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THE FORTIAN.

20th February, 1901.

QUEEN VICTORIA.

SINCE "that rememberable day" when Queen Victoria with the Prince of Wales,

"Whose voice had plucked his flickering life again
From halfway down the shadow of the grave,
Past through her people, and their love,
And London roll'd one tide of joy thro' all
Her trebled millions, and loud leagues of men
And welcome!"

some notable gatherings in the great metropolis have born witness to the hold their liege lady had upon the affection and devotion of her subjects throughout her wide empire. None, however, was more eloquent in this respect than that which on Saturday 2nd. inst. came together in sorrow to take a part in the last rites for one who for more than sixty years had been the pride and almost the idol of the British people. The commencement of the Queen's reign was hailed with joy and enthusiasm by all her subjects, and as the years rolled by that joy and enthusiasm increased until no monarch that ever lived had such a place in popular regard and affection. For many years she has been an ideal queen and empress in

the eyes of our race. We have been proud of her as the Representative and the Head of our Empire and have expected all the nations of the earth to honour her in that capacity. Sentiment this may be, but sentiment counts for much even in the practical affairs of an empire, and when the object around whom all this sentiment has gathered is removed from the high place she has so long occupied we are poorer and weaker for the removal.

SPEECH DAY.

An immense audience crowded the Town Hall on the night of 14th December 1900, on the occasion of the annual prize-giving and display in connection with the Model Public School, Fort Street, Sydney. Numbers of people were unable to gain admittance, so great was the throng. The Hon. J. Perry (Minister for Public Instruction) presided, and there were present Mr. F. Bridges (Chief Inspector of Schools), M. Biard d'Aunet (Consul-General for France), and many others. A choir of girls dressed in white, and bedecked with red ribbons, and boys wearing the school colours occupied the seats in front of the organ and rendered some capital choruses. The programme was carried out with promptitude and the minimum of disorder, no easy task when some hundreds of performers were being dealt with.

The head master, Mr. J. W. Turner, in his report stated that the enrolment for the year exceeded 2000, and the average attendance was 1752. Representatives of Fort Street had attended one or other of the public examinations held throughout the year, and were particularly successful in the following:— Chamber of Commerce: Results made known early in the year; all the prizes and best positions fell to Fort Street boys, Swain being first. Swain also gained a cadetship in the forestry branch. In a literary competition conducted by the "Australasian Art Review" Florence Everitt and George Whitney won Earl Beauchamp's gold medals and a valuable set of books. Twelve passed the March matriculation; 56 (including nine girls) passed the Junior. Lloyd and Wyatt were first and second for the position of cadet draftsman in the Lands Department. The prize awarded by the Alliance Francaise was won by Foxall; and Watts made a distinguished pass in the Senior. Watts' pass may be classed with the very best work done in Fort Street School. He was the only candidate to represent the school at the senior this year. He obtained eight A's, won the medal for Latin and Applied Mechanics, and secured first-class honours in Latin, French, and Mathematics. On the practically unanimous vote of his classmates he was awarded the chief inspector's prize as being the lad who had brought the greatest credit to the school during the year. He also holds Dr. O. Bohrsman's prize for mathematics and the Old Boys' prize for English. In pursuance of their policy, inaugurated last year, of encouraging the practical study of the French language, the French Society of Sydney, through their honoured president (M. Biard d'Annet, French Consul-General for United Australia), had again presented the school with one of their very handsome prizes. The examination for this prize took place this year at the Consulate when candidates were tested in their ability to maintain a conversation in French by a specially appointed commission of members of the society. The commission awarded the prize to the captain of the school (H. Foxall). It will interest parents and friends to hear the opinion of the members of the commission on the merits of the candidates. M. Biard d'Annet, in accepting an invitation to be present here to-night, says:—"I will be extremely pleased to be present at the distribution, and the more so that I know from the report of the examiners that the practical teaching of French has received a new impulse in your school, and that very satisfactory results have been obtained." In his letter informing the head master of the committee's award, the Consul-General said that Mr. Foxall by his written work and his conversation had shown that he had given much intelligent attention to the study of the French language. The committee was equally satisfied with the work of Mr. H. Laird. The occasion of the presentation of this prize gave Mr. Turner the opportunity of declaring his hearty approval of the work of the French society and his intention to

make every practical effort to assist the society in realising its very laudable object. In asking teachers to give instruction in this language for the purpose of conversation the society was asking what was but right and reasonable: French was not a dead language; indeed it was very much alive, as alive as our own British tongue, even if it were not spoken by as many millions. This being so, the time had surely come when our large representative schools should not rest satisfied with turning out from year to year great numbers of boys who were, perhaps, familiar with the difficulties of French grammar, and could read with doubtful appreciation the works of French literature, but who, in the company of French people were incapable of uttering or even understanding the simplest French sentence. Such a state of things calls for change, and he congratulated the French society on adopting the right course to secure it. But to us, on the threshold of Australian nationhood the subject assumed another and greater importance. In these days of full and free intercourse between the various nations of the world, when politically, socially, and, above all, commercially, they were being brought into closer contact with one another, the importance of a practical acquaintance with modern languages became almost a necessity to people aspiring to a front position in the ranks of world powers. We must be prepared to conduct our business with our foreign friends by means of our own native-born agents. Already we found the ability to converse in French and German being insisted upon in many quarters as a condition of entrance into commercial life. Recognising this great fact then—recognising particularly that the proximity of large and important French possessions was bound to render the practical knowledge of French of greater and greater importance to us—and, finally, feeling that a school like Fort Street should always be abreast of the times he had taken up and endeavoured to carry into effect the desires and object of the French Society, and he could assure the president and members of the society he would continue to do so. In furtherance of this policy of expansion, of extending the sphere of the school's usefulness, Mr Turner was pleased to state that he had been able this year to introduce the study of German into their already widely comprehensive curriculum. Twenty-seven matriculation passes were obtained at the different examinations held at the University in the year 1900. The annual inspection of the school was conducted by Mr. Inspector Dawson in October and November. The following general remark from the observation-book summed up that gentleman's views as to the condition of the school:—"In spite of the unfavourable year teachers and pupils have worked so well that there is no falling-off in efficiency." The library had been enlarged, and nearly 1000 volumes had been added. The cookery school, under Miss Gelding, was in a most satisfactory condition. The manual training branch, conducted by Mr. Lockley, was in a very efficient state. The benches were all full, and

the work was carried out with much thoroughness. In the arena of sports, cricket for boys and tennis for girls were in a flourishing condition. The Swimming Club had a membership approaching 700. At the annual sports of the P. S. A. A. F. Powell won the 150 yards open handicap, and the 15 years age championship; G Powell, his brother, took the first prize for the hurdle race, and the school championship for 100 yards; Leeson won the 14 years age championship. It was very gratifying to be able to report the various successes of old boys. At the University, in the Medical School, in the Engineering School, in the Public Service, in the many commercial institutions, and in other walks of life Fort Street boys were doing well. The bazaar held

at the beginning of the month was a pronounced success. The head master remarked that the work of the school was never in a healthier condition, and the promise of good results never brighter. Good as had been the past, he leaned to the belief that the school would be seen at its very best during the next two years. The moral tone which existed throughout the school, the standard of attainments which had been reached in all classes, the application and the industry evinced, all tended to confirm this belief. A fine esprit de corps existed among the senior pupils, and loyalty, intelligence, and energy characterised the staff. The head master concluded his report by expressing the opinion that the school deservedly held a high place in public esteem.

—From the SYDNEY MORNING HERALD.

THE YOUNG QUEEN.

Her hand was still on her sword-hilt, the spur was still on her heel,
 She had not cast her harness of grey, war-dinted steel;
 High on her red-splashed charger, beautiful, bold, and browned,
 Bright-eyed out of the battle, the Young Queen rode to be crowned.
 And she came to the Old Queen's presence, in the hall of Our Thousand Years,
 In the Hall of the Five Free Nations that are peers among their peers;
 Royal she gave the greeting, loyal she bowed the head,
 Crying "Crown me, my Mother!" and the Old Queen stood and said:—

"How can I crown thee further? I know whose standard flies
 Where the clean surge takes the Leeuwin, or the notched Kaikouras rise;
 Blood of our foes on thy bridle, and speech of our friends in thy mouth,
 How can I crown thee further, O Queen of the Sovereign South?
 Let the Five Free Nations witness!" But the Young Queen answered swift;
 "It shall be crown of Our crowning, to hold Our crown for a gift;
 In the days when our folk were feeble, thy sword made sure Our lands,
 Wherefore We come in power to beg Our crown at thy hands."

And the Old Queen raised and kissed her, and the jealous circled prest,
 Roped with the pearls of the Northland, and red with the gold of the West,
 Lit with her land's own opals, levin-hearted, alive,
 And the five-starred Cross above them for sign of the Nation's Five.
 So it was done in the Presence, in the Hall of Our Thousand Years,
 In the face of the Five Free Nations that have no peer but their peers,
 And the Young Queen out of the Southland kneeled down at the Old Queen's knee,
 And asked for a mother's blessing on the excellent years to be.

And the Old Queen stooped in the stillness, where the jewelled head drooped low:—
 "Daughter no more, but Sister, and doubly Daughter so;
 Mother of many princes, child of the child I bore,
 What good thing shall I wish thee that I have not wished before?
 Shall I give thee delight in dominion, rash pride of thy setting forth?
 Nay, we be women together, we know what that lust is worth
 Peace on thy utmost borders, and strength on a road untrod?
 These are dealt or diminished at the secret will of God.

I have swayed troublous councils, I am wise in terrible things;
 Father and son and grandson—I have known the heart of the Kings.
 Shall I give thee my sleepless wisdom, or the gift all wisdom above?
 Ay, we be women together, I give thee thy people's love!
 Tempered, august, abiding, reluctant of prayers or vows,
 Eager in face of peril as thine for thy mother's house.
 God requite thee, my Sister, through the strenuous years to be,
 And make thy people to love thee, as thou hast loved me!"

—From THE TIMES (London), by RUDYARD KIPLING.

CRICKET

At Birchgrove, on Friday 8th February, 3G met and defeated 3D by 28 runs on the first innings. Scores:— 3G, 52; 3D 24. Wightman for the winners played splendidly and his contribution, 36 not out, greatly helped his side to victory. Portus (7 wickets) and Parkes (3 wickets), were responsible for the downfall of the others, who only put on 12 runs between them. Smith, 7, and McIntyre, 6, were the top scorers for 3D; Owen (Captain), took 7 wickets and Rhodes 3. Butler kept wickets well.

3F met and defeated 3H and E on the 13th inst. at Birchgrove by 80 runs on the first innings. Scores:— 3F, 108; Harris, 26, Wardrop, 36, and Munro, 19, batted splendidly. McLachlan took 6 wickets, and Saunders 2; 3H and E made 28; and 27 for 2 wickets, Cobham 8, and 9 not out, and Judson 14. Harris captured 8 wickets, and Brown 2.

The return match between 5A and 4B resulted in a win for the Fourth Class, after a rather keen contest. Both sides fielded well. Scores: 4B, 52; Utz (who is not much higher than the bat), 12 Fogarty, 8, Williams 7. 5A, 39; McManus played a good sound game. 4B had a second innings and compiled 28, thus leaving 5A with 42 to get; but time was against them and 4B were declared the winners on the first innings, by 13 runs.

GIRLS' DEPARTMENT.

We are pleased to learn that Miss Ivy Beattie, who was Senior girl of the school at Christmas, passed the Public Service examination, and has been appointed to a position in the Government Statistician's office.

EDITOR'S NOTE: Owing to the large amount of space required to print prize lists, much interesting matter has had to stand over till next month. We particularly regret this necessity in the case of a full report of the School Bazaar.

PRIZE LISTS.

A notable feature in connection with the great gathering at the Sydney Town Hall on 13th December last was a great array of tables laden with valuable books to be distributed as prizes. Their number made individual presentation impossible, therefore we devote a large proportion of this issue to recording the names of those scholars who gained these rewards.

BOYS' DEPARTMENT.

SENIOR FIFTH

Chief Inspector's prize for boy who has brought greatest distinction to the school during the year:

Percy R. Watts.

Dr. O. Bohrsmann's prize for Mathematics:

Percy R. Watts.

Dux. Percy R. Watts.

Special Prize of Alliance Française for French Conversation.

H. Foxall.

Special prizes for French conversation given by school Head master's prize Gold medal for best pass at Junior 1900.

S. Noake.

H. Laird, and H. Douglas.

Math. Latin and French. 1 H. Foxall, 2 W. Mason. English and Latin. G. Whitney.

Marked progress in Languages, W. Vickers
 Matriculation Section.

Math. Latin and French. 1. S. Noake 2 H. Laird (special for French) 3 H. Laird (special for French Progress in Languages.— P. Portus, K. Gollodge, W. Ross, H. Brewster, H. Powell.

Authors.— C. Collins.

General Information.— J. Bridge.

Public Service Section.—

French	1. F. A. Williams	2. Morgan.
Geography	D. Ross.	A. Clarke.
Arithmetic	Morgan,	K. Griffiths.
Algebra	Williams	Geometry W. Stanley.
English	L. Brooke.	History F. Harris.

V F.

Dux A. Hill.

Quarterly Prizes. June, Languages, H. Lambert.
 " October, Lang., Hill, Mathematics, P. Penman
 History 1. A. Hill 2. B. Giraud.

Arithmetic C. Adrian G. Phillips.
 Algebra B. Giraud, Phillips.
 Geometry W. Norman, L. Willis.
 English Lambert, B. Compagnoni.
 Latin-General: Willis, C. Flynn.
 " Composition, J. Portus.
 " Sight Translation, F. McQueen.
 French Lambert, G. Stimson.
 Proficiency in Latin and French Authors, S. Toose.
 " in French Author, L. Davis.
 " in Latin and French. C. Mitchell, L. Wilkinson.

V E. V D.
 Dux—A. Hanks. J. Foxall.
 Latin—1 B. Zions, 2 H. Christie. A. Frazer, L. Middleton.
 French—H. Dale, S. Anderson. R. Streetfield, T. Hansen.
 English—H. Wheeler, C. Chute. J. Foxall, S. Skellett.
 Arithmetic—H. Moss, L. Woo'acott, Middlest n, D. Ducks.
 Algebra—M. McLean, H. Moss. W. Ellard, V. Maxwell.
 Geometry—A. Hanks, S. Cornwell. H. Lee, J. Wright.
 History—M. McKeown, W. Simpson. D. Dircks, M. Hay.
 M. Massey's Prize, (awarded by vote of V D and E).—
 J. Foxall.

V C.
 Dux A. Davis (Geom, Math. Prizes June and Oct.
 Literature Prize, October Exam.)
 L. Ferrier, Geom. and Geology. D. Sefton, Arithmetic.
 E. Ambrose, Algebra and English (2 prizes)
 K. Scott, General progress. J. Rowell English
 C. Pickup Arith. P. Wynne, Geog. F. Cheetham, History.

V B.
 Tux A. Roberts (Quarterly Exam. Literature, prize.)
 English— A. Roberts, G. Adam, R. King.
 Geography— A. Roberts, P. Tompkins.
 Arithmetic— G. Adam, & A. Grant, L. Smith.
 Algebra— G. Adam, L. Abrahams.
 Geometry— J. Wise, F. Moore.
 Geology— L. Smith, A. Grant and J. Wise.
 History— J. Horsfield, R. King.
 General improvement— R. George, G. Stimson.

V A.
 Dux A. Donovan.
 Algebra— S. Ramsden. History— S. Hutchison.
 Geography— S. Windon English— F. Powell.

IV D.
 Special presented by C. P. Schrader.
 D. Carroll, Dux. Gold Medal.
 L. Murray, Dux II. Silver "
 H. Horsfield. Ment. Arith. Silver "
 H. Smith, & H. Evans. Special award Silver. "

Dux Dalton Carroll.
 Reading— J. Mackay, H. Steel,
 Writing— H. Humphries, Ment. Arith.— H. Horsfield,
 " in Diaries— H. Evans, H. Steel, V Vial.
 Grammar— L. Murray, J. Wilson, A. Marshall
 Geometry— L. Murry, H. Horsfield, A. Marshall,
 Mapping— H. Humphries, Composition— D. Carroll,
 Dictation— H. Evans,
 Arithmetic— D. Carroll, R. Jolly, L. Granter,
 Geography— E. Little, H. Humphries, H. Smith,
 History— E. Little, D. Carroll, H. Evans,
 Algebra— T. Ashcroft.

IV C
 Dux. A. Bryce.
 Reading. O. Watson, C. Moors.
 Recitation. C. Moors,
 Dictation. C. Brettell,
 Writing (Copy Books) W. Thackray,
 Diary work. A. Thomas,
 Arithmetic. H. Cizzio, H. Judge, H. Young,
 Ment. Arith. H. Young,
 English. H. Crosbie A. Cotton, C. Fenwick
 Composition. F. Matthew, C. Brownhill,
 Geography. K. Voller, C. Palmer,
 Mapping. H. Griffiths,
 History. C. Cockett, L. Ralph,
 Drawing. H. Griffiths,
 Geometry. H. Crosbie, G. Jenkin,
 Drill. L. Broadfoot.

IV B.
 Dux of class Leslie V. Harris.
 Euclid— G. Fowler, L. Benson,
 Arithmetic— L. Harris, S. Clubb, W. Ferguson.
 English— A. McManus, L. Harris
 History— I. Harris, A. McManus,
 Geography M. Webster, L. Harris,
 Writing— E. Lee, E. Robinson,
 Reading— L. Harris, M. Ward, Ment. Arith.— W. Canly
 Dictation— S. Clubb, H. M'Kenzie,

IV A2
 Dux. George Waring.
 Arithmetic— Waig Bradley Duff
 Writing in Copybooks, Waring; Dandie,
 Writing (Diaries) Tompkins, O'Neill.
 Dictation— Bradley, Lewis and Tompkins,
 Reading and Recitation— Hinder, Bradley,
 Grammar— McCann, F. Blair,
 Composition— H. Blair,
 Euclid— Taylor, Owen, Duff, and Waring,
 Drawing— Waring, Malcolm,
 Geography— Waring, Lewis, Law,
 History— Duff, Bradley, Maxwell,
 Mapping— Waring, Hant,

IV A1
 Dux G Dale
 Reading E Butler, A Taylor
 Arithmetic A Miles, J Apted,
 English N Griffiths, O Hughes, F Wylly
 Ment Arith F Rogers Drawing A Toby,
 Geometry G Johnson R Collet A Gordon
 Dictation N Griffiths W Utz
 Writing (Copy Books) H Hughes, Improvement W Hoggan
 Writing (Diaries) H Wood F Dolan
 History L Cohen W Utz
 Geography A Taylor H Collins
 Mapping H Smith
 Composition O Clark F Wylly

SPECIAL PRIZES for "THE FORTIAN" Staff:—
 F. Harris, C. Kerr, C. Bell, J. Smith, B. Fleming, K Parkes,
 L Wylly.

III G
 Reading W Burns, J. Walsh, F. Noss.
 Arithmetic. F. Ritzrow, Cobham, Espenhahn.

Writing. B. Jackson, B. Stirling.
 Ment. Arith. W. Burns, F. Miller.
 Dictation. B. Jackson, G. Cobham.
 History, J. Ramsay, H. Melhuish, J. Ryder.
 Geography. R. Gillies, Espenhahn,
 Composition. J. Ramsay, Nordstrom,
 Grammar. Spalding, W. Jackson, Riddington, Judson,
 Writing. (Diaries) G. Bennett, R. Moses,
 Spelling Swain, R. Moses, Mapping Sando.
 Dux B. Jackson.

III F.

Arithmetic.	1 Green,	2 Wall,	3 Garrick (equal)
Reading.	Pring,	Glassop,	George.
Writing.	Lewis,	Crealey,	
Diaries	H. Rosenthal,	Smith,	Crealey.
Drawing	H. Rosenthal,	Crealey.	
Dictation	Green,	Anderson,	Rayner.
Composition	A. Martin.	Owen.	
History	W. Christie	Hawxwell,	Dixon.
Geography	W. Christie,	Dixon.	
Mapping	Smith,	Butcher.	
Recitation.	Le Moine.	Spelling	Hawxwell.
Object Lessons	Robertson.	Ment. Arith.	Duggan,
Grammar	A. Martin,	S. Martin.	
Dux	W. Green.		

III E (1 and 2)

	1	2
Dux,—	Middleton	Templeton
Reading—	Landau	Josephson, Picot
Composition—	Clarke	Beale
Writing—	Schwerdtmann	Purcell
Diaries—	S. & R. Churchill	Lloyd
Arithmetic—	Snell, Waring	Templeton, Culnane.
Dictation—	O'Sullivan, Chute	Blair, Cummings
Ment. Arith.—	King	O'Reilly
Drawing—	Holliday	Likely
History—	Dupain	Schey
Geography—	Petersen	Williams
Grammar—	Burrows	O'Reilly

III D

Writing.	Peterson,	Perlman,	Harmer.
Grammar.	Smith,	Valkenburg,	Chounding.
Geography.	N. Bissett,	Moors,	Roberts.
History.	Moors,	Harmer,	Hellsten.
Dictation.	Peterson,	Perlman,	Sheldon.
Reading.	McKay,	Wayne,	Humphreys.
Arithmetic.	Cox,	Gordon,	Bissett.
Composition.	Sheldon,	Wenden,	Hellsten.
Drawing.	Joubert,	Homersham,	Harmer,
Ment. Arith.	Cox,	Ellis,	Bissett.
Mapping	Wenden.	Drill	Gordon.
Dux	N. Bissett.		

III C

Arithmetic :— G Barrett, F Portus, T Crawford.
 Mental :— R Forger.
 Dictation :— L Wyly, F Portus, H Matthews, (equal)
 Writing. — (Diaries) T Maroney, J Landsberry, K Parkes.
 (Copy Books) L Wyly, H Matthews.
 Drawing Books. — E Ferguson, E Mc Intyre.
 Reading. — R Forger, E Fleming, C Gibbs.

Grammar.— H Matthews, E Preece, I Jacobson,
 Geography.— K. Parkes, J. Doutty, M. Ferguson.
 Spelling :— J Neish. Mapping.— J Doutty,
 History.— C Gibbs, J Doutty, A Bryan, G Barrett, equal
 Scripture.— T. Claydon.
 Composition.—A. Turner, J. Landsberry, E. Preece.
 Dux of Class.— G. Barrett.

III B.

Dux V. Moore.
 Arithmetic—V. Moore, Marsden, G. Aird.
 Reading—G. Heaphy, H. Price, O. Evers.
 Writing—(Copy Books) W. Ward, H. McLachlan. (Diaries)
 A. Hallam, G. Clubbe
 Dictation—G. Clubb, W. Montgomery, J. Kelly.
 Geography—J. Tunnie, W. Martin, B. Corrie.
 History—H. Huddy, P. McNamara, J. Tunnie.
 Spelling—H. Price, G. Clubbe. Drawing—w ward
 Grammar—V Moore, w Montgomery, J Meddows
 Composition—V Moore, J Daley, E Abraham
 Mapping—M Jacotson Poetry—w Martin
 Object Lesson—w Bryant, Mental Arithmetic—J Kelly
 General Proficiency—F Goodmansson, C Magennis, S
 McCulloch

III A.

Dux John Butler.
 Arithmetic— W Maitland, W Harris, H Barker.
 Mental Arith—J Butler Spelling—W Harris, H Coghlin
 Geography—J Butler H Levy
 Writing—R Richardson
 " Diaries—K Rossiter, R Evans, J Dennehy
 Reading—J Cohen, K Rossiter, N Trotman, L Andrews
 Grammar—J Butler, Drawing—R Richardson
 Dictation—K Rossiter, A Ford, W Harris.
 Composition—J Butler, J Murray, G Stephen
 History—E Dyer, w wright, G Hickinbotham
 Recitation—J Cohen, Drill—L Delaue

II C.

Dux Percy Hansen
 Writing (slates)—Percy Hansen, E Caldbeck, P. Butler,
 Arithmetic—V. Stubbley, E. Hardy, F. Henry,
 Writing (Copy Books)— John Pye,
 Dictation— Horace Robinson. Hugh wall,
 Reading—Leslie Dummer, P. Butler. N, Hodgson
 Drawing—Arthur Simms, Norman Clarke

II B

Writing : Harry Maerker, Charles Aubert, Stanley Hinder,
 Reading: Harold Reed, Wentworth Bucknell,
 Dictation : George Fletcher, Bennie Arnold,
 Ment. Arith. Frank Humphreys, Percy Johnson,
 Arithmetic—Harold Beale. Albert Bottcher, Cecil Boman,
 Drawing Edward Tindall.

II A.

Walter Sims, (Dux) John Harle, Alec Mc Dowell, Harry
 Titchen, Gordon Huddy, Frank Campbell.

MANUAL TRAINING.

Prizes were awarded by Mr. Lockley to the following boys.—
 Roy Mandelson, Harold Smith, Orchard Clark, Edward
 Espenhahn, William Carter, Leslie Bridge.

GIRLS' DEPARTMENT.

5 E.

1. Special Prize, given by Mrs. Perry to senior girl of the school: Ivy Beattie.
 2. Medal given by Mrs. Perry for best pass at the 1900 Junior Examination: Emily Gruninger.
 3. Gaining most marks at Inspection; Maggie Turner.
 4. Second place in class: Rosie Polley.
- Other prize-winners were:—Irma Heiliger, May Lee, Evelyn Bradley, Julia Rothschild, Lily Dick, Amy Zions, Leila Smith, Hannah O'Reilly, Annie Allum, Edith Moore, Florrie Vecht, Lizzie Christie, Iris Robb, Stella Atkinson, Alice Evans, Nellie O'Reilly, Mary Mc Namara, Hilda Wiles, Alice Naylor, Millie Ransome, Jessie Stone, Christina Wetherall, Minna Downey.

5 D

1. Mary Kearney (by examination, for general proficiency.)
 2. Ethel Russell " "
 3. Bertha Bubb " " also first for sewing.
 4. Mary Talty ... special prize for French.
 5. May Edwards...special prize for English and Composition.
 6. Christina Mackinnon... Arithmetic and Geom. Drawing.
 7. Jeanie Given... Geography and History.
 8. Grace Watson... " "
 9. Elsie Roberts ... Arithmetic and Geometrical Drawing.
- For General Proficiency, in order of merit:—Ethel Shaw, Elsie Patton, Joanna Downie, Kathleen O'Neill, Elsie Swyny, Bessie Macarthy, Ruby Sattree, Audrey Lees, Elsie Parr, Elsie Chalmers, Alice Hume, Maggie Humphries, Ruth Emanuel, Annie Alexander, Nellie Shaw, Una Tucker, Leah Frazer.
- Muriel Logan and Mary Pirie for needlework, Florrie Crossland, Lily O'Connor and Georgina Belshaw for perseverance and good conduct; Elsie Patton and Frances Lyall for cooking.

5 C.

Good conduct and general proficiency: Elsie Kerr.
Highest total of marks during the year: Adeline Hampton.
First prize for home work; Alice Elliott.

Other prize-winners: Esther Cass, May Ferrier, Mildred Whiddon, Emmie Pring, Eva Valkenburg, Nettie Lees, Mildred Harding, L. Cobham, Mary Butler, Ethel M'Carthy, Phyllis Seed, Annie Charlton, Ella Steining, Ruby Waddell, Catherine Smith, Josie Smith, Florrie Vaughn, Hilda Pople, Sara Whiddon, Bertha Cayzer, Florrie Scott, Amy Allison, Emily Lane, Jennie Lyall, Edith Billing, Lily Lowick, Nellie Mitchell, Beatrice Tearle, Belle Quinn, Elsie Hetherington, Florrie Lewis, Edie Sherwood, Mary Smith, Leila Rossier, Ethel Carolan.

V B.

1. I. Davis, 2. A. Reynolds, 3. C. Vecht and G. Fogelin,
4. N. Harricks, 5. A. Kilminster, 6. T. Anglim, 7. M. Dickson,
8. B. Fischer, 9. L. Phillips, 10. A. Hind, 11. B. Bringham,
12. R. Green, 13. M. Waring, 14. I. Fairland, 15. L. Deverall,
16. A. Coyle, 17. F. Gale, 18. D. Scales, 19. A. Abrahams,
20. M. Edwards, 21. L. Gohns, 22. M. Back, 23. E. Westbury,
24. B. Grace, 25. N. Berlock, 26. B. Read, 27. A. Rentoul.

5. A. 1 and 2.

Dux. Gertie Butler.

For general proficiency: Bessie McPhail, Mina Lyall, Elsie Hallett, Kathleen Dill-Macky, Frances McLachlan, Nellie Murray, Nina Austin, Hilda Cox, Florrie Peterson, Eileen Raymond (also for sewing), Ellie McMurtrie (also for history), Lillie Carugati, Nellie Jones, Elsie Bentley, Eva Eckford, Ruby Bathgate, Olive Sadler.

For good work.—Gertie Penman, Doris Seed, Edie Young, Janet Halliday, Ethel Annan, Jessie Drake, Hilary Barrett, Arithmetic .. Freda Kaltenbach.
Improvement and for Sewing ... Gladys Alpen.
French and Arithmetic ... Amy Price.
Sewing ... Mildred Lucas.

4 B.

1. Irene Daley ... General proficiency and good conduct.
 2. Ruth Walker ... " " and sewing.
 3. Hilda Priestly " " "
 4. Clara Smith ... History and good conduct.
 5. Mary O'Connor, ... Arithmetic.
- General proficiency.—Mary Webb, Nellie Lawson, May Ibbotson, Ruby McCleer, Jennie Heiliger, Jennie Gilmore, Ivy Thompson, Belle Martin, Florrie Langley, Alice McKirby, Amy Denton, Lillian Denton, Mary O'Reilly, Beatrice Hall.
- Good conduct ... Lucy Mechalsen.
Sewing ... Othelia Simms, Lucy Roberts.

4 A. Section I.

Netta Robertson, Grace Richards, Mary Deigan, F. Denholm, E. Cummings, M. Ives, C. Tartakover, C. Jessop, M. M. O'Sullivan, A. McGeady, E. Smith, E. Eld, E. Dundas, B. Moppett, F. Campbell, F. Haughton, M. Petty, E. Lett, E. Gilmore, L. Smith,

4 A. Section II.

Gladys Reynolds, Ella Mackenzie, Edna Rose, Florence Green, Violet Chidgey, Edith Ferris, Mabel McLean,, Alice Palmer, Gladys Waddell, Gertie Hodge, Venie Brown, Trixie Browne, Elsie Hill, Pearl Gordon, Nellie Adams, Stella Morris, Gertie Chowne, Violet Lee, Lily Stammer, Ruth Brown, Dagnar Hansen, Dolly Vos, Louisa Johnson, Agnes Keith, May Hart, Peggy Blair, Martha Campbell, Constance Partridge, Adeline Bowyer.

3 D

1. Emily Kilminster, 2. Lillian Cox, 3. Grace Chapman,
4. May King. Other prize winners were Florrie Korff, Lucy Ashton, Clarice Hewlett, Frances Dill Macky, Florrie Cork, Gladys Ambler, Daisy Taylor, Elsie Gregory, Eva Cuneo, Ethel Elliot, Elsie Munro, Ethel Abbot, Blanche Falconer, Ethel Thornley, Lizzie Dawes, Maggie Drake, Edith Bisset, Ruby Harris, Sarah Kelly, Thetis Hammond, Lily Bubb, Ethel Lynch, Naomi Oates, Winnie Harle, Lily Ham, Edith Hull.

3 C.

First Prize. G. Annan.

General Proficiency. I. McMurtrie, K. Montgomery, D. Lillieblade, M. Perkes, F. Dundas, M. Nelson, M. Jackson, J. Whitelaw, E. Kavanagh. M. Malcolm, A. Cook, E. Peddle, A. Portman, A. Graham, E. Graham, E. McCann, E. Nelson, O. Stephenson, F. Lambert, A. Bond, V. Strachan, A. Symonds, A. Bowman, E. Wirth, F. Lee, V. Marshall, F. Cunly.

General proficiency and Needlework : E. Trowbridge,
E. McLachlan, E. McCord, A. Nordstrom.

3 A.

Bertha Wilson (1st prize), Ruby Thompson, Nellie Ham,
Katie Swanson, Mabel Kavanagh, Edith Strachan, Millie
Price, Nellie McArthur, May Hoff, Mary McGeary, Lois
Willows, Ruby La-Praik, Ruby McLaren, Millie McLaren,
Galsy Smith, Ivy Payne, Essie Hunter, Olive Matthews,
Minnie McKenzie, Lily Stuth, Minnie Moore, Katie Moore,
Ruby Rose, Rachel Bear, Pearl Denholm, Dorothy Malcolm,
Ella Moppett, Minnie Keam, Alice Woodbridge, Edith
Amundsen.

3 B.

Gladys Lane (1st prize), Leah Bevan, Alice Chowne, Dulcie
McIntyre, Ivy Lett, Ethel Husband, Amy Stening, Nellie
Stewart, Annie Harlovich, Sarah Gallagher, Amy Booth,
Eileen Griffin, Mina Whyte, Dorothy Perry, Alice Sander,
Nina Kelly, Grace Lonsdale, Olive Clarke, Lillian Ives, Ada
Smith, Eliza Hammond, Lily Johnson, Bessie Stephenson,
Trixie Wright, Alice Hodder, Lizzie Hunter, Hulda
Christopherson, Bertha Nelson, Pearl Branly, Elsie Priestly,
Essie Dawes, Ethel Rickwood.

2 B.

M. Lever, (1st prize), A. Russell, V. Colenutt, N. Arnold,
C. Wulf, E. Silvester, B. Drake, M. Likely, N. Gillies,
(sewing), J. McLeland (sewing), E. Rota, H. Smith,
F. Hunter, B. Björnsen, M. Oliver, E. Chidzey, K. Gilmore,
A. Allner, M. Barker, E. Barker, N. Stamford,
I. Puckeridge.

2 A.

S. Ball, (1st prize), R. Robinson, S. Widerberg,
J. Partridge, K. Dow, J. McKechnie (sewing and writing),
A. Nielsen, (sewing) M. Whitlaw, L. Wilson, M. Harding
V. Hallett, M. Dunker.

Special Prizes for Sight-reading :—
Gold Medal : Gladys Alpen, Silver Medal : Emmeline Rooke.

KINDERGARTEN.

The chief prize-winners were :—

FIFTH CLASS.

Wallace Hamer, Ethel Talberg, Maggie Anderson, Ruby
McCann, Millie Ives, Ada Phillips, Rosie Dawes, Fred
Bowker (special prize for Scripture)

4th Class.

Maggie Vöge, Violet Ball, Gertie Stuth, Florrie M'Millan
Julius Wulf, Willie Ham, Alex. Dunn, Jack Pain.

3rd Class.

Sarah Symonds, Anne Landsberry, Effie M'Murtrie, Blanche
Coffill, Kenneth Gillies, Willie Anderson, Charles M'Leod,
Harry Fletcher.

Upper Second.

Rita Young, Lottie Ling Sing, Una McLaren, Olga Dee,
Willie May, Oswald Rose, Cobden Parkes, Willie Keam.

Lower Second.

Jessie Burden, Kathleen Maguire, Minnie Young, Eva Merrikin,
Alfred Wright, Zachariah Lokes, Willie Stuth, George
Whitelaw.

1st Class.

James Lee, George Wallace, Harry Goss, James Kavanagh,
May McArthur, Olive Paxton, Annie Clifford, Annie
Gillies.

POSTAGE STAMP COLLECTING.

The following communication received recently
will interest some of our readers. Any one wishing
to avail himself of this offer should obtain particulars
from the Editor of "The Fortian" before posting :—

"A number of pupils in our County Academy are a Club
for mutual help in collecting postage stamps, and we are
very desirous of exchanging with fellow school members in
far-off Australia. We have got together a fine lot of post-
age and revenue stamps of this Country, and also a good
many Newfoundland, St. Pierre, United States, Mexico and
European. If any of your school will send us a few hundred
Australian, New Zealand, or Fiji stamps by mail, we will
send in return an equal number and variety of Western
stamps.

Please address :

HAROLD WILCOX

P. O. Box 423, Windsor, Nova Scotia.

AN OLD BOY'S LETTER.

