

THE  
**TORCH-BEARER.**

THE MAGAZINE OF  
THE SYDNEY CHURCH OF ENGLAND GRAMMAR SCHOOL.

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VOL. I.

Editorial.

"SPRING is coming!" and a sign thereof more infallible than the arrival of the swallow is the departure of Football, dying, indeed, grim and hard, but none the less dying, under the hot suns and dry, bright days of September. Queen Cricket reigns in his stead, and to her for the next six months our athletes must pay their chief court. The task we have set ourselves is a not too easy one. Last season we played only the second Elevens of the rival schools; this year we have at last taken a bold plunge and made our entry into first-class school Cricket. Some critics may think that the step is an overbold one on our part, and others may even

regard it as presumption; but we are more inclined to look on delays as dangerous, and to reply to the scorers, if such there be, "Let him laugh, who wins."

What, indeed, if we do not win a single match? What if our batsmen form constantly a gloomy procession to and from the wickets—chief mourners at their own funeral? What if our bowlers' arms and heads ache, and the weary fielder studies the art of leather-hunting for hours under a baking sky? Nothing good is gained without effort, and we shall derive fresh virtue and vigour from every failure, till our more developed experience warns our most contemptuous foe

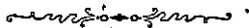
that we have to be reckoned with as men, not patronised for average-raising. Think, too, if we win once, how much greater the honour to us and the School than the overthrow of a dozen second Elevens. A close fight, an honourable defeat has its consolations, when the opponent is acknowledged to be far superior. Our one and only aim, then, must be to make victory a harder matter to the adversary than to ourselves; and the simple secret, of this is Practice, Practice, Practice, regular, assiduous, and systematic, undertaken by every member of every team, and directed to every department of the game.

Batting, indeed, has most charm for the crowd, especially at the nets, when there are no fieldsmen bothering around to take advantage of a careless stroke, and no wicket-keeper to confine you to your ground, if you have a fancy to run out and slog; and how many, alas! do so fancy, and for their brief quarter of an hour play fantastic tricks, though every third ball their stumps rattle with sorrowful reminder, and the remaining two deliveries result in sky-scraping "spoons." But this is not Practice. To *practise*, every ball must be considered and studied with as much reverence as if bowled by a LOHMAN or a TURNER, and then, only if it prove poor and weak, be visited with stern, swift punishment; and yet even so, a straight bat, and left shoulder well forward, must check any undesigned

and unsafe vagaries of flight as surely and scientifically as if a GRACE or a GREGORY were waiting to snap a chance. One careless piece of play has cut short many a flourishing innings in a match — "*Sic non bis peccasse licet!*" — and most assuredly a reckless system of "practice" will ruin for ever the most promising young batsman's style.

Bowlers, they say, are born, not made, and it is ill work to improve on Providence; but, seeing that Genius has been defined as "care in small matters, to make great matter," such points as "length," "variety of pitch and pace," and "break," may be commended to notice.

Lastly, we come to fielding, the indispensable but too often despised hand maiden of Cricket. In this all can excel. A quick eye and a smart pair of hands will often save more runs than they make. If, at practice, our seniors, instead of lordlily lounging, hands in pocket, till a ball comes their way, and then leisurely strolling after it, or impressing a small boy to do so for them, will keep an attentive eye on their pitch, and think it as disgraceful to miff a ball or return it badly as to make a "duck," they will have gone a long way to make this year's Eleven what a school team should be. It remains to hope that a good fortune, equal to our merits, will steadily hold with us through the whole season.



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## Football.

NOW that football for the year 1891 is at an end, before we give a review of our past season, a word or two may not be inappropriate on the game generally. Originally confined to a few Public Schools in England, it has of recent years spread amazingly and at the present time there are very few townships but can boast their football team with its usual tribe of devoted worshippers and "barrackers." With such a wide spread influence in our midst, the question naturally arises as to its merits and suitability as an athletic exercise for our youth, and we find detractors of football in large numbers, who even go to the extent of including in their "butcher's bill" such calamities as "running to catch a bus" or "to join his tram; fell and died!" and designate that and other misadventures of the same kind as accidents resulting from the game. But considering the question briefly we cannot deny that it does present vulnerable points to its opponents. While admitting that the game is no child's play, we must remember that although the objection of danger and roughness is invariably urged by outsiders, football is played by those who are fully aware of its character, and who are therefore ready and competent to minimise any personal peril. What seems to the observer to be an ugly throw or fall is in the majority of cases divested of danger by the player being fully prepared for such contingencies. It is the sturdy resolute character of the game, the pluck and endurance demanded by it together with its spice of danger, that wins such favour in the eyes of all young Britons. It is an essentially English production; it requires courage, self-control, perseverance and strength; and when

