to Melbourne.

Presented for competition in 1875 by the Hon. Mr. Sumner to the then Head Master of Wesley College, it was first of all won by the Scotch College, where it remained undisturbed for two successive years. In 1877 the Church of England Grammar School were victors, and the cup migrated to St. Kilda-road, whence it was borne in triumph in 1878 to Geelong. After a quiet sojourn of twelve months on the banks of the Barwon, it now returns to the metropolis, and finds a final resting place at the Scotch College, which has won it three times out of five. We congratulate the school on this result, and our crew on their success in the races for this year, of which a full report appears elsewhere. We desire, further, to avail ourselves of this opportunity to express the obligations of the College to its late representatives, and we cannot but commend their assiduous and unremitting devotion to practice, and the anxiety uniformly displayed to act in strict accordance with the instructions of their professional trainer. Their victory was an easier one



than could have been anticipated, but whatever the result we had perfect confidence that our representatives would do their very best to win. The members of our crew deserve all praise and, alike by their determined persistence, and by their unobtrusive and gentlemanly conduct have set an example well worthy of imitation.

SHORTLY after the Summer Cup Races were decided, Mr. William Cumming, of Toorak, presented five handsome trophies to be competed for by the Second Crews of the Schools. The "Cumming Trophies" become the permanent property of the rowers, and the competition will take place under the following conditions:—

1. The race shall be open to all *bona fide* pupils who have never rowed in a First Crews' Public Schools Race, and who were under the age of nineteen years on the 1st January, 1879. The certificate of the Head Master shall be held as sufficient evidence that this rule is complied with.

2. The race shall be rowed under the management of delegates consisting of a master and a pupil from each of the Schools. This Committee shall appoint the umpire, judge and starter, if possible, unconnected with Public Schools, and shall make all the necessary arrangements.

3. The expenses incurred in the management of the race shall be paid by the Schools represented in it.

4. The race shall be rowed under the rules of the Victorian Rowing Association, to whom all disputes shall be referred.

5. The race shall be rowed in heats, sides and crews to be chosen by lot, in four-oared string test gigs, with fixed seats, and the course shall be from the Baths to Edwards' boatsheds on the Yarra.

6. The race shall be rowed in the first fortnight of October, and entries must be made to the Hon. Secretary of the Committee one week before the date first fixed for the race, of which at least a fortnight's intimation shall be given. The Committee, with the consent of the competing crews, may postpone the date of the race.

The Schools are under great obligations to Mr. Cumming for his generous gift.

FEW subjects of study are more effective than Arithmetic as a means of training the mind to think, and of securing habits of accuracy, and none is of more practical importance. Yet its successful teaching is attended with difficulties which, if they exist in other branches, do so in a minor degree. No doubt in arithmetic, as in other departments of study, perseverance and close application will eventually overcome all obstacles. But the teacher too frequently finds it hard to secure hard, honest work, and his best efforts are often neutralised by the tendency of boys to lean on others and obtain assistance. Prompting is at all times an evil, and arithmetic, more than any other subject, affords facility both for it and for copying. The effects of this are soon evident. The boy falls behind his class fellows, and becomes bewildered and disheartened. The only effective remedy is to render copying impossible, and to lead the pupil to depend entirely on his own resources. Whatever is learned should be thoroughly mastered, and the next and higher step will then be comparatively easy. There is, undoubtedly, sometimes a tendency to do too much for the student, and thus diminish his power to help himself. No harm will be done by occasionally giving a word of suggestion when it would save much useless loss of time; but boys should be discouraged from seeking assistance as soon as a slight difficulty presents itself. Above all, care should be taken in every case that they are not relieved from doing the actual work themselves as we fear they sometimes are with their home sums. The following remarks on the subject from the pen of Mr. Fearon, Assistant Commissioner of



Endowed Schools in England, contain much truth. They were intended for elementary schools where the pupils were comparatively young; but their perusal would probably benefit parents, teachers and taught.

“The successful teaching of arithmetic in a public elementary school for boys is eminently a question of order and discipline. And the discipline, it must be remembered, which is sufficient for teaching reading or writing, or any other subject, is *not* sufficient for the teaching of arithmetic. No serious mischief is done in a writing lesson by one of the scholars overlooking the work of another. And the evil produced by undetected prompting in a reading or geography lesson, though it is, of course, real and serious, is trifling by comparison with the harm produced by undetected copying and prompting in arithmetic. It happens also unfortunately that copying and prompting are particularly easy, and therefore specially difficult to detect, in arithmetic. One glance or one whispered word, will often do the mischief. And teachers and examiners are always apt to underestimate the powers of children in carrying on these practices so as to avoid detection. In testing how far a class has mastered the instruction which it has received in a new rule of arithmetic, or in reviewing a class in back-work, or in conducting any examination in arithmetic, it is not sufficient to place the children a few yards apart from one another, or to give different sums to alternate children, or (unless there is ample space for spreading the children out so as to leave every alternate row of desks vacant) even to give different sums to every third child. Children who are lazy, and anxious to avoid the trouble of thinking, or who have been inattentive during a lesson and are anxious to avoid being detected and blamed for such inattention, or who have been accustomed to copy, and are therefore not self-reliant, can exercise an ingenuity which is perfectly marvellous in obtaining help at such a pinch from their fellow scholars. No one who has not experience of schools would believe how far they can see, and how rapidly take in, the mode of working a sum pursued, or the result obtained, by their more clever or diligent class-fellows.