S. S. "Gulf of Genoa",

Liverpool,

14-12-1900

Dear Mr. Turner,

I suppose you think now I have left the School I have
forgotten the place where I spent the best part of my life
as I have found out by experience. My thoughts have
often wandered back to the many pleasant incidents of
the time when I was there, especially the Jubilee which
occurred just before I left, and I am proud to be
able to call myself an Old Fort-street School boy. I have
had many adventures and seen many curious things since
leaving Sydney, having been nearly lost twice; once on the
West coast, and once coming to Liverpool. In Valparaiso
a steamer ran us down in a gale of wind and smashed us
badly, and at Liverpool we went aground, and were
severely damaged, and have to discharge our cargo and be
docked and repaired. I have been to Glasgow, Ardrossan,
Greenock and Liverpool, and am going to Manchester,
and Greenock again, and then to Las Palmas, Adelaide,
Melbourne and Sydney. Give my kind regards to any of
the old teachers who are there.

With best wishes to yourself, and success and prosperity
to the School.

Yours Sincerely

EDWIN McLEOD.



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22 APRIL, 1901.

Price 1d.

THE FEDERAL POLLING DAY.

Friday, 29th of March being a holiday, was on that account a day of note—a red-letter day, to most of our readers. There are further substantial reasons why they should remember it, though as yet the responsibilities of the especial privileges of that day rest upon the shoulders of fathers and elder brothers only. The events of that day will immediately, through the legislative work of the Parliament then elected, and subsequently, in the series of Parliaments which it originates, largely form the conditions under which they will live and work.

Along the street
The shadows meet
Of Destiny, whose hands conceal
The moulds of fate
That shape the State,
And make or mar the commonweal.

“Great as were the achievements of Edward I in peace and war” says Professor Gardiner, “the Parliament of England, as established by him, was the noblest monument ever reared by mortal man”. And

the “Mother of Parliaments” will start its latest bantling with a generous dower of free and vigorous life. Our Parliament will control the destinies of one of the fairest quarters of the earth, unhampered by the difficulties which other assemblies have had to face from ancient feudal conditions, the presence of a powerful alien element within its territories or on its borders.

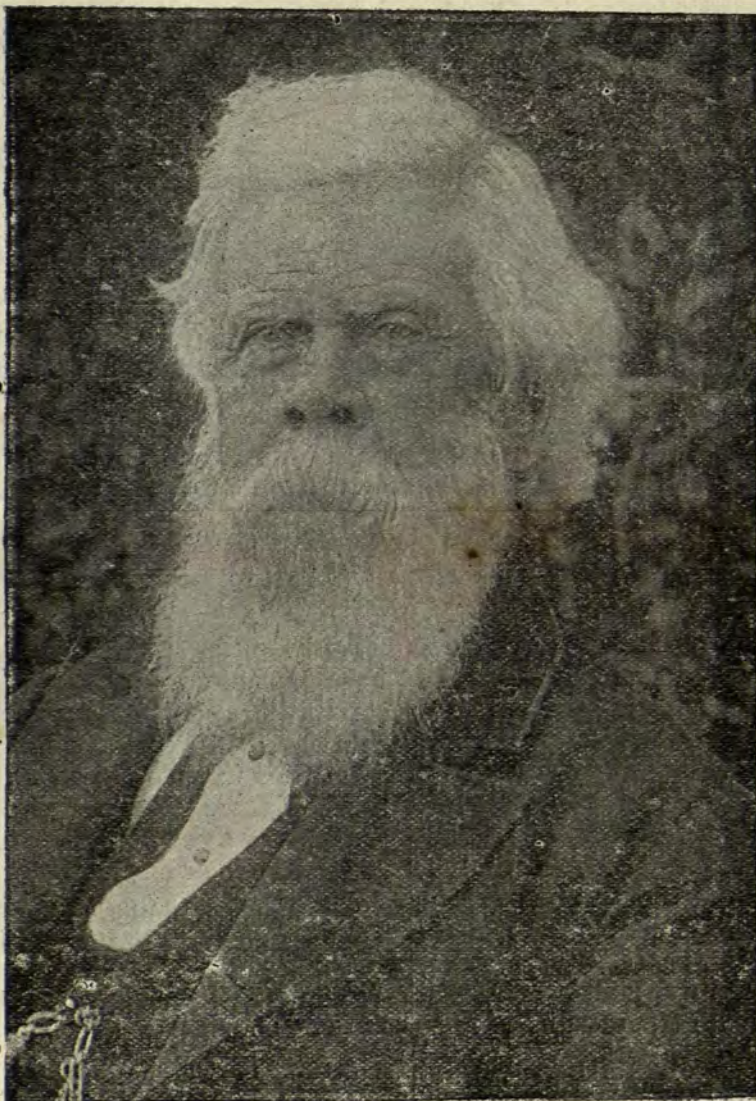
The history of our race from the time of its settlement in the “Tight Little Island” which proved so attractive to Saxon has been one of consolidation. The latest movement of this nature has been summarised in the following adaptation of an article in “The Brisbane Courier”, written by R. R. Garran, C. M. G. of this city:—

“The Federation of Australia has not been accomplished in a hurry. It is fifty years since the union of the colonies was first mooted; it is ten years since the first draft of a Federal Constitution was framed; and, for the last five years, Federation has been the foremost question of Australia politics. The task has been completed not under the pressure of any external compulsion or sudden emergency, but from

a logical and sentimental conviction of national unity. No other federal union in the world was ever entered into so voluntarily, so deliberately, so dispassionately. The American States, the Swiss Cantons, the kingdoms principalities, and cities of Germany, were drawn together under the shadow of war; and even

THE SEPARATION EPOCH.

For nearly forty years after the foundation of New South Wales, in 1788 Australia was politically one. On the map, New South Wales embraced the whole eastern half of Australia. Disunion began with the separation of Tasmania in 1825, and the



SIR HENRY PARKES.

(Photo. by Kerry & Co, Sydney)

the Canadian Provinces were forced into union by the threatening neighbourhood of a great foreign power. But Australia in the fulness of time, has deliberately chosen union as her destiny.

foundation of Western Australia in 1829, and South Australia in 1836. Even then, the eastern half of the continent remained intact; and the new settlements at Moreton Bay and Port Phillip were govern-

ed from Sydney. But the distance of these settlements, and the difficulties of communication between them and the mother colony, made separation inevitable; the Colony of Victoria was established in 1851, and that of Queensland in 1859.

EARLY EFFORTS AT UNION.

As soon as the separation process began, far-sighted statesmen, both in England and in Australia, saw the need of some form of unions between the colonies. The difficulty of intercolonial tariffs arose at once; and there were several proposals for creating an authority to legislate for all the colonies on matters of common interest. In the Australian Colonies Government Bill, which provided for the separation of Victoria from New South Wales in 1851, clauses to create such an authority were inserted, but afterwards withdrawn. The separation of Victoria was effected without any provision for federal union; though for several years the Governor of New South Wales was given the empty title of Governor-General of Australia.

During the fifties several efforts towards federal union were made, but without success. Interest in the subject was confined to a few statesmen who found themselves unable to make headway against public indifference. Federation for the time being was clearly unattainable. At the same time, the disadvantages of disunion were keenly felt. As population and trade increased the intercolonial barriers became more irksome, and numerous intercolonial conferences were held, at which endeavours were made to remove them in part or entirely. All these efforts, however, failed.

In spite of apparent indifference to the subject during the fifties, sixties, and seventies, the idea of Federation was slowly making way. It lacked as yet, however, that spark of enthusiasm which is necessary to a national movement. It was Sir Henry Parkes who first touched the imagination of the people with the idea of Australian unity.

At the Intercolonial Conference of 1880—1881, he proposed a scheme for a Federal Council, and took the ground that, though establishment of a complete Federal Government would be premature, the time had come for the creation of a central legislative authority which would prepare the way for a more complete union. But this scheme was shelved owing to the opposition of the Victorians, who saw no advantage in any form of union which did not control the Customs tariff.

In 1883, the completion of the last link in the railway from Sydney to Melbourne occasioned much federal oratory, and gave a slight impetus to the movement. A far greater impetus was given by rumours of intended annexations by France and Germany in the Pacific. The Colonies found that disunion prevented prompt and concerted action in this emergency. Accordingly, the Government of

Queensland resolved on the 17th July, 1883, that the British Government should be invited to move in the direction of federal union.

In November, a Convention, consisting of delegates from all the seven Colonies and from Fiji, met at Sydney, and Mr. Samuel Griffith submitted resolutions in favour of a Federal Council, which were adopted. Mr. Griffith then prepared the draft of a "Federal Council of Australasia Bill", which was also adopted. In 1885, the Bill, with some amendments, was passed by the Imperial Parliament, and the Federal Council was established. The Colonies that joined it were Victoria, Queensland, Western Australia, Tasmania, Fiji, and (from 1888 to 1890) South Australia.

The Federal Council was merely a legislative body. It used to meet at first, yearly, and afterwards in alternate years until 1899. The refusal of New South Wales to join deprived it of much of the importance it might otherwise have had. It became clear that the road to Federation lay in another direction.

THE COMMONWEALTH BILL OF 1891.

In 1889, an Imperial officer, Major-General Edwards, in a report on Australian defences, strongly recommended the federation of the military forces of the colony. Sir Henry Parkes, seeing his opportunity, visited Brisbane, where he received encouragement from Sir Samuel Griffiths and others; and on his way back to Sydney, he made his famous Tenterfield speech, in which he urged that the time was ripe for a great national federation, and that a Convention should be appointed, under Parliamentary authority, to frame a Federal Constitution. Soon afterwards he secured the assembling at Melbourne of the preliminary Conference of 1890. This was the initiation of the real federal movement.

At a banquet in honour of the Conference, two famous phrases were coined. Mr. James Service, proposing the toast of "A United Australia," spoke of the tariff question as "the lion in the path;" and Sir Henry Parkes, in replying said "The crimson thread of kinship runs through us all".

The Conference resolved that the time was ripe for Federation under one legislative and executive Government and the members pledged themselves to ask their respective legislatures to appoint delegates to a National Australasian Convention. This was done. The Convention, consisting of representatives from the Parliaments of the seven Colonies, met at Sydney in March 1891; and, within six weeks, it framed the Commonwealth Bill of 1891—the first complete scheme of a Federal Constitution.

Eugene O'Sullivan, B. A., passed the last examination conducted by the Public Service Board, and now we hear has been appointed a Junior Clerk in the office of the Board of Health.

GIRLS' SWIMMING CARNIVAL, 1901.

The Carnival was held at Lavender Bay, on Tuesday, 16th April. A programme of twelve keenly contested events was carried out successfully amid intense excitement.

In the 30 Yards Handicap there were twelve entries, and in the first heat the result was M. McLean, 10 sec., 1st; E. McMurtrie, 6 sec., 2nd; B. Hall, 5 sec., 3rd.

Second Heat.—E. Reichardt, scr., 1st; E. Hill, 3 sec., and A. Adams, sc., dead heat for 2nd; P. McMurtrie, 4 sec., 3rd.

For the final, first and second in each heat and fastest third (P. McMurtrie) started, and resulted—M. McLean, 1st; P. McMurtrie, 2nd; A. Adams, 3rd.

The next race was the 20 Yards Handicap. In the first heat, S. Gallagher, 9 sec., 1st; D. Taylor, 5 sec., 2nd; M. Campbell, 4 sec., 3rd.

In the second heat, V. Bell, scr., 1st; A. McReidy, 1 sec., 2nd; M. Wardrop, 1 sec., 3rd. There were 16 entries for this race, and the final resulted—V. Bell, 1st; S. Gallagher, 2nd; M. Wardrop, 3rd.

In the Beginners' A Race, 8 entries. G. Hodge, 2 sec., came first, with A. Cochrane, 1 sec., and Lily Johnson, 4 sec., a tie for second place.

In the 40 Yards Handicap there were 8 entries, and the result was—E. Hill, 4 sec., 1st; E. McMurtrie, 11 sec., 2nd; A. Adams, scr., 3rd.

For the Beginners' B Race, 9 entries, the result was—Coral Keppie, 2 sec., 1st; Lizzie Johnson, 2 sec., 2nd.

The Diving Competition, four entries, for Neatest Header, two tries each, resulted in an easy win for I. McMurtrie, with Nina Harricks a very close second.

In the 25 Yards Handicap there were eleven entries, and resulted—First Heat, T. Wright, 4 sec., 1st; M. Wardrop, 4 sec., 2nd; E. Jones, 6 sec., 3rd.

Second Heat, D. Vos, 4 sec., 1st; B. Hall, 3 sec., 2nd; E. Peddle, scr., 3rd.

In the Final, D. Vos, 1st; B. Hall, 2nd; M. Wardrop, 3rd.

The Wading Race created much amusement. There were seven entries, and the result was an easy win for Amy Leaver, with E. Griffin second.

The Championship of School proved a great surprise to everyone. All had thought it was a certainty for A. Adams, but one of our new members, E. Reichardt, swam the 60 yards in 63 seconds. A. Adams (who was not in her usual form) did the distance in 65 seconds. There was a very close and exciting finish.

The Race for Girls Swimming on their Backs, five entries, was very laughable. M. McLean touched the rope first, with D. Vos second.

In the Old Members' Race, for which there were three entries, E. Russell was too heavily handicapped, so the girls themselves have agreed to divide the prize—O. Korff and E. Russell.

The last race was the Relay Handicap, four teams of four aside, each girl to swim 20 yards. The winning team, E. Hill, B. Hall, T. Brown, and E. Cuneo, were very little ahead of the second team, A. Adams, M. Harricks, M. Wardrop, and M. Johnson.

In most of the races one prize only is awarded, but there are second prizes for finals of 30 yards, 20 yards, 40 yards, and 25 yards handicaps. It has been decided to award special consolation prizes to A. Adams, who secured three seconds and one third; and M. Wardrop, who secured two seconds and three thirds in races where no second or third prizes were awarded.

MISS BANKS' SEND-OFF.

On Thursday, April 3rd., Miss E. L. Banks, Mistress of the Infant School, was tendered a send-off by her teachers and pupils upon the occasion of her leaving Sydney, on a visit of six months' duration, for the home land. The pupils were gathered in the Fifth Class Room with the Teachers, and Mr. Turner kindly acted as spokesman. In making the presentation of a silver purse and short address he reminded the children of all Miss Banks had done for them in raising the dull ordinary round of Infant School teaching to its present happy state of a pleasant "garden for children". He had known Miss Banks since her arrival in Australia over fifteen years ago, when she came among us for the purpose of engrafting upon the Infant School System a branch which has borne great fruit—the Kindergarten Principle. He testified to the fact that the time spent in "play-lessons" was not wasted but usefully passed in training little hands to be dexterous and little minds to be thoughtful. He was aware that Miss Banks' health had been breaking down for some years, and change of air and complete rest were absolutely necessary to restore it. On behalf of her Teachers and pupils Mr. Turner wished Miss Banks a pleasant voyage, a good time with her own people in Scotland, and restored health. He asked her to remember her Australian boys and girls in Fort Street when she was visiting the large Infant Schools in London, Liverpool and other British Schools where she had formerly taught. He hoped to see her back in Sydney before the end of the year in the best of health and with all the latest ideas in Kindergarten work.

Miss Banks thanked the children and Teachers, saying how happy she had been among them and promising to keep their pretty token of regard in memory of the many pleasant years spent at Fort Street Public School.

The Teachers and a great number of friends gathered on the G. M. S. "Prince Regent Luitpold," on April 6th, to wish Miss Banks BON VOYAGE.

NEW BOOK.

The boys and girls who visit the Library have no scarcity of good books to interest them. They have a splendid choice in such authors as Stevenson, Ellis, Stables, Edna Lyall, Rosa Carey, and others. One of the best of the latest books published is Eben Holden by Irving Bacheller. Uncle Eb is the chief character in the book. He is a fine type of a man. Boys will soon learn to like him and his stories. The book is in the Library and we advise our readers to make early application for it.

MODEL
PUBLIC SCHOOL, FORT STREET.
"FABER EST SUE QUI SQUE FORTUNE."

DISTRIBUTION OF PRIZES WON AT THE CLUB'S

— ELEVENTH —

A N N U A L
SWIMMING CARNIVAL.

CENTENARY HALL, YORK STREET,
FRIDAY EVENING, MAY 3RD, 1901, AT 8 P.M.

CHAIRMAN: F. BRIDGES, Esq.,
Member of Public Service Board, and Chief
Inspector of Schools.

—: PROGRAMME :—

BUSINESS: Reading Annual Report. Presenting
Balance Sheet. Adoption of Balance Sheet.
Presentation of Prizes. Votes of thanks to
Officers.

MUSIC

1. Organ Solo—Fantasia "Trovatore" (Truman)
Mr. Ernest Truman, A.R.C.O., Leip., R.C.M.
2. Song—"My courage now regaining" "Maritana,"
(Wallace)
Mr. E. W. Foxall.
3. Song—"Polly and I" (Wakefield)
Mrs. Ernest Truman.
4. Song—"The Pilgrim of Love" (Bishop)
Dr. R. Bohrsman.
5. Recitation—"Nocturnal Sketch" (Tom Hood)
Mr. Harry Leston.
6. Duet—"Excelsior" (Balfe)
Dr. R. Bohrsman and Mr. E. W. Foxall.
7. Song—"Thady O'Flynn" (Molloy)
Mrs. Ernest Truman.
8. Song—"Guard the King's Dominions" (Truman)
Mr. E. W. Foxall.
9. Recitation—Dutch Parody on "Never More"
Mr. Harry Leston.
10. Duet—"Of Fairy Wand had I the power"
("Maritana," Wallace)
Mrs. Ernest Truman and Mr. E. W. Foxall.

GOD SAVE THE KING.

J. W. TURNER, Head Master.
A. HOWARTH, Hon. Secretary.
S. K. CALLAGHAN, Asst. Hon. Secretary.
J. GREEN, Hon. Treasurer.

DISTRIBUTION OF SWIMMING PRIZES.

The Prizes won at the 11th Annual Swimming Club Carnival will be distributed in the Centenary Hall, York Street, on Friday Evening, May 3rd. F. Bridges Esq., Chief Inspector of Schools will preside. After the official business of the evening has been transacted a programme of music will be rendered. Several of Sydney's leading artists will take part. Supporters of the Swimming Club are particularly invited to attend. Tickets of invitation may be had on application to the Hon. Sec. at the School.

REMOVALS—PROMOTIONS—&c.

Mr. T. H. Pincombe, the late Editor and Business Manager of the Fortian, has been promoted to the position of First Assistant in the Superior Public School, Newcastle South. Mr. Pincombe was an indefatigable worker in the interest of the School Paper. With him its publication was a great hobby and much of his leisure time was spent in the Printing Office. We shall miss our unassuming, capable Editor, but we are pleased that he is advancing in his profession.

Miss I. Elliott who completed her term as pupil teacher in last December has been appointed an assistant in one of the Newcastle Schools. We are glad to hear of her promotion for she is a painstaking conscientious earnest teacher. Miss Partridge while sorry to lose so good an assistant is pleased with her appointment.

Miss Miller is in charge of the Kindergarten during Miss Banks' absence on leave.

Miss Tinson has been appointed to the Girls' school.

Mr. Spencer succeeded Mr Pincombe in the Boys' Department.

AN IMPRESSIVE CEREMONY.

PEKING,

Thursday, February 8th, 1901.

Dear Mr. Turner,

Not very often in one's lifetime do we get the chance of witnessing a gathering of troops of all nations with the one object—a memorial service for our late Queen Victoria. It was a spectacle worth seeing. There was erected an impromptu desk, having a Union Jack to serve as a background, while the desk was composed of muffled side-drums. The front of the dais on either side was a 12-pounder B. R. gun, with a fine stalwart blue-jacket alongside, emblematic of the Navy. The Service which was very impressive was conducted according to the rites of the Church of England. An impromptu choir was formed of the New South Wales Naval Contingent. In the absence of a band the Sikh Regiments played some funeral music which sounded very funny to one used to other instruments on such occasions. There were present companies of men from the whole eight nations comprising the Allied Forces. At present we are on the eve of our departure from this historic spot, and some of the members are anxiously awaiting the hour. From latest files your hands must have been pretty well occupied during the Commonwealth Celebrations. Hoping that success may always attend you,

I am, Yours truly,

I. D. ARMITAGE.

THE PUBLIC SCHOOL SYSTEM AND ITS WORK.

On Saturday, 23rd March, the Minister of Public Instruction performed the ceremony of opening the new wing of the Arncliffe Public School. Mr. F. Bridges Chief Inspector of Schools, replying for the Department of Public Instruction said, this country was now entering upon a new existence as a Commonwealth, and he thought there were at least four qualifications necessary for the progress and general welfare of any state. They were that the people of the State should have good physique, the possession of intelligence, virtuous character, and should be homogeneous. With regard to the inculcation of all these desirable qualities he maintained that the public school system of New South Wales was doing good work. (Hear, hear.) The nation that consisted of weaklings and dyspeptics was not likely to do any thing which would make a creditable mark on the pages of the world's history, nor were its sons likely to "show us here the mettle of your pasture," as did the yeomen of Henry V. at Agincourt. (Hear, hear.) The Department tried to train the children to attain that good physique, and the appearance of the children of the Arncliffe school went to show that the attempt had not been altogether a failure. (Applause) The State needed people of intelligence who would think and act for themselves, and who, knowing their rights, would maintain them. The education obtainable in the public schools taught the children to think, and rendered them intelligent. The State also wanted virtuous people who feared God, kept His commandments, and followed the golden rule of doing unto others as they would be done by. The schools were thrown open to the clergymen of every denomination, who were granted every reasonable facility for imparting religious instruction, and their school books were saturated with lessons of the highest morality. The State required a homogeneous people who would work together for the good of the whole community; and in the public schools they had children of all classes and creeds—the sons of the rich sitting side by side with the sons of the poor—and all preparing together for the real battle of life in the same way that their relatives were standing side by side in South Africa fighting the battles of the Empire. (Prolonged cheering)

OLD FORT STREET.

The site of the Model Public School and Training College, Fort Street forms part of a very old Imperial Military Reserve surrounding Fort Phillip, now the site of the Sydney Observatory. This Reserve was occupied by troops during the very early years of the Colony and comprised in addition to the Fort a Magazine, Barracks, Military Hospital, and Surgeon's Quarters. From references in the old papers it appears to have been the original intention to make it a Citadel in connection with the defence of Sydney.

The boundaries of the reserve as claimed by the Military Authorities are indicated on a plan prepared by the Royal Engineers in 1842, and now in the Department of Lands.

On 14th January 1848 the Board of National Education made application, by letter to the Colonial Secretary, for a site for a Model School with a view to carrying into effective operation Lord Stanley's System of Education.

The premises specified in this application as suitable for the purpose were the Hyde Park Barracks, Carter's Barracks including the Sheriff's Prison, or the building and grounds then occupied by the Sydney Infirmary.

The Governor (Fitzroy) approved of the appropriation of the Debtor's Prison (part of Carter's Barracks) for the purposes of a Model School, 14th March 1848, but the Board pointed out that without the remainder of the premises it would be of no use.

At this stage the Board would appear to have had an interview with the Governor, as an outcome of which formal application was made by letter, 24th June 1848, for the site of the Old Military Hospital at Fort Phillip then about to become vacant. This was approved by the Governor, 16th July 1848, subject to ultimate endorsement by the Home Government.

The Military Authorities represented by the Officer in Command of the Royal Engineers offered no objection to this arrangement provided that a part of the Hospital site (about half an acre) comprising the Surgeon's Quarters, kitchen, and stables, should be excluded from any grant that might be issued to the Board of National Education, in view of possible future military requirements.

No objection was, however, raised to the ground in question being made use of as a playground provided no buildings were erected. The Governor approved of the restrictions proposed by the Commanding Royal Engineer, on 30th August 1848, but no reference to the Home Government can be traced either at that time or subsequently.

In furtherance of the arrangement arrived at "All the buildings comprising the Old Military Hospital and Surgeon's Quarters situated at Fort Phillip Hill Sydney" were handed over by the Commanding Royal Engineer to the Colonial Architect 18th November 1848, and the Colonial Architect was further authorised to hand the premises over to the Board subject to the conditions imposed by the Military Authorities.

On 10th Jan., 1858 the Council of Education made application for a grant of the Model School premises including the Surgeon's Quarters, in view of which application survey was effected about March of the same year. On receipt of the plan it was submitted whether the land should be formally dedicated and vested in the Council of Education without the restrictions originally imposed by the Military Authorities the necessity for which no longer existed. Upon this no further action seems to have been taken towards dedication beyond the preparation of a description of the school premises.

(We have been informed that the deed of grant was issued by the Imperial Authorities.) Editor.

OLD BOYS' COLUMN.

Percy Breden of the 1891 Junior called at the school recently after an absence of several years. He spent a few years in the Commercial Bank at Brisbane, but gave up the position and went into business on his own account in the same city. He is doing well in the northern capital.

Frank Walford, 1899 Junior, who served two years in a bank at Port Macquarie has been promoted. He spent a few days lately with his parents prior to leaving for Townsville, his new quarters.

Tom Gelding, of the 1890 Junior visited the Old School last month. After a training of three years in our own Railway Department, Tom obtained a good position in the Railway service of West Australia. He is spending his holidays with his friends in Summer Hill.

Percy Field is a commercial traveller representing several city firms. He travels over the principal railway routes and is doing good business. During a short interview lately he made many inquiries about the school and former companions.

Charles Maclean, 1897 Junior and March Matriculation 1898 took his degree of B. A. in last December. He is now in attendance at the Law School and is serving articles with a wellknown city firm of solicitors.

Lord, Makin, Hodge, Philips, Wheeler were all successful in their second year in Arts course. Lord has gone with the troops to South Africa. Makin gained 1st Class Honours in Mental Philosophy and Wheeler 2nd Class Honours in English.

Wellieh's name appears prominently in the Honour Lists in the First Year Examination. He won the George Allen scholarship for Mathematics, and was placed first in Honours Class 1, Mathematics. He took 1st Class Honours in French and 3rd Class Honours in Latin.

Sharpe also has gained distinction on the 1st Year Honour Lists. He obtained

1st Class Honours in Mathematics; 2nd Class Honours in Latin; and 1st Class Honours in French.

E. C. Heden, B.A., obtained 2nd Class Honours in Mineralogy and Chemistry.

In addition to Frank Lord, the following Old Boys have gone to South Africa—Tom Heery, Barnby, and Sedgwick. Lord and Barnby called at the school a day or two before the troopship sailed and if physique goes for anything both should give a good account of themselves.

George Adams writes that he has received an appointment in the Department of Justice, and has been stationed at Newtown.

Caddy and Dart both obtained passes at the First Year Examination, Department of Engineering—Mining and Metallurgy.

D. Mawson and Heden, B.A., passed in Mining and Metallurgy, Second year Examination, and also Applied Mechanics.

OUR SCHOOL LIBRARY.

We have been very fortunate in getting good careful boys as librarians. William Brown, our first librarian, gave general satisfaction. Cameron was next in charge and he was followed by Russell Jarvis and Percy Portus, both enthusiasts at their work. Jarvis left for business and Portus resigned owing to taking up the higher work in the "Senior." Carne acted for a short time and was succeeded by Ferdinand Moat. Moat spent about two years in the office and during his time saw the library increase twofold. He was thoroughly trustworthy, very enthusiastic at his business, and looked after the books most attentively. He resigned to prepare himself under his teacher for one of the public examinations. He has done good work for his school and we are pleased to give him this testimonial. Milson is now in charge and he is assisted by Anderson and Gordon.

FROM A RUINED TOWER.

The eyes of dreaming fancy fall
On ivied tower and moss-grown wall,
And straightway, o'er the unlovely past,
The glamour of Romance is cast.

Forth from the high portcullised gate
The knights and damsels ride in state;
The white plumes nod, the rich robes gleam,
Mail flashes like a sunlit stream.

And all that sordid story mean,
The sins the sufferings that have been,
The life long dungeons, dark and foul,
The tortured limbs, the famished soul,
Fade from thyself—deluded mind,
And eyes by wayward Fancy blind,
Till of the crime, the blood, the pain,
No faintest memories remain.

Ah, wayward Fancy, turn from these
Fond dreams, and bootless fantasies;
Upon the living, not the dead,
Are golden rays of noontide shed.

The lives to-day of small and great
March onward to a nobler fate,
Hopes brighter, darker fears they hold,
Than those imperfect days of old.

Turn, wayward Fancy, turn thine eye
From these false tales of Chivalry;
The night is past, the Day begun,
Salute, acclaim the rising sun.

The present's wider, fuller life,
Its loftier aims, its keener strife,
Can deeper touch the yearning heart,
To higher song and truer art.

And fairer still, and nobler far,
The glimpses of the Future are;
The race transfigured, wrong redressed,
The Nation tending towards the Best.

While queenly knowledge thronéd fair,
Mistress alike of Earth and Air,
Crowned with a diadem of peace
Watches her boundless realms increase.

MANNERS MAKYTH MAN.

"Duty be thy polar guide
Do the right what'er betide
Haste not! rest not! conflicts past
God shall crown thy work at last".

—"Goethe".

When I was young I used to hear
That "manners makyth man";

Now travel far and travel near,

Find manners if you can.

We're all in such a hurry now,

For business or for place,

No one has time to make a bow

Or greet a friendly face.

When I was young we used to greet

The rich as well as poor,

Rejoicing old and young to meet

Around the old church door;

But now,—we toss our heads and sneer,

Push in as best we can;

For no one cares a jot to hear—

That "manners makyth man."

O! for the ancient "gentilise"

Of days long, long ago;

O! for the old-world courtliness,

So sweet to high and low;

O! for the grand old reverence

That honours all it can;

Displaying, in the truest sense,

That "manners makyth man."

M. M. C. in the Daily Telegraph (London.)

THE BUILDERS.—(LONGFELLOW.)

All are architect's of Fate,
Working in these walls of Time,
Some with massive deeds and great,
Some with ornaments of rhyme.

Nothing useless is, or low;

Each thing in its place is best;

And what seems but idle show

Strengthens and supports the rest.

For the structure that we raise,

Time is with material filled;

Our to-days and yester-days

Are the blocks with which we build.

Else our lives are incomplete.

Standing in these walls of Time,

Broken stairways where the feet

Stumble as they seek to climb.

Build to-day, then, strong and sure,

With a firm and ample base;

And ascending and secure

Shall to-morrow find its place.

Thus alone can we attain

To those turrets, where the eye

Sees the world as one vast plain,

And one boundless reach of sky.

Truly shape and fashion these;

Leave no yawning gaps between;

Think not because no man sees,

Such things will remain unseen.

In the elder days of Art

Builders wrought with greatest care

Each minute and unseen part;

For the Gods see everywhere.

Let us do our work as well

Both the unseen and the seen;

Make the house, where Gods may dwell,

Beautiful, entire, and clean.



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22 MAY, 1901.

Price 1d.

THE "JUNIOR."

The University Junior Examination, briefly termed the "Junior", has always been extremely popular with Fort Street Boys. Since 1890, when it would appear that records of passes were first kept systematically and permanently in the School, more than four hundred names of successful candidates may be counted on the Honour Boards which line the walls of the Boys' Department.

A glance through the array of lists of Junior results as they appear on the school walls will show to some extent the work done in the School during the past eleven years, and the growth of interest manifested in this examination. In 1890 thirteen candidates passed, one of whom came from the Girls' Department; from 1891 to 1895 the number of successful candidates gradually increased; in 1896 seventy-two, of whom nine were girls, were successful; and in 1899—the Jubilee year of the School when the Fifth Classes made their finest effort—eighty-eight, seventy-eight boys and ten girls, gained the certificate.

Various opinions have been expressed by those interested in preparing candidates for this examination as to the character of the questions set in the different subjects. We have very little fault to find in this respect. The paper in Geometry is, perhaps, too full for the time allowed; still a fair proportion of our representatives score their A's regularly, and a medallist in the subject has come from the School. French has been frequently on a plane too high for sixty per cent. of our candidates, but now that we are moving on better lines than formerly we hope for improved results in this language. With the general subject of English History we are quite satisfied, but there is not enough variety in choosing the study for the special period. We would like to see the examiners get away more often from the "Age of Elizabeth" and the "Puritan Revolution." Certainly a welcome change has been made this year by setting "English People in the Nineteenth Century" for special study, but here we trace the practical mind of the Public School Teacher. The paper in English always pleases, but we sometimes think it is a pity

that our boys are not familiarised with more of the standard authors. A work selected, say on the basis of Hale's Longer Poems, but containing extracts suitable to the age of the candidates, would give more scope and more pleasure, and consequently **sustain more interest than one long poem** of some thousands of lines.

At one time or other during the past eleven years we have obtained the medal in History, Geology, Geometry, Algebra, Geography, Physiology, but we have never yet gained it for English or Arithmetic. One of our boys was prox. acc. in the latter subject in 1900. Here is a chance for some of our ambitious students.

The interest in the "Junior" continues and although the date of the Examination is some weeks ahead, June 10th, we are able to say now that the school will be again worthily represented. Possibly we shall send up 53 boys and 32 girls. We are quite satisfied that our representatives will do honour to themselves and their school when they enter into competition with the brightest pupils from other State Schools in N. S. Wales, and from the important Secondary Schools of N. S. Wales and Queensland, at the University Junior Examination, June 1901.

CORRESPONDENCE.

(Harley E. Matthews, Class 3D, in reply to letter from New Brunswick.)

Model Public School,
Fort Street, Sydney,
April 3rd, 1901.

Dear Canadian Friends,

We were so pleased to read your letter of the 24th November last published in our school paper, "The Fortian," but were quite disappointed that you did not congratulate us on becoming a nation like yourselves. We can assure you we are very proud of having advanced sufficiently far to be classed with the other great countries of the world. As Australians we have always been loyal Britishers, and we were glad to have an opportunity of letting the world know this through the troubles of the mother country in South Africa. The Duke and Duchess of York are coming to Australia. Before this reaches you they will have opened our first Federal Parliament—the members of which were elected only last week. The Hon. Edmund Barton, the first Premier, we are proud to claim as an old Fort Street boy. Our school work and holidays, we think, are very much as yours. Our working hours are from 9:30 to 12:30

with one break at 11, and from 2 to 4. We have about eight weeks holiday in the year besides occasional single days. Our wild animals are very few and none of them are dangerous except the alligator of Northern Queensland. The others are the kangaroo, wallaby, dingo, platypus, opossum, and emu. Our most popular out-door sports here in Summer are cricket, golf, tennis, swimming, sculling, and sailing. In Winter football, lacrosse, baseball, are played. At the latter two games however we are only beginners and we have much to learn yet. I hope that now we have started this correspondence with our cousins across the sea that we will continue to do so.

I am,
Your Australian Cousin,
HARLEY E. MATTHEWS.

(A reply to our English cousins in Brighton.)

Model Public School,
Fort Street,
Sydney, 2/5/1901.

My dear English Friend,

I think it is a very good idea for pupils of schools to correspond with each other and exchange ideas on subjects of interest. You ask are there any cliffs near Sydney? Yes the coasts about Sydney present steep faces towards the sea. The cliffs are very precipitous but I don't know whether you would consider them so, when compared with the great chalk cliffs of Dover. There is one part of our cliffs called the "Gap" where the Dunbar was wrecked. One dark night in August 1857 the captain mistook the "Gap" for the heads and steered right into the cliffs: all perished except one. Since then a lighthouse has been built on South Head to prevent another disaster.

We have many State Schools, Colleges, and Grammar Schools in Australia. The Public School work covers a wide range of subjects as our pupils can go straight from school to the University without any other tuition than that received in the school. Our school passes more than any other, Grammar and High School included, at the annual University Examination.

You wonder if we ever have rough seas? Well! Generally speaking Pacific is not a mis-nomer, though at times crowds of people flock to see the grandeur of the waves dashing on the rocky shores, and not many months ago there were two wrecks at Maroubra Bay which is quite near to Sydney. You ask about our Chinese? There are a good many of them and they are mostly engaged in the cultivation of vegetables or in cabinet making. Generally speaking they work hard and live economically for a few years until they have saved enough money to live comfortably for the rest of their lives, when they return to their native land. I have once had the pleasure of seeing our Governor-General who has a kind strong face. He has two sons, the eldest of whom is on his way to England to complete his education at Eton.