with these we couple its innocent aims, we think it cannot fail to be in the highest degree conducive to legitimate physical development. Just notice a batch of school boys taking part in the game—there is no thought of anything outside it—their minds are at rest free from all the worry of school-work—every quarrel is forgotten and the boys themselves are freshened and hardened by the wholesome exercise. Notice how unselfish the players are, what skill and strength and courage they display, and what self-control they possess. Take again the results, besides the vast amount of pleasure to those who take part, the social gain derived from it is beyond calculation. What continual forbearance it teaches; what exercise of judgement and personal dignity; what organising faculty it develops; and by compelling obedience, it prepares for command hereafter; what unselfishness and courtesy; what control of temper, and what a permanent correction of all foppery. Football, too, as indeed do all other school games, gives opportunities to masters and boys to know more of one another and thus it cannot fail to be advantageous to both. What a marked contrast is all this to the fellows you see loafing about the ground with their hands deep in their pockets, or comfortably ensconced in one of the corners, absorbed in the mysteries of a "penny dreadful," perhaps occasionally relieving the monotony by a visit to the "ice-cream man." Contrast these two sets at their evening study. The one has his mind refreshed, his head clearer, and his temper sweeter; but the other is oppressed with laziness and foppery arising from his unhealthy and demoralising idleness.

All school games and football in particular, are glorious elements in a boy's education and we should suffer as a nation, if we gave them up in favour of anything requiring less skill, strength, self-command, unselfishness and courage.

### REVIEW OF THE 1891 SEASON.

When our school was first opened in 1889, about the middle of the football season, we at once started the game and put a fifteen in the field to play the Junior teams of the leading schools. Taking a step onward in 1890 we put two teams in the field, our 1st playing third teams from the King's School, the Grammar School and Newington College, and our 2nd playing Junior teams from the same schools. This season we have made a still further advance and on several occasions we have been able to raise three teams. Our 1st have played the 2nd teams of the above schools and the 1st teams of all other schools. Our 2nds played against 4th teams and our Juniors tried against teams of about their own average age of 12. Next season we hope to see our 1sts pitted against the 1st teams of all schools in the matches for the "Schools' Challenge Shield." Speaking of this season's teams generally, there is no doubt but that the play has greatly improved all round. This is especially the case (*a*) in the scrimmages, which were well kept together and (*b*) in the combined play of the backs. Faults of course can be found and they were chiefly noticeable, (*a*) in the extreme fondness of the backs to try at "potting" goals when there was little or no chance of success, but when a run in was nearly a certainty (*b*) in the half backs forgetting their duty and running instead

of feeding the three quarters, (*c*) in the forwards "heeling out" but not at the same time holding the scrimmage, (*d*) in the team, with few exceptions, collaring the man without a thought for the ball.

### CHARACTERS OF THE FIFTEEN—

- H. POCKLEY I.—Full back. Has developed into a good back, he kicks well, collars low and is very good at stopping rushes.
- G. CLARKE II.—Centre three-quarter back. Runs well, dodges brilliantly, a sure kick, and collars well, altogether one of the best all-round players in the team. His main fault is that he is too fond of "potting" at goals when a run in would be much safer.
- E. ABRAHAM I.—Three-quarter back. Very fast, and a sure try-getter, but tackles too high. Unfortunately, he seldom plays in matches.
- J. WALKER.—Three-quarter back. Picks up the ball splendidly. He is very fast and at times dodges well; but he is too slow in getting off, and is apt to kick wildly.
- E. POCKLEY.—Half-back. Plays a good all-round game. He feeds well and plays an unselfish game. Rather light for a first team.
- A. YARNOLD.—Half-back. Picks up the ball well, but very often forgets that his duty is to feed and not to run. Kicks well at times, but must use more judgment.
- R. BARTON (Captain).—Forward. Made a very good captain. A hardworking and reliable forward, his weight always telling in the scrimmage.
- TREVOR-JONES—Forward. The most conscientious worker in the team. He

is rather slow, but collars well; is always on the ball, and plays a very unselfish game.

W. WILKINSON I. — Forward. Rather light, but plays well. He is always on the ball, tackles well, and dribbles fairly.

L. JEANNERET. — Forward. Follows up well, and makes his weight felt in the scrimmage. Should study the rules of the game more.

H. KENDALL. — Forward. Good wing, but does not consistently follow up. Dribbles well.

B. CLARKE I. — Forward. Slow; but towards the end of the season had improved very much. Plays a good conscientious game.

J. MAIR. — Forward. Plays conscientiously, and works well in the scrimmage. He must study the rules more and use better judgment.

M. DAWSON. — Forward. Does not follow up enough, and does not pass sufficiently.

N. COX. — Forward. Does not go into the scrimmage enough, and should pass more.

The result of the past season is as follows:

1st TEAM. Played 14 matches.  
 Won 7, lost 6, drawn 1.  
 Points scored for, 162  
 " against, 80

MATCHES WON: (7)

May 13	Queen's School, I.	23 to 0
" 27	Sydney Grammar School, II.	16 to 0
June 3	Sydney High School, I.	14 to 0
" 6	Newington College, II.	15 to 5

Aug. 12	Sydney Grammar School, II.	27 to 0
" 19	Sydney High School, I.	20 to 6
Sep. 2	Sydney Grammar School, II.	23 to 0

MATCH DRAWN: (1)

July 25	V. Kingston F. C.	3 to 8
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MATCHES LOST: (6)

Apr. 25	Randwick Juniors	0 to 16
May 9	The King's School, II.	6 to 10
June 13	Kingston F. C.	0 to 5
July 29	Wairova F. C.	3 to 11
Aug. 22	The King's School, II.	8 to 13
" 29	Walleroo 2nds	4 to 12

2nd TEAM. Played 9 matches.  
 Lost 5, won 4.