And the effects of this copying are as disastrous in arithmetic as its practice is easy. The way in which the evil works is this. A new process in arithmetic is taught to a class of children. The diligent and clever members of the class have taken it in quickly, while the slower or less attentive members have obtained a less thorough,

or perhaps a very slight grasp of the subject. The teacher proceeds, by setting examples to be worked, to test how far his instruction has taken hold of the class. At once the temptation presents itself to those slower or careless members of the class to copy from their quicker class-fellows. And, unless the teacher detects the attempt, he may be so far deceived as to think that the whole, or almost all of the class have mastered what he has been endeavouring to teach them, and may therefore conclude that it is safe for him to pass on to the next stage in his instruction. The further he proceeds in this course, the more helpless and dependent become the children who have taken to copying, and the more necessary is it for them to persevere and become adepts in that deceptive practice, until at last the school is visited by an examiner, who takes such precautions as make it impossible for the children to copy, and then there comes a break-down which astonishes the teacher as much as the examiner and the managers. The reason why, after the introduction of the Revised Code, so many boys' schools failed in arithmetic, was, mainly, that copying had been much more general than was suspected. The schools do much better in this subject now than they did on the first introduction of the Revised Code.

There is only one way of making sure that copying in arithmetic is not practised in a school, and that is to make it impossible. It is absurd to talk as if copying could be stopped by appeals to the children's honour, or by punishment of those who are detected in the practice. The sense of honour in children, in an elementary school, cannot be expected to be greater than that of Eton boys, or undergraduates, or candidates for the Civil and Military Services, and for Holy Orders. The code of honour of the examinee is naturally a different one from that of the examiner; and what examinees at the public schools and universities will freely do, unless prevented, children in elementary schools will do. As for punishment, idle or slow boys will run the risk of it. Detection is not certain, but the trouble of having to apply the mind to a difficult question is most certain. So that *the only real way to stop copying in a school is to make it impossible.*

It is marvellous what a reform is made in the arithmetic of a school when once steps have been taken to render copying impossible. Boys who have been inattentive, learn to attend; boys who have been in the habit of relying on others, get the habit of self-reliance, and find themselves so much happier and better that it becomes no very difficult matter, with a little care and judgment, to maintain that habit in them. And this change in their habits, as regards arithmetic, affects not



only their progress in that subject, but improves their capacity and their work in all the subjects taught in the school. It is, therefore, as I have said, impossible to overrate the importance of preventing copying in arithmetic in a school."

THE circumstances which may be regarded as having most contributed to render the English people distinct and peculiar among European nationalities, are probably those which caused its more prominent institutions to be formed—and formed, on the whole, successfully—by the mere unchecked and unaided accretion of the most heterogeneous materials promiscuously combined with one another. The English nation, itself a remarkable compound of many diverse elements, seems to have evolved, after the model of its own growth, those insularities so difficult to be comprehended, and impossible to be imitated, by its continental neighbours. The parliamentary system, the legal no-system, in a word, the British Constitution—almost personified into a God by the political enthusiasts of a former age—how well does an examination into the origin and history of these bring to light the manifold causes which made Englishmen what they are. In accounting, however, for the peculiar shape which these venerable institutions have been fashioned into, much must be attributed to the various patchings and mendings necessitated by their not infrequently getting out of gear. The British mind is too conservative to take kindly to wholesale reforms, and has always shown itself more disposed to partial and temporary readjustments of the social and political machinery than to thorough and sweeping innovations.

The orthography of the English language strikingly exemplifies the peculiarities

referred to. Allowed to grow up as best it might, to remain stationary while pronunciation became more and more modified, subjected to imperfect and bungling alterations to suit the needs of the hour, it contrived to develop into a mass of contradictions and abnormalities unparalleled by anything which calls itself a system. There is not one rule by which the spelling of a language should be governed which it does not violate. As Mr. Earle justly remarks, "The German is, comparatively speaking, phonetic, and the French consistent; while English is neither the one nor the other." The English alphabet is both defective and redundant. There are forty-three sounds in the language, and these have only twenty-six letters (of which some are perfectly useless) to represent them. The five vowel-letters are made to exhibit thirteen vowel sounds. Many combinations of letters enjoy several different modes of articulation; on the other hand, one and the same sound is represented by various different combinations of signs; while many letters, though written, are not pronounced at all. This confusion, it may well be imagined, renders it anything but an easy matter to learn to read and write English; and although, through early habit and the repeated exercise of the memory, our children manage to acquire this necessary knowledge, the difficulties besetting a foreigner in the attempt to master the intricacies of our tongue, are seldom quite conquered.