Believe me,
Your Sincere Friend,
ALMA COLE.

MODEL PUBLIC SCHOOL, FORT STREET,
SWIMMING CLUB.

—:o:—
ELEVENTH ANNUAL REPORT,
BY THE HON. SECRETARY.

Ladies and Gentlemen,

In presenting the 11th Annual Report of the Model Public School Swimming Club, the management with great pleasure wishes to record a season of successful work.

There has been an increase in the Club membership and a greater interest in the swimming throughout the school, so that the recreation stands first in the catalogue of sports of the school.

The season began in October, 1900. The first meeting of the Club was held at the school and was full of enthusiasm, showing that the efforts of Officers of the Club would be well seconded by individual members.

CLUB MEMBERSHIP.

The membership of the Club was gradually augmented, until we can report a roll of 727 including 144 girls 583 boys. Last season the total reached was 579 and the season previous to that 430, so that the present total exceeds last season's by 148 and that of the previous season by 297.

We are consequently proud of the grand increase and can with pleasure announce that the membership will compare favourably with any Club in Australasia.

Referring again to the above figures the greatest increase of membership has been in the Boy's Club. Last season the total was 429. The present season ended with a roll of 582, showing a total increase of 154 members in a season.

From these facts it must be admitted that the Club is in a very flourishing condition, that the school must be enthusiastic over this fine sport, and that there must be great attention paid by all concerned in fostering and encouraging this fine means of physical development.

It is the determination of the management to persist in their efforts, to swell the membership to a still greater increase on the figures given, and we would ask the earnest and hearty co-operation and support from all interested in the greater physical development of the youth of our nation.

CLUB'S HEADQUARTERS.

The Club's Headquarters were fixed at Cavill's Woolloomooloo Baths.

Two practices were indulged in weekly.

Tuesdays were set apart for junior members and learners.

On Thursday, senior members and boys proficient in swimming enjoyed their dip.

The Club was fortunate enough in securing the services of Mr. "Tums" Cavill at the commencement of the season as Swimming Instructor to the Club.

This has proved very successful and we are able to report at the end of the season, that all Club members with scarcely an exception are able to swim.

The season lasted from October to end of March. During the whole of the period and despite the fact of hundreds taken to the Baths each practice there was not a single accident.

There is an element in the Club that here deserves special mention. I refer to the spirit of the bigger boys, who have devoted a good deal of their time in assisting the junior members to swim.

ELEVENTH ANNUAL CARNIVAL.

The 11th Annual Carnival was held under the patronage of the N. S. W. Amateur Swimming Association on 16th March, 1901, at Helling's Domain Baths. A full report was given in our March Issue.

FOOTBALL.

The Annual Meeting was held this month. There was a very large attendance and all classes were represented. Mr. Humphreys the teacher in charge of the sport, gave a report of the last season's proceedings, and Mr. Roberts, the treasurer of the club, made a statement of the finances. Both reports were adopted amid much enthusiasm. These gentlemen were re-elected unanimously, and a working committee of five was appointed to assist them. The new committee men are:—Foxall, Captain of the School, Penman, Cooper, Dawson, Powell. Mr. Humphreys is negotiating for the use of Birchgrove reserve for practices and matches, and every thing points to a successful season.

OLD BOYS' COLUMN.

During the month we have had a number of visits from old boys: Barter is in the Government Service. He was our long distance runner in his day and still holds the Half Mile Championship of the Colony which he won in 1899. J. J. Daley, who won the Sculling Championship on Saturday, 4th May, is an old Fort Street boy. Some of the Practising Fourth in Mr. Finney's time will remember quiet, retiring Joe Daley. He is an undoubted champion and for his weight ranks among the best oarsmen Australia has produced.

Isaac Armitage, who has contributed some readable letters to the "Fortian," returned with the China Contingent. He saw some service near Peking during the few months he was away. He has closely observed the people of China and their manners, and more of his interesting instructive articles will appear in our paper.

Gilchrist, back from the war in South Africa, where he has been more than a twelve-month, looks remarkably well.

Tim O'Neil appears to have had a good time on the "Royal Arthur." He is now looking for a position on land. We think much of Tim because he looks after his young brothers so well.

Harris has received employment in the Public Service. He writes to thank his teachers and especially Mr. Bourke.

Burrows is a pupil teacher but has also passed the P. S. Examination. He has not yet decided which position to accept.

MAY 9th

The above date marked the opening of the First Federal Parliament of Australia by the Duke of York, at Melbourne. On May 9th at noon, the Head Master sent the following telegram to the First Federal Prime Minister, the Right Hon. Edmund Barton, K.C., M.P., an old Fort Street Boy.

"Old Fort Street sends greetings to the First Federal Parliament of Australia and to the First Federal Prime Minister. Your own Federal Flag flies on the School staff on this auspicious day." Mr. Barton replied as follows:-

J. W. Turner,
Model Pub. School,
Fort Street,
Sydney.

Best thanks of Ministry for your kind telegram and good wishes. The Federal Flag has now acquired its full and substantial meaning.

Edmund Barton,
Parliament House.

The Union Jack and Mr. Barton's flag were run up at 9 o'clock in the morning.

NEW APPOINTMENTS.

Mr. E. A. Drew, Teacher of 4C, is the new Business Manager of the "Fortian." Boys or Girls desirous of assisting the paper in any way should confer with Mr. Drew.

Mr. R. J. Middleton, Teacher of 3D, is in charge of the Library. He speaks very favourably of the conduct and general demeanour of the readers. We note with great satisfaction that the room is well patronised both by girls and boys.

Jack Wise, Commercial Junior, is Flag Captain.

THE LATEST EPIDEMIC.

Marbles are in! What boy is there who does not enjoy a game of marbles! What a merry hum goes on in the unasphalted parts of the playground from 12.30 to 1.30 daily! Fain dubs, everythings at you, knuckle down, you're fudging, are all familiar terms to the writer although some 40 years have passed away since with him they fell into disuse. Big ring and little ring are the games of skill mostly in vogue, but a few get away in quiet corners and play three-holes. The good old game of pyramids has not yet been introduced. The writer well remembers the inveterate love he had for the game

when a boy and is quite prepared to admit that marbles absorbed much of his attention when at school. He now views the happy earnest faces with a great deal of pleasure, and he notes the good spirit and the fair manner in which the game is played. Probably some fine day before marbles are "out" he may give some of the most skilful a game of big ring for "keeps."

One thing he is pleased with, and this is that the boys play games requiring skill, and do not indulge in games of guessing, such as "eggs in the bush" and "odd or even," which are only forms of gambling.

THE ACCOMPLISHMENT OF FEDERATION.

(Continued.)

THE BASIS OF THE CONSTITUTION.

The Bill thus drafted was the basis of the Federal Constitution as now enacted. Though not destined to become law in its original shape, it had an immense educative value. Federation which had previously been an idea, was now, for the first time, a concrete policy.

The friends of the Bill hoped that it might be accepted as it stood by the several Parliaments, and straightway passed into law by the Imperial Parliament. But it soon became apparent that it would be necessary to "hasten slowly;" that the Bill must be submitted to the various Parliaments for criticism and suggestions, and then referred to a second Convention for revision. The process broke down, however, and Federation again slipped into the back-ground.

THE POPULAR MOVEMENT.

The cause which politicians neglected was then taken up by the people. The financial panic of 1892 and the resulting stagnation in trade, showed in a new light the folly of disunion. Mr. Barton, who, after the death of Sir Henry Parkes, was the acknowledged Federal leader in New South Wales, inaugurated a series of Federation leagues. The same course was adopted in the other colonies, and gradually the movement gathered weight.

In 1893 a Conference of Federation Leagues and other bodies was held at Corowa, at which Dr. (now Sir) John Quick, of Bendigo, formulated his famous resolution for the passing of Enabling Acts in all the colonies, providing for the direct popular election of representatives to a new Convention, the framing by the Convention of a new Federal Constitution, and the submission of the Constitution to a referendum in each colony.

The same year, a Conference of Premiers assembled at Hobart, at which a draft Enabling Bill was agreed to. Enabling Acts were accordingly passed in New South Wales, Victoria, South Australia, Western Australia, and Tasmania, and each of these colonies elected ten representatives to the Convention.

THE GREAT CONVENTION.

The Great Convention of 1897-8 met at Adelaide, and, under the leadership of Mr. Barton, framed its first draft of a Constitution; then it met at Sydney; and again at Melbourne, where it concluded its labours by adopting a draft of a Bill to establish the Commonwealth of Australia.

THE DECISION OF THE PEOPLE.

In 1898 the Bill was submitted to a referendum. In Victoria, South Australia, and Tasmania, it was carried by over-whelming majorities, but it was not till the Premiers had met and made certain amendments, that the people of New South Wales accepted it, and then victory was won only after a hard struggle on the part of the Federationists. An Enabling Bill was also passed by Queensland, and, at a referendum taken in that colony in 1899, the Bill was carried by a substantial majority.

THE IMPERIAL PARLIAMENT.

Addresses to Queen Victoria were passed by the Parliaments of the five colonies praying for the Constitution Bill to be passed by the Imperial Parliament. It was passed with only one amendment, and the Royal Assent was given to the Commonwealth of Australia Constitution Act on 9th July, 1900.

At the last moment, the Government of Western Australia decided to give the people of that colony an opportunity of joining the Commonwealth as an Original State. An Enabling Act was passed, and, at a referendum taken on the 31st August, the Bill was carried by a large majority.

On the 17th September, the late Queen issued a Proclamation under the Commonwealth Act, declaring that on and after the 1st January, 1901, the colonies of New South Wales, Victoria, Queensland, South Australia, Western Australia, and Tasmania, should be united in a Federal Commonwealth under the name of "The Commonwealth of Australia."

THE FIRST PARLIAMENT OF THE COMMONWEALTH.

An election of members of the Senate and the House of Representatives to constitute the first Parliament of the Commonwealth has recently been held, and, on the 9th of May, the Duke of Cornwall and York opened this Parliament.

"ONE PEOPLE, ONE DESTINY."

The people of the Australian colonies have broken down the barriers that divided them, and are about to realise that as one people they have one destiny. At the dawn of the twentieth century, "there will be for the first time in the world's history, a nation for a continent, and a continent for a nation."

THE NOBILITY OF LABOUR.

I call upon those whom I address to stand up for the nobility of labour. It is Heaven's great ordinance for human improvement. Let not that great ordinance be broken down. What do I say? It is broken down; and it has been broken down for ages. Let it, then, be built up again; here, if anywhere, on these shores of a new world—of a new civilisation.

But how, I may be asked, is it broken down? Do not men toil? it may be said. They do, indeed toil; but they, too, generally do it because they must. Many submit to it, as in some sort a degrading necessity; and they desire nothing so much on earth as escape from it. They fulfil the great law of labour in the letter, but break it in the spirit; fulfil it with the muscle, but break it with the mind.

To some field of labour, mental or manual, every idler should fasten, as a chosen and coveted theatre of improvement. But is he not impelled to do so, under the teachings of our imperfect civilisation? On the contrary, he sits down, folds his hands, and blesses himself in his idleness. This way of thinking is the heritage of the absurd and unjust feudal system, under which serfs laboured and gentlemen spent their lives in fighting and feasting. It is time that this opprobrium of toil were done away.

Ashamed of toil, art thou? Ashamed of thy dingy workshop and dusty labour-field; of thy hard hand, scarred with service more honourable than that of war; of thy soiled and weather-stained garments, on which mother Nature has embroidered, midst sun and rain, her own heraldic honours? Ashamed of these tokens and titles, and envious of the flaunting robes of imbecile idleness and vanity? It is treason to Nature—it is impiety to Heaven—it is breaking Heaven's great ordinance. Toil, I repeat—toil, either of the brain, of the heart, or of the hand, is the only true manhood, the only true nobility!

—ORVILLE DEWEY,
a citizen of the United States of America.

THE EFFECT OF TOBACCO ON THE DEVELOPMENT OF THE YOUNG.

(From an American paper.)

The use of the cigarette with the young is so enormously on the increase in many countries of the world, notably England, that much alarm is expressed with regard to its evil effects, and legislative measures are said to be in contemplation to restrict the sale of tobacco. There are reasons for believing that the annual consumption of cigarettes in Great Britain reaches a total of something like 3,000,000,000 which is equivalent to two cigarettes per day in a tenth of the population. The price is so cheap, nine cigarettes for two cents, that they are within reach of all. The habit is growing rapidly, and according to a prominent weekly journal, can only be compared to what it was in

the United States ten years ago, and it has been computed that in a few years 20 per cent. of the population will be cigarette smokers. Warning has been given time and again in both medical and lay journals that this pernicious habit, if indulged in to excess by immature boys and girls, "will, in course of time, sap the vitality of the nation. Up to the present, however, these warnings have been like "the voice of one crying in the wilderness"—little heed has been paid to them. Nevertheless we take it to be the duty of scientific men who have made a study of the matter to continue to place the results of their researches before the public, so that at least it should not be said that the young slaves to the tobacco habit have not had the opportunity of learning the truth. Dr. E. Stuyvers, President of the Wyoming Scientific College, has, in the last issue of the "Quarterly Journal of Inebriety," given some instructive statistics illustrative of the effect of tobacco on the development of the young. From measurements of 187 of the class of 1891, Yale, he found that the non-smokers gained in weight during the college course 10.4 per cent. more than the regular smokers, and 6.6 per cent. more than the occasional smokers. In height the non-users of tobacco increased 24 per cent. more than the regular users and 12 per cent. more than the occasional. In increase of chest girth the non-users had an advantage of 26.7 per cent. and 22 per cent. and an increase of lung capacity of 77.5 per cent. and 49 per cent. respectively. These observations with respect to the dwarfing effects of tobacco are corroborated by observations on the class of 1891, Amherst, made by Dr. Edward Hitchcock. He found that in weight non-smokers increased during their course 24 per cent. more than smokers; in increase in height they surpassed them 37 per cent.; in gain of chest 42 per cent., and in gain of lung capacity 75 per cent. Again, in France, the difference between the students in the polytechnic schools who smoked cigarettes and those who did not, in scholarships as shown by their respective class standings, was so great that the government prohibited absolutely the use of tobacco in all government schools. Dr. Stuyvers says, speaking of the effect of tobacco on the moral nature: "The use of tobacco has a peculiarly demoralizing effect on the moral nature of the young. In addition to making boys tired, stupid, and lazy, it makes them irritable, perverse, careless of the rights and feelings of others, besides, in many instances, leading to lying and even stealing." We do not hold a brief for the anti-smokers. Indeed, we are of the opinion, that, like vegetarians and teetotalers, they are often very intolerant, but we do hold strong views as to the need of repressive measures to control the lamentably increasing custom of smoking among the young.—

A LITTLE HERO.

An instance of real courage in defending a helpless creature comes from the "Mercy" secretary of Queensland.

A little boy endeavoured to prevent his schoolfellows from torturing a frog and received a black eye from the cowardly boys in consequence; but he succeeded in rescuing the frog, put it in his pocket, and carried it in triumph home to his mother. When receiving pity for his injured face he exclaimed "Never mind, they didn't hurt the frog!"

We wish we knew his name, that it might be duly honoured.

The following article was written for Victorian boys and girls and originally appeared in their School Paper. It is good enough for Australian boys and girls and we have no hesitation in bringing it under the notice of readers of the "Fortian." It should have appeared in the April Number:—

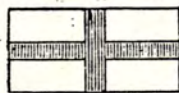
"THE GRAND OLD FLAG."

Public attention was recently drawn to the practice obtaining in some countries of flying the national flag over the school-houses, and it was pointed out that the time was opportune for initiating the same practice in Victoria. In a few months, the first session of the Parliament of the Australian Commonwealth will be opened in Melbourne, by His Royal Highness the Duke of York (accompanied by the Duchess of York), and the State school children throughout the land will take a prominent part in the rejoicings. Nothing can be more appropriate, therefore, or tend more to stimulate patriotic feeling, and impress the idea of the unity of the British Empire on the minds of old and young, than to hoist the "Union Jack" over all our schools at the time when the opening ceremony is being performed.

The accompanying engravings represent the Union Flag—commonly known as the "Union Jack." The straight cross of St. George is the main feature of the flag; and the combined white and red saltires (or diagonal crosses) of St. Andrew and St. Patrick, together with the fimbriation (or narrow border) to the latter, occupy diagonal breadths which extend in straight lines from corner to corner.

The significance of the colours is worth noting and remembering:—The red of St. George stands for ardent love; the blue of St. Andrew for truth; and the white of St. Patrick for purity.

"Though the National Flag," as Hulme in his work "The Flags of the World" writes, "is primarily just so much silk or bunting, its design and colouring are full of meaning; and though its prime cost may be but a few shillings, its value is priceless, for the national honour is enwrapped in its folds, and the history of centuries is figured in the symbolism of its devices. It represents to us all that patriotism means. It is the flag of freedom, and of the greatest empire that the world has ever known. Over four hundred millions of people—in quiet English shires, amid Canadian snows, on the torrid plains of Hindustan, amid the busy energy of the great Australian group of colonies, or the tropical luxuriance of our



St. George's Cross.



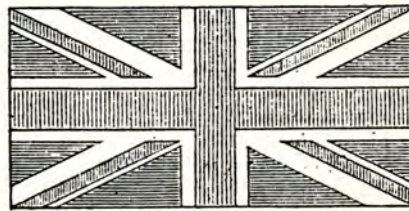
Union Flag, 1606.



St. Andrew's Cross.



St. Patrick's Cross.



The "Union Jack." 1801.

Red—Vertical lines. White—Plain spaces. Blue—Horizontal lines.

Briefly told the history of the Union Flag is as follows:—On 12th April, 1606, King James I. (who had ascended the English throne at the death of Elizabeth), in order to symbolise his sovereignty over both England and Scotland, issued an order directing that the distinguishing flag of England (St. George's cross on a white field) should be blended with that of Scotland (St. Andrew's cross on a blue ground). This flag was so used (except during the period of the Commonwealth) down to the 1st January, 1801, when Ireland became an integral part of the United Kingdom. Then St. Patrick's Cross was introduced, thus giving us the Union Flag of to-day.

West Indian possessions—are to-day enjoying liberty and peace beneath its shelter. Countless thousands have freely given their lives to preserve its blazonry unstained from dishonour and defeat, and it rests with us now to keep the glorious record as unsullied as of old; never to unfurl our Union Flag in needless strife, but, when once given to the breeze, to emulate the deeds of our forefathers, and to inscribe on its folds fresh records of duty nobly done."

1. Union Jack. Although sanctioned by popular usage, it is a mistake to call our National flag the "Union Jack." The Jack is a very small flag of the same pattern flown from the jack-staff on the bowsprit of a man-of-war.

LOVE OF COUNTRY.

Breathes there a man with soul so dead,
 Who never to himself hath said,
 "This is my own, my native land",
 Whose heart hath ne'er within him burned,
 As home his footsteps he hath turned
 From wandering on a foreign strand?
 If such there be, go, mark him well:
 For him no minstrel raptures swell,
 High though his titles, proud his name,
 Boundless his wealth as wish can claim:
 Despite those titles, power, and pelf,
 The wretch, concentred all in self,
 Living, shall forfeit fair renown;
 And, doubly dying, shall go down
 To the vile dust, from whence he sprung,
 Unwept, unhonoured, and unsung.
 —From "The Lay of the Last Minstrel,"
 by SIR WALTER SCOTT.

Dear are the lands where we were born,
 Where rest our honoured dead,
 And rich and wide on every side
 The fruitful pastures spread;
 But dearer to our faithful hearts
 Than home, or gold, or lands,
 Are Britain's laws, and Britain's crown,
 And British flag of old renown,
 And grip of British hands.

—ANONYMOUS.

Land of the forest and the rock,
 Of dark-blue lake and mighty river,
 Of mountains reared aloft to mock
 The storm's career, the lightning's shock;
 My own green land for ever!
 Oh, never may a son of thine,
 Where'er his wandering steps incline,
 Forget the skies which bent above
 His childhood like a dream of love.
 —J. G. WHITTIER, an American poet.

MOTHER'S WAY.

1. Oft within our little cottage,
 As the shadows gently fall,
 While the sunlight touches softly
 One sweet face upon the wall,
 Do we gather close together,
 And, in hushed and tender tone,
 Ask each other's full forgiveness
 For the wrong that each has done.
2. Should you wonder why this custom
 At the ending of the day,
 Eye and voice would quickly answer,
 "It was once our mother's way!"
 If our home be bright and cheery,
 If it hold a welcome true,
 Opening wide its door of greeting
 To the many, not the few;
 If we share our Father's bounty
 With the needy, day by day,
 'Tis because our hearts remember
 This was ever mother's way.

3 Sometimes, when our hands grow weary,
 Or our tasks seem very long,
 When our burdens look too heavy,
 And we deem the right all wrong,
 Then we gain a new, fresh courage,
 As we rise to proudly say:
 "Let us do our duty bravely;
 This was our dear mother's way."

4 Thus we keep her memory precious,
 While we never cease to pray
 That, at last, when lengthening shadows
 Mark the evening of the day,
 They may find us waiting calmly
 To go home our mother's way!

—ANONYMOUS.

HEAVENLY WISDOM.

- 1 O happy is the man who hears
 Instruction's warning voice;
 And who celestial wisdom makes
 His early, only choice.
- 2 For she has treasures greater far
 Than East or West unfold;
 And her reward is more secure
 Than is the gain of gold.
- 3 In her right hand, she holds to view
 A length of happy years;
 And, in her left, the prize of fame
 And honour bright appears.
4. She guides the young, with innocence,
 In pleasure's path to tread;
 A crown of glory she bestows
 Upon the hoary head.
5. According as her labours rise,
 So her rewards' increase;
 Her ways are ways of pleasantness,
 And all her paths are peace.

—JOHN LOGAN (1748—88).

LEANING AND LIFTING.

There are two kinds of people on earth to-day,
 Just two kinds of people; no more, I say.
 Not the saint and the sinner, for 'tis well understood
 The good are half bad, and the bad are half good;
 Not the rich and the poor, for to count a man's wealth
 You must first know the state of his conscience and health;
 Not the humble and proud, for in life's little span
 Who puts on vain airs is not counted a man;
 Not the happy and sad, for the swift-flying years
 Bring each man his laughter, and each man his tears.
 Not the two kinds of people on earth I mean
 Are the people who lift and the people who lean.
 Wherever you go you will find the world's masses
 Are always divided in just these two classes;
 And, oddly enough, you will find, too, I ween
 There is only one lifter to twenty who lean.
 In which class are you? Are you easing the load
 Of overtaxed lifters who toil down the road?
 Or are you a leaner, who lets others bear
 Your portion of labor and worry and care?

—ELLA WHEELER WILCOX.



Vol. III. No. 6.

SYDNEY, MONDAY, JUNE 17, 1901.

Price 1d.

**"THE PROPER STUDY OF MANKIND IS MAN."
Pope.**

No doubt, during the last few days, two questions have occurred to most of the boys and girls at Fort Street. First; "why are we being examined and measured by the Doctor?" and second; "what will be the use of the facts which are being collected about us?" It is with a view to help you to understand a little about these things, therefore, that this short account has been prepared.

You all know that there are many races of mankind, for instance there are white people like Britishers and German, brown people like the Maoris and Samoans, yellow people like the Chinese and Tartars, black people like Negroes and Australian aborigines and again red or copper-coloured people like the North American Indians. There are also races which are the result of a mixture of two or more of the groups just spoken of, and so we get all shades of colour. Most of the great races are distinct, and you can easily tell a Chinaman, a Negro or an European if you meet one in the street. All the different families of men have peculiarities of their own such as the woolly hair and thick lips of the Negro, or the fair hair and blue eyes of the Anglo Saxon. The science which treats of the various races and families of mankind is called Ethnology (from Greek- Ethnos, a race and logos a

history). The great science which deals with the entire nature of man, whether of his body or his intellect is called Anthropology (from Greek, Anthros - a man), and some of you may remember the poet's line, "The proper study of mankind is Man." The branch of this great subject which deals with the measurement of the human body is called Anthropometry (Gr. metron—a measure).

It has long been known to scientific men that the mode of life and the surroundings of a person especially of a child affect the development both of his body and his mind. Thus people who are brought up and live amidst the poverty and vice of the slums of a great city are often weak bodily and depraved mentally, while others whose lives are more happily spent are as a rule stronger, healthier and better in every way, than their less fortunate countrymen. In nearly all the civilized countries of the world efforts are being made to improve the lives of such unhappy people as we have just spoken of.

It is also known that when people emigrate to a new land that their descendants differ in many ways from the original settlers, so that new races are developed such as the Americans and Australians which are not quite the same as their European forefathers. Many of these changes are due to the climate, the soil, the food and the nature of the country, whether flat or hilly; but, of course, these influences act very

slowly and many years must elapse before marked differences can be noted. It is to find out in what way the Australian children differ from those in other parts of the world (among other reasons) that the Government of New South Wales has decided to have these scientific investigations made.

It is now more than a century since the first settlers came here, and it is very probable, in fact certain, that many differences exist already. Similar inquiries are being made by nearly all the great nations of the world and from the published accounts of the investigators we hope to learn many more things about mankind generally than are known at the present time, especially about the rising generation who will be called upon in a few years time to carry on the great work of the world. In years to come, scientists will be able to refer to these measurements and will be able to compare them with their own, and will thus be able to tell whether the race is improving or going back as time goes on. At the same time the results will be of great value to science generally and particularly in the branches of Anatomy, Natural History and Medicine. In several of the European capitals and in the United States there are special buildings and laboratories, generally called Bureaux, where scientific observers are carrying on these Anthropological investigations. In addition to those of normal healthy people, measurements are being made of criminals and insane persons also and it is thought that newer and better methods of treating these unfortunate people will be discovered in the future as our knowledge of them increases more and more. The various Governments of the world will also have exact figures to guide them in making laws for the social improvement of the people of their respective countries.

FROM THE TECHNOLOGICAL MUSEUM.

"Look before you—drink!"

CURIOUS RETREAT FOR CENTIPEDES.—Quite a number of times centipedes measuring from three to four inches in length have been sent to the Museum, accompanied by the information that they came through the watertap, the implication being that they had been residing in the pipes of the Sydney Water Supply. This, of course is an untenable position for the finder to take up, as not only is it physically impossible for a centipede an inch or an inch and a half in circumference, to say nothing of the legs, to pass through the valve of the tap, but if it were in the water pipe it would most certainly drown, for it is an air breather, and possesses no means for breathing under water. The true explanation is that the centipede had taken possession of that part of the tap situated between the valve and the external world, thinking it had found a nice cool place with a subdued light in which to live free of rent; but, alas for his expectation, as soon as the tap was turned on he was washed out.

When one considers the number of boys in our public schools who drink by applying the mouth directly to the tap, the number of such centipedes that have been sent to the Museum shows their practice to be attended with a somewhat grave danger, for a bite by one of these creatures on the lip or tongue would be an injury to be seriously reckoned with.

The centipede bites with a pair of appendages situated on the front segment of the body. A study of their development has shown them to be homologous with the appendage on the rest of the trunk segments, the walking legs. In the course of their development, however, they become modified into a pair of strong curved hooks, with a large poison gland situated at the base of each. They are known as the first pair of maxillipedes. They bite hard, and the bite is attended by painful and unpleasant consequences.

CORRESPONDENCE.

Fort Street Model Public School,
Sydney.

9th May, 1901.

My dear Leonard,

It is with pleasure I reply to your letter which appeared in the March issue of "The Fortian," a paper published in our school.

I am sure that letters between boys of our schools and those of England will help to make us dearer friends. I left the Motherland when only eighteen months old and of course I do not know any more about it than if I had not been there at all. I know from your description of Brighton and from what I have heard from friends of mine here, that it is a nice place.

In answer to your questions I will give you the following information.—

1st. The entrance to our harbour is about a mile in width and the cliffs on each side, named North Head and South Head, rise respectively to a height of 300 and 350 feet; and in front of the entrance is another huge cliff called Middle Head. There are other cliffs about Sydney not so large as the ones mentioned.

2nd. Our school is the Model Public School at which there are 2,000 children. There are numerous other schools in Sydney but I think ours has the largest attendance.

3rd. The lessons in my class, III D, are Arithmetic, Practice and Problems, Reading from 4th Reader, Writing in No. 4 copy-book, History up to House of Lancaster, Geography of Europe, Botany and Physiology.

4th. The sea outside the Heads is at times very rough, but inside it is comparatively calm, being well sheltered.

5th. There are a great many Chinamen in Sydney.

6th. I was not more than 20 yards from Lord Hopetoun when he was passing in the great procession on his arrival here, and had a good view of His Excellency. We are now making great preparations in Sydney to receive Their Royal Highnesses The Duke and Duchess of York on the 27th of this month.

As I fear my letter is rather long I will conclude with kind wishes,

Yours sincerely,

Leo. J. Fitzpatrick.

(Age 12.)

THE SEED AND THE FRUIT.

[Extract from an English paper.]

I.—THE TEACHER'S LESSON NOTES.

Subject: Breathing.—We all need air. Inspiration 17 times a minute. Air a mixture, 1 of O, 4 of N. Nitrogen dilutes O as water dilutes whiskey. We breathe in O, we breathe out CO₂ and H₂O. Experiment: lime water. (Questions.) Breath visible on a frosty morning. Experiment with cold mirror. Experiment: candle under a glass goes out. CO₂ also a poison. Necessity of ventilation. (Decaying particles of animal matter in air also). Action of plants. Tidal air, 30 c.in. Supplemental, 100 c.in. Reserve air, 100 c.in. Fixed air, 100 c.in. Inspiration and Expiration. Figure of thorax and diaphragm. Force expended in opening chest in inspiration each day enough to raise a person the height of St. Paul's. Exchange of gases. Law of diffusion. Tracheae, bronchi, air twigs, blood capillaries. Compare red corpuscles to baskets brought to lungs to be filled with O. Describe reddening of venous blood if shed into dish. Breathing necessary to all animals. Gills of fish. Tracheae of insects. Recapitulate.

II.—THE BOY'S ESSAY.

We are on Fire Inside but quietly, not flaming-like. This is because of the oxygen (O) of the air, the nitrogen deludes it. Just like whiskey and water, the water deludes the whiskey. Else the oxygen would burn our windpipes as it went down and hurt us. We breathe out a deadly poison, carbonic acid. If we did not do so we should die. Every living thing is on fire inside, and breathing smoke and flame and poison, but you cannot see them usually—they are invisible. You can see the smoke for yourself by gugging into Lie water or breathing on a cold looking-glass, and then the Lie water is poisoned. The air in a room is full of this deadly poison and of dead bodies. Though you cannot see them they are there. You should always have all the windows and the doors open and little holes in the wall everywhere to let out this bad air and let in pure air, or else you will smell and breathe the dead bodies and will die. This is ventilating. My father has a hole atop of his hat for ventilating. Candles die without air. When we are inspired we take in thirty cubic inches of air seventeen times a minute. We are inspired by diagrams. When we expire our chest opens and our diagram goes up. It can go up to the height of Saint Paul's Cathedral any day. We breathe by a law of diffusion. If this law of diffusion had not been passed we should have died at once. In our insides where the fire is there are wind and other pipes and twigs, and little threads, and sponges and membranes and baskets and all manner of things. This is why the blood goes red. All living things breathe. Flies are full of tracheae and breathe with them. Fish live in fluids, and cannot breathe by cubic inches but by gills. They do not mind it very much. This shows you should be contented with your lot and never to shut a door or window if you can help it. People worry you to shut doors because they do not know physiology. It is better to do anything almost than breathe carbonic acid. Schoolrooms are full of carbonic acid and dead bodies. So are churches. You can make holes in your hat and clothes for yourself with pins or knives and ventilate them. I do not know any more about respiration. I like Physiology very much. I am tenth in the class.

DOMINIE.

FOOTBALL.

The game of football is growing in popularity in the school. Clubs have been formed in all the higher classes and a programme of matches has been drawn up by Mr. Humphreys. Several inter-class contests have already taken place, and it has been noticed that while a few boys play well, many have yet much to learn. These latter must attend carefully to instruction when the practices are held, and learn the finer points of the game. Football without some science is of little value, and if boys wish to get into representative teams in the school they must go through a proper course of training.

The first match against another school took place on 22nd May last, when our boys met the senior team from Scots College. Victory went to the Collegians by 14 points to nil. Commenting on the game our representative gives the victors great praise for the excellent combination among their forwards. Their dribbling, a pretty feature of the game now rarely seen, but once much in evidence when the late lamented Dr. Neill and Herbie Lee played for the University, was frequent, and the wings following up took every opportunity for scoring. The superior weight and condition of the winners also told in their favour. Penman, (captain), Brewster, Golledge, Laird, worked strenuously for their sides. The defeat though decisive in character must not discourage our players for it must be remembered that regular training and constant practice will soon bring them into good condition, and then with a better knowledge of each other's play a close game may result. Mr. Lasker was the referee.

THE HOISTING OF THE UNION JACK.
FORT-STREET SCHOOL.

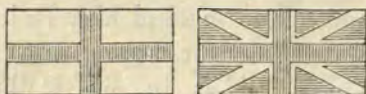
[Extract from THE SYDNEY MORNING HERALD.]

Under the umbrageous Moreton Bay fig trees which ornament the front yard of the Fort-street school, about 2000 pupils, male and female, were marshalled by the teachers of that institution shortly after noon.

They were ranged in small battalions, as if to converge upon a central point, where, within a clear space, a high flagpole was erected bearing a cross spar, and a couple of tables were disposed, one for use by the head master as a rostrum, and the other for the convenience of representatives of the newspapers. The great crowd of scholars was flanked by groups of spectators, the more juvenile of whom took up positions of vantage on the surrounding walls. The flagpole was the gift to the school of "The Old Boys of Fort-street," and the Union Jack, which was to be hoisted upon it, was a present from Mr. G. Hickenbotham, who tendered it by his son, Master Allen Hickenbotham one of the scholars.

Mr. J. W. Turner, head master, mounting his table at 12. 45, addressed those present as follows:—

"Boys and girls of Fort-street school, lady teachers of the infants and girls' department, and male teachers



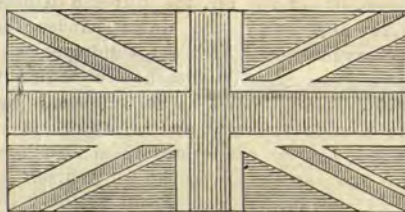
ST. GEORGE'S CROSS UNION FLAG, 1606.



ST. ANDREW'S CROSS. ST. PATRICK'S CROSS.

Red—Vertical lines.

White—Plain spaces.



THE "UNION JACK," 1801.

Blue—Horizontal lines.

of the boys' department,—At 12. 50 this day, Sydney time, the Duchess of Cornwall and York will give the signal in Melbourne, on the occasion of the distribution of prizes of State school children, for the unfurling of the Union Jack in all schools throughout the Commonwealth of Australia. The ceremony was intended as part of the proceedings on May 9, the day when the first Federal Parliament in Australia was opened, but as the children of the State of Victoria were then on holiday, unanimous action on the part of the whole could not be obtained, and so May 14th, a day most suitable to all, was selected for this important function. In 1770 Captain Cook unfurled the flag on the southern shores of Botany Bay, and then it floated over an entirely unknown land. In 1788 Governor Phillip hoisted the Union Jack on a spot not many yards from where we now stand in the presence of 1000 souls. To-day, May 14, 1901, the Duchess of Cornwall and York will unfurl the flag and the ceremony will be performed by thousands of schools in all parts of Australia, from Cape York to Wilson's Promontory, from Byron Bay to Steep Point, from the shores of the Great Australian Bight in the south to Port Darwin in the far north—throughout the length and breadth of the continent—in the presence of five millions of people. Whenever you look

upon this flag it should serve to remind you of all that is best and noblest in our nation's history, and that as Hulme in his work "The Flags of the World," writes, "Although it is primarily just so much silk or bunting, its design and colouring are full of meaning; and if its prime cost may be but a few shillings, its value is priceless, for the national honour is enwrapped in its folds, and the history of centuries is figured in the symbolism of its devices. It represents to us all what patriotism means. It is the flag of freedom and of the greatest empire that the world has ever known. Over 400,000,000 of people—in quiet English shires, amid Canadian snows, on the torrid plains of Hindustan, amid the energy of the great Australian group of colonies, and the tropical luxuriance of our West Indian possessions—are to-day enjoying liberty and peace beneath its shelter. Countless thousands have freely given their lives to preserve its blazonry unstained from dishonour and defeat, and its rests with us now to keep the glorious record as unsullied as of old; never to unfurl our Union Jack in needless strife, but, when once given to the breeze to emulate the deeds of our forefathers and to inscribe on its folds fresh records of duty nobly done."