JUNIORS. Played 4 matches.  
 Lost 2, won 2.

April 25.—*v. Randwick Juniors.* Played at Randwick. Our team was very weak owing to the absence of Barton, Pockley, Jones, and Jeanneret (who were in training for the boatrace), and Abraham I., consequently we were easily defeated by 16 points to *nil*, notwithstanding the strenuous efforts of Clarke II., Walker I., and III., and Mair.

May 9.—*v. The King's School II.* Played on our ground and after a very even game we were defeated by 10 points to 6. Abraham I. was the first to score but this advantage was soon counteracted by a splendid rush of the King's School forwards, and the ball being passed to Weaver he safely planted it across our line. No goal resulted, and the score at half time was equal. Shortly after half time Platt kicked a

splendid goal from the field for the King's School and Abraham replied by gaining another try for us making our team 6 to our opponents' 7. The game now became very exciting, and no score was added till nearly call of time when Platt gained a try for the King's School, and thus made them victors by 10 to 6. Abraham, Clarke II. and Jones played best for us, while Platt, Weaver, Jones and Brown were the most conspicuous among our opponents.

May 13.—*v. The Queen's School.* Played on our ground. Although our opponents were by far the heavier team we had the best of the game from beginning to end and won easily by 23 points to nil. Clarke II., kicked a goal from the field and also converted two tries into goals. Tries were obtained by Mair, Jones, Walker I., Pockley II., and Wilkinson.

May 27.—*v. Sydney Grammar School II.* Played on our ground and won easily by 16 points to nil. Tries were obtained by Abraham (2), Wilkinson and Clarke II. The latter converted two of the tries into goals. Pockley and Walker played a very good game for us, as did McMahon, Twynam and Taylor for the Grammar School.

June 3.—*v. Sydney High School.* Played at Moore Park and notwithstanding the absence of Barton, Jones, and Brown, from our forwards, we won by 14 points to nil. Tries were obtained by Walker, Mair, Stewart and Pockley, and Clarke II., kicked a goal from Pockley's try.

June 6.—*v. Newington College II.* Played on our ground. Notwithstanding the absence of Barton, we more than held our own and won fairly easily by 15 points to 5. Our tries were obtained by Wilkinson and Jones and one of them was converted

into a goal by Clarke II., who also kicked a goal from the field. Turner and Bowman played splendidly for Newington and the former gained their only try and also converted it into a goal.

June 13.—*v. The Kingston F. C.* Our opponents were much the heavier team, but had we played our usual game and had every one not played for himself, we should have made a good show for victory. As it was we lost by 5 points to nil. A goal was obtained from a try by Fierce through one of our backs making a wild pass in front of goal. Jones and Clarke II., were about the only two that played up well.

July 25.—*v. Kingston F. C.* Played at Burwood and resulted in a draw—3 pts. to 3. Taylor (Burwood) was the first to score from a very fine dribble right across our line, but no goal resulted. Soon after Walker I. made a splendid run and succeeded in scoring but the kick at goal was a failure. From this to the call of time the game was very even and no further score was made. Barton, Walker, Mair, and Jeanneret played well, as did Pearce, Martineer, Johnson and Jones for our opponents.

July 29.—*v. Wairoa F. C.* Played on our ground on a very wet day. Brilliant play was impossible, but our forwards worked well against our heavy opponents. Dawson scored the only try for our side, while for Wairoa tries were obtained by Taylor and Dadsell (2), the latter converting one try into a goal; we thus lost by 11 points to 3.

August 12.—*v. Sydney Grammar School II.* Played at Moore Park and resulted in an easy win by 27 points to nil. Tries were obtained by Clarke II. (2), Barton, Pockley I, Clarke I, Jeanneret,

and Walker I. (2). Our place kicking was very bad, only one goal being kicked from 8 tries. For the Grammar School, Twynam, Taylor and White played the best game.

August 19. — *v. The Sydney High School.* Played at Moore Park and won easily by 20 points to 5. Tries were obtained by Pockley, Cox, Barton, Walker, Wilkinson and Clarke II. Place kicking was again very bad, only one goal resulting. Wickham gained the try for the High School and same good play was shewn by Watson, Clements, Forsyth, and Spain.