In modern times the increasing prevalence of the scientific spirit, which is hostile to everything chaotic and unsystematic, however hallowed by tradition and usage, has given rise to many suggestions for the improvement of our mode of



spelling. Various attempts at partial modification have been made, but as these do not grapple with the root of the evil, and are in themselves inconsistent as well as insignificant, they cannot be regarded as steps in the right direction. One system, however, the phonetic method of Mr. Pitman, whose efforts and perseverance in this cause cannot be too highly praised, is deserving of consideration; "it has been tested by thirty years of practical work, in printing books large and small, as well as in the continuous appearance of the *Phonetic Journal*. In this system, the Roman alphabet is adopted as far as it goes, and new forms are added for the digraphs, which, like *th*, *sh*, represent simple sounds." There can be no doubt that, if any spelling reform is attempted, it should be a radical and complete one, such as would be effected by the introduction of a pure phonetic system; all timid compromises would only lead to troubles greater than those we already suffer from.

The objectors to orthographic change are many, as might be expected from the natural feeling which renders dear and sacred to men that which they have become accustomed to by old association. And, indeed, the most enthusiastic advocates of the proposed innovation cannot but admit that the difficulty of familiarising ourselves with the newly-assumed features of our old literary friends, would be very considerable. With educated men, the appearance, the shape of a word, is almost like a picture conjured up to the imagination by its sound, in the same way as the form and grouping of a line of printed notes instantaneously fills the mind of the practised musician with the strain represented. It is no wonder, therefore, that many men

should feel reluctant to abandon the pictures they have been accustomed to from childhood, and learn to habituate themselves to shapes strange and new.

It is not, however, on this ground that those who oppose the introduction of a phonetic system professedly take their stand. The basis of their antagonism is contained in the assertion that a truly representative method of spelling would destroy all evidence of the etymology of English words. To this it may be remarked that the assistance afforded, even by the present system, in discovering and tracing the history of words, is by no means so great as is generally supposed, and that it can be proved to obscure quite as much as it makes clear. But, apart from this, a little candid consideration would show that the advantages yielded by a phonetic system would more than compensate any drawbacks arising from etymological uncertainty. Max Müller says—"The pronunciation of languages changes according to fixed laws; the spelling has changed in the most arbitrary manner, so that if our spelling followed strictly and unswervingly the pronunciation of words, it would in reality be of greater help to the critical student of language than the present uncertain and unscientific mode of writing."

It must not be forgotten that the sphere of operation of the English language is widening daily, and that a knowledge of it is becoming more and more necessary to foreigners. Thus our interest and our duty are equally concerned in the removal of every unnecessary obstacle to its acquirement. Greatly, too, would the adoption of a rational method of spelling lighten the labours of both teachers and pupils, and enable much of the time now spent in learning to read merely to be employed for higher purposes.



### *Notes and Comments.*

THE College will break up for the Midwinter holidays at four p.m. on Tuesday, the 8th July. Work will be resumed at nine a.m. on Tuesday, the 29th July, and parents and guardians are reminded that it is of the utmost consequence that boys should join their classes punctually on that date.

THE total results of the Examinations held during the first half of this year, will be ready for posting on Monday, the 7th July. Parents and guardians, residing in or near Melbourne, can obtain full information as to the work done by calling on the Principal at the College office, on the forenoon of Monday, the 7th, or of Tuesday, the 8th July. On application, a written report will be forwarded to such as find it inconvenient to call. Those residing at a distance from Melbourne will be communicated with by letter.

DURING the past half-year, the system of holding frequent written examinations in all the subjects of study has been regularly carried out, and has proved a valuable agent in the work of education. These examinations determine the ordinary class prizes, and have done much to secure uniformly steady work. As they are held at short intervals the quantity prescribed for each is necessarily limited in extent, and this has acted as a great encouragement to the less clever boys who have, in many cases been able by hard application, to obtain a highly creditable place in the class lists. The special prizes will be decided this year as heretofore, by examinations held at the end of the year.

Since our last issue there have been no public examinations of any importance, and we have, therefore, no University intelligence to report. At sports our representatives have been uniformly successful. They easily defeated the Geelong Grammar School and Wesley College at rowing, and at football they proved victorious against the Wesley College and the Church of England Grammar School. The report of the Wesley College match, which was won by three goals to none, will appear in our next issue.