Mr. Turner, at 12.50 p. m. precisely, called upon "Captain" Jack Wise to hoist the flag. As he com-

plied, on a piano inside the opening bars of the National Anthem were played, and the whole gathering thereupon sang the accompanying words, producing good harmony and a fine volume of sound. Then three cheers were given severally for "The King," "The Flag," and "The Commonwealth." This concluded the ceremony. Very shortly afterwards the scholars were marched off the premises and dispersed to their homes.

The following cable message was transmitted by His Excellency the Governor-General (Lord Hopetoun) to the Secretary of State for the Colonies (Mr. Chamberlain), as soon as the Duchess of Cornwall and York had performed the ceremony of hoisting the Union Jack in the Exhibition Building, Melbourne:—

"On this day, the 14th of May, the State school children throughout the whole of Australia and Tasmania, numbering 650,000, assembled at their respective schools, numbering 7,000, and, at 10 minutes to 1 o'clock p. m., Her Royal Highness the Duchess of Cornwall and York despatched a telegraphic message from the Exhibition Building, whereupon the Union Jack was simultaneously hoisted over every school, and the children sang 'God Save the King,' followed by three cheers for the "Grand Old Flag."

YOUNG PEOPLE'S INDUSTRIAL EXHIBITION.

At the recent Industrial Exhibition held in the Royal Agricultural Society's Grounds the following pupils gained prizes:—

Girls: Cooking: Olive Matthews and Kathleen Clarke, 1; Amy Hind, 2. Mapping: Ethel Russell, extra special prize. Elocution: Una Maclardy, 1; V. Kingsbury, 2. Pianoforte Solo: Edie Dilling, 1. Dressed doll: Amy Stening, 2.

Prizes were also gained by former pupils: E. Murray, first for Exercise book; E. Rooke, second for Sight Reading; B. Abbott, second for Pianoforte duet.

Boys: V. Parkinson, first, Mapping; G. Bleach, h. c., ornamental writing; V. Cobb, first, Letter press printing; H. Brooks, first Cornet Solo; D. Carroll, 2 firsts and second, Manual Training; P. Rooke and O. Clarke, second, Manual Training; J. Parkes and F. Rogers, highly commended Manual Training; Williams and Denning secured prizes for running.

LATER GIRLS' NEWS.

2nd Class.

The prizes for the quarterly Spelling Bee were won by Rosalind Maclardy and Vera Hart.

3B.

In 3 B. Blanch Coker, Edith Strachan, Doris Schulze, Hilda Back, Minnie Phillips, and Edna Griffith obtained 100 per cent. in History, and Elsie Cox, Edna Griffith, Nellie Gillies, Nellie Ham, Doris Schulze, and Millie Price, obtained 100 per cent. in Geography.

4 A.

May Gordon, Ellie O'Hehir, Vera Isaacs, Elsie Monro and Daisy Taylor have done best work in 4th A. this month.

Effie Ferguson has received temporary employment in the Government Statistician's Office.

FAREWELL TO THE 1901 JUNIORS.

A great gathering of Fifth Classes, girls and boys to the number of fully 400, assembled in the Boys' main room on Friday afternoon, 7th instant, to say goodbye to the 1901 Juniors and to wish them success at the Examination on the following week. The ceremony is an annual one and is always held on the Friday immediately preceding the "Junior". This year the pleasure of the proceedings was much enhanced by the presence of 40 girl candidates, the largest number that the Girls' School has sent up. A short programme of music and recitations was rendered by Misses Murray and Cole, Assistant Teachers, and by the Misses Maclardy, Kingsbury, Waddell, on the Girls' side, and by Mr. Turner, Mr. Williams, and Masters Pickup and Brooks on the Boys' side. Addresses containing words of encouragement and good advice were delivered by several of the Masters, and the best wishes of fellow pupils for many good passes were freely expressed amid great cheering. The whole function was a very happy one and the pleasure was as gratifying to the staff as to the pupils. The total number of candidates for the 1901 Junior from the Model School was 93.

MY IMPRESSION OF CHINA.

From the spectacular appearance of the buildings occupied by the Imperial Court of China a splendid idea is gained of what the magnificence of the Imperial dwellings were. Everything around the Palace or "Forbidden City" tends to show the splendid aesthetic taste of the Chinaman. The Old City walls are now becoming mere débris. The exquisite temples are losing their beautiful colours with which they were distinguished. The Northern Chinaman himself shows how the race must have deteriorated. They wish to live the life of their fathers and do not want anything more. They know not the word "Progress" and Pekin to-day is the same—except for age—as it was 1,000 years ago.

THE LAUREATE OF HARROW.

[From the Musical Herald, London.]

Harrowians are mourning the death of Mr. E. E. Bowen, one of their masters, and the author of some thirty Harrow Songs, nearly all of which have been set to music by Mr. John Farmer. Harrow boys sang before Mr. Bowen's time, for nothing can keep boys from singing, but Mr. Bowen replaced the nonsensical or the convivial song with the ballad of the school, glowing with Harrow traditions and Harrow spirit, informed with noble ideas and ideals. Here he contrasts two famous Harrovians, the dreamer and doer:—

Byron lay, solemnly lay
Dying for freedom, far away;
Peel stood up on the famous floor,
Ruled the people and fed the poor.

None so narrow the range of Harrow,
Welcome poet and statesman too;
Doer and dreamer, dreamer, dreamer,
Doer and dreamer dream and do.

Again, he compares the boy of games and the boy of study:—

"Fame," says Jack, "with the mind must go;"
Says Joe, "with the legs and back;"
"What is the use of your arms," says Joe,
"Where are your brains?" says Jack.
Says Joe, "your Latin I truly hate,"
Says Jack, "I adore it so,"
But your bats," says Jack, "I nowhere rate,"
"My darlings," answers Joe.
"But Joe is a regular fool," says Jack,
"And Jack is a fool," says Joe.

Here is cricket, pleasantly idealised:—

Willow, King Willow thy guard hold tight,
Trouble is coming before the night,
Hopping and galloping, short and strong,
Comes the leathery Duke along;
And down the palaces tumble fast
When once the leathery Duke gets past.
So ho! so ho! may the courtiers sing
Honours and life to Willow the King.

But most noted by far is the football song, "Forty years on," in which Mr. Bowen's rhythmical genius excels itself. Mr. John Farmer, strangely enough, tried to get the Harrow Songs sung everywhere, full as they are of local and personal allusions. We have even heard a girls' high school singing:—

Forty years on, growing older and older,
Shorter in wind and in memory long,
Feeble of foot and rheumatic of shoulder,
What will it help you that once you were young?
God give us bases to guard or beleaguer,
Games to play out, whether earnest or fun,
Fights for the fearless, and goals for the eager,
Twenty and thirty and forty years on.

Follow up!

Till the field ring again and again
With the tramp of the thirty strong men,

Follow up!

Nearly every public school has now followed Mr. Bowen's lead, and the school song, inspiring and expressing the school spirit, is met with on all hands.

AN EXCURSION BY RAIL.

[By No. 227.]

The final quarterly picnic of the 1901 Junior boys took place on Saturday last, June 1st. At an early hour in the morning both boys and teachers began to assemble at the Redfern Railway Station to catch the train for Bulli. At 8.30 a. m. the train moved off, and, leaving the smoky city and suburbs behind we were soon enjoying the refreshing air of which we had come to take our fill. The journey up to Bulli was very pleasant and the scenery magnificent. When we had travelled about twenty miles we passed through a very large tunnel, and as the train dashed through the deep cutting and issued from the other end, a magnificent spectacle awaited us. On one side the deep blue waters of the Pacific dashed their foam upon the rocks, and on the other the huge cliffs reared their heads almost out of sight. When we reached the terminus of our rail journey we proceeded to walk to the "Mecca" of our journey—the famous Bulli Lookout. The top of the mountain seemed no great distance off, but it proved a long and tedious walk to reach it, and then, having partaken of some dinner provided by some kind friends we proceeded to the Lookout. The view from the Lookout was most beautiful, the coastal towns several thousand of feet below seemed merely a collection of huts, while the boats upon the ocean seemed more like floating corks. We then set out for the football field and after playing an interesting game, in which the "Glebes" defeated the "Varsity" made a start to return to our world of smoke and dust. The return journey was as pleasing as the journey up, although the scenery was not so refreshing as in the early morning. A civil war took place coming back between the boys on the right and the teachers on the left, and as paper was the only ammunition used, the battle was drawn without serious injury to either side. Soon we arrived at the Redfern Station and separated for our homes every one being pleased with the sights he had seen.

GIRLS' COLUMN.

We are pleased to note that two old pupils of the school are distinguishing themselves in their University career. Constance Mackness obtained 1st. Class Honours in French and English (2nd. Yr.) at the Examination held last March and Margaret Coutts 2nd. Class Honours in French (1st. year).

V D.

Maggie Humphries was appointed pupil Teacher at Eastwood Public School.

In the last monthly exam. E. Patton came first with an average of 98 per cent and B. Bubb and E. Shaw 2nd and 3rd with 97 and 96 respectively.

Gertie Comins an old Fort St. girl has passed the Pupil Teachers' Examination and has been appointed to Harden School. She likes it very much and is getting on well. All those who knew Gertie will be very pleased at this and all wish her success in her opening career.

V C

A most enjoyable time was spent on Thursday afternoon March 24th, when 5 C girls had a History Bee. Captains and sides were chosen a week before and great interest was taken by leaders in working up their sides. The questions were good, very searching and thoughtful. The Captains were Gertie Butler and Lucy Cobham. After each girl had had her turn the crisis came—Captain's questions. It resulted in capture of 3 prisoners by Gertie Butler and 1 by Lucy Cobham. Good feeling prevailed throughout.

5 A.

Irene Howard headed the list at Monthly Exam. obtaining a percentage of 100 in History and Composition.

Beatrice Pendered and Ruth Walker obtained 100 per cent. for French.

Mary Tunnie, Hilda Priestly and F. Green 100 per cent. for Geography.

Lydie Smith 100 per cent. for Physiography.

Agnes Caldbeck, winner of Spelling Bee.

Arithmetic. M. O'Reilly, M. Taylor, P. Brownhill, F. Green, M. O'Connor, A. Humphries, N. Lawson, A. Caldbeck, A. McKirdy, obtained 100 per cent.

The following girls in 4 B are doing particularly good work:—

May King, Gracie Chapman, Lucy Ashton, Emmie Kilminster, Vera Bell, Ida Anderson, Meta Waterman, Louise Johnson, May Cox, Jessie Smith, Thetis Hammond, Ethel Thornley, Hilda Young.

OUR OLD MASTERS

We read of good work being done by Mr. Finney in the Capital of the North Coast District, Grafton. He asks us to convey to Fort Street scholars, the simple but pregnant fact that Grafton Superior Public School has come into line with it in having adopted a School motto. Here it is—

"*Respublica non in umbra creata*", "The republic—be it state, letters, or power—is not preserved by a sitting down to things." Mr. Finney thinks a lot of his boys. He is a scholar, and a teacher; and Grafton people will find him an energetic citizen ready at all times to work for the public good.

When we last heard of Mr. A. E. Massey he was on the relieving staff, that is, taking charge of schools where the masters were absent on leave temporarily. He has had a good deal of experience in this work, and a few weeks back was at Narrabri West. Wherever he goes he is sure to do well, for he puts all his heart and soul into his work.

Mr. J. Sullivan, one of our first instructors in swimming and an expert in swinging the Indian clubs is doing good work at Wentworth.

Mr. D. A. Pike is at Tenterfield where he has done much to popularise pure healthy sport. He was recently the recipient of a beautiful present from his boys in appreciation of his work. The parents of Tenterfield know the value of a good teacher.

A BALLAD OF NORTHWARD.

The wind that in the open sings
 Her carols, glad of mouth,—
 The selfsame wind to-morrow brings
 First swallows to the South.
 With fragrance from the clovered hill
 And blossomed orchard-tree
 She loiters by the clacking mill
 Whose wheel churns noisily ;
 She waves the ragged watchet weeds,
 The violets fresh and sweet;
 By divers pleasant paths she leads
 The vagrant's willing feet.
 The Spring by wayside, garth and brake
 Her flag of green unrolls,
 And glad with life, new vigours wake
 Within the sappy boles.
 I long to leave these glowing hours
 And seek the skies of gloom,
 For I am cloyed with many flowers
 And weary of perfume;
 And so betimes the road I take
 With trusty staff in hand
 And light of heart, before daybreak
 Upon the sleeping land.
 The hills before my marching cleave
 And show a path across
 Their grassy shoulder as I leave
 Behind the Southern Cross.
 I see above me full gold moons,
 Wan moons that fade and wane,
 Sunsets and dawns and drowsy noons,
 Clear skies and clouds of rain.
 At times, at end of weary days
 I yearn for peace and rest
 And pause awhile to watch and praise
 The pageant of the West.
 And straight to me a cold wind blows
 Out from the sunset's heart,
 The West shuts like a folding rose
 And all its lights depart.
 The lonely vastness of the land
 Can find for me no place;
 The white North calls me and
 Northward I set my face.
 Through awful days that stifle mirth
 And nightly silences
 I reach the barren edge of earth
 That bounds the frozen seas.
 The clouds of many snow-storms drift
 Across the burdened year,
 The giant, silent ice-bergs lift
 Their pinnacles austere.
 In bright array the Northern Lights
 Like torches gleam and burn ;
 The Bears above on skyey heights
 Are shining white and stern.

Amidst the ice a Woman stands
 With eyes of steadfast scorn,
 The glass of Fate is in her hands.
 Though earth with strife be torn

She stands unmoved while seasons roll,
 Winter and Spring the same,
 She is the Spirit of the Pole,
 The Ice-Heart's inward flame.

G. C. Whitney.

Fort St. May 1901.

OUT OF THE CHAINS.

From "Fair Girls and Gray Horses"—Will H. Ozilvie.—
 (by kind permission of the Bulletin Newspaper Co.)

He has toiled in his place since the break of day,
 And the collar has left its gall;
 When others were faint in the holding clay
 And heavy the burden and steep the way
 He has taken the weight from all.

Where the sun falls red on the burning plains
 From the breast of a quivering sky,
 As a poor reward for his honest pains
 They have loosed the collar and dropped the chains
 And turned him adrift to die.

Though the brown grass waves by his weary feet,
 Though the river runs at his side,
 He has little desire to drink or eat;
 And he crawls away in the scorching heat,
 With torture at every stride.

And the waggons pass in the whirling dust,
 And the ring of the whip is gone,
 And his hope with the human voice is lost,
 And the crows come down in an eager host
 With wings that blacken the sun.

Ere the whip-scored hide has ceased to smart
 Ere the aching limbs grown numb,
 Ere pulses slacken and sense depart,
 Ere the hammer stops in the broken heart
 And sobs in the throat are dumb,

Will his thoughts return to the pastures green,
 Of the bygone hours of ease?
 To a golden noon in a Summer sheen,
 To a river laughing its banks between,
 And the shadow of blackwood trees?

To the mouthfuls of dewy grass, the rolls
 On the petals of painted flowers?—
 To the races run with his comrade foals,
 With struggling starts and indefinite goals,
 To shorten the idle hours?

Will he cherish the memory, even now
 Of the touch of a loving hand
 That ribboned the lock on his open brow
 And fondled the neck that was proud to bow
 With a rose in the forehead-band?

Will he yearn one moment to catch the tone
 Of the voice he loved long since?—
 "I never lift whip to my gallant roan;
 He works for the voice and the voice alone;
 And he draws till he drops, Old Prince!"

"Till he drops!"—the shadows are gathering fast
 To curtain his bed on the plain,
 And out of the darkness void and vast
 The carrion birds to their foul repast
 Are flying in endless train.

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SYDNEY, MONDAY, JULY 29, 1901.

Price 1d.

THE FORTIAN.

MANUAL TRAINING.

On the western side of our play ground stand the Manual Training workshops, unpretentious buildings, where upwards of a 100 boys receive instruction every week. This branch of Technical Education was started in the year 1890 under Mr. W. Powrie, now resident master of the Albury Technical College, and is now conducted by Mr. E. Lockley. The Department of Public Instruction could not have chosen two better men for the position, for not only are they masters of their subject and practical tradesmen, but they possess in a marked degree the ability to impart knowledge. They have by their painstaking care, their kind sympathetic manner won the good opinion and respect of every boy in the class, while the extra attention given to the more capable lads, sometimes at inconvenience to the teachers, has been of the greatest service. It is known that some of these lads whose "bent" has been fostered in the workshop did well when they started out and commenced work on their own account in the larger school of life.

On entering the shop one notices a splendid collection of colonial timbers, beautifully polished, and in several samples the grain distinctly marked. The various systems of Manual Training in vogue in different parts of the world are here exemplified

and it may be seen on close inspection that the N. S. W. course is made up of the best features of the whole. Passing on to the second workshop the benches, where the real work is done, come into view. Each boy has a compartment, too, for his tools which are his own property, and in addition the Department has supplied complete sets for the use of Students in the Training College. The whole interior arrangement reminds one of a well ordered builder's establishment. Diagrams showing certain sections of work hang on the walls and the blackboard is in regular use for explaining every object before it is drawn in the pupils' books.

Manual Training exercises a beneficial influence upon the health, growth, and proper culture of the mind and body. In Great Britain and America it is very popular but the training does not extend beyond working in wood and iron. Visitors to the school from these countries have stated that working in metals is only carried on to a very limited extent even in the great iron centres. Perhaps Fort Street boys will be interested to know that the boys in the State Schools of Victoria learn sewing, and are becoming proficient in stitching on their own buttons, and darning their own socks. The advocates of Manual Training claim for it that pupils gain the habit of close attention in the exact performance of their tasks, and thus accuracy is assured: that it is a training that school boys can put into practice at home especially in the long winter evenings, and find use-

ful, pleasant, and it may be profitable, employment that pupils find they have the power to do something of themselves and hence are likely to acquire a manly selfreliance, a splendid quality for the youth of a new nation to acquire.

Men who are thinking out the great questions for the betterment of the people, young and old, admit that it is very desirable that children should be trained to think; it is indispensable that they should be trained to work.

An American writer says—"The advantages of Manual Training do not contemplate the narrow purpose of teaching the child a trade, but the broader purpose of enabling him to act as well as speak; to do as well as think; not with the idea of giving him something to do, but to give him the idea of doing something.

It does not seek to impress upon the child the dignity of labour, but the dignity of manhood. A sound heart which throbs for God and humanity is a good thing; a sound heart and a clear strong head is better; but a sound heart, a clear head, and a skilled hand give us the nearest approach to a perfect man."

Its aim is to bring about such skill of hand and eye or dexterity and adroitness as will enable him more quickly, more easily, and more intelligently to learn any handicraft or business, and to develop a love of work and to instil a taste for it.

Mr. Lockley is ready and willing at all times to give information to any boys desirous of joining the Manual Training Classes. At present the lists are full but applications for vacancies as they occur will be received at any time.

A BOY WANTED.

—SCHOOLMATES (N. Z.)

One day a ticket was seen in the window of one of the largest shops in a country town. It did not contain many words, but it caused quite a stir in more than one home. It simply said—

"A BOY WANTED."

Now, there were several boys who wanted a place, and who thought that it would be a very good thing for them if they could get into a shop as the one with the ticket in the window; so they applied to Mr. Harper, the owner of the shop.

David Wilson was the first to present himself, and very smart he looked in his well-brushed jacket when he called on Mr. Harper. The shopkeeper asked him his name and age, and told him to write his address on a sheet of paper.

This David did very neatly, for he was one of the best writers in the school. He also answered correctly two or three questions of so many pounds of tea, sugar, cheese, etc., at so much a pound.

Then Mr. Harper took him into a back room, in which all kinds of things were kept, such as empty boxes, pieces of rope, cardboard, and nails. Pointing to a large box that was lying on the floor in one corner of the room, he said to the lad, "Take off your jacket, and sort the things in that box."

David did not altogether care for the job, for the box contained a lot of rusty nails, screws, bits of old iron, broken locks, old keys, and a hundred other things. However, he could not refuse to obey the first order he had received, so he took off his jacket and kneeling down by the box he began to turn over "the rubbish," as he called it.

No one came near him for two or three hours, and then Mr. Harper looked in to see how he was getting on. He found David quite disheartened with the job, and, in reply to a question, the lad said that he thought there was nothing worth saving in the box.

"Then don't waste any more time over it," said Mr. Harper. "You can go now. I have your address and, if I want you, I will let you know."

Thomas Baker was the next to call and inquire about the place. He was treated exactly in the same way as David Wilson had been, and with the same result. So the box remained very much as it was, and the card also remained in the window.

The third boy to apply was William King. He did not know the other two boys, and so he had not heard anything about the box when he was shown into the back room and told to put it in order.

All that afternoon, he was kept very busy. Just before closing time, he went into the shop and said that he had done all he could, and hoped that it would do.

"I found this near the bottom of the box," he said, holding out a shilling; "it must have dropped in when you were looking for a nail." "Thank you," said Mr. Harper, taking the shilling.

Then he went into the back room, and found that all the nails, screws, and the other odds and ends were put in separate lots, and bits of cardboard had been placed between them to make little compartments. Mr. Harper smiled when he saw how thoroughly the sorting had been done, and he at once told William that he could have the place.

That night, the ticket was taken from the window, for the boy who was wanted had been found. Honest boys who are not afraid of work are always wanted, and, when they get a place they generally keep it. William King is now the owner of the shop which he entered as an errand boy, and the box may still be seen in the little back room.

THE 1901 JUNIOR.

Monday morning, the first day of the Junior, the climax of a whole year's work arrived, and in the boats and trams or waiting at some corner for a friend, one could catch sight of girls and boys who were sitting for the examination. As a rule it was very easy to distinguish them, for with very few exceptions, they looked as though they were going to their doom, and many were to be seen giving a last glance and muttering over some dates. History was the subject for the morning.

At the University there were crowds round the boards on which were written the names of the candidates with their respective numbers; after ascertaining our numbers we took up our stand at the door and if only Fort Street Girls come as much to the fore in the results of the examination as we did at the door of the University—well, nobody will have much to complain about.

It was rather tantalizing to stand there patiently waiting, wondering what the papers would be like and feeling as though all the history learnt during the year was slowly but surely slipping away to that place, wherever it may be, where all the forgotten things go.

At last 9.30 arrived, the doors were opened, there was a rush and then—a solemn hush, not a sound was heard in the grand hall, the very stillness of which seemed to cast a spell on the very girls who a moment before had stood trembling at the door, each seemed to have one aim in life—to find her seat.

Each girl seized upon her paper and eagerly scanned its contents, and then fell to work and soon anyone peering in at the door would have seen scores of girls bending over their work each one scribbling away at her paper as though in a race for life while students in their caps and gowns, seeming more like black ghosts than anything else, glided silently up and down the aisles.

We scarcely seemed to have been in fifteen minutes, when the gong rang, and somebody said, "Candidates must give up their papers in ten minutes."

Some of the girls began to tie up their papers but others only went at it all the harder straining their utmost to compress twenty minutes' work or more into ten minutes.

The gong sounded again—"All papers must be given up now." Even the most reluctant was forced to lay down her pen and tie up her papers, finished or not.

What a hubbub when the girls were all out! Everybody asked every otherbody questions while nobody thought of answering one; but on the whole the opinion of the Fort Street Girls seemed that the papers were not bad and now the first plunge had been made we entered into the fun of the thing, and we lost all dread of the Junior.

The next thing on the programme was lunch which we had in the little tea-rooms of the University, then we spent an hour or so walking up and down the walks at the rear of that "grand old institution" some of us talking, but the greater part taking a last look at some maps "just for luck."

Fort Street was in evidence everywhere, in fact fully one third of the girls seemed from Fort Street.

Near the time appointed for the commencement of the afternoon paper the girls again assembled round the doors and we went into geography to find that the paper might have been harder.

At four o'clock upon coming out we stood for some time comparing notes and then we went to the cloak-room where we had left our hats and baskets.

We walked down to the tram and soon we were speeding home feeling that, after all, an examination was not half as bad as we had expected. This one day of the examination may be said to describe all, and at the end of the week we were rather

sorry to think that Monday afternoon would bring the last subject. If anyone had told us a week before that we would feel that way we would have felt inclined to disbelieve her.

SPEAKING FRENCH.

[THE NEW METHOD.]

—o—

A good while ago we advocated the new method of teaching French introduced by Professor E. Perier. We were in favour of that because we saw children learn to speak French fluently in a few months. By the old method you can see people who have studied French for years, and yet unable to speak a word of it. Our method of "teaching French" is a wicked, wasteful delusion.

Professor Perier has written a charming essay on the subject, which can be had for 6d., and we commend it to all our readers who think of taking up French. A note in this pamphlet speaks volumes. It says:—

"For encouraging the study of practical French the 'Alliance française' presented last year to the Model Public School at Fort Street a handsome prize, and the three candidates selected for the competition were carefully and successfully grounded with my method. But that which speaks best in its favour is that two of them began the study of the language 'fourteen months only' before the oral examination took place. Besides this remarkable attainment, they both took 'A' for their French at the last University matriculations."

Nobody could want better evidence of the soundness of the system than that, and we are glad to see the gradual development of a wise and rational method of teaching the French language.

(From The Stock and Station Journal.)

GREAT ATTENDANCE.

We do not often in these columns make reference to the internal working of the School, but in this issue we feel compelled to mention the splendid attendance during the past quarter which aggregated for the whole school the fine total of '1900' out of an enrolment of 2280. On the Boys' side the palm for most regular attendance must be awarded to Mr. Howarth's class 4B. Several other classes made good records in this respect, and hundreds of boys never missed a day throughout the quarter. Teachers know the value of such regularity and boys know that it is to their best interests when they spend full time at their lessons.

THE RESULT OF THE 1901 JUNIOR.

—o—

The results of the 1901 Junior which have been looked for so anxiously by many boys and girls for weeks past were announced in the morning papers of Friday, 26th July. Our own School sent up 53 boys and 40 girls, and 51 boys and 33 girls were successful. We are sorry for the 2 boys and the 7 girls who failed but they should try again next year when having gained greater confidence success should be assured. We are very proud of the excellent results obtained in the honour lists and our best expectations have been realised. In one of our recent issues we stated that no boy or girl in the School had yet won the medals for Arithmetic and English. We have now to announce that the School has gained the medal for Arithmetic and was prox. acct. in English. The whole of the medals in Mathematics, Arithmetic, Algebra, Geometry—come to Fort Street, and in addition we have got home with the medal for History, prox. acct. in French, three prox. acct. in Arithmetic, prox. acct. in Algebra, and the medal in Physiology. We note that the medallist in Geometry stands alone, and we therefore infer that his work was far superior to all other competitors.

This is the first time in our knowledge that the same school gained all the medals in Mathematics. The Staff heartily congratulate the successful candidates especially those who have gained distinction in the honour lists, viz, Miss Marion Ranson, and Masters Hill, Davis, Adam, Penman, Flynn, Leofric Smith, Phillips, Sefton.

On the Boys' side 26 candidates sat for the Matriculation Pass and 15 succeeded in obtaining it. The remaining 11 with one exception passed what is known in the School as the "Commercial" Junior. 27 sat for the "Commercial" Junior and 26 passed. Summing up the results we find that the total A passes are 103, B passes 104, C passes 117; the average passes per boy is 6.3 subjects; medals 4; prox. acct. 6. Hill takes the Head Master's gold medal for the best pass in the School, the Fort Street Old Boys' prize for literary subjects, and a copy of Webster's International Dictionary, Merriam Company (E. J. Forbes Esq. Manager), for English. Davis wins Dr. O. Bohrsmann's prize for the best pass in Mathematics. Analysing the results we notice that our best work shows in the Arithmetic in which we obtained the medal, 3 prox. acct., and 50 per cent. of the passes were A's.

In Algebra 40 per cent. of the passes including the medallist and a prox. acct. were A's, in English 33 per cent were A's, in geometry 30 per cent., Latin and French 27 per cent each.

On the Girls' side the average passes are 5.8 subjects each girl. Maggie Turner is dux and wins the special prize and Lily Dick gets Dr. Bohrsmann's prize for literary attainments. The girls best passes were in English and Geography.

The Head Master has received many congratulations from old boys at the University on the record pass, from old boys in business, and from F. Bridges Esq. Chief Inspector of schools. Mr. Bridges officially writes—"Please accept my hearty congratulations on the proud position taken by the 'Grand old School' at the 1901 Junior, and convey the same to your staff and the boys and girls who competed."

The successful pupils are given below in order of merit.

In the following table, A signifies first class; B second class and C third class. An asterisk stands for matriculation pass.

The explanation of figures is given thus:—

(1) English history; (2) geography; (3) English; (4) French; (5) German; (6) Latin; (7) Greek; (8) arithmetic; (9) algebra; (10) geometry; (11) inorganic chemistry; (12) physics; (13) geology; (14) botany; (15) physiology; (16) drawing; (17) music.

GIRLS

M. Turner 1B 2B 3A 4B 8B 13A 15A
 M. Ranson 1B 2C 3A 4B 8B 13A 15A
 M. Downey 1B 2B 3A 4B 8B 13C 15A
 A. Allum 1B 2A 3B 4B 8B 13C 17A
 E. Valkenberg 1A 2A 3A 4C 8B 13B
 L. Dick 1A 2B 3A 4B 8B
 M. Butler 1B 2B 3A 4B 8C 13B 17B
 F. Lewis 1B 2B 3B 4C 8C 13B 17B
 E. Moore 1C 2A 3B 4C 13C 15A
 M. Ferrier 1B 2B 3A 4C 8B 13C
 A. Charlton 2A 3B 4B 8B 13C 17C
 C. Wetherall 1C 2B 3B 4B 13B 17B
 E. Delling 2B 3B 4C 8C 13C 17A
 A. Hampton 1B 2A 3B 4C 17B
 I. McClure 1C 2C 3B 4C 8A 13C
 J. Smith 2A 3C 4B 17B
 E. Pring 1B 2B 3B 4C 13C
 F. Vecht 1B 2C 3B 4C 13B
 N. Lees 1C 2A 3B 17B
 H. Cass 1B 2B 3B 4C 13C
 E. Bradley 1C 2C 3B 4B 13C 15C
 J. Downie 1B 2A 3C 4C
 A. Evans 1C 2B 3C 8C 13B
 M. Lee 1C 2B 3B 4C 17C
 B. Mc Carthy 1B 2B 3B 8C
 B. Quinn 1C 2B 3B 4C 17C
 E. Keir 1B 2C 3C 17B
 M. Harding 1C 2C 4C 13C 17B
 N. Dodge 1C 2C 3B 8C 13C
 E. Booth 1C 2B 3C 8C 13C
 S. Atkinson 1C 2C 3C 4C 8C
 E. Hetherington 2C 3C 4C 13B
 E. Russel 1C 2C 3C 13C

BOYS.

* A. Hill 1A 3A 4B 6A 8A 9A 10B
 * C. Flynn 1A 3A 4A 6A 8A 9A 10 C
 * P. Penman 1A 3A 4B 6B 8A 9A 10A
 * G. Phillips 1A 3B 4A 6B 8A 9A 10A
 * H. Lambert 1C 3A 4A 6A 8A 9A 10A
 * B. Allworth 1A 3A 4B 6A 8A 9A 10B
 * L. Willis 1B 3A 4A 6A 8A 9A 10B
 A. Davis 1B 2B 3A 8A 9A 10B 13B
 * W. Graham 1C 2B 4A 6A 8A 9A 10A
 G. Adam 1A 2B 3A 8A 9A 10A
 D. Sefton 1B 2B 3B 8A 9A 10A 13B
 * F. Mac Queen 1C 3A 4B 6B 8A 9B 10B
 * W. Norman 1B 3A 4C 6C 8A 9B 10A
 * C. Adrian 1C 3B 4B 6C 8A 9B 10A
 * J. Portus 1B 3B 4B 6B 8B 9A 10C
 * L. Wilkinson 3A 4B 6A 8B 9B 10B
 L. Smith 1C 2A 3B 8A 9A 10A
 * C. Mitchell 3A 4A 6B 8B 9C 10B
 C. Smith 1A 2C 3A 8A 9A 13B
 E. Ambrose 1B 2A 3A 8C 9B 10B 13B
 J. Wise 1C 2B 3C 8A 9A 10A 13C
 L. Ferrier 1C 2A 3C 8A 9B 10B 13B
 B. Compagnoni 1C 3A 4C 8A 9A 10B
 B. Giraud 1C 3B 6C 8A 9A 10A
 L. Stimson 1B 3A 4C 6C 8C 9B 10B
 F. Moore 1C 2C 3B 8B 9A 10A 13C
 A. Grant 1C 2C 3A 8A 9C 10B 13C
 P. Tompkins 1A 2B 3C 8A 9C 10C 13B
 M. Downie 1C 2C 3C 8A 9A 10B 13C
 * R. Lee 3B 4C 6C 8B 9B 10B
 W. McKeown 1B 2B 4B 6C 8C 9C 10B
 P. Morrow 1C 2C 3C 8A 9A 10A
 C. Pickup 1B 2B 3C 8B 9B 10B 13C
 P. Wynne 1B 2C 3B 8B 9C 10B 13C
 S. Toose 1C 3B 4C 6C 8B 9C 10C
 H. Young 3B 4C 6C 8B 9B 10C
 A. Roberts 1B 2A 3C 8C 9C 10B
 F. Philip 1C 3B 4C 6C 8C 10B
 F. Brown 1C 4A 6B 8C 9C
 E. Griffiths 4C 6C 8C 9C 10B 13C
 G. Draper 1C 2B 3C 8A 9B
 R. Scott 1C 3C 8B 9B 10B 13C
 G. Stimson 1C 2C 3B 8B 9C 10B
 F. Zlotkowski 2C 8B 9B 10A
 L. Polson 1C 2B 3C 8C 9C 10C 13C
 R. George 1C 2C 3B 8C 9B 10C
 J. Horsfield 1B 2C 8C 9C 13C
 J. Rowell 1C 2C 8C 9B 10C 13C
 L. Cormack 1C 2C 8C 9C 10C
 J. McKinnon 1C 2C 3C 8C 10C 13C
 F. Powell 1C 3C 8C 13C

 OBITUARY.

While we share in the general rejoicing for our returned soldier boys we must express our sorrow for the lads who will never come back. Less than two years back, Stanley Lipscomb left for the war in South Africa, where he was attached to Lord Methuen's escort. The sad news of his death on 19th June, 1901 was cabled out to his father. The poor young fellow succumbed to peritonitis in the Mafeking Hospital. "Stan." was a good companion genuine and honourable, fond of his fun and full of dry humour. His closest confreres, the boys from Manly, will miss him for many a long day. His masters tender their heartfelt sympathy to the bereaved parents. We have been privileged to read one of Stanley's most recent letters to a near relative, and to make a few extracts from it. He is very outspoken in his opinions of British officers, and holds Lord Methuen in the highest esteem. He gives a graphic description of places, persons, and scenes. Writing early in the year he stated that his epidermis was still unperforated though both bullets and shells had been close to his anatomy. He considers Beira the most filthy, fever-stricken port he was ever in. The journey to Bulawayo was the worst they had to endure. The tinned bouilli beef, their principal food, was not only "aromatic but positively aggressive." He often wondered why it was old soldiers had such determined iron jaws. After some months' experience masticating biscuits he wonders no longer. When the meat was unfit for consumption he was forced to deprive his horse of part of his allowance of corn, which, when boiled for an hour or so, then mashed and sprinkled with salt and pepper, he ate, if not with gusto, without dislike. This was his experience during the 27 days en route to Bulawayo. After a week's stay at this town his regiment started for Mafeking. This town he describes as a dirty, dusty, Kaffir-infested little town. It is situated on a plain, in a shallow dip.