August 22.—*v. The King's School II.* Played at Parramatta and lost by 13 to 8. This was certainly the best match of the season, both teams being very evenly balanced. Platt was the first to score, but no goal resulted. Soon after from a combined rush the ball was passed to Platt, and he again scored a goal from a magnificent kick from the field, thus making the King's School 7 to our nil. Abraham now got the ball in our 25 and running the full length of the field succeeded in gaining our first try. Clarke II., managed to kick a goal from this, and soon afterwards half-time was called with the score 7 to our 5. For some time after re-starting the game was very even, the kicking being very good on both sides. At length Jones gave us a lead by scoring a try, and this we managed to keep till a few minutes before the call of time when Rudder and Bond scored in quick succession for the King's School, thus making us lose the match by 13 points to 8. We are the only school which has scored any points against the 2nd King's School this season.

August 29.—*v. Wallaroo II.* Played

on our ground and lost by 4 to 12. Our opponents were much too heavy for us, but we managed to make it a fairly equal game. Our only score was a goal from the field by a very neat and well judged drop by Clarke II. Tries were obtained for the Wallaroos by Taylor and Briton, one being converted into a goal, Taylor also kicked a goal from the field. For the School Clarke I., and II., Pockley, Wilkinson, Barton and Jones played best.

Sept. 2.—*v. Sydney Grammar School II.* Played on our ground and won easily by 23 points to nil. Barton was the first to score and shortly afterwards Abraham obtained two tries. Pockley I., kicked a splendid goal from the last try and Clarke II., from the first. Tries were also obtained by Kendall (from a very fine dribble) and by Pockley II.; and Clarke II., kicked a goal from the field. In addition to those mentioned Jones and Clarke I., played well for us, and Bice, Beveridge and White for the Grammar School.

*House v. School.* Wed., July 22nd. This match caused great excitement; and barrackers for both teams were very numerous and demonstrative. Jones captained the School and Barton the House. The former won the toss and gave the House the benefit of the sun full in their faces. Barton kicked off and Walker returned and then a series of well contested scrimmages followed. From the first the School were the stronger in the scrimmages, but the House fought manfully to avert defeat; before half-time Pockley II., had secured two tries for the day boys. No goals, however, were kicked. After half-time scrimmages were again the order of the day,

and the ball was gradually forced to the House territory; but, nothing daunted, the boarders rallied and carried the game well into the others' 25; when the ball being heeled out from a scrimmage was

taken possession of by Cox and safely landed behind the school line. The kick at goal was again a failure. No further score was made and the School were hailed victors by 6 points to 3.

### The School Concert.

A CONCERT at which the Presentation of the oars to our Champion Crew took place, was held in the Dining Hall, on Thursday, June 18th, but owing to "THE TORCH-BEARER" having been already printed at that time, it was impossible to give a full account until this issue.

The day was rainy but cleared up towards the evening. Boys holding lanterns (*Tradunt Lampada Vitae*) were posted at every available entrance, whilst others acted as chaperons to the fair sex who seemed on the whole rather happy that things were thus. The first item on the list was a Duet by Miss Robson and Herr Langhans which was very heartily applauded, as was also Miss Dibbs' for "A Day Dream." In "Sylvia" L. Welch showed a fine voice but was suffering from a slight cold and nervousness. A Duet on the Violin and Piano by Herren Schmellitscheck and Langhans showed that each of these gentlemen was a master of the instrument he played. Mr. L. Baker rendered "Across the far Blue Hills, Marie" in a very rich voice and was received with great ovations of applause.

After an Interval of five minutes

Herr Langhans played a solo on the Piano in grand style and was received with warm enthusiasm, and the duet for Violin and Piano by Herren Schmellitscheck and Langhans again brought forth rounds of applause. The Misses Dibbs sang "A Happy Hunter" and received an encore, in response to which they repeated the last verse. Fred Strange sang "Toll for the Brave" and shows promise. The Chorus was rendered by some of our schoolmates.

Then Miss Robson presented the Oars with a word of encouragement to each of crew and "Tiny" Cox was called upon to name the crew in their order, so that each could come and receive an oar, nicely painted with the names of the crew, and the school motto and crest. Miss Robson gave each boy his oar as he came up and stood on the left side of the stage and she also gave the lucky owner a few words of advice and praise. The "School Song" was sung and then, when three cheers for Miss Robson, The "Coach," the crew, and masters, had been given, the curtain fell on our last evening at school previous to the June holidays. A full programme is herewith appended:

PART I

- |                              |   |                         |
|------------------------------|---|-------------------------|
| 1. Piano Duet                | "Overture to the Merry Wives of Windsor," | <i>Nicolai.</i>         |
|                              | MISS ROBSON AND HERR LANGHANS.            |                         |
| 2. Song                      | "A Day-dream,"                            | <i>Streleski.</i>       |
|                              | MISS DIBBS.                               |                         |
| 3. Song                      | "Sylvia," (Shakspeare)                    | <i>Schubert.</i>        |
|                              | LESLIE WELSH.                             |                         |
| 4. Duet for Violin and Piano | "Romance, in E."                          | <i>Lovise Langhans.</i> |
|                              | HERREN SCHMELLITSCHECK AND LANGHANS.      |                         |
| 5. Song                      | "Across the Far Blue Hills, Marie,"       | <i>Blumenthal.</i>      |
|                              | MR. L. BAKER,                             |                         |

INTERVAL OF FIVE MINUTES.