AN interesting ceremony took place at the College on the afternoon of the 16th May, when the Sumner Challenge Cup was formally handed over to the guardianship of the Principal. The boys, most of whom were resplendent in College colours, assembled in full force in No. 1 room, and after all were seated the members of the crew, Elliott, Aitken, Greville, and Whan appeared on the scene, amidst the most deafening applause. When this had ceased the stroke stepped forward and, in a few well-chosen remarks, handed the

Cup to the Principal. At this point the cheering again burst out and became vociferous, the small boys of the First class being especially excited and demonstrative. In accepting the Cup the Principal expressed the obligations of the College to the crew, and intimated that it would be his duty to see that it was properly cared for and a suitable record inscribed. He concluded by calling for three cheers for Mr. Sumner, which were heartily given, and which were followed by cheers for the crew, for the Principal, and for Mr. Shew. After some more cheering the boys were sent adrift for the afternoon, and thus the Sumner Cup, which in the few years of its existence had caused much controversy and great competition, retired from active life and became, henceforth, but a memento of the past. Fred. Edwards the coxswain was not present, as he was on his way to Sydney to steer the Victorian crew at the Intercolonial race.

WE regret that our obituary contains the names of two old students, both of whom have been cut off at an early age. Mr. A. J. Browne was for many years at the College. After leaving school he competed on one or two occasions in the old Collegians' race, and became an active member of the volunteer force. His premature death is much deplored. Mr. Charles Roy was also for some time at the College, and passed the Matriculation Examination at the University. His sudden death is much regretted.

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### *Rowing.*

#### THE SUMNER CUP.

WHEN our last number was published, the race for the Sumner Cup was exciting much interest among all connected with the Public Schools. As the day for the race drew nearer, that interest increased till expectation reached fever heat. Never has such an exciting race taken place between School crews as that between the Geelong Grammar School and the Scotch College this year. The result is calculated to make all Scotch College boys proud of the way in which the School honour has been maintained. As most of our readers know, the College crew for this year consisted of W. Whan, D. Aitken, S. Greville, and H. C. Elliott (stroke,) F. Edwards (coxswain.)

On the 10th May, the first heat was rowed between the Wesley College and the Scotch College. A close contest was not anticipated, as the Wesley crew were not considered to be rowing very well; still, as a race is never won till it is finished, we felt somewhat anxious about the result. This anxiety, indeed, caused our crew to start before the word "off" was given. They were, however, very properly recalled by the



umpire. After some little trouble, owing to the starting buoys having drifted, the two crews started well together, but before reaching the first corner, we were a length to the good. This lead we increased steadily to Brander's, where we eased, and, rowing well within ourselves, passed the winning post three or four lengths in front of our opponents. A word of praise is due to the losers for the plucky manner in which they rowed a hopeless race till the very end.

As soon as the umpire, Professor Irving, in the University eight, got back to Princes Bridge, the Geelong and Melbourne Grammar School crews made ready to start for the second heat, the former taking the south side, the latter the north. At the start, the bow of the Geelong let his oar slip too far through the rowlock, and their opponents thus gained a lead of more than half a length. This lead they maintained for some distance, rowing a tremendously fast stroke. The Geelong were too good, though, and with a long, steady, swinging stroke, gained the ground they had lost, and, passing the first corner, were in their turn ahead. The race was then virtually over, for the Melbourne crew fell to pieces, and their antagonists won comfortably by half a dozen lengths.

The final heat thus lay between the Geelong and ourselves. This was the result we all expected, and for which we were therefore prepared. By the rules of the Sumner Cup Committee, the race had to be rowed on the holders' water, and so our crew had to go to Geelong. The boat was sent down, in charge of Mr. Shew, by the Geelong steamer, on the afternoon of Monday, 12th May. A goodly number of boys assembled at the wharf to see her off, and wish her success. The two boats that were to meet in the race both went down in the steamer. On reaching Geelong a number of boys from the Grammar School took the boats to Dennys and Lascelles' store, where they were left for the night, resting securely on woollacks and hides. The next morning the Geelong boys again appeared, and transported the boats most carefully to the Grammar School Boat-shed, on the Barwon. Tuesday morning was ushered in with a bright sun and delicious breeze. At about ten o'clock the Grammar School crew went out for a trial spin in their new boat. They rowed very well indeed, and went with a dash that could not but make us anxious for the result of next day's race. When they returned to the shed, the boat was handed over to the polishers, and soon she was nearly as smooth as glass, and looked very fast. Our own boat, too, looked quite ready for the race. The fine morning changed at about twelve o'clock most sadly, and a drizzling rain commenced, making everything miserable. When