From Mafeking he went with a column of 2000 mounted infantry and artillery towards Pretoria under General Carrington. They arrived at Zeerust without opposition, but learned that at Elands River about 300 troops, chiefly "Bushies, in charge of a large convoy, were surrounded by Boers, and would possibly be forced to surrender if not immediately relieved. His column pushed on to Elands River with the utmost despatch, but a description of the engagement was held over until his return to Australia. (Poor old Stan!) He merely expresses his disgust with Gen. Carrington who ordered a retreat on Mafeking. Some weeks were spent at Malmayi on the Pretoria route where the Boers at this time had congregated in large numbers. They scoured the district between Mafeking and Rustenburg and captured much spoil. Shortly

after a junction was effected with Lord Methuen's Column which had been operating a few miles off. At Barber's Pass he met with an accident to his eye and was sent to the Military Hospital at Kimberley. Here he had a royal time and on his release became a member of Lord Methuen's escort. The column started for Lichtenburg and drove the Boers from several towns en route. These towns were pleasant to enter after travelling across the hot, timberless, monotonous, undulating veldt. Along the sides of the streets run streams of clear water, outside which are planted willows and fruit trees making pretty and cool avenues. Describing a Boer town he says—"On approaching a Boer town it looks like an island of foliage in a sea of green grass. The Boers whom I had, previous to meeting them, regarded as belonging to the great unwashed, are as neat and clean in appearance and habit as the most fastidious could desire." He gives a detailed account of a convoy, the advance of the whole column and the preliminaries for action. He does not think much of the horsemanship of the Yeomanry. He says they would not be safe in a pig cart with a net over it. He mentions the rough times, the wet, sleepless nights, the poor food, the long day and night rides, the continual fighting, but still believes that active service is a jolly sight better than he ever anticipated. He closes his letter with loving remembrances to those at home in Manly.

All that remains of Stan lies in the far-off Mafeking Cemetery, but his memory will live for ever in our hearts, and the humorous, steady-going, kind-hearted boy, as we knew him in V A, will often occupy our thoughts.

 A PLEASANT OBJECT LESSON.

A very instructive and interesting course of lessons in Physics to 4th classes was concluded on Thursday 20th June. The greater part of the quarter was taken up with lessons on Sound, and the lesson which concluded the series was "Recording and Reproducing Instruments."

A Gramophone and a Phonograph were procured through the good services of Mr. J. H. Rumsey, demonstrator in Physics at the Technical College, and Mr. Morgan of 4A3 assisted by Mr. H. Hall, Student gave a delightful entertainment with these instruments to 4th and 5th classes for about an hour. The lesson was the more appreciated because of its success from a musical stand-point, and because, in the case of 5th class boys, it was unexpected.

GRACE DARLING.

1. About seventy years ago, there lived on a wild rocky island in the Farne Group, off the coast of Northumberland, north-east of England, a delicate-looking, blue-eyed little girl named Grace Darling.

2. Almost as long as she could remember, Grace had lived on Longstone Island. She very rarely paid a visit to the mainland, or even saw or spoke to strangers. Her good parents were her only teachers; and, during the long, lonely days when her brothers and sisters were absent—as was generally the case,—the child must have felt very desolate indeed. Growing up surrounded by the stormy sea, and hearing day after day the thunder of the waves and the howling of the winds, it was no wonder that Grace became familiar with danger.

3. One never-to-be-forgotten night (13th of September, 1838), when Grace was about 23 years of age, a terrible storm was raging—a storm so violent that even she, accustomed as she was to the sea, trembled as the thundering breakers dashed furiously against the lighthouse.

"Father," she said, when they were about to retire, "I hope there are no ships near the coast to-night."

"I trust not," answered the father. "It is a fearful storm."

4. The next morning about daylight, Grace fancied she heard the cry of people in distress; at once she thought of a shipwreck, and, dressing hastily, she ran to wake her father, and told him that she feared some shipwrecked people were cast on the rocks not far from the lighthouse. William Darling was soon ready, and he and his daughter with the help of a telescope, saw at no great distance a number of people, men and women, clinging to the fore part of a steamer which was stuck fast on a ridge of rocks.

5. The wrecked vessel was the FORFARSHIRE, a steamer from Hull bound for Dundee. When leaving Hull, her engines were out of repair, and, during the fearful storm of the previous night, they became utterly useless, and she drifted helplessly about at the mercy of the angry sea, till she came asunder on a sharp rock. The after part of the ship was carried away by a current which runs between the islands, and all the unfortunates who were on it were lost.

6. All night long, the survivors clung to the bow, and, when daylight showed the dim outline of the lighthouse, they raised a wild, despairing cry for help, in the forlorn hope that they would be heard by the inmates.

7. As soon as Grace discovered that there were men and women on the wreck, she urged her father to launch the boat and go out to their aid.

"No, my daughter," he said sadly; "it would be certain death to venture out in such a sea. I should never be able to reach them; and besides, who is there to help me with the oars? My strength is not sufficient to carry even a small boat through that boiling surf."

"Oh, Father, only think of those poor people! Must we stand here and see them die, while hearing their cry for help? Take me with you; I can row well. Let us try, and God will help us."

8. Brave man though he was, Darling hesitated to do what he fully believed would involve the loss of his own and his daughter's life, while failing to save those on the rock; so he only shook his head when the girl begged hard to be allowed to go.

9. "Do you think, Grace, frail, delicate girl as you are, that your arm would be strong enough to hold an oar in those waves?" he asked, pointing out over the raging sea that lashed with wild fury the ragged rocks all round them.

10. "Only let me try, Father," she urged again, as she took the telescope in her hand. After looking for a moment, she exclaimed—"We must go. I see little children there; a half-drowned woman is holding two of them in her arms, while she tries to keep her footing on the slippery wreck."

11. At last, Darling consented to attempt a rescue, and yet he went to work with many misgivings. Would Grace's strength last till the terrible struggle was over? Her courage, he knew, would never fail.

12. When Mrs. Darling heard of her husband's resolve, she begged him with tears not to go; but, when Grace spoke of the mother and the two babies, she too was moved to pity, and, with trembling hands helped her husband and daughter to launch the boat.

13. The task of the brave rescuers was even harder than they had imagined. One moment they were down a valley between two giant waves, then riding high on the crest of another, then down once more into another watery valley; often in imminent danger of having their little boat flung against the rocks by a breaker and dashed to pieces as if it were a nutshell.

14. However, after much battling with the wind and waves they succeeded in reaching the wreck; and now came the worst part of the struggle. Darling wished to get from his boat to the rock, and, while he was away, Grace must do the best she could alone.

15. Taking an oar in each hand, and with a prayer to Heaven for strength and courage, the youthful heroine managed the boat in that furious sea with wonderful skill and coolness; then, at a signal from her father, she put forth all her remaining strength, and brought the boat near enough to the wreck to take in the survivors.

16. Tears rained down her pale face as the mother, with her two babies (who, alas! were dead) still clasped in her arms was helped into the boat. One by one, all the sufferers were got in, and the dangerous journey back to the lighthouse began. After much battling with the stormy sea, they reached the island in safety.

17. One can easily imagine the warmth of the welcome given to both rescued and rescuers by the anxious mother. Food was at once supplied to the famished people, beds were made, fires were lighted to dry and warm them, and everything was done that loving sympathy could do to comfort those who had lost all but life.

18. In a few days, all England rang with the name and fame of Grace Darling and her father; numbers of people flocked to the lonely Farne Islands to see the heroine of that gallant rescue. The sum of £700 was presented to her, besides many other valuable gifts. Even the Queen sent a token to her noble young subject.

19. Gentle Grace Darling was not spoiled, as many a girl would have been, by this notice and flattery; and, though poets sang her praises, and artists painted her sweet fair face, she remained her own simple self.

20. Four years after, in October, 1842, this famous girl died.

"A maiden gentle, yet at duty's call,
Firm and unflinching as the lighthouse reared
On the island rock, her lonely dwelling-place.

... ..

Pious and pure, modest and yet so brave,
Though young, so wise; though meek, so resolute."

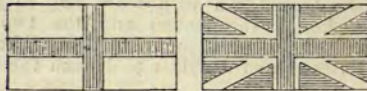
That is what the good old poet Wordsworth wrote of Grace Darling, in a poem composed in the year of her death.

THE FORTIAN.

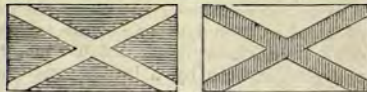
THE UNION JACK.

It is only a small bit of bunting,
It is only an old coloured rag,
Yet thousands have died for its honour,
And shed their best blood for the flag.

It is charged with the cross of St. Andrew,
Which, of old, Scotland's heroes has led;
It carries the cross of St. Patrick,
For which Ireland's bravest have bled.



ST. GEORGE'S CROSS UNION FLAG, 1606.

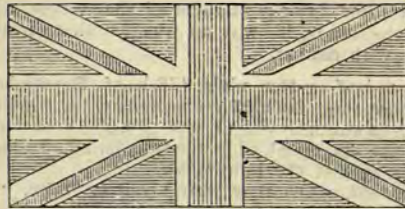


ST. ANDREW'S CROSS. ST. PATRICK'S CROSS.
Red—Vertical lines. White—Plain lines.

Joined with these is the old English ensign,
St. George's red cross on white field,
Round which, from King Edward to Wolsey,
Britons conquer or die, but ne'er yield.

It flutters triumphant o'er ocean,
As free as the wind and the wave,
And the bondsman from shackles unloosen'd,
'Neath its shadow no longer's a slave.

We hoist it to show our devotion
To our King, to our country, and laws;
It's the outward and visible emblem
Of advancement and liberty's cause.



THE "UNION JACK," 1801.
Blue—Horizontal lines,

You may call it a small bit of bunting,
You may say it's an old coloured rag,
But freedom has made it majestic,
And time has ennobled The Flag.

THE NEW COMMONWEALTH.

CLEAR THE WAY.

Men of thought, be up and stirring
Night and day;
Sow the seed; withdraw the curtain;
Clear the way;
Men of action, aid and cheer them
As ye may.

There's a fount about to stream;
There's a light about to beam;
There's a warmth about to glow;
There's a flower about to blow;
There's a midnight blackness changing
Into gray—

Men of thought and men of action,
Clear the way.

Once the welcome light has broken,
Who shall say

What the unimagined glories
Of the day?

What the evil that shall perish
In its ray?

Aid the dawning, tongue and pen;
Aid it, hopes of honest men;

Aid it pen, and aid it type;
Aid it, for the hour is ripe;

And our earnest must not slacken
Into play—

Men of thought and men of action,
Clear the way.

—CHARLES MACKAY (1814-89).

OUR HEROES.

Here's a hand to the boy who has courage
To do what he knows to be right;
When he falls in the way of temptation,
He has a hard battle to fight.
Who strives against self and his comrades
Will cope with a powerful foe;
All honour to him if he conquers—
A cheer for the boy who says "No."

There are battles fought daily about us
That we can know nothing about;
There's many a brave, unknown hero
Whose valour puts legions to rout.
He who struggles with wrong and o'ercomes it
Is more of a hero, I say,
Than he who leads soldiers to glory,
And conquers by arms in the fray.

Be steadfast my boy, when you're tempted
And do what you know to be right;
Stand firm by your manhood, my hero,
And you will o'ercome in the fight.
"The Right" be your battle-cry ever,
As you share in the conflict of life,
And God, who knows who are the heroes,
Will strengthen your arm for the strife.

—EEN E. REXFORD, in *The Boy's Own Paper*.



Vol. III. No. 8.

SYDNEY, MONDAY, AUGUST 26, 1901.

Price 1d.

THE FORTIAN.

NEW SPORTS GROUND.

The opening of a new sports ground or the dedication of a park for purposes of recreation is always an event of considerable interest to the general public, but when the piece of ground so set apart is largely for the use of the schoolboys the interest becomes much more wide-spread. While we have many natural advantages in regard to the situation of our School such as the great elevation, the splendid outlook, the healthy position, we sometimes envy our school-fellows who are more fortunate in the matter of playgrounds. The Cleveland Street boys have a splendid playground in Prince Alfred Park; the Camperdown boys pass through their own gate straight into the Camperdown Park; the boys of the Eastern Suburbs are within a stone's throw of the Centennial Park where they may have their choice of their cricket pitches or football grounds.

Our nearest playground is Birchgrove Reserve, but it is inconvenient for our players as so many of them live in parts of the city and suburbs in quite a different direction to Balmain. We have no other objection to Birchgrove. The ground is a good one, the supervision is satisfactory, and the manager has always treated the School liberally. The Drummoyne Ferry Company has also earned our gratitude by landing our boys at Snail's Bay Wharf in close proximity to the ground. Our trouble is that so many of our players must return to Sydney to get their boats, trams and trains, to reach their respective homes. We did take a share of a wicket in the Domain a few years back but the charge was too high for the state of our finances and we were reluctantly compelled to abandon cricket there. The Observatory Park, which is next door to us, is not suitable for either cricket or football.

A new Sports Ground, which should prove a boon to schools in the city area

with limited playground accommodation, will soon be opened. The new ground which is a little more than eight acres in extent is situated on the northern side of the Sydney Cricket Ground, from which it is separated by a narrow roadway. In shape it is something like a trapezium with the longest side abutting on Park Road. It is enclosed with a strong paling fence seven feet high; the ground is now being levelled and drained; and although much remains to be done in the way of formation, the management hope to see the boys of our schools engaging in their favourite game during the ensuing summer.

The want of such a ground where the boys of all Schools, Public, Secondary, and Denominational, could regularly meet was admitted on all sides, but the gentleman who first gave shape to the movement was J. H. Carruthers Esq. M. P., then Minister for Lands, and previously Minister for Public Instruction.

On the defeat of the Reid Ministry T. H. Hassall Esq. became Minister for Lands and he carried into effect what Mr. Carruthers had initiated. Trustees representing various athletic bodies were appointed and a grant of £500 having been made by the Government the improvements before noted were commenced. Mr. F. Bridges, Chief Inspector of Schools, Chairman; Mr. G. Barbour, Sydney Grammar School; Mr. J. W. Turner; represent the schools on the Trust; Mr. A. Edward, Secretary, and Mr. Fowles Editor, Referee, represents the Amateur Athletic Association, and the Under Secretary for Lands represents the Government. It is distinctly understood that the new ground is for the use of school boys entirely on school days and occasionally on Saturdays when not required by other athletic bodies.

Mr. Edward, the energetic Secretary, is doing yeoman service in the laying out of the ground and in getting it ready for play on

the earliest possible day. He has a splendid ideal before him in our well appointed Sydney Cricket Ground, acknowledged to be the best in the world, and he hopes to reach his ideal although it may take him years to accomplish. He is anxious in the first place to have a nice pitch in the centre of the Ground for next year's cricket, and he is putting forth his best energies in that direction. We think the Sydney boys of all schools will be proud when they are able to take part in their great national games on their own "Sports Ground."

NEW BOOK.

ONE of the latest books placed in the Library is "Lysbeth," a tale of the Dutch, by Mr. H. Rider Haggard. The scene of this historical romance is laid in Holland in the days of William the Silent, to whose memory the book is dedicated. It records the many trials and adventures of a burgher family named Van Goorl, during the days of the Spanish Terror, under the Duke of Alva. One of the principal characters in the story is a Spanish Officer, Count Don Juan de Montalvo, who is the evil genius of the Van Goorl family through two generations, and whose career is one long story of crime. A rich goldsmith has left an enormous treasure in trust to the Van Goorl family in the hope that one day it should be used towards freeing the country from the hated Spaniard. The hiding of this and the struggle between Montalvo and Foy Van Goorl, aided by Red Martin and his great sword 'Silence', are principal episodes in the latter part of the book. There are two love interests, one dealing with the heroine of the first part, Lysbeth, and the other with that of her son Foy.

PUBLIC SERVICE EXAMINATION.

At the end of last half-year the Public Service Board held an examination of candidates for appointment as cadet draftsman.

Brewster of 5th. Senior passed, subject to satisfying the examiners in drawing in six months' time. Brewster's was a highly creditable piece of work for he only made up his mind to take the examination at the last moment and had to rely wholly on his class work. We congratulate him on his well deserved pass.

GIRLS' COLUMN.

5D.—Several girls are working hard for the Applicant Pupil Teachers' examination in October. G. Buck, P. Talbot, R. Emanuel, G. Watson and R. Macky deserve special mention.

R. Emanuel obtained the prize for the quarter.

5B.—Edna Rose headed her class in the examination last month. She gained 89 per cent of total marks.

5A.—Irene Howard was first in the monthly examination with 95 per cent; Queenie Bamford was second with 86 per cent, and M. Doyle third with 85 per cent of total marks.

4B.—May King won the prize for the quarter. Gracie Chapman is also doing good work.

4A.—Pearl Harris won the quarterly prize.

3C.—The prize for the Spelling "Bee" was divided between J. Scott and F. Pigg.

Hannah Hall was first in the marks for the quarter and Florrie Pigg second.

3B.—The quarterly prize fell to Elsie Cox, and the Spelling "Bee" prizes were won by R. Thompson, E. Cox, R. Bear, H. Back, P. Denholm, and M. Lever.

Medals were won by N. Ham for Arithmetic, P. Denholm for Dictation and Lena Partridge for Conduct.

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The Girls' Tennis Club held a trial tournament on Saturday 10th. August which resulted in E. Allen and F. Milligan winning four sets.

It is the intention of the Club to hold competitions for both Juniors and Seniors.

REMOVALS AND NEW APPOINTMENTS.

Mr. W. Robertson who has been connected with the Teaching Staff of the School for the past four years has received well-merited promotion to the Public School, Girilambone. For two years of his term he had charge of some of the 5th classwork and during the last 12 months he had a large share in the preparation of the "Commercial" Junior for their recent examination. He was greatly respected by the boys outside his duties as their master, and the esprit de corps so noticeable in his section of the Junior was due to the valuable influence he exercised. His colleagues and his old boys congratulate him on his appointment to the charge of a school, and wish him and his wife the greatest happiness.

Mr. J. B. Sherlock was appointed during the Midwinter holidays to the charge of the Public School, Myra Vale, near Bowral. Mr. Sherlock was only a short time in the School, but during his stay he did good work with the Public Service class and took a considerable interest in the music of the school, frequently acting as accompanist at musical entertainments given by the pupils. He has the best wishes of teachers and boys for his success.

Mr. Hawcroft and Mr. Hazelton are the teachers who have been appointed to succeed the gentlemen recently promoted.

MY FAVOURITE AUTHOR.

ESSAY WRITTEN AT EXAMINATION.

(BY A 4B BOY.)

Kipling is my favourite author. His stories are all told in a clear, fresh style that makes me feel as if his characters were real and his scenes from life. He draws his characters so that he makes me sympathise with them in their troubles and feel glad when they succeed in their plans.

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with limited playground accommodation, will soon be opened. The new ground which is a little more than eight acres in extent is situated on the northern side of the Sydney Cricket Ground, from which it is separated by a narrow roadway. In shape it is something like a trapezium with the longest side abutting on Park Road. It is enclosed with a strong paling fence seven feet high; the ground is now being levelled and drained; and although much remains to be done in the way of formation, the management hope to see the boys of our schools engaging in their favourite game during the ensuing summer.

The want of such a ground where the boys of all Schools, Public, Secondary, and Denominational, could regularly meet was admitted on all sides, but the gentleman who first gave shape to the movement was J. H. Carruthers Esq. M. P., then Minister for Lands, and previously Minister for Public Instruction.

On the defeat of the Reid Ministry T. H. Hassall Esq. became Minister for Lands and he carried into effect what Mr. Carruthers had initiated. Trustees representing various athletic bodies were appointed and a grant of £500 having been made by the Government the improvements before noted were commenced. Mr. F. Bridges, Chief Inspector of Schools, Chairman; Mr. G. Barbour, Sydney Grammar School; Mr. J. W. Turner; represent the schools on the Trust; Mr. A. Edward, Secretary, and Mr. Fowles represent the cycling bodies; Mr. R. Combes Editor, Referee, represents the Amateur Athletic Association, and the Under Secretary for Lands represents the Government. It is distinctly understood that the new ground is for the use of school boys entirely on school days and occasionally on Saturdays when not required by other athletic bodies.

Mr. Edward, the energetic Secretary, is doing yeoman service in the laying out of the ground and in getting it ready for play on

the earliest possible day. He has a splendid ideal before him in our well appointed Sydney Cricket Ground, acknowledged to be the best in the world, and he hopes to reach his ideal although it may take him years to accomplish. He is anxious in the first place to have a nice pitch in the centre of the Ground for next year's cricket, and he is putting forth his best energies in that direction. We think the Sydney boys of all schools will be proud when they are able to take part in their great national games on their own "Sports Ground."

NEW BOOK.

ONE of the latest books placed in the Library is "Lysbeth," a tale of the Dutch, by Mr. H. Rider Haggard. The scene of this historical romance is laid in Holland in the days of William the Silent, to whose memory the book is dedicated. It records the many trials and adventures of a burgher family named Van Goorl, during the days of the Spanish Terror, under the Duke of Alva. One of the principal characters in the story is a Spanish Officer, Count Don Juan de Montalvo, who is the evil genius of the Van Goorl family through two generations, and whose career is one long story of crime. A rich goldsmith has left an enormous treasure in trust to the Van Goorl family in the hope that one day it should be used towards freeing the country from the hated Spaniard. The hiding of this and the struggle between Montalvo and Foy Van Goorl, aided by Red Martin and his great sword 'Silence', are principal episodes in the latter part of the book. There are two love interests, one dealing with the heroine of the first part, Lysbeth, and the other with that of her son Foy.

PUBLIC SERVICE EXAMINATION.

At the end of last half-year the Public Service Board held an examination of candidates for appointment as cadet draftsmen.

Brewster of 5th. Senior passed, subject to satisfying the examiners in drawing in six months' time. Brewster's was a highly creditable piece of work for he only made up his mind to take the examination at the last moment and had to rely wholly on his class work. We congratulate him on his well deserved pass.

GIRLS' COLUMN.

5D.—Several girls are working hard for the Applicant Pupil Teachers' examination in October. G. Buck, P. Talbot, R. Emanuel, G. Watson and R. Macky deserve special mention.

R. Emanuel obtained the prize for the quarter.

5B.—Edna Rose headed her class in the examination last month. She gained 89 per cent of total marks.

5A.—Irene Howard was first in the monthly examination with 95 per cent; Queenie Bamford was second with 86 per cent, and M. Doyle third with 85 per cent of total marks.

4B.—May King won the prize for the quarter. Gracie Chapman is also doing good work.

4A.—Pearl Harris won the quarterly prize.

3C.—The prize for the Spelling "Bee" was divided between J. Scott and F. Pigg.

Hannah Hall was first in the marks for the quarter and Florrie Pigg second.

3B.—The quarterly prize fell to Elsie Cox, and the Spelling "Bee" prizes were won by R. Thompson, E. Cox, R. Bear, H. Back, P. Denholm, and M. Lever.

Medals were won by N. Ham for Arithmetic, P. Denholm for Dictation and Lena Partridge for Conduct.

3A.—Agnes Russell won the prize for the quarter and Eugenie Rota received a special prize for her exercise.

The medal for Arithmetic went to Lily Puckeridge and Agnes Alluer won the medal for Spelling.

2B.—Violet Ball and Rosalinde Maclardy carried off the quarterly prizes, and G. Oliver won the Spelling "Bee" prize.

The Girls' Tennis Club held a trial tournament on Saturday 10th. August which resulted in F. Allen and F. Milligan winning four sets.

It is the intention of the Club to hold competitions for both Juniors and Seniors.

REMOVALS AND NEW APPOINTMENTS.

Mr. W. Robertson who has been connected with the Teaching Staff of the School for the past four years has received well-merited promotion to the Public School, Girilambone. For two years of his term he had charge of some of the 5th classwork and during the last 12 months he had a large share in the preparation of the "Commercial" Junior for their recent examination. He was greatly respected by the boys outside his duties as their master, and the esprit de corps so noticeable in his section of the Junior was due to the valuable influence he exercised. His colleagues and his old boys congratulate him on his appointment to the charge of a school, and wish him and his wife the greatest happiness.

Mr. J. B. Sherlock was appointed during the Midwinter holidays to the charge of the Public School, Myra Vale, near Bowral. Mr. Sherlock was only a short time in the School, but during his stay he did good work with the Public Service class and took a considerable interest in the music of the school, frequently acting as accompanist at musical entertainments given by the pupils. He has the best wishes of teachers and boys for his success.

Mr. Hawcroft and Mr. Hazelton are the teachers who have been appointed to succeed the gentlemen recently promoted.

MY FAVOURITE AUTHOR.

ESSAY WRITTEN AT EXAMINATION.

(BY A 4B BOY.)

Kipling is my favourite author. His stories are all told in a clear, fresh style that makes me feel as if his characters were real and his scenes from life. He draws his characters so that he makes me sympathise with them in their troubles and feel glad when they succeed in their plans.

In "Captains Courageous," (which, by the way, I think is one of his best works,) from the time the

hero is washed off an Atlantic Liner till he is landed safe in port and delivered to his parents, I feel as if his troubles and his successes were mine.

Excepting the book just mentioned I think his short tales of Indian life are the best. He does not require a long introduction to any of his stories. This is particularly noticeable in his short stories. A short story with a long introduction seems artificial, but Kipling's stories all seem alive and real.

Altogether I admire Kipling more than any other English writer living at present.

THE MOST FAMOUS DETECTIVE.

AND A CLEVER EDINBURGH PROFESSOR.

The creator of Sherlock Holmes is 42 years of age. It is Dr Conan Doyle's claim to fame that he has given to the world the cleverest detective known in English fiction. It may be doubted if there are half-a-dozen characters in English fiction which have so much impressed the popular mind as Sherlock Holmes. There is a story of a Society lady who was heard to say that Sherlock Holmes' "Autocrat of the Breakfast Table" was her favourite book, and a year or two ago the president of a New York club, which was entertaining Dr. Doyle, introduced the guest of the evening as "Canou" Doyle. There is still a good deal of ignorance in the world in spite of Board Schools; but these two examples are certainly rare.

Sherlock Holmes, it may not be generally known, was drawn from life. Dr. Doyle's original still lives in the flesh in the person of an Edinburgh professor of medicine. Dr. Doyle studied under him "Gentlemen," this wonderful professor would say to the students, "I am not quite sure whether this man is a cork-cutter or a slater. I observe a slight hardening on one side of his forefinger, and a little thickening on one side of his thumb, and that is a sure sign that he is one or the other." "Ah!" he would say to another patient, "you are a soldier, and you have served in Bermuda as a non-commissioned officer," and then, turning to the students, he would point out that the man came into the room without taking off his hat, as he would enter the orderly room; that his air showed that he was a non-commissioned officer, and that a rash he had on his forehead was known only in Bermuda. It was from this man that Dr. Conan Doyle evolved Sherlock Holmes, the man who saw a clue to a murder in a broken twig, and scented a criminal from a tear in a piece of paper.

The killing of Sherlock Holmes was probably one of the greatest mistakes ever made by an author. It must have been like blowing up a gold mine. There were undeveloped sources of untold wealth in Sherlock living, but with his death all his intrinsic value passed away. It was in Switzerland that Dr. Doyle decided that Sherlock must die, and a novelist friend with him at the time, Mr. Silas Hocking, suggested that since Dr. Doyle insisted on killing

the goose that laid the golden egg, he might take the detective out Zermatt way and drop him over a precipice. That is exactly what Dr. Doyle did, and Sherlock Holmes had hardly fallen down that fearful craze before Dr. Doyle began receiving letters from dear old ladies beginning "You beast." But the doctor has never regretted his disposal of his famous character—perhaps because he has himself the poorest opinion of the stories in which Sherlock Holmes was the central figure. Or is it because, as he says, there is no limit to the number of papers Sherlock left behind?

DANGEROUS PRACTICES.

It has come to our knowledge that several Fort Street school boys living in the Eastern Suburbs indulge in the dangerous practice of jumping on and off the car while it is in motion. This form of pastime takes place either at Hunter Street where the line curves from Elizabeth Street into Phillip Street or at the top of Bent Street near the Metropole. The practice is a foolhardy one and besides is a direct infringement of the school regulation which says that pupils must be orderly in their behaviour on the road to and from school. The Tramway Authorities will be severe on this class of wrong doers in the future.

Not many Sundays ago a number of boys, some Fort Street pupils among them, gathered together on a certain wharf in this part of the City and indulged in some shooting with a toy revolver. The owner of the revolver is a big lad, and one would have thought that he possessed sufficient common sense to know the danger of playing with a loaded weapon surrounded by several little boys. The usual result followed for we are told one of the number was taken to the Hospital with a severe injury to his thumb. A bad feature in the case was the false information given to the police as to the cause of the accident. We again caution boys against the careless use of loaded firearms.

THE EARTHWORM.

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Few people think, when they see a humble little earthworm crawling across their path, how useful a servant he is to men. Without worms, it would be difficult for human beings and animals to live on the earth at all.

It is by the help of these lowly creeping creatures that grass and crops grow as food. Long before men had found out the use of the plough, earthworms, with their long slender bodies, used to break up the hard clods of ground.

The small burrows or holes which worms made let air into the soil, and drained away the rain, thus making the earth light and suitable for the growth of plants. Besides breaking up the ground, worms can turn poor soil into rich mould.

This they do by swallowing earth and the remains of dead leaves. After passing through the body of the worm, this stuff is cast up in little heaps. The rain washes these little heaps flat, or the wind sweeps over them, and scatters them abroad.

In this way, fields which were once unfit for corn or grass became ready for the farmer's use. It has been found that, in some parts of England, no less than ten tons of dry earth pass through the bodies of worms, on every acre of land, in each year.

The work of the useful worms is never done, for the earth needs sifting and preparing over and over again to keep it from growing heavy and hard, unfit for the delicate roots of seedlings. Very rich black mould is made by worms when they eat the remains of dead leaves, and cast them up afterwards.

No gardener can prepare fine mould for plants so well as the worm, and no ploughman can so carefully fit his field to receive grain. And the worm can work in wet weather when the ploughman cannot. In places where it is very dry, worms cannot live, and then the soil is always poor and barren.

The depth of earth which worms make by their castings in each acre of land every year is often as much as two inches, but it is not easy to find out how much is done by a single worm. It is thought that a full-grown worm might cast up twenty ounces of earth in twelve months.

It is easy for people to prove that worms spread good earth on the top of bad. One learned man, who was in the habit of watching worms, used to lay chalk or ashes in his fields, and then notice how long worms took to cover them up.

He had a path in his garden made of large flag-stones. Worms came up between the cracks, and began casting up little heaps of mould. At first, the gardener used to sweep these away, but, after a time he left off doing so.

As soon as the worms were left to themselves, they covered the stone path with a layer of good soil. Very soon, the path had disappeared; grass and daisies grew over the stones. It took the worms about thirty years to place one inch of soil over the flags.

In this way, worms have buried many curious old buildings, adding inch after inch of soil for perhaps a thousand years or more, till the houses could no longer be seen. We must not fancy the worm to be a mean or useless creature when we read of the great wonders which it is able to do.

—FROM "MAN'S HELPERS"
EDITH CARRINGTON.

A PLUCKY GIRL.

A Bluff correspondent of the "Southern Cross" writes:—"A very old resident of Bravo, Stewart Island—Emmanuel Groomes—went out fishing the other day, leaving his daughter aged 16 years at home. Soon after she observed the boat drifting about as though there was no one aboard. Becoming alarmed, she plunged into the sea and swam out to the craft, to find her father lying in the bottom in a fit.

Seizing the oars she pulled for the shore, which was reached after a hard struggle. The next trouble was getting the sufferer out of the boat to his home, about 200 yards along the beach. She succeeded in this, and then took the boat and rowed down to the schoolhouse three miles away, and, obtaining help, pulled back to her home, where she had the pleasure of finding that her father was gradually coming to, and recovering his speech. Alice Groomes is a plucky girl. Strength, presence of mind, devotion—nothing was wanting in the equipment of our island heroine."

SOMEWHAT MIXED.

An inspector was examining a school in a district a good distance from the railway station. He was afraid of losing his train, and tried to do two things at once.

Standing in the doorway he gave out dictation to a second class, while at the same time he dictated a sum to fifth, jerking out a few words now and then. The sum ran as follows:—If a couple of fat ducks cost 19s., how many can be bought for £72 10s. 9d.? The dictation was:—A lion prowling round in search of food etc.

Of course the poor children heard both and got a bit mixed, writing down a bit of each.

A little girl's dictation read:—Now a couple of fat ducks prowling round in search of a lion who had cost 19s. etc.

While a lad in fifth class was worrying over a sum, "If seventy two couple of fat lions cost 19s how much prowling could be done for £72 10s. 9d.?"

OLD TEACHERS IN THE WEST.

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The "West Australian" recently to hand gives a full account of the functions held during the stay of the Royal Visitors at Perth, and in connection with the school children's welcome makes special mention of the splendid services rendered by Mr. Wallace Clubb B. A. and Mr. Hugh Hunt B. A., two old New South Wales Teachers who were on the Fort Street staff for some years. Mr. Clubb had charge of the singing arrangements while Captain Hunt had charge of the physical displays. The function took place in the Government House Domain, Perth. The first feature in the Welcome was the presentation by 2,000 school children of an address to H. R. H. the Duchess of Cornwall and York. She was also asked to accept for presentation to her children four figures typical of Australia—the emu, kangaroo, swan, and kango. These models which were executed in Perth are made in solid silver and contain over 500 ounces.

With regard to the singing the "West Australian" says:—"The unaccompanied singing of the children, 2,000 in number, deserves more than passing mention for reason of its excellence. The intonation was faultless, the voices blended harmoniously and each note was clearly and definitely enunciated. The ensemble, the crescendo, and decrescendo of the choruses were executed with much intelligence, and altogether the performance was an admirable one, reflecting the highest credit on the children and their instructor, Mr. W. Clubb, B. A., Head Master of the Central School, Perth, who personally conducted them." The chief item in the musical programme was 'Federated Australia,' by Herr H. Alpen, Superintendent of Music, Department of Public Instruction, N. S. Wales. This composition attracted and delighted the large audience, and the expressive rendering of the prayer (God guide the hearts of peoples) by a separate choir of picked voices had a charming effect. In congratulating Mr. Clubb at the conclusion of the proceedings, His Royal Highness characterised the performance as "the best singing of the kind he had heard since he left England." He desired that the children would sing another piece, and they repeated "Federated Australia."

We offer Mr. Clubb our warmest congratulations for his great effort with his choir of unassisted voices, and we compliment him on the excellence of his choice. It must be gratifying to Mr. Alpen to know that if his great choir in New South Wales was handicapped by the remote position allotted to it on the Royal Agricultural Ground in June last, his music was heard to so great advantage in distant West Australia under the baton of one of his own pupils. "Federated Australia" is one of the numbers of the Fort Street "Welcome" Cantata which was rendered on the occasion of an official visit to this School by Lord

and Lady Carrington in July 1890. Many good judges are of opinion that it is the best of all the pieces written by Mr. Alpen for children's voices. The whole of the drill arrangements were in the capable hands of Hugh Hunt Esq. B. A., Head Master of East Perth School. Those who are acquainted with Mr. Hunt know the class of work he gets from his boys, and how loyally and cheerfully he is obeyed. It is a great pleasure to us to find our 'Old' Teachers doing such prominent work in the West.

DISTINGUISHED VISITORS.

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During the past two months the School has had a very large number of visitors, among whom were Max Huber Esq. LL.D., Zurich, Switzerland; R. Herbert Sewell Esq. B.A., Member of School Board, Reading, England; Chas. Keeler Esq., an American author, from Berkeley University, California. Dr. Huber, who was accompanied by J. Dawson Esq., M.A., Inspector of Schools, is on a mission on behalf of his Government to inquire into the social condition of the working classes in Australia. At the same time he is devoting some attention to the school systems of the various States through which he passes. He spent the whole morning watching the classes and teachers at their ordinary work, and on leaving complimented the Head Master, in the hearing of the Inspector, on the excellence of the teaching methods he had witnessed.