PART II.

- |                |                                 |                 |
|----------------|---------------------------------|-----------------|
| 6. Piano Solo  | "Caprice Espagnol,"             | <i>Ravina.</i>  |
|                | HERR LANGHANS.                  |                 |
| 7. Song        | "Toll for the Brave," (Cowper.) | <i>Handel.</i>  |
|                | FREDERICK STRANGE AND CHORUS.   |                 |
| 8. Violin Solo | (a) "Cavatina,"                 | <i>Böhm.</i>    |
|                | (b) "Saltarello,"               | <i>Pupini</i>   |
|                | HERR SCHMELLITSCHECK.           |                 |
| 9. Song        | "The Longshoreman,"             | <i>Chesham.</i> |
|                | MR. W. CRAMPTON.                |                 |
| 10. Duet       | "The Happy Hunter,"             | <i>Küchen.</i>  |
|                | MISS DIBBS AND MISS J. DIBBS.   |                 |

PRESENTATION OF THE OARS BY MISS ROBSON.

- |     |                |                     |
|-----|----------------|---------------------|
| 11. | "School Song," | <i>J. Langhans.</i> |
|     | CHORUS.        |                     |

God save the Queen.

FOR "THE JUNIORS."

AVIS A CEUX QUI ORIENT "BIS."

UNE dame chante à un concert, et fait tant de plaisir, qu'elle obtient les honneurs du "bis." Sa petite fille, qui assiste à cette séance musicale, élevait de vives réclamations: "Ce n'est pas juste! Maman savait très bien, sa leçon. Il ne fallait pas la lui faire recommencer!" — *Figaro.*

## A Sea Dirge.

Come away! Come away! Storm-stricken head  
     Soft shall be thy bed  
 In magic gardens of the sea;  
     Where sucks not any bee,  
 Nor carols any woodland bird  
     'Mid dim green bosage heard;  
 But fish, a thousand rainbow dyes,  
 Staring with their round cold eyes,  
 Chase the struggling sunbeam drowned  
 'Neath the purple tide profound;  
 Where each living blossom glows  
 Golden, azure, emerald, rose;  
 Where all things, or rich or rare,  
 Strayed from earth or fire or air,  
 By a strange sea-alchemy  
 Change to forms that never die:  
     Here shalt thou rest,  
 While wind and wave sing lullaby;  
     Surely 'tis best,  
 Each simple duty bravely done,  
 By god-like suffering to have won,  
     Poor Mortal, immortality.

YΣ

## The School Museum.

**E**DUCATIONAL training in its wider application includes everything that tends to develop the whole of one's natural powers, and very important results have been obtained, when one has been taught to make good use of his powers of observation. With this end in view, a school should possess such objects as will best awaken in its members an interest in the workings of Nature. The

profound ignorance of Natural History, which is so evident in the average school-boy, is most assuredly the cause of his utter indifference to it. He is not to be blamed for this apathy, but is rather to be pitied. He walks about the woods and shows his interest in insect life chiefly by destroying every unfortunate creature that crosses his path; and, although conscious of the beauties of the flowers

which meet his eye on every side, his appreciation of them rarely goes beyond putting a few of the gayest specimens he can find into his buttonhole. His knowledge of shells is not extensive; he thinks them peculiar—sometimes very beautiful; but that they are the domiciliary edifices of animals which have been produced from eggs, and which live and breathe, and often prey on one another like the rest of the animal creation, does not for a moment enter his imagination. To supply this want something has already been done to lay the foundations of a Museum. The collection of insects and beetles, though not numerous, is exceedingly well arranged. A good deal of attention is being paid to the wild flowers around Sydney, which for variety and beauty can scarcely be surpassed; and a number of varieties correctly named and classified is daily on view in the school laboratory. The shell collection is a very modest one, but there are good prospects of increase, so that by the end of next term it should hold an honourable position in the Museum. Naturally, the work has so far depended on the efforts of a few enthusiasts; but, to be really successful, it is absolutely necessary that everyone should do his share in this important undertaking. Everyone can contribute something; insects, flowers, shells, birds' eggs, are all scattered in our path if we will only take the trouble to lay hold of them. This small trouble is amply rewarded, for, in this way, every boy who acquires even a slight knowledge of these subjects is supplied with the means and possibilities

of pleasures which will last his lifetime; pleasures, too, which will grow deeper and more real in proportion to his increasing ability to appreciate them. It may even be permitted him to see

“Tongues in trees, books in the running brooks;  
Sermons in stones, and good in everything.”

For why should Australians continue to justly incur the charge of want of reverence, not only for things sacred, but even for antiquity? Why should they lack the finer sensibilities in things æsthetic? Doubtless, to some extent, this new country, and the absence of those associations which make the very stones of an old-world city eloquent, and throw a mysterious glamour over many a lonely fell and barren moor at home, are to blame. But the Bible of Nature is always open to the observant, and he who runs may read; and whoever reads, though but a little, with understanding, has changed his atmosphere, and knows with Wordsworth that “the meanest flower that blows” may bring “thoughts that do lie too deep for tears.”