we came into the Geelong Railway Station at one o'clock, all we could see was a kind of Scotch mist, shrouding all surrounding objects. It was certainly not a welcome prospect. However, on reaching Mack's Hotel, we were soon made more comfortable, and, when dinner was over, were anxious to visit the Barwon and have a spin over the course. Finding that it was useless to wait for the rain to abate, a thing it showed not the faintest intention of doing, we drove to the Barwon, and looked sadly on the rain-beaten water. The Geelong crew most kindly lent us some rowing clothes, not likely to be spoiled by the rain, and, thus adorned, we faced the fury of the elements and dashed away merrily for a short spurt up the river. The Geelong people who were standing at the sheds seemed much impressed by our long swing and determined catch. On returning we had a good rub down, and then drove along the bank of the river to see the starting place, and have a general inspection of the course. The only impediments, the weeds, were being removed as quickly as two men armed with long scythes were able, and everything seemed to show that the morrow's race would be won by the better crew, and not by accident of position. From ten o'clock that night till about eight on Wednesday morning we disappeared, but on meeting in the breakfast room, we all seemed ruddy and comfortable and ready to row against all opponents. The morning was again showery, and thus precluded our walking more than a few hundred yards. We drove, however, to the Geelong College, and inspected the various arrangements. We were kindly treated, and spent a very pleasant half-hour there. We should have liked to stay longer, but that we wished to meet the train at one o'clock. For any number of College friends were coming by that train. And, come indeed, they did—more even than we expected. Wherever you looked the Scotch College colours were to be seen. It was a most cheering sight, and did us good. Our dinner was somewhat delayed, owing to the unexpected rush of visitors. We were not, however, at a loss when it did come, and, considering that our race was so soon to come, we did full justice to the meal, as, in truth, we did to all our meals while we were in Geelong. At three o'clock our cab came to take us to the river. We began to feel slightly anxious, but still only more determined than ever to return as conquerors. As we passed the Grammar School the cab containing their crew was just starting, and so the rival crews drove down together. When we reached the river we found, much to our annoyance, that a strong head wind was blowing. How we wished we could change sides with our opponents; for they,



keeping well into the bank, would be able to avoid the wind, whereas we should be exposed to its full force. However, it was useless to sigh for what could not be, and we therefore prepared for the contest with cheerfulness. On entering our boat we were much encouraged by the hopeful way in which several well-known rowing men spoke to us, telling us that if we would but keep cool, the race was a certainty for us. We were first at the starting place, the Grammar School crew having stayed a few minutes in order to transfer their coats from the boat to the shore. This they did in a somewhat inauspicious manner, as each coast, though thrown energetically, was forced back by the wind into the water. After a few moments delay at the post, we started well together. We showed first in front. Then for about two hundred yards there was a grand tussle for the lead. Our opponents could not, however, get quite level with us. Then they seemed to lose heart, and gradually we began to draw away from them. Just imagine how we felt! The shouts from the shore reached us in a confused roar. Now and then we could distinguish some particular voice hoarsely encouraging us to keep it long. But for the most part the cries were to us quite unintelligible; all we knew was that the other crew were getting further and further off. As we neared the bridge the noise from the people on the banks became louder and louder. Now was our time. We had determined to row from the bridge as though our lives depended on it. Putting our whole hearts into it and swinging nicely together we lifted the boat along beautifully, and passed the winning-post a long way in front of our opponents. How much we had won by we could not tell. That we had won was enough for us. We gave three cheers for our antagonists, who had rowed a losing race most pluckily. Our cheers, however, were completely drowned by the storm of cheers from our friends. They cheered, they yelled, they screamed. It was to us a delicious sensation, paddling home to the sheds, congratulated on all hands.

As soon as we had dressed, Professor Irving handed the Sumner Cup to our stroke, Elliott, with a few complimentary remarks. Elliott received the Cup and said a few words—a very few, by the way—and concluded by calling for three cheers for the Geelong and for the umpire. These were heartily given. Then we returned to the hotel, feeling strangely quiet after the excitement. There we had tea and then went straight to the station and soon started for home. The scene at Spencer-street station was one that we shall never forget, and when we reached the College the excitement was tremendous. We felt like heroes. And so we won the Sumner Cup, a

result greatly attributable to the excellent coaching given to us by our trainer, Wallace, to whom we tender our sincere thanks. To the boys of the Grammar School also we are greatly indebted for the very kind way in which they helped us with our boat, and for the courtesy they showed us both before and after the race.

Now that the Cup is won it may not be out of place to give a brief account of the various contests that have taken place for its possession. The cup was presented by the Hon. T. J. Sumner, in the year 1875, for competition among the five Public Schools, the cup to become the property of the School who should first win it three times. In that year the race was rowed as a time race, in consequence of the flooded state of the Yarra. The boats engaged in the race started at a distance from one another of 60 yards, and two winning posts were fixed also at a distance of sixty yards from one another. In the first heat, which was rowed on 14th May, 1875, the Scotch College met the Geelong Grammar School, the latter taking the foremost position. The two crews were so unequally matched that at the end of the race the Scotch College had passed their opponents, and were in their turn about sixty yards ahead. The second and final heat, for the Melbourne Grammar School did not compete this year, was also won by the Scotch College after an excellent race with the Wesley College.