Mr. Sewell spent the greater part of a day in the School, and was favourably impressed with the work done. On taking his leave he said he wished England had the N. S. Wales system of education and that N. S. Wales had the splendid school buildings of the old country. The Head Master was careful to tell him that from an architectural point of view Fort Street was not the best school in Sydney, and recommended him to pay a visit to such schools as Blackfriars and Crown Street.

Chas. A. Keeler Esq. told much that was instructive about the state of primary education in California. There the system is entirely free, from the Kindergarten to the University. Mr. Keeler has written several books, the one most appreciated by American boys being "The Birds of California." We gained much valuable information on school matters in America during Mr. Keeler's short stay in N. S. Wales.

OLD BOYS' COLUMN.

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We have met quite a number of old boys during the past month. Several of them who have been absent from Australia for a considerable time have found their way up to the school and have been warmly welcomed.

Schwagler is learning the business of a chemist. Fred Williams has an appointment in the Treasury.

Harry Munro, a sprinter and footballer in his day, was one of the callers at the school.

Bennett was all through the African War and served under such able men as Gatacre and Ian Hamilton. He was attached to the Army Medical Corps under Dr. Major Eames. He met Hardwick, an old class mate, out there.

Alex Connor, after serving a few years in the Mediterranean as Junior Officer on a steamer, was attracted to South Africa. He was connected with the Oxford Yeomanry and like all Australian boys has a high opinion of Lord Methuen.

Wacksmann is taking up a course of electrical engineering with fair success.

Stanley Cullen-Ward is one of the latest back from the seat of war. He is the picture of health.

William Maxwell and George Sharpe, prominent in the 1899 Senior, paid the old school a visit the other day. We hear good accounts of their work.

Norman Neale and Arthur Graham had many inquiries about the school.

I. Mutton looks as if he got on well with the boys of Cooverwull Academy.

Spooner and Fairland are doing well.

Bob Maidment and Leslie Landers are great admirers of Burdon's play in the Glebe forwards. Burdon, a Fort Street boy, played well against Queensland, and has earned his place in the team for New Zealand.

Horace Gilchrist has gained a position in the Mounted Police Force.

Fred Conway, always gratefully remembered in connection with the establishment of the "Fortian," sends along a letter full of well meaning advice. We shall be glad to follow on Fred's lines where practicable.

PRESENTATION.

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On the afternoon of the breaking-up for the Mid-winter vacation, June 21st., the boys of the 4A2 met in the Orderly Room to make a little present to their teacher, Mr. W. Steinbeck. Charley George and Godwin had been appointed by their classmates to carry out the matter. They prepared a neat, nicely worded address which the Head Master was

asked to present to Mr. Steinbeck. The address was accompanied by the gift of a pipe, the boys evidently knowing as Mr. Steinbeck put it, something of his bad habit. The good feeling existing between the teacher and his boys was pleasing to notice.

ENGLISH HISTORY.

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In addition to a careful study of Ransome, the recognised text book on the above subject, boys and girls preparing for the 1902 Junior are recommended to read the following books, all of which are in the School Library.

GENERAL PERIOD.

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Period.	Book.	Author.
Henry VII	Perkin Warbeck.	Mary Shelley.
Henry VIII	Household of Sir Thomas More.	Miss Manning.
Mary.	Tower of London.	Ainsworth.
	Story of Francis Cludde.	Weyman.
James I	Fortunes of Nigel.	Sir Walter Scott
Charles I	Legend of Montrose.	Sir Walter Scott
Commonwealth	Woodstock.	Sir Walter Scott
	Micah Clarke.	Conan Doyle.
	White Company.	Conan Doyle.
James II	Mistress Dorothy Marven.	Snaith.
Charles II	In the Golden Days.	Edna Lyall.
William II	Shrewsbury.	Weyman.
Anne	Esmond.	Thackeray.
George I	Preston Fight.	Ainsworth.
George II	Red Gauntlet.	Sir Walter Scott
George III	Barnaby Rudge.	Dickens.
	Richard Carvel.	Winston Churchill
George IV	Vanity Fair.	Thackeray.
William IV	Rodney Stone.	Conan Doyle.
	Shirley.	Charlotte Bronte
	With Wolfe in Canada.	Henty.
	With Clive in India.	Henty.
	Rise of the Empire.	Besant.
	Life of Walpole.	Morley.
	Life of Pitt.	Lord Rosebery.

SPECIAL PERIOD.

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AGE OF ELIZABETH.

Westward Ho!	Chas. Kingsley.
Under Drake's Flag.	Henty.
Life of Drake.	Corbet.
Sir Walter Raleigh.	Hume.
Life and Times of Lord Burleigh.	Macaulay.
Queen Elizabeth.	Beesby.

THE BUSHMAN'S FRIEND.

Let the sailor tell of the roaring gale
 Or the blue waves' rippling laughter,
 Let the soldier sing of the sabre swing
 Or the laurels of glory after;
 There's a melody in the changeful sea,
 There's a charm in the battle thunder,
 But sweeter than those, the bushman knows,
 Is the bound of a good horse under.
 You can hear his feet on the sandhill beat
 That the dew of the morning lies on,
 As he strides away at the dawn of the day
 Ere the sun has topped the horizon;
 You can hear them pass through the rustling grass
 With a beautiful rhythmic measure,
 As he pulls at the rein on the open plain
 With a share in his master's pleasure.
 You can feel him fight for a faster flight
 With an eagerness never grown idle,
 As you firmly sit with a hold of the bit
 And a strong hand on the bridle;
 You can feel him creep, then plunge with a leap
 Like the forward drive of a shallop
 When she carves the stream with a gust abeam
 As he changes step in the gallop.
 You can tell by his ears that the hoofs he hears
 Of the brumbies that cross from the river:
 How the foam-flakes flit as he mouths the bit!
 How the beautiful nostrils quiver!
 How he rears and bounds at the nearer sound
 As the mah-egg thundering by him!
 How he lays to his speed and challenge the lead
 If his master would only try him!
 Let this one stand where the sails are fanned
 By a favouring breeze behind him;
 Let that one sip at the cannon's tip
 Such joys as the battle can find him;
 This moral to each I'll venture to teach,
 Though loth in life's journey to guide him—
 A man may have worse than an honest horse
 And the health and the heart to ride him.
 Will H. Ogilvie.

(By kind permission of the BULLETIN Newspaper Co.)

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ODE.

WILLIAM COLLINS (1721—1759.)

How sleep the brave who sink to rest
 By all their country's wishes blessed:
 When Spring, with dewy fingers cold,
 Returns to deck their hallowed mould,
 She there shall dress a sweeter sod
 Than Fancy's feet have ever trod.

By fairy hands their knell is rung;
 By forms unseen their dirge is sung.
 There Honour comes, a pilgrim grey,
 To bless the turf that wraps their clay;
 And Freedom shall awhile repair,
 To dwell a weeping hermit there.

FROM "THE SABBATH."

How still the morning of the hallowed day!
 Mute is the voice of rural labour, hushed
 The ploughboy's whistle and the milkmaid's song.
 The scythe lies glittering in the dewy wreath
 Of tedded grass, mingled with faded flowers,
 That yesternorn bloomed waving in the breeze.
 Sounds the most faint attract the ear—the hum
 Of early bee, the trickling of the dew,
 The distant bleating midway up the hill.
 Calmness seems throned on yon unmoving cloud.
 To him who wanders o'er the upland leas,
 The blackbird's note comes mellow from the dale;
 And sweeter from the sky the gladsome lark
 Warbles his heaven-tuned song; the lulling brook
 Murmurs more gently down the deep-sunk glen;
 While from yon lowly roof, whose curling smoke
 O'er mounts the mist, is heard at intervals
 The voice of psalms, the simple song of praise.
 With dove-like wings Peace o'er yon village broods:
 The dizzying mill-wheel rests; the anvil's din
 Hath ceased; all, all around is quietness.
 Less fearful on this day, the limping hare
 Stops, and looks back, and stops, and looks on man,
 Her deadliest foe. The toil-worn horse, set free
 Unheedful of the pasture, roams at large;
 And, as his stiff unwieldy bulk he rolls,
 His iron-armed hoofs gleam in the morning ray.
 But chiefly man the day of rest enjoys.
 Hail, Sabbath! thee I hail, the poor man's day.
 On other days, the man of toil is doomed
 To eat his joyless bread, lonely, the ground
 Both seat and board, screened from the winter's cold
 And summer's heat by neighbouring hedge or tree;
 But on this day embosomed, in his home,
 He shares the frugal meal with those he loves;
 With those he loves he shares the heartfelt joy
 Of giving thanks to God — not thanks of form,
 A word and a grimace, but reverently,
 With covered face and upward earnest eye.
 Hail, Sabbath! thee I hail, the poor man's day:
 The pale mechanic now has leave to breathe
 The morning air pure from the city's smoke;
 While wandering slowly up the river-side,
 He meditates on Him whose power he marks,
 In each green tree that proudly spreads the bough,
 As in the tiny dew-bent flowers that bloom
 Around the roots; and while he thus surveys
 With elevated joy each rural charm,
 He hopes—yet fears presumption in the hope—
 To reach those realms where Sabbath never ends.

JAMES GRAHAME

[1765—1811]



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THE FORTIAN.

"THE OLD ORDER CHANGETH,
YIELDING PLACE TO NEW."

(Tennyson.)

In one respect, people who are born in new countries labour under certain disadvantages. No matter how prosperous that country may be, no matter how bright and sunny its climate, the great background of local history is absent. Children who are born under the shadow of great buildings that have stood for centuries, who walk through streets that have been trodden by innumerable bygone generations, who live as close to the Tower and Westminster Abbey as we here in Sydney do to the Town Hall and the Museum — children such as these have a privilege which we Australians do not possess. Nearly every street in old London is glorified by some particular building identified with our great country's great history.

It is not to be wondered at therefore that we, the descendants of English people, should cherish in our minds a strong affection and veneration for things that are old. And although Australia is little more than a hundred years old, and is therefore in its national babyhood, we look upon all our old landmarks with the kindest of feelings and regret to see them disappear.

Old Sydney is rapidly giving way to the new. Through the instrumentality of progressive men in our midst the whole topography of the oldest Australian city will very soon be altered.

This is all for the best without doubt, but still we cannot restrain our sorrow at these great impending changes. We have often wondered whether all the Fort Street boys of to-day ever think, on what an historic old hill their school is perched.

The whole pages of a year's edition of the "Fortian" could be filled with most interesting accounts of the boys that were, and of the men that are gone. A large number of people in Sydney to-day hearing the name of "the Rocks," do not often form correct opinions as to what the locality really is or was. Boys come to the Fort St. of to-day from all suburbs and it would perhaps be somewhat difficult for them to realise how "once long ago" the immediate vicinity of "the Rocks" was a quarter quite as aristocratic as Pott's Point is to-day. Fine comfortable houses belonging to our merchants—the men who made Sydney what it is to-day—still stand to bear testimony to the solid character of their builders. Passing through the great Argyie Cut into Lower Fort St., the relics of the goodness of those times is very much apparent. There were no trains to take people out to Waverley, Woollahra and Bondi; no trains going to Homebush

to Burwood and to Strathfield—no rapid steam ferries going to Manly, to Mosman and other places. People had to live close in those days and not get too far away from their work. No great steamers came then into Sydney Harbour, but fine sailing vessels from all ports all clustered round Miller's Point and the locality was one that throbbed with the best business and social life of old Sydney.

And this is all to pass away! The old order is to give way to the new! Those quaint little cottages perched in most impossible positions facing all ways and all the staid old buildings that have served their turn so well are to come down and in two or three years' time nothing will remain of this very quaint old part of dear old Sydney.

In this old quarter even as it stands to-day, the old Fort St. School is perhaps the most highly reminiscent building; and when all its old companions are gone it will, let us hope, be still standing as the sole monument of the past of this part of our city. It began its career as all boys know by this time as a military hospital. Close by just near Petty's hotel and running down by Wynyard Square were the old barracks and all the area of ground from Barrack St. right down to the point rang from day to day with the tread of English soldiers who sang "God Save the King" under the reigns of George III, George IV, William IV, and "God Save the Queen" in the early days of our late beloved monarch.

All Fort St. boys should think of this as they wend their way daily to school; they should think of the pioneers of all types—the men who went down to the sea in ships—the traders, the officials and other leaders of the growing community of whose development we are all, to-day, so proud.

Fort St. School has helped in the making of our history to no inconsiderable degree. For fifty-two years she has been turning out citizens of all sorts and conditions and can look with pardonable pride upon her achievements in this direction. The first Prime Minister of Australia—Edmund Barton—was a Fort St. schoolboy; he played about the old School grounds just the same as the boys of to-day do and is always as proud to remember the School as the School is to remember him.

A large amount of space would be required to enumerate the boys who have done signally well but it would be perhaps invidious to specify them here.

Some men achieve greatness. Some have it thrust upon them. It is not within the power of all men to be specially distinguished, but there is a good heaven of wholesome public duty on the proper performance of which the welfare of a community depends, and it is gratifying to find old Fort St. boy Dulver representing the electorate which contains his old school and we trust that he will right worthily fulfil himself and add his name to the many who have sallied forth from the School gates to distinguish

themselves in the public life of the country.

Thanks to the thoughtfulness of the present Minister for Works, several capable artists are busily engaged taking sketches of the more interesting portions of the "Rocks" which are to be demolished. It will thus be seen that although the spirit of progress demands the reconstruction of this crowded area, yet the proper claims of the picturesque are not to be ignored and many valuable mementoes of old Sydney will be preserved to future generations who without doubt will view them with an intense interest. At some future date, we propose, after having had access to these sketches to write a descriptive article on the whole of the places concerned and to tell a few stories that will not fail to interest the Fort Street boy of to-day. In the meantime we should like all the boys to look around and obtain impressions for themselves for they will find in time to come when they grow up to manhood that those who remember best—particularly matters of this kind—will be greatly appreciated; and moreover, it will be a pleasant retrospect for themselves.

The old School will, we trust, always stand. It is built on a rock and when all its companions are faded and gone we all hope to see it, no matter by what magnificent structures it is surrounded, still intact in all its homely and unpretentious strength.

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SOME AUSTRALIAN TREES: EUCALYPTS.

Every scholar in an Australian school is quite familiar with the appearance of a gum-tree, for there is very little of the settled part of the whole continent that has not some kinds growing wild near it.

The "Gums" are typical Australian trees, and are strictly confined to Tasmania and the mainland, with a few of the adjacent northern islands. They do not even extend to the colony of New Zealand. In fact, none of the larger trees of Australia are also native of those romantic islands.

The name "Gum-tree" is not a suitable one, so that as the scientific name *Eucalyptus* is not a very hard one, and is also of almost everyday use, it will generally be used in this lesson. Botanists frequently give plants long and difficult names. They generally have, however, a good reason for selecting the name they bestow on a new plant.

When you are told that *Eucalyptus* means "well-covered" you will perhaps wonder why so peculiar a name was given in this case.

Let us get a branch in flower. Some of the blossoms are entirely out, but here is one that has not yet opened. Notice how well the little lid covers the hard cup which encloses the unopened flower. This is why the name *Eucalyptus* was given by the French botanist who first described one of these plants, and now you know the reason, you must admit that the name is well-chosen and appropriate.

Eucalypts belong to the Myrtle order, which is the second largest among Australian plants. Very many of the plants in this order have their leaves dotted with oil glands and a vein runs all round, parallel to, and just within, the edge of the leaf. The pomegranates of our gardens, and the native tea-trees also belong to the same order.

Some of the *Eucalypts* attain a great height. Several grow to be gigantic trees, some of which are said to equal, if not surpass in height, any other trees in the world.

Their size has, however, been frequently much exaggerated but reliable measurements have been taken up to 350 feet. Not only are some of these trees very lofty, but they are a sort of immense girth, especially in the forest-glens, while the quantity of timber they yield is almost incredible. But, while some are stately trees assuming massive proportions, yet there are many species that are gnarled and dwarf.

Of Eucalypts there are very many kinds. Nearly 150 species are already known. They are popularly known under a variety of names, such as blue, white, or red gum, peppermint, stringybark, ironbark, mallee, and many others. It should be remarked that the same popular names sometimes indicate totally different species in different localities. Splitters and bushmen generally tell the kind by the appearance of the bark, which is often quite dissimilar in distinct species. In some cases, the bark is shed in long strips. In other kinds, it is persistent, and may be stringy and soft, or hard and rugged, or furrowed.

The leaves deserve a little closer attention. Everyone has noticed that less shade is given by Eucalypts than by many other introduced trees. The reason is because the leaves hang on their stalks so that the edges are turned towards the sun. This interferes with the amount of shade they give, but seems to be a wise provision of Nature to protect the blade of the leaf from the direct rays of the scorching Australian sun. Another device for protecting the leaf is seen in its tough, leathery texture. Now, if we hold a leaf up to the light, we can see it is thickly covered with tiny dots. These are oil-glands which give off the characteristic Eucalyptus odour. From experiments that have been made with other perfumes, it seems highly probable that the odour of this oil diffused around the leaf acts also as a protection from the glaring rays of the sun. So the fragrance of our garden flowers helps to mitigate the intense heat, and save the flower from being dried up before it has provided for its seeds.

Gum leaves, too, are liberally provided with breathing pores. In some species, there are more than 20,000 to each square inch. Some kinds have these minute openings on one side of the leaf only; in others, they are about equally distributed on either side, while others again have more on one side than the other. Through these tiny pores, air laden with carbonic acid gas is taken in, and oxygen given out, during sunlight. Some species of Eucalypts produce leaves of very great size. In many instances, they are curved so as to be sickle-shaped.

The flowers are well protected, as we have already seen by the tightly-fitting lid and tough outer covering. While many of them are of the pale-yellowish hue so often seen in our native flowers, yet some of them are of most brilliant colours, yellow or orange, pink or crimson. They are composed of a mass of tiny threads, which give them their particular colour. In some species, all these threads are tipped with a little anther, while, in other kinds, it is the inner threads only that are so provided.

Western Australia is the home of the flowering Eucalypt whose handsome dark-green foliage forms a fitting contrast to its gorgeous flowers. In point of brilliancy of colour, this magnificent species is the gem of the Eucalypts.

—G. H. ADOCK, F. L. S.

SWIMMING SEASON, 1901—1902.

A general meeting of the Swimming Club was held in the main room, Tuesday, 17th September, during the dinner hour. The attendance was very large, several hundreds being present, and the proceedings were very enthusiastic. All classes, from the Special First to the Senior, were represented. The Chairman made particular reference to the splendid work done by the Club last year in teaching so many beginners. Mr. Howarth and Mr. Green were unanimously re-elected to the positions of Honorary Secretary and Honorary Treasurer respectively. Foxall, captain of the school, Penman, and Vickers, were appointed an Executive Committee to work in conjunction with the officials. The election of Captain of the club was left over for the active members to decide.

Judging from the enthusiasm and interest evinced at the first meeting the coming swimming season at Fort Street will beat all previous records.

CRICKET.

The Annual Meeting of the School Cricket Club was held in the main room on Friday Sept. 13th and was attended by about 250 boys. The proceedings were of an enthusiastic character and a good deal of business was transacted. The whole of last season's office bearers were unanimously re-elected. Mr. Humphreys, Hon. Sec., in his report of last season's cricket spoke of the great success attending the Inter-Class matches and promised an equally good programme of similar matches for the coming season, as well as matches against other schools and colleges. Mr. Roberts, Hon. Treas., read his financial statement which showed that last season's membership was much larger than in previous years, and brought forward a credit balance of £2 with which to begin the new season. The meeting closed with votes of thanks to the Chairman, Mr. Williams, the President, Vice Presidents, Hon. Sec. and Hon. Treas.

ANNUAL CONCERT.

Arrangements for the Annual Concert are in hand. The time fixed is the last week in November. A grand programme including fine choruses and unique displays has been drawn up. Practices are regularly held and from what we know of the loyalty, intelligence, and earnestness of Fort Street girls and boys, we feel sure that this Annual Concert will be well up to the standard of previous performances. Full particulars will appear in each issue of the Fortian.

“Men may rise on stepping stones
Of their dead selves to higher things.”

LENTSON.

“Honour and shame from no condition rise;
Act well your part, there all the honour lies.”

POPE.

“The evil that men do lives after them,
The good is oft interred with their bones.”

SNAKE-PEARE.

SOUND.

A bow drawn across the string of a violin gives to the string a rapid vibratory or trembling movement. This movement is easily perceived; for, if we touch the string, we feel it trembling under our fingers, and, whilst it is in motion, it appears to be larger than when it is at rest. It is this vibration which enables the violin to produce sound; as soon as the vibration ceases, the sound is no longer heard and, in proportion as the vibration grows more rapid just so much sharper do the sounds become.

Lightly strike a drinking glass with the blade of a knife, and a ringing sound is heard. Touch the glass and you will feel the vibration: in touching it, however you will cause the vibrations to stop, and the sound will also suddenly cease.

The air which surrounds the vibrating body also receives the vibratory or trembling movement, and passes it on nearer and nearer till it reaches our ears, and then we are said to hear. Here is an example which will give us an idea of the way in which sounds are conveyed to us by means of the air.

Throw a stone into the middle of a well; at the place where the stone fell into the water, a small circle is formed; this small circle grows ever larger and larger, and shows us a succession of circles always increasing in size until the wall of the well is reached. A certain space of time will elapse between the fall of the stone and the moment when the last circle reaches the well.

And it is the same with sound. There will be an interval between the moment when the vibrating body is set in motion and the moment when the vibration or air-waves reach our ears; and the farther we are away from the vibrating body, the longer shall we be in receiving the sound from it. The same sound will be heard at successive intervals by persons at a distance from each other.

A man, for instance, standing by a cannon when it is fired, will hear the sound of the discharge at the same time that he sees the flash; but another man at some distance from the cannon, will see the flash before he hears the sound of the discharge. If a workman were using a hammer at the top of a tower, the persons on the ground at its foot would see the hammer fall, but they would not hear the sound of its first stroke until the hammer was in the act of rising to give the second.

The speed at which sound travels is rather more than 1100 feet a second—something under a quarter of a mile. Therefore, if we see the flash of a cannon five seconds before hearing the report, we know that we must be five times eleven hundred feet distant from the cannon, or a little more than a mile.

Let us try to remember what we have read. Sound is produced by the vibration of bodies. It reaches our ears by the communication of this vibra-

tion to the air between these bodies and ourselves. The more rapid the vibrations, the sharper the sound produced. Sound travels at the rate of about eleven hundred feet a second.

—LEBRUN.

THE PARKES' BURSARY.

The prize awarded by the Committee of the Parkes' Bursary Fund for the year 1900 has been won by Master W. C. Petherbridge of East Maitland. The Committee some time ago decided that the prize for 1900 should be awarded to the Public School boy who showed most proficiency in Manual Training and Mechanical Drawing. Master Petherbridge came first according to the decision of the Superintendent of Technical Education. A Goulburn boy won the prize two years ago. Our country boys evidently are not neglecting their opportunities. In alternate years the prize is awarded to the boy who does best at the University Junior.

CADET APPOINTMENT.

The appointment of Captain F. A. Dove, D. S. O., to the position of Adjutant of the Cadet Forces in this State will meet with the hearty approval of all who know the sterling worth of this young officer. While an assistant teacher in the schools of this city he gained a good name for his drill, and his short career in South Africa has added to his reputation. He is the right man in the right place and we congratulate him on his promotion in the Public School Service.

DEATH OF PRESIDENT M'KINLEY.

The saddest news of the month is the death by the hand of an assassin of the President of the United States. A fellow countryman of Mr. M'Kinley says that he was a man of high character, great patriotism and vast experience in public affairs; and that his personal life was without a blemish and his instincts all of the very purest and best. Australia mourns, in common with other English-speaking people, the loss of so good a man.

HEAT— CONDUCTION.

All bodies, even the coldest, contain heat; and they have also a tendency to part with their heat to colder substances around them, until all have the same temperature. Thus, when you lay your hand on a block of iron or marble, heat leaves your hand to enter the less warm material and raise its temperature; and it is this abstraction of heat that produces in you the sensation of cold.

There is then a constant communication or transmission of heat from one body to another. This communication is effected chiefly in two ways—by conduction and radiation. In conduction, the bodies are in contact; in radiation, they are at some distance apart.

If you push one end of a cold poker into the fire, that end will soon become warm, and the heat will be propagated from particle to particle through the poker until the end most distant from the fire becomes too hot to be touched without injury. This mode of transmission is called conduction. Different substances possess this power in very different degrees. Thus, if, instead of a poker, you thrust into the fire a bar of wood of equal length and thickness, you will find that, even when the inserted end is in flames, the other remains comparatively cold, and may be handled with impunity. Hence we say that iron is a good conductor, and wood a bad conductor of heat.

The conducting power of bodies depends in a great measure on the closeness of their particles—dense, solid substances being much better conductors than those which are light and porous. The metals are the best conductors, but they differ very much among themselves. The best is silver; the others stand in this respect in the following order—copper, gold, brass, tin, iron, steel, lead.

You will now understand why metals feel cold to the touch: it is because, being good conductors, they carry the heat rapidly away from that part of our body with which they are in contact.

Among the bad conductors of heat are fur, wool, cotton, silk and linen; straw, paper, feathers, wood, earth, snow, water, and air; and loose bodies, such as sawdust and shavings, which contain a large amount of air in the space between their particles. Our clothing, as you know, is made of wool, cotton or linen. Can you tell why such materials are selected for the purpose? It is not, as many ignorant people suppose, because they are best adapted to impart warmth. The true reason is that, being bad conductors, they prevent the cold air and other objects around us from robbing us of the heat which is within our bodies.

When once you understand what is meant by conduction of heat, and can distinguish between substances which are good conductors and those which

are not, you will be able to give a reason for many acts that must appear strange to every one who does not possess such information. A little reflection, for instance, will enable you to explain why a linen garment feels colder to the skin than one made of cotton or wool; why a silver spoon becomes hot when the bowl is left for a few minutes in a cup of hot liquid; why a metal teapot or kettle is commonly furnished with a handle of wood or ivory; and why ice may be preserved by being wrapped in flannel or covered with sawdust.

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LONDON BOARD SCHOOLS' EXHIBITS.

A fine collection of exhibits from the London Board Schools, comprising drawings, brush work, home lessons, carpentry, is now on view at the Technological Museum, Harris Street, Ultimo. These exhibits have been sent out through the thoughtfulness of Lord Beauchamp, our late Governor, who took a great interest in our State Schools. The drawing and brush work are particularly good. We recommend our readers to pay the Museum a visit and see for themselves the character of the work done in the Public Schools of the mother country. The Museum is open daily and Mr. R. T. Baker, the Curator, is only too glad to receive intelligent visitors.

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THE CORRECT ANSWER.

"Now my little man" said the school inspector endeavouring to instil confidence into the boys by smiling benignly on them. "I want to see if you understand something about grammar. I want you to describe me, using a noun and an adjective. Now, what am I?"

The boys made short work of that question.

"A big man," was the reply of two or three at once, and the whole class looked first at each other and then—with some appearance of contempt—at the inspector, as if to say that it would take a lot of that sort of thing to floor them.

"Very good," said the inspector, pleased at the ready answer. "But what else? There is something more. Another adjective."

This was a poser, but after some thinking a very small boy jumped up in red-hot haste in order to be first with the correct reply.

"Please, sir, I know," he exclaimed. "You are a big, ugly man!"

The inspector changed the style of examination.

REVIEWS.

We are always glad to welcome aids to school work, but two books, which we review in this issue, give us more than usual gratification, because, besides being valuable, they are the work of teachers who either have been or are at present connected with the school.

"Old Raclot's Million" which is a translation of the French text book for the 1902 Junior Examination is the joint work of Messrs. S. Lasker B. A. and J. Browne.

The original being an example of the clear flowing conversational style of which Emile Richebourg is a master, would on that account present difficulties to students reading a work in a foreign language for the first time. These students are much indebted to Messrs. Lasker and Browne for the admirable rendering they have provided.

Though they have kept close to the text, the story has lost none of its charm, and the language is clear, bright, and crisp throughout. The book can safely be recommended as of great assistance to pupils preparing for the examination.

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The History of the Australian Colonies compiled by Mr. Joseph Finney, B. A. presents some features of more than passing interest. The book is arranged in sections which are intended to show the growth of the colonies in various directions. Though this plan is rigidly adhered to throughout, the parts fall naturally into their places to form a complete whole.

The development of the colonies from a Crown Colony of the lowest type to a group of states having complete self government is considered in four periods, and is a distinct, and as we think, a good feature of the work. The various stages of exploration is another section; and there are numerous maps and charts provided so that there is no difficulty in following the progress made in this direction. The growth of industrial and commercial life is followed from the beginning right up to the present time, and statistical tables are introduced throughout to mark this growth.

The development of the federal idea from its inception to the final consummation in the inauguration of the Commonwealth has been briefly yet carefully recorded.

The book seems to be well adapted not only for school purposes, but for general reading, and Mr. Finney is to be congratulated on having produced a book containing a store of information in a small compass and in a readable form.

VISIT OF W. M. DALEY ESQ. M. L. A.

W. M. Daley Esq. M. L. A. for Gipps Electorate visited the School last month. Mr. Daley is an old Fort St. boy, and

so was his father before him. Our Member went through all the classes from the Infant School to the 5th in the Boys' Department. He expressed great satisfaction with the School's work and development. This is the first official visit made by the Member for the Electorate during the past twelve years. We shall be glad to see Mr. Daley as often as he can attend.

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GIRLS' COLUMN.

2B—Katie Mc. Geady won the quarterly Spelling Bee prize. Ellen Strachan, Jessie Mc Kechmie and M. Whitelaw were next in order of merit.

Ruby Mc. Cann and I. Dilena are the best at written work.

2A—Sarah Symonds and Reta Young do very good work.

3B—Ray Bear won the special prize for Dictation. Doris Schulze and Maggie Lever were equal for second place.

In Arithmetic, Majorie Likely came first. Next in order of merit came E. Moppet, P. Denholm, E. Cox, R. Thompson, D. Ryles, S. Reece, V. Burchell and L. Partridge.

+3C. The Spelling Bee prize was won by H. Hall J. Scott and E. Fuller.

The highest marks for the quarter were gained by F. Pigg with H. Hall second.

3A. Cecilia Wulf won the prize for the Spelling Bee.

4A—May Gordon and Grace Annan divided the Spelling Bee prize.

5A—Irene Howard again headed the Monthly Exam. list gaining 95 per. cent. Queenie Bamford came second with 93 and Lily Bubb third with 92 per. cent.

Olive Malcolm and Vera Gourd are doing good work.

5E. F.—The girls are working hard to be somewhere among the 50 Pupil Teachers chosen.

(† Corrected from last month's issue.)

THE MOST HONOURABLE.

THOMAS CARLYLE. (1795—1881)

Two men I honour, and no third. First, the toilworn craftsman that with earth-made implement laboriously conquers the earth, and makes her man's. Venerable to me is the hard hand; crooked, coarse; wherein, notwithstanding, lies a cunning virtue, indefeasibly royal, as of the sceptre of this planet. Venerable too is the rugged face, all weather-tanned, besoiled, with its rude intelligence; for it is the face of a man living manlike. Oh, but the more venerable for thy rudeness, and even because we must pity as well as love thee! Hardly entreated brother! For us was thy back so bent, for us were thy straight limbs and fingers so deformed: thou wert our conscript, on whom the lot fell, and fighting our battles wert so marred. For in thee too lay a God-created form, but it was not to be unfolded; incrustated must it stand with the thick adhesions and defacements of labour; and thy body like thy soul, was not to know freedom. Yet toil on, toil on; thou art in thy duty, be out of it who may; thou toilest for the altogether indispensable, for daily bread.

A second man I honour, and still more highly: him who is seen toiling for the spiritually indispensable; not daily bread but the bread of life. Is not he too in his duty; endeavouring towards inward harmony; revealing this, by act or by word, through all his outward endeavours, be they high or low? Highest of all, when his outward and his inward endeavour are one: when we can name him artist; not earthly craftsman only, but inspired thinker, who with heaven-made implements conquers heaven for us! If the poor and humble toil that we have food, must not the high and glorious toil for him in return, that he have light, have guidance, freedom, immortality?

These two in all their degrees, I honour: all else is chaff and dust, which let the wind

blow whither it listeth. Unspeakably touching is it, however, when I find both dignities united; and he that must toil outwardly for the lowest of man's wants, is also toiling inwardly for the highest. Sublimier in this world know I nothing than a peasant saint, could such now anywhere be met with. Such an one will take thee back to Nazareth itself; thou wilt see the splendour of heaven spring forth from the humblest depths of earth, like a light shining in great darkness.

—From SARTOR RESARTUS.

OLD BOYS' COLUMN.

Leslie Parish, (1893 Junior,) back from South Africa, looks as if he had seen some service.

Sergeant Wilfred H. Perry, — (1893 Junior)—6th. Imperial Bushmen, has returned from the war after an absence of sixteen months. From him and from others we learn with regret that George Montgomery was shot outside Kaffir Kraal through his own recklessness.

Segeant Perry is an admirer of General Buller, who, he says, did his work very thoroughly in his section of South Africa.

Fred Underwood is following a more peaceful avocation — that of building and contracting.

Claude Leeson sends us a nicely bound copy of the Fortian in its small size. It is a thoughtful and valuable gift. His good wishes for the School's success are noted.

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THE AVENUE.

The plots of ground on either side of the Avenue have been trenched and planted with some very choice flowering shrubs. The work has been well carried out by some of the gardeners from the Botanic Gardens. A tender has been accepted for enclosing the grounds with a neat picket fence. It is hoped that these flowers which have been planted for the pleasure largely of the boys and girls in attendance at the School will be well cared for. Later on it may be considered advisable to portion off the plots and place them in charge of certain boys and girls who have a hobby for gardening.

"THE MEN WHO BLAZED THE TRACK."

Since the toasts for the absent are over,
 And duly we've pledged in our wine
 Our land, and our Friends, and our Lover,
 Here's a toast for you, comrades o' mine:
 To the fighting band that won the land
 From the bitterest wastes out-back!
 From hat and hall to the kings of all—
 "The Men Who Blazed the Track!"

They rode away into the forest
 In mornings gold-studded with stars,
 And the song of the leaders was chorused
 To the clinking of rowel and bars;
 They fought for the fame of the Islands
 And struck for the Width of the World,
 They fashioned new roads in the silence
 And flags in the fastness unfurled.

Their tents in the evening would whiten
 The scrub, and the flash of their fires
 Leap over the shadows to brighten
 The way of Ambition's desires;
 By the axe-marks we followed their courses,
 For scarcely the ashes remain,
 And the tracks of the men and the horses
 Are hidden by dust-storm and rain.
 The seasons from June to December
 Are buried and born as of old,
 But the peoples have ceased to remember
 Who won them the laurels they hold;
 Yet sometimes the North wind comes bringing
 Those keener of hearing and sight
 The music of lost axes ringing,
 The beat of lost hoofs in the night.

Our pride is the path of our fathers,
 Our hope 's in the sons of our home,
 And wherever our nation foregathers
 Our nation is foremost to roam;
 But the valleys that smile to our tillage,
 The hills where our banners unfold,
 Were won by the men of the village
 And bought with their axes of old.
 And we only ride with the flowing tide
 As we follow the blazed line back,
 So we'll drink the toast of the vanguard host,
 And "The Men Who Blazed the Track!"

WILL H. OGILVIE.

[By kind permission of the BULLETIN Newspaper Co.]

SPORT.

(By a Dyspeptic.)

You hurl a ball with all your might,
 And try another's life to blight,
 By smashing bones or maiming sight;
 While he with cudgel shows it fight,
 Nor cares on whom the thing may light—
 "That's Cricket."

You kick about a bag of air,
 Then after it you madly tear,
 One barks your shin, you rend his hair,
 If neck gets broken you don't care,
 While at you crowds of idiots stare—

That's Football!

You whack a little baby's ball
 Over a net shout, "Thirty all!"
 You slip and wriggle, slide and fall,
 Jump up and hit, if you're not tall,
 When away it flies o'er the garden wall—

That's Tennis

You stick a ball on a little pile,
 Then knock it 'way 'bout half-a-mile;
 The farther it goes the more you smile;
 Then wander after it, single file;
 I'm sure to watch you, gives me bile—

That's Golf!

THE BOYLESS TOWN.