To conclude, the intelligent study of the order and economy of Nature and the cultivated appreciation of her beauties and mysteries raise Man far above earth to the threshold of heaven itself. Wise indeed and divine was the feeling, which led the ancient Jews to shroud with a gorgeous veil of blue and purple and scarlet and fine-twined linen, emblematical of the four great elements of Nature, the approach to the Holy of Holies.

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“Ring out the Old, Ring in the New.”

**W**E have just come out of the school-hall and, as if by habit, we cast an inquiring glance at the Headmaster's study; next our eyes wander towards the playground, and at the same time a thought passes through our head: “Shall we go and have a kick or not? Oh yes! we may as well, as there is nothing else to do.”

After having satisfactorily settled this question, we wander towards the goal-posts with the intention of — Hallo! what is the meaning of that crowd of boys collected round the upper end of the centre cricket-pitch, where now and then one can see a head emerge above the middle of the crowd and as quickly descend, while a peculiar grating noise is heard, mingled with a succession of thuds. An empty barrow, above all things, comes along with a rush, and immediately disappears into the thick of the mob.

On closer inspection (which one can only obtain by dint of hard pushing and

much elbowing), we perceive it all. The termination of the football season has come with a bound, and the whole school has turned out to clear the pitches from the covering of tan and clay, which has stood so many tough and well-contested scrimmages. The grating noise we heard is made by the spades as they scrape along the concrete, and at each stroke display more of the long-hidden (but not forgotten) pitch.

Yes, it is all too true! Football has ended its reign for a period, and must now give way to its opponent, Cricket. What if there have been some very warm protestations against this, have there not also been even louder exclamations of gratification? Surely, if we have to begin cricket, the sooner the better; especially as this season we play only first teams; and to make a respectable show, if not to win, we shall have to practise hard, with no shirking or shrinking.

ENTHUSIAST.

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## A School Alphabet.

[REVISED.]

A's our Antagonists, some of them bold 'uns,  
 B's for the Boys, both youngsters and old 'uns;  
 C's for our Cricketers—all men of nerve—  
 D's the Detention we hate, though deserve;  
 E is our Editor, always at work,  
 F is the Football that some of us shirk;  
 G's for the “Gertrude,” our first four-oared boat,

H for the Houseboys, most worthy of note ;  
 I's for the Idlers—the number is few (?)—  
 J's for the " Junior " that makes us look blue ;  
 K is the Knowledge we want for Exam ;  
 L is the Loafer, who trusts to mere cram ;  
 M's for the Masters—let's give them a cheer—  
 N's for their Names—in our " ad. " they appear ;  
 O's for the Old Boys we'll have by-and-bye,  
 P's for the Prize Day, which crowns industry ;  
 Q's for this Quarter—I wish it was o'er !—  
 R's for the Rowing, well done by our Four ;  
 S for the Sergeant, who once served the Queen,  
 T, THE TORCH-BEARER, our School Magazine ;  
 U is for Union—let's strive for it well—  
 V's for that Victory—Riverview's knell ;  
 W our Workers in school or at play,  
 X is for Xmas, our long holiday ;  
 Y the Yoke-lines Cox handled so well,  
 Z for my Zeal, which now merits a spell.

BLATTA ORIENTALIS.

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### ÆE FOOTBALL DANGERS.

" I hold that game not worth a rap,  
 For a sensible man to play,  
 Into which no accident, no mishap,  
 Can possibly find its way."

*Adam Lindsay Gordon.*

*Idem Latiné—*

Ludendi genus omne mihi nuce vilius unâ,  
 (Si mens in sano corpore sana viget),  
 Quò nunquam dubii graviora pericula casus  
 Sexcentis poterunt insinuare modis.

Y E

## Something about Hobbies.

### II.—STAMP COLLECTING.

THE kind reader will most certainly agree with me that the Stamp Hobby is the most widely-spread of all the many hobbies of the schoolboy. I do not say *Australian* schoolboy. No; wherever you look in the playground of a boys' school, be in Siberia or in South America, you will always notice among the shouting and running crowd of boys a few who, though may-be little in size, are walking about with friends, or, standing "in a contemplative fashion," bent with a critical eye upon a very diminutive object. What is this object? A stamp. And what are they doing? They are "swopping." We are told that every queen white ant gives birth daily to about eighty thousand little ones, which, makes out a rather puzzling sum, if we multiply this by the number of queen ants which populate the earth. So also it would astonish the readers of THE TORCH-BEARER if I were to quote the number of stamps, which are every day "swopped" all over the globe. Yes, it is true; stamp-collecting has, during the half-century stamps have been in existence, attained a most marvellous popularity. Although most boys, when they put away childish things, also give up their stamps, there are many—and their number is fast increasing—who continue collecting, and consequently acquire a collection, which, as time goes on, may represent the considerable fortune of as much as hundreds of thousands of pounds. How is it that this hobby has become so popular that it has developed from a boyish pastime into a science, to which educated men devote their time, wealthy men their means? There must