Four Schools were represented in 1876. The Scotch College claimed the right to stand out from the trial heats, as being holders. The committee however disallowed their claim. This contest was rendered memorable likewise by the protest entered by the other Schools against Evans the Scotch College stroke, on the ground that he was over age. The first heat was won by the Geelong Grammar School against the Wesley College very easily. The latter School, however, had their crew much weakened by the melancholy death of poor Lawrence a few weeks before the race. In the second heat the Scotch College easily defeated the Melbourne Grammar School, although the contest was close until Brander's ferry. On Saturday 13th May, the final heat was won by the Scotch College, their opponents from Geelong being quite over-matched.

The contest in 1877 ended in victory for the Melbourne Grammar School, who defeated the Wesley College in the first heat, after an excellent race, and then easily disposed of our crew. The result was to us not only a disappointment, but a complete surprise, as we fully expected to win. The Geelong Grammar School was not represented.

Next year (1878,) we were again beaten. The first heat was won by Geelong, who left their opponents (Wesley College) a long way behind,



and won comfortably by four or five lengths. We met the Melbourne Grammar School in the next heat, the result being that at the end of the race we were about a length and a half behind, after a very good race. The Geelong crew won the final heat without being pushed, and the Cup was for the first time taken away from Melbourne. How it was brought back has been told above.

Our crews have been as follows:—

In 1875—Affleck, T.; Evans, J. G.; Lamrock, S. C.; and Pender, E. B. (stroke.)

In 1876—Baillie, R.; Simson, R.; Lamrock, S. C.; and Evans, J. G. (stroke.)

In 1877—Baker, C.; Robertson, J.; Baillie, R.; and Simson, R. (stroke.)

In 1878—Montgomery, H. G.; Bayles, W. J.; Elliott, H. C.; and Robertson, J. (stroke.)

In 1879—Whan, W.; Aitken, D.; Greville, S.; and Elliott, H. C. (stroke.)

Fred Edwards has been our coxswain on every occasion, which is a sufficient guarantee that our crews have always had first-class steering.

### *Football.*

#### SCOTCH COLLEGE (25) *v.* UNIVERSITY.

This match was played on the Melbourne Football Ground, on Thursday, 15th May, in the presence of a large number of spectators. F. J. Clendinnen captained the Collegians, R. Simson performing the like office for the University. At a quarter past three, Clendinnen having lost the toss, kicked off towards Richmond, but the ball was soon returned by Simson, who, by a splendid kick, sent it up to Walker on the right wing. Adams, however, was on the alert and marked it, after which he sent it forward only to be brought back. For some time it kept hovering about the College goal, until Taylor, by a fine bit of play, followed up by a grand kick, sent it on to Neave, who then passed it on to the centre. There was now some fine play between Hornby and Bryant, in which Hornby proved superior. He tried to pass the ball on to Brodie (sen.) who was guarding Simson; but the latter got the ball and sent it back for a time. After this it was marked out of a scrimmage by Ellerman, who sent it well down the left wing; then it was brought back by Hopkins, who passed it on to Bryant, and he sent it straight into Melville's hands in front of goal. There was now great excitement on account of Melville's well-known qualities as a goal sneak, and he gave a splendid kick, which just passed outside the post by barely a foot—much to the relief of the Collegians. After this the College, in no way

disheartened, worked with double courage, and managed, chiefly by the help of Hornby and Montgomery, to force the ball up to the "Varsity" goal, after which followed a good tussle between Anderson, Armstrong, and Bruce, for the College, and Lamrock and Syme for the University; but the form of Lamrock, the once called "Scotch College Hercules," proved too great for the youngsters, and the ball was brought back. Shortly after this half-time was called, the game standing even, neither side having any goals, although the University had several chances to score. The Collegians were highly pleased at the result so far, as they had been kicking against the wind, which they would now have in their favour. On the ball being thrown up, it was forced to the University goal, where the College boys made it very lively for Lamrock, Ryan, and Simson; but behinds were all their efforts gained, until Speary got a mark some thirty yards off, and put the ball clean through the posts, to the great delight of the Collegians. After this Lamrock kicked off, only to have the ball brought back to the University goal, where it remained until Sergeant got it, and he, being very fleet of foot, took it back. It was soon brought forward, however, by Aitken and Montgomery. Then Lamrock got a mark, and Brodie, knowing his old dodge of running, kept on the alert, and prevented him from doing so. It now wanted only a quarter of an hour to time, and the University playing more together, sent the ball forward to Ray, who took it up to the College goal, where Brodie (jun.) showed some good play against two of the University, but, ultimately, Melville got hold of the ball and punted it through at a great angle, thus scoring a goal for the University, and making the game even. Adams kicked the ball off, and, as before, it was sent up to the University goal. Soon after this Adams got a mark at sixty yards, and, with a splendid kick, sent the ball between the posts, where one of the University touched it, and it was given no goal. This decision was not in accordance with the views of the spectators, who held it ought to be a goal, inasmuch as the player was behind the goal-posts when he touched the ball. Shortly afterwards time was called, this very exciting and game ended in a draw. For the College—Hornby, who showed some grand play in the centre; McNicol, who was admired for his little marks, and Montgomery, who made some very brilliant runs, followed by good kicks, played particularly well. Of the others, the next in rank were—Adams, Aitken, Brodie, Clendinnen, Ellerman, and Taylor. For the University, those who played well were—Bayles, Bryant, Champion, Hopkins, James, Lamrock, Melville, Ray, Simson and Syme.