A cross old woman of long ago
 Declared that she hated noise;
 "The town would be so pleasant, you know,
 If only there were no boys."
 She scolded and fretted about it till
 Her eyes grew heavy as lead,
 And then, of a sudden, the town grew still,
 For all the boys had fled.

And all through the long and dusty street
 There wasn't a boy in view;
 The baseball lot where they used to meet
 Was a sight to make one blue.
 The grass was growing on every base,
 And the paths that the runners made;
 For there wasn't a soul in all the place
 Who knew how the game was played.

The dogs were sleeping the live long day—
 Why should they bark or leap?
 There wasn't a whistle or call to play,
 And so they could only sleep.
 The pony neighed from his lonely stall,
 And longed for saddle and rein;
 And even the birds on the garden wall
 Chirped only a dull refrain.

The cherries rotted and went to waste;
 There was no one to climb the trees;
 And nobody had a single taste
 Save only the birds and bees.

There wasn't a message-boy—not one
 To speed as such messengers can;
 If people wanted their errands done,
 They sent for a messenger man.

There was little, I ween, of frolic and noise.
 There was less of cheering and mirth;
 The sad old town, since it lacked its boys,
 Was the dreariest place on earth.

The poor old woman began to weep;
 Then woke with a sudden scream:
 "Dear me!" she cried, "I have been asleep,
 And oh, what a horrid dream."

ROBERT CLARESON TONGUE, in ST. NICHOLAS.



Vol. III. No. 10. SYDNEY, THURSDAY, OCTOBER 31, 1901. Price 1d.

THE FORTIAN.

A COMPARISON.

The Manual of the University Junior Examination lately to hand furnishes detailed information of the results of the recent examination, and affords us an opportunity of making a comparison of the results obtained in the various subjects. It is not possible to compare individual schools as the data provided are insufficient; nevertheless, some very interesting and noteworthy results can be obtained. We were proud of the high position taken by the School in the Honour List, and we have reason to be still more proud when we compare the average results obtained by the boys who presented themselves from the school with those obtained by the candidates as a whole.

Three bases of comparison have been taken, the subjects in each case being History, English, Latin, French, Arithmetic, Algebra, Geometry. First, the average pass on the whole is compared with the average school pass.

	Whole average pass.	Average School pass.
HISTORY ...	77	85 per cent.
ENGLISH ...	65	81 per cent.
LATIN ...	68	88 per cent.
FRENCH ...	68	96 per cent.
ARITHMETIC ...	64	96 per cent.
ALGEBRA ...	61	91 per cent.
GEOMETRY ...	62	87 per cent.

The percentage of those who obtained an "A" pass of the total who entered has been taken as a second basis of comparison.

	Total "A" passes.	School "A" passes.
HISTORY ...	12	15 per cent.
ENGLISH ...	14	32 per cent.
LATIN ...	9	28 per cent.
FRENCH ...	9	28 per cent.
ARITHMETIC ...	10	47 per cent.
ALGEBRA ...	9	40 per cent.
GEOMETRY ...	6	28 per cent.

The percentage the school candidates were of the total candidates, and the percentage of the "A" passes obtained by the school of the total number awarded is made the next basis of comparison.

The school candidates were (in the same subjects) 8, 6, 7, 4, 5, 7, 7, per cent. of the total number who entered, yet the "A" passes obtained by them were 10, 14, 19, 13, 24, 30, 35 per cent. respectively of the total number awarded.

The passes in the "A" division in Latin, Arithmetic, Algebra, Geometry, would probably be a fair way of testing our quality with those of the great secondary schools of this State and Queensland, as there the girl candidates would be to a great extent eliminated. If that be so, when we consider the numbers of these schools, the numbers of passes obtained by them, and the percentage of the total "A" passes awarded which the school has obtained, we cannot but think that we not only have no reason to shun any comparison of our work with that of these schools but rather to court it.

ANNUAL CONCERT.

The Annual Concert by the school children has been fixed for Thursday Evening, 28th. November, in the Sydney Town Hall. The performers—singers, soldiers, sailors, single-sticks—are all bent on making the function a success.

The first part will consist of part songs by the pupils and songs by the best Sydney artists; the second part will be given up to displays from the Infants, Girls, and Boys, and something particularly good may be expected by our patrons and friends.

ALFRED'S SONG. ¹

In the Beginning, when, out of darkness,
The Earth, the Heaven,
The stars, the seasons,
The mighty mainland,
The whale-ploughed water
By God the Maker
Were formed and fashioned,
Then God made England.
He made it shapely,
With land-locked inlets,
And gray-green nesses;
With rivers roaming
From fair-leaved forests
Through windless valleys,
Past plain and pasture,
To sloping shingle;
Thus God made England.

Then like the long-backed bounding billows
That foam and follow
In rolling ridges,
Before and after,
To bluff and headland,
Hither there tided
The loose limbed Briton,
The lordling Roman,

And strong on his oars the sea-borne Saxon,
And now the Norsemen
Who hard with Alfred
Wresle for England.

But onward and forward,
In far days fairer,
I see this England
Made one and mighty:
Mighty and master
Of all within it.
Mighty and master
Of men high-sated,
Lowland and upland,
And corn and cattle,
And ploughland peaceful,
Of happy homesteads
That warmly nestle
In holt and hollow.
This is the England,
In fair days forward,
I see and sing of.

Then mighty and master of all within her,
Of Celt and Briton,
Anglo and Frisian,
Saxon and Norseman,
Shall England plough, like the whale and the walrus,
The rearing ridges,
Of foam-necked water,
With long-oared warships
Of keels high-beaked,
And never a foeman,
Eastward or westward,
Shall dare to raven
Her salt-sea inlets,
Her grim gray nesses.
But, swift at the sight of her rearing cradles,
Shall scud and scatter,
Like wild geese fleeing
'Twixt wave and welkin.
Away from the dread of the shrilling weapons
Of foam-fenced England!

—From Alfred the Great: England's Darling, by ALFRED AUSTIN, poet-laureate.

1. Alfred's Song— This song is written in the style of old English poetry, which differed much from that of the present day. It was not written in rhyme, nor were its syllables counted. Its essential elements were accent (stress laid on certain syllables of a verse) and alliteration (the repetition of the same letter at the beginning of two or more words immediately succeeding each other or at short intervals) After the Norman conquest (1066), there gradually crept in a French system of rhymes and of metres and accent. This song is supposed to be sung in the Danish Camp, before Guthrum (878).

A TALE OUT OF SCHOOL.

A schoolmaster said to his boys that he would give a crown to any one of them who would propound a riddle which he could not answer.

He went round to all the boys in the class until he came to the last. "Well", said the master to the boy "can you give me one?" "Yes, Sir," replied the boy. "Why am I like the Duke of York?" The master puzzled his brains for some minutes for an answer, but could not guess the right one.

At last he exclaimed, "I'm sure I don't know." "Why?" replied the boy, "because I'm waiting for the crown."

Copied for the Fortian by L. Poussard.

EXAMINATION FACTS.

Ingamells is the best worker in 2 Special. He had previously gained a prize on Mr. Spencer's report.

Lever, Hanson, Parkes, Rose, 2A, pleased Mr. Hazelton very much by their fine effort and good answering. Rose won the prize for best work during the quarter.

Reid and C. Anderson, 2B, were good in their oral work; Keam was praised for his Arithmetic and neatness in setting out work; Speller was good at Dictation and Arithmetic.

Mr. Bellhouse thinks his boys will soon be ready for Upper Second.

Harle and Sheldon, 2C, pleased Mr. Learmonth greatly—the former in his answering and the latter in neat work in his diary.

Harris in 3A was prominent in all the class work. Mr. Abell has him in view for early promotion.

In 3B Mr. Hawcroft thinks that Belbin, C. Brown, Docker and Dummer worked best. We are very glad to find Charley Brown's name on the honour list.

Mr. Youman, 3C, is very pleased with Kneeshaw who answered very intelligently in his Grammar, with Maitland and Robyns who did good all round work and with Richardson who was complimented by the Inspector on his writing.

The Inspector passed a very fine compliment on the object lesson of 3D. It was the best he had heard in a Boys' School. This class also pleased Mr. Middleton with some capital answering in English History. There was no subject below 8. This will take some beating. Doutty, Lewis, B. Landan, McCulloch, A. Nelson, Heaphy, Jacobson, contributed largely to this splendid result.

3E boys have come out satisfactorily on the whole. 25 gained the certificate. Mr. Easton has a very good opinion of his class. The following were most successful—Anderson, Ryan, Dunbar, Sabiel, Montgomery, Keogh, Jacobson, Brown, Ward, Forger.

There was some sterling loyal work in 3F and Mr. Brown was well supported by Barrett, Joe Cortese, Daley, Moore, Moors, Valkenberg, Bissett, Gordon, Wyly, Homersham.

Mr. Hurt, 3G, speaks well of the effort made by Reid and Fitzpatrick in the oral subjects, and of the success of Sando and Brett whose writing was of considerable merit.

Pring, 4A, was particularly bright all through the examination. His answering in Grammar was very sensible. Judson also did well. Mr. Callaghan has these and some others in view for early promotion.

Owen, Drake, Holden of 4B, all worked well for Mr. Steinbeck. Christie gained praise for his history.

4C. Connor did excellent work. He is a trier alright. Mr. Morgan is also pleased with W. Dupain whose all round work was good, with Lipman who worked hard in the oral subjects, and with Purse who

was complimented by Mr. Dawson for his answering in History.

4D. Fletcher was particularly noticeable for his good oral work. He loyally supported Mr. Howarth who was away from the examination making arrangements for his departure to Tenterfield. Some one has said that Fletcher reads a great deal. Perhaps this accounts for his general knowledge. Mr. Howarth has good reason to be proud of his boys who all worked loyally.

4E. Henwood, Dean, Bentley, Pountney, Mc. Harg, Docker, satisfied Mr. Drew with their good work. We miss some names of boys in this class who, we thought, should have come out more prominently. Let us see some solid work this quarter.

Mr. Lovell, 5A, on the whole has reason to be proud of his boys for their effort, intelligence, and general conduct. One or two did not help the class much. Those who did best were Charlie Taylor—an earnest fellow; Cobb, thoughtful; Redshaw, good paper in Arithmetic and bright intelligent work in Geology; Duff, good in Arithmetic and in class work generally; Hunter, good work in Arithmetic; Makin bright in Geology and keen in his general work; Austin, Robyns, Lloyd, Malcolm, Vandenberg. Bradley did solid work all through the examination. The class was very safe in its Geometry.

Commercial 2. Doherty was complimented by Mr. Dawson for his answering in History. The Inspector thinks he has his head screwed on properly for the study of History. Mr. Hatfield is pleased with Jones who did well in Arithmetic and Algebra, with Guy Christoe who tackled a hard deduction successfully, and with Devitt, Mc. Manus, and Hamilton, who got full marks in Algebra.

Commercial 1. Mathematics came out well and Mr. Humphreys expressed much satisfaction with the position taken by Watkins, Pryde, and Moore. The last named is a new boy and evidently is going to prove an acquisition to the commercial side.

Matriculation 4. Butler and Walter Williams have pleased Mr. Smith and Mr. Kenny immensely. Both answered well and were very sound in Euclid. They also got a high mark for their Latin and French. The Head Master intends to watch the career of these two promising juniors very carefully.

Matriculation 3. Chubb's work in languages was very gratifying. We are glad of this. He is now taking his right place.

Matriculation 2. Dale did some fine work in History and delighted Mr. Stoyles. Lee was strong in his English and quite up to Mr. Schraeder's expectations. Tanner gave many sensible answers in the oral examination. We think well of him for showing such a fine spirit.

Matriculation 1. Most of the work of this class was done on paper but Mr. Browne and Mr. Green are well satisfied. We noted that Hutchinson was particularly happy in the English examination.

Public Service: Davis's work in Geometry—deductions on I. 47—was very superior and was much appreciated by Mr. Dawson. We recommend Davis to look higher. His gift should not stop short of the University. Adams was good in the same subject; Cotton put some intelligence into the History; and Downie was bright in his answering in Geology. There was much in the effort of the class to please Mr. Bourke.

Seniors: Mr. Williams and Mr. Roberts report good sound work in Mathematics which took a wide range including Arithmetic, Algebra, Geometry, Trigonometry, Statics, Dynamics. Gollidge excelled in Trigonometry. Mr. Lasker was pleased with the languages and Mr. Cole was satisfied with Ancient History and English.

2B, 3B, 3F, 4C, gained the highest marks in singing and music. The boys of 4C, too, gained 100 per cent. for company drill. Their general work in drill was highly praised by Colonel Paul. This very fine display would prove an interesting item at the annual breaking-up to be held about the middle of December.

THE "SENIOR" 1901.

The Senior Public Examination will commence at the Syracuse University on Monday, November 18th, 1901, and will be held concurrently with the examination for Matriculation Honours and Scholarships. A former Head Master of one of our large Secondary Schools has said that the "Senior" is a man's examination, meaning that the character of the work expected from candidates was such as would try the ability of matured minds. The "men" who will represent the Model Public School, Fort Street, at the 1901 Senior are:—

Foxall (captain)
Mason
Vickers
Whitney
Willis

We have the greatest confidence in our representatives.

CLASS PICNIC

The boys of III D and F classes held their picnic on Saturday the 20th inst. Three large drags conveyed them to Sandringham where a very pleasant day was spent.

Messrs. Middleton and Brown accompanied the boys and shared in their pleasure. A good programme of sports was carried out during the day, the winners in each class were:—

III D Class Championship: Bamford 1; Robertson 2
Walking: Tannie 1
III F Class Championship:—Williams 1; Corrie 2
Walking: Corrie 1

Besides the prizes won by these boys, every boy in his class received a token in remembrance of the picnic.

MILLENARY OF ALFRED THE GREAT.

—:—

[King Alfred died on the 28th of October, 901, and a national commemoration of the event is to be held on the thousandth anniversary of his death. The antiquity of the monarchy still held by his descendants, has no parallel in Europe, and the traditions which have gathered round his name are those of religion, learning, defence, seamanship, law, and culture. The memorial is to consist of a statue, and a hall to be used as a museum of Early English relics. They are to be erected in Winchester, the capital of Wessex, where Alfred had his residence, and where he was buried.]

THE SPOILLESS KING.

Some lights there be within the heavenly spheres
Yet unrevealed, the interspace so vast:
So, through the distance of a thousand years,
Alfred's full radiance shines on us at last.
Star of the spotless fame, from far-off skies
Teaching this truth, too long not understood,
That only they are worthy who are wise,
And none are truly great that are not good.
Of valour, virtue, letters, learning, law,
Pattern and prince, his name will now abide,
Long as of conscience rulers live in awe,
And love of country is their only pride.

THE ROYAL SCHOLAR.

Alfred, the "Shepherd of his People," the "Darling of the English," for these were the epithets given to him in the old time, was deemed the wisest man in England. He was wholly ignorant of letters until he attained twelve years of age. But, though he could not read, he could attend; and he listened eagerly to the verses which were recited in his father's hall by the gleemen, the masters of Anglo-Saxon song. Day and night would he employ in hearkening to these poems; he treasured them in his memory, and during the whole of his life, poetry continued to be his solace and amusement in trouble and care.

The information which Alfred acquired in this way rendered him extremely desirous of obtaining more; but his ignorance of Latin was an insuperable obstacle. Science and knowledge could not then be acquired otherwise than from Latin books; and, earnestly as he sought for instruction in that language, none could be found. Sloth had overspread the land; and he was utterly unable to discover a competent teacher. In after-life, Alfred was accustomed to say that, of all the hardships, privations, and misfortunes which had befallen him, there was none which he felt so grievous as this, the enforced idleness of his youth, when his intellect would have been fitted to receive the lesson, and his time was unoccupied. At a more advanced period, the arduous toils of

royalty, and the pressure of most severe and constant pain interrupted the studies which he was then enabled to pursue, and harassed and disturbed his mind,—yet he persevered; and the unquenchable thirst for knowledge, which the child had manifested, continued without abatement until he was removed from this stage of exertion.

In the eighth century, the age of Bede, Britain was distinguished for learning; the rapid decline of cultivation had been occasioned by the Danish invasions. Alfred's plans for the intellectual cultivation of his country were directed, in the first instance, to the diffusion of knowledge amongst the people. Hence he earnestly recommended the translation "of useful books into the language which we all understand; so that all the youth of England, but more especially those who are of gentle kind and at ease in their circumstances, may be grounded in letters,—for they cannot profit in any pursuit until they are well able to read English."

As soon as he was settled in his kingdom, he attempted to supply this deficiency by inviting learned men from foreign parts. Asser, a native of St. David's, in Wales, was one of them. Great friendship and confidence prevailed between Alfred and the British priest; and, to the pen of Asser, we owe a biography of the Anglo-Saxon monarch, written with equal simplicity and fidelity. Grimbold, at the invitation of Alfred, left Gaul, his own country, and settled in England. A third celebrated foreigner was called Johannes Scotus, from his nation, or Erigena, the Irishman, from the place of his birth. From these distinguished men, to whom must be added Plegmund, Archbishop of Canterbury, Alfred was enabled to acquire that learning which he had so long sought.

Asser permits us to contemplate Alfred beginning his literary labours. They were engaged in pleasant converse; and it chanced that Asser quoted a striking text. Alfred asked his friend to write it down on a blank leaf of that collection of psalms and hymns which he always carried in his bosom; but not a blank could be found of sufficient magnitude. Pursuant therefore to Asser's proposal, a quire (L. quattuor, four), that is to say, a sheet of vellum folded into fours, was produced, on which these texts were written; and Alfred, afterwards, translated the passages so selected into the Anglo-Saxon tongue.

He continued the practice of writing down such remarkable passages as were quoted in conversation. His "handbook" or manual, however, included some matters of his own observation, anecdotes, or sayings of pious men: but the body of the collection appears to have consisted of extracts from the Scriptures, intermingled with reflections of a devotional cast. Alfred appears to have been induced to attempt a complete version of the Bible. Some writers have supposed that he completed the greater portion of the task. It seems, however, that the work was pre-

vented by his early death.

We must now advert to Alfred's "Family Library" or "Library of Useful Knowledge." As far as we can judge from those portions of the plan which were carried into execution, he intended to present his subjects with a complete course of such works as were then considered the most useful and best calculated to form the groundwork of a liberal education. The chronicle of the Spaniard Orosius, containing a history of the world to the fifth century, was the best compendium which had yet been composed. The history of the Venerable Bede, also rendered into Anglo-Saxon by Alfred, instructed the learner in the annals of his own country. It is the earliest history of any of the states formed during the Middle Ages, which can be read in the language of the people. "The Consolations of Philosophy," by Boethius, a rich and learned Roman, was another book, in the translating of which Alfred seems to have taken great delight.

—Adapted from PALGRAVE'S History of the Anglo-Saxons.

(FROM VICTORIAN SCHOOL PAPER.)

[From Votes and proceedings of the Legislative Assembly.]

Tuesday, 15th October, 1901.

Questions III.

Resumption of old Fort Street School: Mr. Edden, for Mr. Daley, asked the Minister of Public Instruction:—

(1) Is he aware that the Sydney Improvement Board have advised the resumption of the old Fort Street School; and, if so, do the Government intend to act upon the suggestion?

(2) If the School Property is not resumed, will he take steps to improve the school by rebuilding it, and so provide for more accommodation?

Mr. Perry answered:—

(1) I have no official knowledge on this point.

(2) The matter will be duly considered.

GIRLS' ITEMS.

The following were omitted from last issue.

IVB—May King, Grace Chapman, and Ida Anderson are still ahead in the class. The following girls are making good progress—B Alpen, E Eld, N. Mew, F. Haughton, J. Gilmore, L. Johnson.

In the VD, Monthly examination Elsie Patton came first with 95 per cent. and M. Smith and G. Watson second with 93 per cent. N. Wootten third with 90 per cent. Many of the others showed great improvement.

SOME AUSTRALIAN TREES: EUCALYPTS.

The timber of many of the Eucalypts is of a most durable character, and well suited for railway sleepers, and for piles of wharves and bridges. Posts and rails, palings and shingles, are readily split from it by settlers, and, when sawn, it is extensively used for building purposes. A remarkable quality of the timber of several species is its great density. That of some is heavier than an equal volume of water, and will, of course, sink, unlike the majority of woods, which are light and buoyant. The timber of others again is handsomely grained, and takes an excellent polish.

The thick bark of some kinds is taken off in sheets and used in making huts and sheds. From it, too, the natives were rather clever in constructing canoes. They usually stripped the bark, by means of their stone tomahawks, from a tree that had a natural curve suited to their purpose.

From the foliage of several of these trees, the well-known eucalyptus oil is distilled. The species that attains the greatest height also yields, as far as is known, the highest percentage of oil.

One kind of gum-tree is called manna-eucalypt, because a sweet substance, popularly known as manna frequently exudes from its leaves, twigs, and stem, especially where they have been injured by the puncture of an insect, or by some other means.

From the roots of some species in the arid interior, water is obtained by the natives, when other supplies fail.

The planting of Eucalypts in unhealthy marshy regions has been followed by beneficial results in various parts of the world, notably in Italy. It seems rather singular that we should so strongly recommend the inhabitants of other countries to plant these trees for health reasons, while we ourselves, not only do little to encourage their growth, but yearly sacrifice large areas of valuable timber. In New South Wales are to be found more kinds of eucalyptus trees than in any other State.

Among the principal species that are native to Victoria, the following deserve a passing notice.

The blue-gum is a tall tree of very rapid growth. It yields a useful, durable timber. In some parts of Europe it is known as the "fever-tree," owing to its value in ill-drained and fever-stricken districts. It gets its popular name from the bluish tinge of a waxy bloom on the leaves of young plants, and also on the hard flower-cups to which reference has already been made.

The red-gum prefers low-lying situations, and may frequently be seen lining the banks of water-courses. Its timber, which is of a dark-red colour, is exceedingly valuable, on account of its great durability in such places as are usually favourable to the rapid decay of timber. The Jarrah and Karri of Western Australia are also distinguished for their lasting qualities under similar conditions.

Owing to its slightly sweet leaves, one species is called the sugar gum. In times of drought, when herbage is scarce, its foliage furnishes food for stock. As it is of rapid growth, and pleasing appearance, the sugar-gum is frequently planted for shelter and ornamental purposes. It yields a dense and durable timber.

There are also the different kinds of white-gums, so called mainly from the smooth appearance and white or gray colour of the bark.

The stringy-barks are easily recognised by the fibrous character of their bark. They split well, and are not only useful for such purposes as fencing, but they supply most of the "hard-wood" used in building.

The name "iron-bark" indicates the hardness and appearance of the bark of the species known under that name. A variety of Victorian iron-bark produces rosy-coloured blossoms.

The mallees are much more stunted in habit than the majority of eucalypts. They are confined chiefly to the drier districts in the north-west of Victoria.

Besides these and many others, we have the yellow-box or honey-scented eucalypt, and several kinds known as peppermint-gums.

Bees, as well as honey-eating birds, are fond of eucalyptus blossoms, consequently a tree in full bloom is a busy place. From a chemical analysis made in Europe, it has been asserted that honey derived from this source possesses valuable medicinal properties.

In conclusion, we may safely say that there is no family of trees indigenous to Australia of greater economic value than our celebrated Eucalypts.

—G. H. ADCOCK, F.L.S.

—...8...—

A HERO'S GIFT TO THE WORLD.

The greatest gift a hero leaves his race
Is to have been a hero. Say we fail;
We feed the high tradition of the world.

GEORGE ELIOT.

SWIMMING MEETING.

—:0:—

A general meeting of the members of the Swimming Club was held in the main room on Wed., 16th inst. There was a large attendance. Mr. Howarth, having been promoted to a school in the country, tendered his resignation as Hon. Sec. of the Club. The resignation was accepted and it was decided to place on record the valuable services he rendered the Club during the two years he managed its affairs. In further acknowledgment of his successful management he was placed on the Club's list of Vice-Presidents. Mr. Pike was elected to the vacant position.

A progress report was read to the members and reference was made to the Annual Carnival which will be held early in the New Year. A scheme to produce the best results with the beginners received a great deal of consideration. The management this year is aiming at teaching every boy in the School to swim before the season closes. It is a big order but it is a noble ambition. Everything points to a great year in the Swimming world.

SWIMMING BATHS.

Those gentlemen who are interesting themselves in the most healthy and necessary pastime of swimming are to be congratulated on the efforts they are putting forth for the establishment of swimming baths, under municipal control, in some convenient position in the city, such as for instance, the site of the Old Exhibition Building. They have already been instrumental in bringing under the notice of the Mayor and the Minister for Works, by means of influential deputations, the necessity for better bathing accommodation within the city area. The Mayor assured the deputation that he was in full sympathy with the object they sought but stated that there was no money in the Municipal Coffers for erection of baths. He suggested that a deputation wait upon the Minister for Works with a view to including baths in the improvements to be effected in the Rocks Resumption Area. A deputation waited upon the Minister for Works but nothing definite was promised about baths in this area. There seems to be an impression abroad that commodious baths will be erected in Woolloomooloo Bay. We unhesitatingly say the position is not a good one. The waters of the Bay are not clean enough for such baths, and considering the largely increased shipping trade now carried on there, and likely to continue, we fail to see how any improvement can take place in this respect. We are quite prepared to hear the argument that baths have been in existence in Woolloomooloo Bay for the benefit of city residents from time immemorial, and what was good enough for the "old days" ought to be good enough for the present, but those that argue thus forget that Sydney is now a city of half-a-million people and that bathing facilities for the city proper are not so great now as they were ten years ago. The proper place for such baths as are intended to be erected is undoubtedly in Farm Cove where the

water is clear and pure.

The objection that baths placed in Farm Cove would be an eyesore in our "Beautiful Harbour" can be overcome by the erection of a structure designed on proper architectural lines. There is room and there is the need too for this bath, and also for another on the site of the Old Exhibition Building, and we trust that Messrs. Hendry and Wallace, the Hon. Secs. to the movement, will continue agitating until the establishment of both baths is an accomplished fact. We have a scheme of our own to suggest in connection with this movement and later on may return to the question.

CHANGES IN THE STAFF.

Mr. A. Howarth has been appointed Assistant Teacher in the Public School, Tenterfield. Elsewhere in this issue we refer to the good work done by Mr. Howarth while on the Staff of this School. We wish him all the success he so richly deserves.

Mr. D. A. Pike, who served about two years at Tenterfield, is back on the Staff of the School. He gained golden opinions from the Tenterfield people both as a Teacher and a public man. His efforts in inculcating patriotism were much appreciated.

SWIMMING.

The Swimming Season of our club was opened on Tuesday afternoon October 8th when nearly 400 paid-up members visited Cavill's Baths. The weather was warm but the water in the Baths was just a little cold and as a consequence about half-an-hour satisfied the most enthusiastic swimmers. Mr. Pike and Mr. Green, assisted by Mr. Melville and Mr. Nelson, Students, were in charge, and the conduct on the road to and from the Baths and also in the Baths, was all that could be desired.

THE BUSH, MY LOVER.

The camp-fire gleams resistance
 To every twinkling star;
 The horse-bells in the distance
 Are jangling faint and far;
 Through gum-boughs lorn and lonely
 The passing breezes sigh;
 In all the world are only
 My star-crowned Love and I.

The still night wraps Macquarie;
 The white moon, drifting slow,
 Takes back her silver glory
 From watching waves below;
 To dalliance I give over
 Though half the world may chide,
 And clasp my one true Lover
 Here on Macquarie side.

The loves of earth grow olden
 Or kneel at some new shrine;
 Her locks are always golden—
 This brave Bush-Love of mine;
 And for her star-lit beauty,
 And for her dawns dew-pearled,
 Her name in love and duty
 I guard against the world.

They curse her desert places!
 How can they understand
 Who know not what her face is
 And never held her hand?—
 Who may have heard the meeting
 Of boughs the wind has stirred,
 Yet missed the whispered greeting
 Our listening hearts have heard.

For some have travelled over
 The long miles at her side,
 Yet claimed her not as Lover
 Nor thought of her as Bride:
 And some have followed after
 Through sun and mist for years,
 Nor held the sunshine laughter,
 Nor guessed the raindrops tears.

If we some white arms' folding,
 Some warm, red mouth should miss—
 Her hand is ours for holding,
 Her lips are ours to kiss;
 And closer than a lover
 She shares our lightest breath,
 And droops her great wings over
 To shield us to the death.

And if her droughts are bitter,
 Her dancing mirage vain—
 Are all things gold that glitter?
 What pleasure but hath pain?
 And since among Love's blisses
 Love's penalties must live,
 Shall we not take her kisses
 And, taking them, forgive?

The winds of Dawn are roving,
 The river-oaks astir...
 What heart were lorn of loving
 That had no Love but her?
 Till last red stars are lighted
 And last winds wander West,
 Her troth and mine are plighted—
 The lover I love best!

WILL H. OGILVIE.

(By kind permission of the BULLETIN Newspaper Co.)

LIFE'S CRICKET-FIELD.

Our life is a game of cricket, lads—
 An earnest, noble game;
 So out with the bat and the clubs and the pads—
 To shirk is folly and shame.
 Come forth to the field where the struggle lies,
 And take each man his place;
 Whether batting or bowling or fielding, be wise
 And do it with equal grace.

It may be yours to take command,
 Or yours to just obey;
 Faithful obedience is as grand
 As skilful, prudent sway.
 Your turn will come at the wicket, lads;
 If you be ready and true;
 And then if you show good cricket, lads,
 'Twill be all the better for you.

Make runs as freely as you can,
 But if your score be nought,
 Remember many another man
 Has failed who bravely fought;
 And our Captain keeps a Roll of Fame,
 That heeds nor fame nor luck,
 In which is many a golden name
 That was credited here with a "duck."

A. LESLIE.

(By kind permission of the Boy's Own Paper.)

—:O:O:—

"No nation can be destroyed while it possesses a
 good home life." — J. G. Holland.

"One scabbed sheep will mar a whole flock."
 —Danish Proverb.

"A bad ending follows a bad beginning."
 EURIPIDES.

"Beware of entrance to a quarrel; but being in,
 Bear it that the opposed may beware of thee."
 SHAKESPEARE.



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THE FORTIAN.

COMMERCIAL EXAMINATIONS.

THE half-yearly examination for junior certificates, under the auspices of the Sydney Chamber of Commerce, will be held on 16th and 17th December next. Several of the boys in our senior classes are preparing for this event, and the following hints and suggestions from the examiner's report of last June, now lying before us, are made for their special benefit. In question 1 of the Arithmetic paper—the addition of four columns of figures—only one candidate received full marks. Six lads were complete failures. The examiner commenting on this result says, "the prevailing fault with most of the boys is want of accuracy rather than want of knowledge—a want of practice in continuing the operation quietly and steadily." It will at once be admitted

that the test was not severe, and that the time allowed for the operation was ample. Question 6—was one of percentages and the results obtained did not satisfy the examiner who is of opinion that very hazy ideas appear to have prevailed as to the exact meaning of per centage.

Question 7—calculating the capacity of a cask—was responsible for showing up some extremely thoughtless work. The cask—a 36 gallon one—held according to several boys 7,000 gallons, while one lad said that it would hold no less than 1,298, 841, 479 Imperial gallons.

Question 8—calculations in metric measurements—was not well answered. Seeing that the metric system is specially mentioned in the syllabus of the examination our boys should give particular attention to the metric tables.

Question 9—changing foreign money into

English and vice-versa.

From the examiner's report it will be noticed that while many of the candidates made a good effort at solving the problem, the methods were often unnecessarily long and round-about, many figures being used where few would have sufficed. And again it is pointed out that only one part of the problem was attacked—that part where English money had to be turned into its foreign equivalent was either overlooked or not attempted.

In the Mental Arithmetic 75 per cent. was the best pass gained and the examiner reports that in his opinion the simplest question had the fewest answers. In concluding his remarks on the Arithmetic paper, Mr. G. M. Allard, Examiner, says "I can only again call attention to the necessity for training candidates to greater exactness and accuracy in their workings. Many lads handed in their papers before the time had fully expired, and they might have profitably used the balance at their disposal in checking their work for errors in detail." Here is good advice for both teachers and pupils.

In the Composition and Dictation the following were the most serious faults—wrong division of words into syllables at the end of a line; essays too short; writing of a letter—Messrs. before the name of a firm was often omitted, addresses were left out, and in abbreviated words the full stop did not appear in several papers; the condensation of a letter—important facts, dates, names, amounts, prices, things done, promised, offered, accepted, requested—many of these important points were excluded. Spelling was fair. In punctuation one boy averaged throughout his English papers a stop—either full or a comma—to every four words!

In writing, neatness and orderly grouping of figures, the examiner reports the handwriting good but calls attention to the too frequent use of the pen-knife and eraser which marred the general appearance of the work. Another practice very common is also condemned viz—that of placing a word written in error in brackets, and then following on with the correction. Some of our Fort Street boys are guilty of this practice. The method is bad and incorrect, and as the examiner says "if carried into business life might prove very misleading".

Reading was satisfactory. The aspirates were properly used and the expression was good.

In the history there was a great tendency to indulge in romance. Mr. Allard advises candidates to keep more strictly to their text books. There was too much unauthentic history in the replies.

Geography on the whole was very well done particularly the viva voce questions. One boy specially distinguished himself in his answer to name the principal towns on the Darling. He said that there were several large towns upon the river, which he could not think of just at that moment.

Mr. Allard's general remarks on the June examination are very pertinent and opportune and this is our justification for referring to them now.

ENGLISH MINOR POETS.

No I—Robert Bridges.

"A box where sweets compacted lie."

GEORGE HERBERT.

Robert Bridges, born in English Kent in 1844, published his first volume in 1873 and in 1899 gathered his work into a complete edition of two volumes. During the interval he vouchsafed to a select and discriminating audience small pamphlets of verse issued from the private press of Rev. C. Daniel at Oxford. They were printed in heavy Gothic type and issued at a price that only appeals to lovers of limited editions and dilettante printing. The Shorter Poems 1894 are an example of this. Mr. Bridges' poems are delicate odours, faint breathings, and tender tunes. The lingering scent of a faded violet, or even the memory of it, delights him more than the rich perfume of the summer rose. His love-poems breathe no passion for he always approaches the Muse as a timid worshipper rather than as an ardent lover. He follows poetry as a pleasant pastime and does not sing because he must, but because he may.

The following picture of an English garden in September may be taken as a symbol of Mr. Bridges' poetry. It has all the charm of an old garden of trim yews and quaint flowers, the abiding-place of a gentle student, a garden long cultivated by generations of floral epicures:—

THE GARDEN IN SEPTEMBER.

Now thin mists temper the slow ripening beams
Of the September sun; his golden gleams
On gaudy flowers shine, that praak the rows
Of high-grown hollyhocks, and all tall shows
That Autumn flaunteth in his bushy bowers:
Where tomtits hang from the drooping heads
Of giant sunflowers, peck the nutty seeds,
And in the feathery aster, bees on wing
Seize and set free the honeyed flowers,
Till thousand stars leap with their visitings;
While ever across the path mazy fit
Unpiloted in the sun,
The dreamy butterflies
With dazzling colours powdered and soft glooms,
White, black and crimson stripes, and peacock eyes,
Or on chance flowers sit,
With idle effort plundering one by one
The nectaries of deepest throated blooms.

And at all times to hear are drowsy tones
Of dizzy flits, and humming drones,
With sudden flap of pigeon-wings in the sky,
Or the wild cry of thirsty rooks, that scour scarce
The distant blue, to watering as they fare
With creaking pinions or—on business bent,
If aught their ancient politics displease,—
Wheel round their nestled colony, and there
Settling in rugged parliament,
Some stormy council hold in the high trees.

This is the poetry of pure description, setting aside the elaborately achieved effect, and could any be more delicious! How sumptuous the picture of the imperial butterflies, how musical the closing line! One could almost for its sake forgive them their hideous name.

One must needs be at war with beauty to refuse to sit in Mr. Bridges' September garden.

I will close this article by expressing my regret to adequately represent Robert Bridges (whose fine tragedy of "Nero" and sonnet-sequence "The Growth of Love" show the more vigorous side of his poetry) and by a quotation from a poem which is one beautiful and pathetic cadence and most typical of its author—

"I have loved flowers that fade,
Within whose magic tents
Rich hues have marriage made
With sweet unmemoried scents."