be, and there is, a rare charm in those seemingly valueless bits of paper. In spite of the many people who sneer at those "Philatelists"—who call Philately a craze—we cannot help being struck by the manifold and manifest advantages we gain, be we boys or men, in collecting stamps. First of all, the gumming in of our stamps into the album has to be done with great exactness and symmetry, and thus a taste is cultivated within us for tidiness, cleanliness, and system; secondly, in trying to find out what country a stamp belongs to we are gradually getting a good idea of geography and history. Before we started collecting, we may have been altogether indifferent to history; but our stamps teach us, better than history books, many an interesting lesson of exciting political dramas, of the rise and fall of a nation. Take, for instance, France. Here we have in 1849 a Republican Constitution, with the head of the Goddess of Liberty printed on the stamps. But this liberty did not last long. Already, three years after the issue of the first French stamps, the ambitious President, Buonaparte, substitutes his own portrait. In the year following, that President commits a perjury, or, as it is called a *coup d'état*, and makes himself emperor. For ten years there is no new issue. But, in the year 1863, Napoleon's vanity prompts him to adorn his ignoble head with a wreath of laurels. In 1870 he is overthrown, expelled, and exiled, and once more the Republic is established.

But Philately teaches us yet another thing, viz., languages, and I believe it to

be quite a successful tutor. A fairly flourishing collection represents a vocabulary compiled from about 50 languages, and there is certainly no small advantage gained by having some little idea of every one of these dialects. I do not mean those we learn at school—French, German, or English—but those which are only spoken by a comparatively insignificant nation. We should perhaps not even know of their existence if it were not that our stamps teach us better. And this vocabulary of foreign languages affords much pleasure to the inquiring mind. We compare them, we find out how closely many of them resemble our own, what the characteristics of some of them are, and—who knows?—there may be the germ of a great linguist slumbering within us. In collecting stamps we may find out what our vocation in life is.

I think I have said enough to convince you of the usefulness of Philately. Let me now give you a few practical hints, with the help of which you may successfully carry on collecting. The fate of our stamp collection is, of course, chiefly dependent upon the kind of album we choose. If we have nothing but a blank one, *i.e.*, without illustrations and explanatory text, collecting will not be of much use to us. We then simply stick a German stamp on one page, an English one on the other, in a mechanical and, for this reason, uncommendable fashion. Let it be our first care to get a first-class album, in which a space is allotted to every stamp; in which we have blank

fields on the right-hand page, whereas on the left the illustrations and the text tell us into which field we have to put such and such a stamp. Say, for instance, you have a red New South Wales penny stamp of the year 1864. You would then look at the list of N.S.W. stamps on page so and so, find "*A penny red, type (illustration) IX., No. 3.*" You then compare your stamp with that illustration, and stick it on the blank space No. 3 on the right page. In answer to the question: Which of the many albums in existence is the most useful for young collectors? I should recommend the "Imperial Album."

Finally, let me advise you:—

- (1) Not to use gum, but paste, or, better still, "stickphast."
- (2) Not to give a place in your album to torn stamps.
- (3) To be liberal with your duplicates, and, when you are "swopping," to do so like a man, not like a pawnbroker.
- (4) To buy stamps only in moderation; your collection is sure to increase all the same.

Much more is left to be said; much more advice and much experience is needed to become a good collector. The experience, however, has to be gained gradually: it has to be purchased at times. As to advice, it is always available, for it shall be freely given, whenever you apply to

CONTINENTAL.



## Correspondence.

*To the Editor of "The Torchbearer."*

DEAR SIR,

Would you kindly enlighten me on a subject that has long occupied my mind, *i.e.*, why, in such a prominent institution as this, there is no such thing as a tennis court? The want of a court is greatly felt by all those who have any idea of spending a pleasant fore or afternoon, when not playing cricket or football; and, besides being a very pleasant recreation, it is also a healthy exercise. Some of the boys who do not go in for cricket or football might be persuaded to go in for tennis. Besides, tennis is not a "dangerous" game, because no one has, so far, in the history of tennis matches, managed to "break his arm, barracking." There is a Sports Committee in the School, and I am sure they would do their utmost to promote the welfare of athletics. Who would not? Why, any boy that has not the welfare of his School at heart should never deign to wear its colours. Sometimes boys are reminded that they have not got the school colours on. Why do these boys not wear them? If it were left to this class of fellows (who, still, are not all equally indifferent) to get up tennis courts and cricket "pitches," the school would not improve one "iota" in a century. But, to come back to tennis courts, why has nothing been done so far about the matter? I will answer: Because no one has, thus far, taken the matter to heart to inquire about it, and because those that have any interest it have not been asked to speak or act in the matter. Hoping

this will meet with due notice, I beg to remain, dear Sir,

Yours, etc.,

CAUCASIAN.