Mr. J. W. Springthorpe gave great satisfaction as central umpire. He kept the followers well up to their work, being particularly smart in throwing in the ball from out of bounds.

#### SCOTCH COLLEGE v. MEDICAL SCHOOL.

This match was played on Friday, 23rd May, on the Melbourne Ground. It was won by the College by one goal to none. There were only a few spectators present, on account of the inclemency of the weather. About two o'clock rain set in, and continued until about a quarter past three. Clendinnen having won the toss, Morton kicked off towards Jolimont at about a quarter to four o'clock. Immediately after the ball was kicked off, it was rushed up to the College goal, where it remained in dangerous proximity until Aitken, by a magnificent run, brought the ball well down the side, but Hardy sent it back. Then it was marked by Juckes, and passed on to Aitken. It was then forced out of bounds. On being thrown in, it was rushed forward to the College goal, from which it was well returned by Clendinnen and H. G. Montgomery. Hornby then sent it well forward, but it was returned by Springthorpe by a good run. Shortly afterwards Springthorpe was awarded a free kick on account of Hornby slinging him. It was then sent forward by Springthorpe, and marked by Elliott, who sent it well back, only to be returned by Springthorpe. The ball was then carried up to the College goal, but was splendidly returned by Aitken to Rutherford, who kicked it to H. G. Montgomery, and he, by a good kick, sent it behind. First behind for the College. Shortly after this a free kick was given to the College through Brownless holding the ball. The ball was then kicked well forward by Ellerman to Downes, who returned it by a good run and kick. It was then marked by Aitken, passed on to Brodie (jun.,) then to Brodie (sen.,) who gave it to Anderson. It was then taken away from the Medical goal by Springthorpe, then McNicol gave Brodie (sen.) a mark, and he, by one of his fine long kicks, sent it well forward. After this it was taken up to the College goal, but it was brought back by Hornby, who gave a mark to Rutherford, and he sent it behind. Fullarton and Springthorpe now played very well, taking the ball up to the College goal, where it was marked by Juckes, who passed it on to MacPherson. There was then some good play by Cumming. The ball was marked by Adams, who kicked it to Thomas. Then it was sent up to Brodie (jun.,) who kicked it behind. After being kicked off, it was brought back towards the Medical goal, where it was marked by H. G. Montgomery, who passed it on to Aitken, and he had a shot for goal at a considerable angle,

but the ball only went behind. It was then sent forward by Fullarton and Springthorpe only to be brought back by Armstrong, who sent it well forward. Downes returned it. A free-kick was then given to MacPherson, and he sent it to Ellerman, who kicked it to Anderson and he marked it. At this juncture the ball burst. On a new ball being got, Anderson had a shot but only kicked it in front. Then it was taken down the wing to Hedley, who sent it forward. Now there was some good play between Aitken and Brownless. The ball was then taken well forward and kicked behind by Hedley. Clendinnen having kicked off, a mark was given by Fullarton to Cutts, who passed it on to Willis, and a goal was prevented only by the good play of Clendinnen. Soon again after this the ball was marked by Fullerton, who had a shot at the college goal, but he only scored a behind, after being kicked off by Clendinnen, it was taken back by Keogh, who made a magnificent run and kick, just missing the goal-post. Half-time was now called.

The second half was very even until Brodie (jun.) got a mark and by a beautiful place kick launched the ball clean between the posts. After this the ball was up and down the ground and though the College had numerous shots they did not score.

Mr. W. H. Melville performed the onerous duties of central umpire to the great satisfaction of both sides.

#### SCOTCH COLLEGE v. CHURCH OF ENGLAND GRAMMAR SCHOOL.

The above match was played on Monday, 16th June, on the Melbourne Football Ground, and resulted in a most decisive victory for the College, by six goals and forty-two behinds to one goal and no behinds.