*To the Editor of "The Torchbearer."*

DEAR SIR,

There is one great reason why boys will not practise regularly, and that is because there is no proper dressing-room. Could not a small dressing-room be built somewhere on the grounds, half of which might be partitioned off for visitors, and the remainder for the school, with a good shower-bath in each. If this was seen to, our practice would be a great deal better than it is.

I am, etc.,

GRYLLUS.

*To the Editor of "The Torchbearer."*

DEAR SIR,

There is no reason why we should not have some very good small concerts amongst ourselves. All, or nearly all, the house-boys play some musical instrument or sing comic songs, and I am sure, with a very little trouble, we could have some really good fun. We might have a concert once a fortnight or thereabouts.

Hoping this will meet with approval, I remain

Yours, etc.,

CARMEN.

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## School Notes.

The thanks of the School are due to Herr Langhans for his gift of pictures now hung in the class-rooms, and for the valuable collection of insects presented to the School Museum. Cricketers have also to thank Mr. Empson for his seasonable gift of W. G. Grace's Book on Cricket.

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The letter in our last issue about a School flag deserves prompt consideration. A flag of the design there mentioned would probably cost £10. Can we not hope for subscriptions for so worthy an object? Meantime can we not boast a Union Jack for matches and state occasions?

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A good start has been made in Cricket practice. The arrangements for the coming season are very complete. The practice pitches are to be reserved for the use of the first Twenty-two, while the centre pitch will be available for the smaller boys for matches. Mr. Hughes takes charge of the first Eleven, Mr. Hall of the second, and Mr. Baker will interest himself in the Juniors. A long list of matches is being arranged, and it is to be hoped that no one will now find an excuse to shirk practice.

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Our first Eleven will make their effort against the five leading Schools of Sydney, viz : Sydney Grammar School, King's School, St. Ignatius' College, Newington College, and Eton College. On Saturdays it is proposed to play clubs of fair strength, our eleven being selected from Masters and

the first Twenty-two. The club further promises a bat to anyone who succeeds in scoring over fifty runs in a School match.

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The Football sub-committee have awarded colours to the following boys:—Bartón, Clarke i, Clarke ii, Jeanneret, Jones, Kendall. Pockley I, Walker I, Wilkinson i, Yarnold.

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A challenge has been received from the Scotch College, Melbourne, to row for the championship. We hope to accept, subject to the following conditions. (1) Race to be rowed on sliding seats. (2) Distance not to be less than a mile and half. (3) Date to be in the second or third week of December. (4) The race to take place on the Yarra. However, our ability to comply with the last condition is a question of ways and means, which we trust to engineer satisfactorily. Our opponents must not forget, that we are making considerable concession and suffering great inconvenience by meeting them on their own water.

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We hear there is a chance of the ground being properly drained, and if a room could be erected for the use of visiting teams, we should have little to complain of.

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The House Library is making great strides, and we hope shortly to hear of one being opened for the use of the whole School. Many useful institutions such as

Debating Societies, Chess and Draught Clubs might be started under an energetic librarian.

We are glad to see two of our fellows entered for races at other School Sports. Our own Sports have by no means been lost

sight of, but can scarcely be held before next year.

The extensive alterations and additions which are shortly to be made to the School Buildings give us among other advantages a prospect of lawn-tennis and fives courts.

### Sport's Committee.

On September 7th, at a General Meeting the following officers were elected to serve on the Cricket Sub-Committee for the present season.

CHAIRMAN: THE HEAD MASTER (*ex officio*).

CAPTAIN }  
TREASURER } WALLACE, I, (*ex-officio*)

MANAGING MASTER: MR. HUGHES.

COMMITTEE }  
CLARKE, II.  
KENDALL  
BARTON  
CLARKE, I.

Cox was also elected a member of the General Sport's Committee in the place of WALKER, III.

A list of Prefects for the present term is appended:—

YARNOLD  
WALKER, I  
CLARKE, II.  
KENDALL  
JONES  
WALLACE, I.  
CLARKE, I.  
BARTON  
POCKLEY, I.  
ABRAHAM, I.

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The Editor of the "TORCH-BEARER" begs to acknowledge with thanks, the receipt of the *King's School Magazine*, *The Sydncian*, *Wesley College Chronicle*, *The Wanganui Collegian*, and *The Leodiensian*.

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## NOTICE TO SUBSCRIBERS.

The "TORCH-BEARER" will at present be published four times a year, at the end of each School Term. The Subscription will be 2s. 6d. per annum, post free.

Address :— "Editor of the TORCH-BEARER,"  
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(1). Communications for the next number of the TORCH-BEARER must be sent in before November 20th. They should be placed in the Editor's Box, which will be found near the Sergeant's Room, or addressed to "The Editor," Church of England Grammar School, North Sydney.

(2). Contributions should be written on *one side* of the paper only, and must be signed by the author, not necessarily for publication but as a guarantee of good faith and originality. Anonymous Contributions will be liable to summary disposal in the waste paper basket.