Hume, the Grammar School captain, having lost the toss, kicked off towards Jolimont. The ball was well returned by Taylor, who passed it to Aitken, and he took it well forward. For some time the ball kept dangerously close to the School goal, till Brodie (jun.) got a mark at an angle to the goal, which resulted in the first behind for the College. The ball, on being kicked off by Sims, was returned by Brodie (sen.) to Ellerman, who kicked it behind. Sims again, by a good kick, sent the ball well down to Smith, who carried it forward only to be returned by Aitken and Elliott, who were working hard for the College. After attacking the School goal, for some time, Brodie (sen.) got hold of the ball and passed it on to his brother, who very smartly punted it through the posts, thus securing first goal for the College, amidst great cheering.



Hume kicked off, and the ball was again brought down to the School goal, where Balcombe kicked it behind. The ball was now kept close to the School goal, but the only results were a few more behinds for the College—one shot by Morrison being extremely close, just hitting the post. Cumming in the centre and Elliott following were doing good work for the College, as were Smith and Youngman for the School. Soon afterwards Rutherford had a shot but only kicked it behind. After being kicked off, Morrison got hold of the ball and placed it neatly between the posts. Adams then kicked two behinds in quick succession and Armstrong almost immediately afterwards kicked another. The ball was now taken forward by the School, but they could not resist the play of Adams and Aitken, who brought it once more in front of the School goal. James now got the ball away, but Ellerman and Elliott soon brought it back again, and Adams scored another behind. The ball was again taken forward by the School, but Aitken seized it and by a fine run and kick sent it behind. When the ball was kicked off it was smartly returned by Balcombe, and after some good play Armstrong got it, and, by a fine kick, launched the ball fairly between the posts. Half-time was now called. On the ball being thrown up by Coulthard, Hornby, by a fine kick, sent the ball well forward to Brodie (jun.) who, ever on the alert, got a mark, and by a neat place kick sent the ball through. The ball was kept about the School goal, the College having shot after shot, but scoring only behinds. Shortly afterwards Brodie (sen.) by a smart kick, scored the fifth goal for the College. Once more Hume kicked off, and it was well returned by Jukes to Taylor, who passed it on to Brodie (sen.) Brodie then gave a little mark to Elliott, who kicked it behind. At last the School by a desperate rush took the ball forward and passing the College backs, who were playing nearly in the centre, Synnot got a mark in front and succeeded by a good kick in scoring the first and only goal for the School. Hornby kicked off for the College and the ball was brought down to its old quarters at the School goal where Armstrong getting a mark succeeded in kicking the sixth goal for the College. Shortly after this Brodie (jun.) had a shot and kicked what seemed to most of the spectators to be a goal but the umpire decided otherwise. Time was now called. Besides the goal kickers, the following played very well for the College. Aitken, Balcombe, Ellerman Elliott, Hornby, Montgomery and Thomas; for the School, James, Sims, Smith and Youngman.

Mr. G. Coulthard performed the onerous duties of central umpire to the great satisfaction of both teams.

## Births.

MACKIE.—On 25th April, at Newstead, the wife of Mr. John Mackie, of a daughter.

RAMSAY.—On 9th May, at Gipps-street, East Melbourne, Mrs. Robert Ramsay, of a daughter.

CARSON.—On the 15th May, at Keira, Wellington street, St. Kilda, the wife of David Carson, of a daughter.

DENNIS.—On 3rd June, at Eyenk, Mortlake, Mrs. A. Dennis, Jun., of a son.

WADE.—On 5th June, at St. Andrew's Manse, Carlton, Mrs. Harrington Wade, of a daughter.

WARE.—On 14th June, at Kort Kootnang, Camperdown, the wife J. G. Ware, of a daughter.

MACFARLAND.—On 20th June, at 17 Hotham-street, East Melbourne, the wife of Patrick MacFarland, Barooga, of a daughter.

## Marriages.

BORN—BALL—On 17th April, at St. Stephen's Church, Richmond, Alfred Born to Flora Eliza, daughter of John Ball, Richmond.

AINSLIE—MURPHY.—On 10th June, at Christ Church, South Yarra, Archibald Ainslie (Imperial Maritime Customs, China,) elder son of James Ainslie, Williams' Road, Melbourne, to Margaret Grace, younger daughter of John R. Murphy, St. Kilda Road, Melbourne.

MCPHERSON—TURNER.—On the 24th June, at St. Kilda, Angus McPherson, of Amly Downs, Queensland, second son of Ewen McPherson, of Benduck, N. S. W., to Harriet Turner, second daughter of the late James Turner, Esq., merchant, Melbourne.

## Deaths.

ROY.—On 26th April, after a very short illness, Charles Campbell, eldest son of Charles Roy, of Emerald Hill, solicitor, aged 19 years 11 months.

BROWNE—On 26th June, Archibald Junor Browne, eldest son of H. J. Browne, of Wellington-parade, aged 20 years.

## Notice to Correspondents.

Our next issue will be published in September. It will contain the subjects of Examination for the Special Prizes and the Sports Programme for the year

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