Here is the embodiment of his poetic standpoint, a tender and musical melancholy.

G. C. W.

PICNICS.

4D. CLASS.

Balmoral was the place selected for the 4D picnic and on the 2nd inst., Mr. Drew took his boys to that favourite seaside resort. A more enjoyable day could not have been spent. The programme for the day was a long one and included cricket, footracing, swimming and jumping. Several prizes were given to the winners in the different events. Underwood got the prize for the highest batting score. Mc. Master won the Class Championship race, Fogarty and Given the Handicap races and Hall won the diving competition.

4C. CLASS.

4C Class held their picnic on Saturday Nov. 2nd. Two drags conveyed the boys and their teacher, Mr. Morgan, to Sandringham. The morning was well spent in a cricket match. Mr. Morgan and Wightman were the Captains on either side and after a good game the former's side won by 45 runs.

After dinner, which, by the way, was the best part of the day, several races were run off. The Championship of the Class was won by McPhee; Connor and Gagliardi were the winners in the three-legged race and the Churchill brothers won the wheel-barrow race. Towards evening the party prepared for home after spending a most enjoyable day.

5A AND 4E CLASSES.

On Saturday 26th ultimo, Mr. Drew and Mr. Lovell with their boys repaired to Balmoral to enjoy a day's outing. On arriving at the picnic grounds a big race-programme was negotiated—some of the prizes for which were of some worth, notably the gold medal won by G. King of 5A, for the championship of the two classes. An "al fresco" lunch was then attacked with much vigour, and later, the cool water of the neighbouring baths proved a delightful resort. After tea and the presentation of prizes by Mr. Southwell, the party started for home, having enjoyed a very pleasant outing.

CRICKET.

STUDENTS v FORT STREET SCHOOL

This match, played at Birchgrove on Friday under most favourable weather and wicket conditions, resulted in a win for the Students' team by 54 runs.

The Students won the toss and elected to bat, Messrs. Culey and Waddington opening. At the fall of the first wicket, (Waddington 5), the score stood at 16, due to Culey's aggressive batting, much of which was, however, of no avail, owing to good fielding and sharp returns on the part of the School team. This, together with an evident and a very praiseworthy desire on the part of the batsmen to make runs, procured the dismissal of Mr. Yabsley, who obtained top score (39), after some fine batting, of Mr. Walker (20) and of two other batsmen.

Of the rest, Mr. Shortland got 13 by some really pretty batting, and the innings closed for 136. Mr. Roberts obtained 3 wickets for 18 and Penman 2 for 30, but Golledge, who bowled against a strong head-wind, could not count for a wicket for the 45 runs scored off him.

The School opened disastrously. Powell, Willis, Portus, Mr. Roberts, in fact all the batsmen except two, failed to score double figures.

These two batsmen, Adams and Oatley, going in last, gave the bowlers, now tired after their long exertions, "a very lively time." Oatley hit one for 5, and Adams made 3 threes, before the latter was bowled, the innings thus closing for 82.

This victory of the Students was due in a great measure to the fine bowling of Messrs. Shortland and Waddington, both of whom obtained 5 wickets. The former's style of delivery much puzzled some of the batsmen and was very trying for himself. One feature of the game which should not be omitted was the fine fielding of the School representatives. Portus and Mitchell did the best work in this respect.

MODEL PUBLIC SCHOOL, FORT STREET.
 ("FABER EST SUAE QUISQUE FORTUNA.")

—THE—
A N N U A L C O N C E R T, —

Under the patronage and in the presence of the Hon. John See, Premier, the Hon. John Perry, Minister for Public Instruction, J. C. Maynard Esq., Under Secretary, F. Bridges Esq., Chief Inspector, Department of Public Instruction, will be given by the school children assisted by several leading artists in the

— SYDNEY TOWN HALL, —

—o— THURSDAY EVENING, NOVEMBER 28th. 1901, —o—

RESERVED SEATS—Eastern Gallery, and Front Chairs ... 3s.
 Northern and Southern Gallery, Body of Hall ... 2s.
 Rear of Hall ... 1s.

Children half price excepting Rear of Hall.

Reserved Seats may be booked at Paling's & Co., Music Warehouse, George St.

Doors open at 7; concert commences punctually at 8.

The official programme is timed to conclude at 10.30. The Management therefore respectfully notify that no encores will be allowed.

Organist—MR. ARTHUR MASON.

Chorus Accompanist—MRS. D. F. STEWART.

Leader of Orchestra—MR. SAM. WHITE

Stage Manager—MR. S. A. KENNY.

J. W. TURNER—HEAD MASTER,
 Hon. Conductor

W. Williams—Hon. Treasurer.

S. Lasker—Hon. Secretary.

PROGRAMME.

PART I.

1. **Organ Solo**—(a). Hungarian March "Rokocyz" (Liszt) ... Mr. Arthur Mason
 (b). "Romance" (Lemare)
2. **Song and Chorus**—"The Deathless Army" (Trotère) ... Master Clive Pickup and Boys
3. **Song—Comic**—What a friend we have in mother! ... Mr. Sid. Shipway
4. **Part Song**—Hymn of the Fishermen's Children ... SCHOOL CHILDREN
 (Adapted to a melody from Herold's ZAMPA), Arranged by E. F. RIMBAULT
5. **Recitative and Aria**—Vision Fugitive (Hérodiade) ... Mr. W. Burns-Walker
 (MASSENET)
6. **Part Song**—Behold, how brightly breaks the morning! ... SCHOOL CHILDREN
 (The Barcarolle from Auber's Masaniello)
7. **Song**—Bel Raggio (Semiramide) ... Miss Nellie Cooke
 (ROSSINI)
8. **Part Song**—Where art thou beam of Light? (BISHOP) ... SCHOOL CHILDREN
9. **Song**—Dearest Eyes (Pizzi) ... Mr. W. Burns-Walker
10. **Part Song**—Oh hush thee, my Babie (SULLIVAN) ... SCHOOL CHILDREN
11. **Song**—When the Heart is young. (DUDLEY BUCK) ... Miss Nellie Cooke
12. **Part Song**—Hail smiling Morn (SPOFFORTH) ... SCHOOL CHILDREN
13. **Song—Comic**—There's a peculiar thing ... Mr. Sid. Shipway
14. **Part Song**—Wedding Song from Lohengrin (WAGNER) ... SCHOOL CHILDREN

—INTERVAL of FIVE MINUTES.—



PART II

1. **Hoop Drill**—Children of Infant Department (under the direction of Miss Maerker), Pianist, Miss Bourke
2. **Empire March**—illustrating combined British Forces—BOYS (under the direction of Mr. D. A. Pike.)
 Tommy Atkins, Highlanders, Sailors,
 Lancers, Irish Rifles. ... Descriptive Music by Mr. H. W. Brown
 The Highland fling will be performed by Masters Johnston and Storey.
3. **Grand Display**—GIRLS (under the direction of Miss Lily Wright) ... Pianist—Miss Wilson
 assisted by Miss McCrae)
 - (a.) Tambourine Dance ... Soloists—Misses Haidee Ebsworth, May Cassidy,
 Dolly Voss, Queenie Bamford.
 - (b.) Norwegian Dance ... Soloist—Miss Edith Josephson.
 - (c.) National Dance ... Soloist—Miss May Woods (Australia)
4. **Great Naval March and Tableau**— ... BOYS (under the direction of Mr. E. McLean)
 Descriptive Instrumental Music by Mr. H. W. Brown
 Vocal effects by boys.
 Naval Hornpipe by 16 boys. Master Willie Cox (Leader)
 Solo Hornpipe performer—Decima McLean.
5. **Display of Club swinging** ... GIRLS (under the direction of Miss Parr)
 Pianist Miss Dillon
6. **Singlesticks**— ... BOYS (under the direction of Mr. A. G. Morgan)
7. **Flag March and Tableau**— ... GIRLS (under the direction of Mr. Reddish, Cadet Office,
 assisted by Miss Smith) —Pianist—Miss Dillon

GIRLS' PAGE.

EXAMINATION FACTS.

The Matriculation class did some very good work at examination especially in Latin, French, Euclid, Algebra and Arithmetic. Splendid results were obtained in Algebra, each question being solved by all the girls.

The Junior classes, 5F and 5E, were examined together. They worked splendidly and pleased both inspector and teachers.

In spite of a difficult Arithmetic paper the percentage was good. The answers to the geography questions were to the point, and the mark "excellent" was earned.

Each girl did so well that we cannot say if anyone deserves special mention more than another.

Lily Lowick was well up to the standard.

The girls who recited the poetry were Emmie Pring, Rosie Poley, Lizzie Christie, Nellie Dodge and Johanna Downie, and it is not often that we hear better recitations from professionals. The highest mark was also gained for this subject, and many thanks are owing to Mrs. Harper who voluntarily coached the girls in her leisure time. The class showed their gratitude in a practical way by giving her a small memento for the pleasant lessons she had given them.

The ornamental work was greatly admired by Mr. Dawson. Some of the work showed talent. In the map of Australia the locality of "Lime Juice Camp," was a matter of curiosity and comment.

The whole examination was a pleasant break from the ordinary routine of school work and the teachers were able to recognise to what great extent their pupils were in sympathy with them.

The 5D girls pleased their teacher greatly and special mention is given to Mary Talty, K. Dill-Macky and Ethel Shaw who worked excellently in English, and to S. Whiddon, Anglim, B. Bringham, Ruth Emanuel, and E. Pattor, whose answers in English History, Physiography, French and Geography were very thoughtful.

Some good work was given by the girls in 5C (I and II.) Too much praise cannot be given to Gota Fogelin, Gertie Butler, Lucy Cobham, Valerie Kingsbury, and L. Caragati who specially distinguished themselves in all subjects.

VB girls worked well. Dora Forster gave very thoughtful answers in History, and Ivy Tasman answered best in English. In Arithmetic very creditable work was done by Mary Hall and Irene Henderson. The percentage for this subject was 85.

Olive Malcolm, in 5A, pleased her teacher with her thoughtful answers and stands out prominently in her written work. Ruth Walker received special mention for her Australian History.

The girls, on the whole did some fine work. The Arithmetic results were very creditable, the average being 85 per cent.

The girls in 4B worked well and the following deserve special mention:—M. Bergman for reading; L. Ashton for best map; B. McNamara thoughtful in her answering; A. Bennet, J. Gilmore and B. Alpen did some splendid work all round; M. Woods and E. Kilminster were complimented for their ornamental writing.

In 4A Winnie Harle was complimented by Mr. Dawson for her general knowledge and sensible answers. The whole class worked with a will.

Winnie Chapman, Daisy Hamill, Olive Clarke, Eva Mc. Lachlan, Elsie Knight, Eileen Hattersley and Peri Traynor brought credit to their class, III D.

Winnie Chapman was especially distinguished in all subjects and Daisy Hamill and Olive Clarke were keen in their History

and Grammar.

45 girls out of 46 obtained exemption certificates—a highly creditable performance.

The 3C girls showed some very creditable work to the inspector. Their intelligent and sensible answers pleased both inspector and teacher. Special praise was given to A. Schulze, R. Rose, B. Wilson, D. Caparn for their Mapping and Ornamental Writing. On account of their good work, the following girls were promoted:—F. Ryan, A. Schulze, Eva Hunter, Eva Steer, and Hannah Hall.

Many girls in 3B distinguished themselves by their good careful work. Two girls, Edith Strachan and Lily Stuth gained 29 marks out of a possible 30, and Pearl Denholm, Ruby Middlecoat and Ella Moppett gained 28 out of 30, in Reading, Writing and Arithmetic.

Mr. Dawson appreciated the mapping done by Elsie Cox, Blanche Coker, Millie Price, Violet Colenutt, S. Reece, Jeanie Partridge, D. Schulze, Lena Partridge and Dorothy Walsh.

Edna Griffith was prominent for her thoughtful answers in oral work, and Maggie Lever, P. Moore, D. Ryles, V. Burchell, R. Thompson, A. Cochrane, G. McCully, Hilda Black, May Hoff and M. Phillips deserve praise for their general answering.

The inspector complimented Millie Price, Florrie Smith and Lola Traynor for their writing. Violet Colenutt and Lena Partridge got full marks in Drawing. Elsie Cox, and Lola Traynor had the best sewing.

3A girls are well spoken of by their teacher. They worked hard and gained good results. Among the best workers may be mentioned Ether Lanser, Ethel Thompson, Edith Hunter and Eva Cox, who gave some very intelligent answers.

Many girls distinguished themselves in 2B by their good work, among them were:—M. Harding, L. Asplett, A. Philips, J. Cohen, R. Dawes, L. Sims, C. Lee, B. Fletcher, M. Vaughan, V. Hallet, I. Dilena, E. Forbes and G. Oliver.

In Arithmetic and Dictation K. Doyle, J. McLellan, E. Moore, M. Davis, K. Dow, E. Barker, M. Whitelaw, E. Strachan, R. McCann, R. McGeady and Maggie Anderson deserve special mention.

A. Landsberry, S. Symonds, M. Hodgson, B. Anderson, F. Mc. Murtrie were the distinguished workers in oral subjects for 2A. In Arithmetic and Dictation, Violet Hunter, E. Josephson, F. Stuth, A. Jacobson, R. Young, Verda Hunter, M. Petersen shone out prominently.

SWIMMING CLUB.

The Girls' Swimming Club opened its Season at Balmain Baths last month. Being so far from the School it is found that these baths are not suitable. Cavill's have now been engaged and on the 6th. inst., the first visit was made by about 100 girls.

It is proposed that two afternoons be set apart for swimming; one half attending on Monday, the other on Friday. By this, the non-swimmers will receive more individual attention. There are now 121 members in the Club and the season opens with the prospect of having a record enrolment.

TENNIS TOURNAMENT.

The Tennis Tournament for the Senior girls was concluded on October 12th, 1901. A keen contest for the final was played between Jeanie Given and Berta Alpen and was watched with enthusiasm. The result was very close and Jeanie defeated her opponent by 2 games only. A gold bangle is the selected prize and will be given to the winner at the annual breaking-up.

PRESENTATION OF UNIVERSITY JUNIOR CERTIFICATES AND MEDALS.

The Chief Inspector of Schools, F. Bridges Esq., attended at the School on Friday morning, November 1st., for the purpose of distributing the certificates and medals gained by the "1901" Junior at the examination held in last June. The Chief Inspector, addressing the Junior boys, congratulated them on their success both in the pass and honour work which he considered was quite equal to, if it did not surpass, that of any previous year. He spoke of the time when he was a boy in Old Fort Street School before the building in which he was then standing was in existence. He gave some valuable advice to the boys leaving school and starting on their own account, reminding them that they were only now beginning their education. He impressed upon them the necessity for putting into practice in their new life all the good qualities—attention, perseverance, application, truthfulness—which had been inculcated in their school training. He reminded the present boys of the high and prominent positions held by many of the Old Fort Street boys in the various professions and in the commercial world of Australia. He advised each boy listening to him to lose no time in finding out his bent, and then having determined his business in life to use his brains in carrying out his project. At the same time he pointed out that boys should cultivate a love for general knowledge, and to gain all round information he recommended them to read the literature of the day, particularly the newspapers. By this means they would more clearly realise Bacon's words—"Reading maketh a full man". He strongly urged them to be men of character and courage, to do nothing mean, and he concluded a sympathetic address by quoting Shakespeare's lines—"To thine own self be true". The speech, of which the above is only a bare outline, was listened to with great attention, and was received with considerable applause.

The successful candidates then came forward and received their certificates and medals, Davis, Adams, Hill, getting a very hearty reception from their classmates. Mr. Bridges proposed a vote of thanks to the Head Master and his Staff. Mr. Turner responded in a few words. Foxall (Captain) for the Seniors proposed, and Penman for the "1901" Juniors seconded, a hearty vote of thanks to Mr. Bridges for his visit, at some inconvenience to himself, to present the University prizes. The vote of thanks was carried in a decidedly earnest manner, Mr. Bridges briefly replied and the pleasing function came to an end.

OLD TIMES.

FROM SYDNEY PAPERS OF 50 YEARS AGO.

For some weeks past the "Evening News" in its Saturday Supplement has been publishing extracts

from the Sydney papers of 50 years ago.

We clip the following from its issue of November 2nd. 1901.

"October 27th 1851:—"

The Governor-General, Sir Charles Fitzroy, with the Hon. Mrs. Keith Stewart, visited the Model National School in Fort Street (formerly the Military Hospital). The building had been completely remodelled, and has now a commanding appearance. The number of pupils enrolled for the present quarter is 528. The average quarterly payments for each child last quarter was 1s 5½, and the total amount of school fees paid £39 13s 9d. The master, Mr. William Wilkins, was selected by the educational committee of the Privy Council, a gentleman of high attainments, extraordinary tact and talent in the art of disciplining children.

—o:0:0—

CHEMISTS' APPRENTICES.

The attention of our senior boys, particularly of those in Matriculation classes, is directed to a notice in the Corridor having reference to examinations for the profession of chemist. The Registrar of the Pharmacy Board of New South Wales in a communication to the Head Master points out that he has good openings, in Sydney and Suburbs, for young men who wish to enter the life of a chemist.

The next examination will be held on the third Saturday in December 1901. The synopsis posted on the board gives the scope of the examination. A thorough knowledge of the Metric System is necessary. An applicant, having passed the preliminary examination, must enter into indentures for three years with a chemist, attend the lectures at the University in Chemistry, Botany, Materia Medica, and pass the examinations in these subjects. Having done this he can present himself for the qualifying examination in Practical Pharmacy before the Pharmacy Board, and upon coming of age he will be registered as a Pharmacist.

OLD BOYS' COLUMN.

Cormack who passed the 1901 Junior has chosen the profession of teaching and has commenced as a pupil teacher in the Waterloo Public School.

Burrows has resigned his position as pupil teacher and has taken an appointment in the Customs and Taxation Department.

Clive Mc. Arthur has just completed another voyage in the "Neotsfield." He is now third mate in the vessel in which he served his apprenticeship. Clive is looking well. He appears to have found his bent in life. We are proud to learn that he is moving up in his profession.

THE OLD BUCCANEER.

Oh England is a pleasant place for them that's rich
and high,

But England is a cruel place for such poor folks as I;
And such a port for mariners I shall ne'er see again
As the pleasant Isle of Aves, beside the Spanish Main.

There were forty craft in Aves that were both swift
and stout,

All furnished well with small arms and cannons round
about;

And a thousand men in Aves made laws so fair and
free

To chose their valiant captains and obey them loyally.

Thence we sailed against the Spaniard with his
boards of plate and gold,

Which he wrung with cruel tortures from Indian folk
of old;

Like-wise the merchant captains with hearts as hard
as stone,

Who flog men and keel-haul them, and starve them
to the bone.

Oh the palms grew high in Aves, and fruits that
shore like gold,

And the colibris and parrots they were gorgeous to
behold;

And the negro maids to Aves from bondage fast
did flee,

To welcome gallant sailors a-sweeping in from sea.

O sweet it was in Aves to hear the landward breeze
A-swing with good tobacco in a net between the trees,
With a negro lass to fan you, while you listened to
the roar

Of the breakers on the reef outside, that never touch-
ed the shore.

But Scripture saith, an ending to all fine things must
be;

So the King's ships sailed on Aves, and quite put
down were we.

All day we fought like bulldogs, but they burst the
booms at night;

And I fled in a piragua, sore wounded, from the fight.

Nine days I floated starving, and a negro lass beside,
Till for all I tried to cheer her, the poor young
thing she died;

But as I lay a-gasping, a Bristol sail came by,

And brought me home to England here, to beg un-
til I die,

And now I'm old and going—I'm sure I can't tell
where;

One comfort is, this world's so hard, I can't be
worse off there:

If I might but be a sea-dove, I'd fly across the
main;

To the pleasant vale of Aves, to look at it once again.

KINGSLEY.

—o:0:0—

LULLABY OF AN INFANT CHIEF.

O hush thee, my babie, thy sire was a knight,
Thy mother a lady, both lovely and bright;
The woods and the glens from the towers which we
see,

They all are belonging, dear babie, to thee.

O fear not the bugle, though loudly it blows;
It calls but the warders that guard thy repose;
Their bows would be bended, their blades would be
red,

Ere the step of a foeman draws near to thy bed.

O hush thee, my babie, the time soon will come
When thy sleep shall be broken by trumpet and
drum;

Then hush thee, my darling, take rest while you
may,

For strife comes with manhood, and waking with
day.

SIR W. SCOTT.

DIRTY JIM.

There was one little Jim,
'Tis reported of him—
And 'tis to his lasting disgrace—
That he never was seen
With his hands at all clean,
Nor yet ever clean was his face.

His friends were much hurt
To see so much dirt,
And often they made him quite clean;
But all was in vain—
He was dirty again,
And never was fit to be seen.

It gave him no pain
To hear them complain,
Nor his own dirty clothes to survey;
His indolent mind
No pleasure could find
In tidy and wholesome array.

The idle and bad,
Like this little lad,
May love dirty ways, to be sure;
But good boys are seen
To be decent and clean,
Although they are ever so poor.

T. L. PEACOCK.



Vol. III. No. 12.

SYDNEY, MONDAY, DECEMBER 9th, 1901.

Price 1d

THE FORTIAN.

A RETROSPECT.

A year has now elapsed since the "Fortian" first appeared in its present size. The support which the enlarged issue has received from month to month is a proof that the little school paper is much appreciated by a very large number of the boys and girls in attendance. An endeavour has been made to keep its readers well acquainted with the doings of the School, with the successes of the pupils, and a taste for good wholesome literature has always been encouraged. The regular subscribers number upwards of 1,000 monthly, and a reference to the balance sheet printed elsewhere, shows that the "Fortian" is sound financially. It is only fair that those who have given up so much of their leisure time every month in its production should get credit for their effort. Mr. Drew, the Busi-

ness Manager, and his staff, deserve the thanks of all our readers for the loyal, generous, unselfish way in which they have worked for the success of the paper. When the manager and his boys give up their Saturdays frequently in order that the paper may be out in time we can safely conclude that their whole heart is in their work. We think this a fitting time, and this number a fitting place, to acknowledge the services of our honorary staff and give them their meed of praise. Fred. Conway though no longer a pupil, finds time to visit the office and gives us valuable assistance; Roy Nash, one of the earliest of our composing staff, occasionally takes a 'stick'; Bell and Kerr were our chief hands during the early part of the year; Kenilworth Parkes, Ben. Corrie are reliable workmen; Frankel Harris is very consistent and regular; Victor Cobb, O. Hughes, H. Evans C. Harris, K. Middleton, J. Drummond, G. Cobham, and C. Puddicombe are to be

trusted in the printing office and evince great interest in their work.

We thank our boys sincerely for the hearty, cheerful, manner in which they perform their important duties every month, and to them and our subscribers, one and all, we wish a very "Merry Christmas" and a very "Happy New Year".

(Balance sheet to follow)

—o—

SEND-OFF

The "Seniors" 1901 were accorded a sympathetic and enthusiastic farewell on Friday afternoon, 15th November, in the main room.

All the 5th classes with their teachers were present and the Head Master, Mr. Williams, Mr. Lasker, Mr. Roberts, Mr. Cole, made brief speeches full of good wishes for the School's representatives. The applause was hearty and the send off must have been gratifying to the 1901 Seniors.

ALFRED THE GREAT PRIZE ESSAY.

By the kind permission of Mr. Wilson Barrett we print in this issue of the Fortian the prize essay by G. C. Whitney, Matriculation Senior, won at the recent essay competition on the Life and Times of Alfred the Great.

"It seems a strange caprice of fate (says the essayist) that after we know least of the greatest of the sons of men, that often we have little more than a mere name and a few meagre details upon which to build our conception of them. Such is the case with two of the greatest men who ever trod the boards of history's stage—with William Shakespeare, the play-actor, England's greatest dramatist, and also with her greatest sovereign, Alfred of England. It seems though, in a sense befitting the memory of a hero, that, as we know so little of fact about him, compensation, as it were, romance should weave the scattered threads into the glowing texture of her own rich fabric, and that the magic light of semi-historical fable should cast its rich and unfading lustre upon his name. For has not the story of Alfred and the swine-herd's cakes been the common property of every school-child of English descent, and have we not all heard how the intrepid King left his refuge in the fens of Athelney and spied on Guthrum's camp; aye, played before

the terrible Dane himself, in the guise of a minstrel? And thus it is that no one who has heard the story of Alfred can have failed to be impressed by his majestic figure, or have regarded him in any light but that of a hero. And it is as a hero that he must always be regarded, for otherwise we shall miss the essential quality of his character, that largeness of mind which can command success and merit the spontaneous admiration of posterity. Alfred was born at a time when, if a hero existed in England, he was sorely needed. The encroachments of the Danes had been felt already for some years, and it was not destined to be long before they were to swarm over Mercia and menace Wessex itself, leaving at their rear, as an earnest of future conduct, the plundered and burnt homesteads of Northumbria. Wantage, in Berkshire, in 849, saw the birth of England's greatest King, the youngest son of Ethelwolf and Osburga. The earliest we hear of Alfred's childhood is when he takes part in a pilgrimage to Rome at the age of five, a visit which he repeated two years later. Perhaps the most interesting story of Alfred as a child, is the tale of the book of poems, illuminated by monkish hands, which his mother gave him as a reward of his diligence. We know so little of Alfred's early days that it is not even certain whether it was Osburga or Judith of France, Ethelwolf's second wife, who gave this book to Alfred, but the story will always interest those who look to history for portraiture of men and women, and for the sympathetic presentation of their feelings and actions. Alfred found great difficulty in getting a good education in the liberal arts, which then implied grammar, music, geometry, and other sciences, because these all had to be taught through the medium of Latin, and scholarship in that language had decayed grievously since the days of Bede. But Alfred was given the benefit of another important education, that in manly exercises, such as hunting and military training. He was no mean physical antagonist, for all his learning and statesmanship, for he afterwards led the Anglo-Saxon spearmen into battle. Meanwhile, the incursions of the Danes into Mercia had been growing more and more unbearable, and Alfred and his brother Ethelred gave help to the Mercians. About this time, Alfred married Elswitha, a Mercian lady, who proved afterwards such a sympathetic consort to him. At last the Danes attacked Wessex itself and a series of fierce engagements took place, in which the Danes had, on the whole, the better of the contests. In the battles of Englefield Green and Ashdown, the Danes were beaten, but at Reading, Basing, and Merton, the English were vanquished, and hard on the heels of these losses came the death of Ethelred, on April 23rd, 871.

The state of England was in truth desperate. Alarming reports of Danish activity and aggression disheartened the men of Wessex, who had resisted stoutly, and for so long. How discouraging it must have been for their young Sovereign, a youth of 22! But we shall see how nobly he answered the call of duty, and grappled with the Herculean task which confronted him. Shortly after his accession the battle of Wilton—a defeat for the English—took place, but peace was made with the Danes—a mere breathing space, for the Northern pirates soon showed how well they deserved the reproach of "Punica fides." They were by this time firmly established in Mercia. In the year 875 a notable event happened, for Alfred began his glorious sea-career by defeating a Danish fleet. Two years later the Danes lost 120 ships in an encounter with the English sea-king. Next year the storm which had been so long blowing bars over Alfred's kingdom, and the third invasion of Wessex ushered in a period which was at once the most critical, the most adventurous, and the most romantic of his life. The chronicles are very unsatisfactory at this stage. We hear nothing of the heroic stand which Alfred undoubtedly must have made. The four-headed King was not the man to give in tamely without a struggle, and we may be sure he did his utmost before he retreated. He retired into the wild and marsh of Athelney, at the mouth of the Parrett, in Somersetshire. Here it was that the incident which forms the theme of the picturesque anecdote of the cakes was supposed to have occurred. While Alfred was at Athelney the welcome news came that the Danes had been severely defeated at Kenworth Castle, and the English constructed a fleet in the marshes to serve as a point whence to sail forth against the heathens. Alfred is now credited with a most daring exploit, which, if true, ranks beside the most glorious feats ever performed by a single man—that of reconquering the Danish-occupied in the disguise of a harper. It is very probable that the story is wholly mythical, but even in this case, we notice a most important fact about the traditions which cling around the figure of Alfred, and that is that, in spite of the work of decay, the main features of his character stand out boldly and distinctly, and through the dimming mist of romance we see the figure of the man. He is in fact and legend the same Alfred as he is in history—a character of the noblest natural simplicity.

Alfred now determined on a grand effort, and, collecting his thrones and crews, he crushed Guthrum and took the Danish fortified camp. Here we notice that trait which is perhaps the grandest in Alfred's character, that trait which lifts him as a warrior so far above the pagan cruelty of his opponents—his wise clemency. If he had wished, he could have put all the Danes to the sword, but with masterly statesmanship he only exacted from them pledges of peaceful conduct and a promise to embrace Christianity; and after events proved the wisdom of his policy. This was the treaty of Wedmore, and the land had peace for a time. The seven years immediately following the treaty were spent by Alfred in consolidating his kingdom, constructing his fleet, and reforming his army. The work Alfred did here can best be estimated in considering his thirty years' warfare with the Danes and accordingly I will leave it till then. The time was now approaching which marks a change in the aspect and fortunes of the war, the turning of the tide of disaster which had been against Wessex for so long. The event which marks this turning-point was the rebuilding of London. London was included in the realm of Mercia, and, consequently, when the Danes subjugated Mercia they terrorized London and paralysed its trade. In 883 Alfred recovered London, and three years later we read that he repaired and fortified the city. Trade returned, and London resumed its old place. One result of this work was that never afterwards was London captured. In the year 893 a great force of Danes came over from Boulogne under Hastings, but were repulsed in a series of conflicts on land and sea. Alfred's

reign closed fittingly for so peaceful a ruler in three years of peace. The great King died in 901, and it is the millenary of his death which posterity celebrates all over the English-speaking world to-day. We can now look back, having followed Alfred's career to a close, upon his long struggle with the Danes, and estimate its importance and its results.

At the beginning of the struggle—that is to say, at the time of Alfred's accession to the throne in 871—Wessex stood alone to stem the fiery onslaught of the Northern invaders. The realm was tottering, the people were weakened and disheartened by their previous contests with the Danes; the country was impoverished by the ceaseless drain upon its resources; the foe was able to bring up when he wished the thousands he had at his back in Denmark, who were waiting for the chance to plunder the coasts of countries to the south.

Thirty years later we find order out of chaos, a kingdom embracing Wessex, Mercia, and Northumbria. The genius of Alfred saved England. No thought of personal aggrandisement ever entered the matter; it was one sacrifice. He died when the era of peace began, but before that he effected reforms which will make his name endure for all time. His thirty years' task was truly a knightly one. If he had only freed England from foreign dominion, he would yet have done the work of a life-time. But he also exacted his activity in domestic reform.

First, he had to Christianise his people. The Danes had destroyed the monasteries and scattered the occupants. The air was still haunted by the anguished ghosts of pagan tradition, and religion had fallen into decay. All this Alfred remedied. Closely linked to this is his work as a law-giver. He remodelled the civil administration, and issued the old laws revised, recognising that for laws to have weight they must be of long growth.

Alfred's constant anxiety for the welfare of his people also shows itself in the way he tried to raise their intellectual level. He was an enthusiastic scholar himself, and never ceased learning. He translated the history of Orosius, the English history of Bede and Boethius's "Consolations of Philosophy" into the vulgar tongue. But it is in another sphere that his greatest work lies. When we reflect that for the period 1391-1902, the estimated British naval expenditure will exceed thirty millions, we can form some idea of how the germ of Alfred's plan of a navy has grown. Whenever we gaze with admiration upon the majestic spectacle of a modern British battleship, fancy though it be the days of Alfred's wooden galleys, we are paying unconsciously our worthiest tribute to the wisdom and foresight of its great founder; and surely Alfred's fame can have no nobler or more befitting record than the magnificent navy which to-day commands the seas, an Empire's bulwark and mainstay, that eloquent memorial of the deeds of heroes, the steel work of England.

GIRLS' ITEMS.

One of the girls in 5D, Esther Johnson, has passed the Pupil Teachers' Examination for which she sat at Wollongong. Esther is a good earnest girl, and well deserves to pass.

13 of the 5D girls have taken up the Junior work. The class had their picnic to Manly on Monday 4th Nov. They spent a most enjoyable day in games etc. after they had had a ~~bad~~ ~~in the afternoon an im-~~ prompt concert was held, when Elsie Roberts gave some nice selections on ~~the Auto-Harp~~.

The girls of 3B gave themselves and their teacher an outing on Saturday 16th Nov., at Manly. The day was thoroughly enjoyed by all, in spite of the weather.

PRIZE LIST.

BOYS' DEPARTMENT.

Special Prizes for "THE FORTIAN" Staff.

F. Harris, H. Evans, B. Corrie, O. Hughes, K. Parkes
J. Drummond, K. Middleton, G. Cobham, C. Harris,
C. Puddicombe.

2 Sp. class: Dux—John Canty Reading—E. Cooper,
S. Perkins. Arithmetic—W. Johnston, V. Anchor,
A. M. Donald. Writing—F. Costa, A. St. Leger, W.
Mathison. Dictation—F. Nize, R. Tussell.

2A: Dux—Owald Ross Reading—H. Landau, J.
Bunce, J. Russ. Arithmetic—J. Ingamells, O. Parkes
E. Leaver. Dictation—W. Hagson, H. Fletcher, W.
May. Writing—W. Keam, L. Scott, A. Purcell.
Oral work—T. Dawson.

2B— Dux—William Ives Reading—R. Reid, W. Har
mer, B. Abrahams. Arithmetic—V. Patrick, W. Ives,
W. Findlay. Writing—W. Findlay, W. Ives, C. Keam.
Dictation—C. Anna, C. Digby, V. Speller. Obj. Less.—Ives.

2C: Dux—John Harle Reading—F. Pulford, E.
Stevens, A. McNeill. Dictation—J. Howard, H.
Halliday, P. Maxey. Arithmetic—N. Alexander.
R. Cohen, O. Hegg. Writing—W. Simms, H.
Wood, A. Eveille. Object Lesson—C. Bual.

3A Dux—Roland Harris Reading—R. Arnold, R. Costello,
H. Reed. Arithmetic—R. Harris, A. Robert-
son. Writing—G. Fletcher, H. Maerker,
C. Lloyd. Dictation—E. Doutty, B. Arnold,
W. Hansen. Geography—E. Dunning, H. Far-
ley. History—W. Bucknell, W. St.
Leger. Grammar—G. Lorking, R. Benfield,
L. Robinson, S. Ham-
ilton, G. Stevens. Drawing—A. Hinvest
J. Croll, C. Guthrey, N.
Clark. Science—C. Bowman, S. Hinder
Diary work—J. Robin-
son, H. Wynter. Home work—A. Robertson,
E. Thronson. Mental Arithmetic—W. Hansen,
G. Boshell. Proficiency—J. Pye, C.
Barret, V. Stubbley, P.
Hanson, F. Schwarz, E. Harris.

3B G. Stevens, H. Dee, H.
Miles. J. Croll, E. Hardy.
J. Cummings, B. Belbin,
C. Guthrey. R. Wooly, G. Docker,
J. Joubert. J. Dummer, E. Haviland,
J. Kacarthly.

3C: Dux—Roy Treacy; Reading—1 Trotman 2 R'
Treacy 3 Simons Dictation—Treacy H. Levy H.
Wright Writing (diaries)—J. Dennehy, G. Lee, Rich-
ardson. Writing (copies)—Metcalf, Richardson, Hunt-
ley. Arithmetic—G. Lee, Trotman, Treacy
Arithmetic (mental) H. Wright, Mc. Murtrie, Bedshaw
Grammar—Kneeshaw Mc. Master Robins Composition—
Symons, Metcalfe, Dyer History—Kneeshaw, Delaney
Geography—A. Murray Kneeshaw Drawing—Richardson,
Ford Mapping—McKay Home work—Treacy,
Lazarus, Maitland.

3D— Dux—John Doutty
Arithmetic—W. Martin, A. Nelson, H. Burston.
Mental—R. Robinson. Writing—(copy books) M. Jacobson,
G. Heaphy, G. Robertson. (diaries) W. Martin, B. Brian,
D. Cohen. Grammar—(Parsing) J. Doutty, J. Butler
(Analysis) B. Landau, W. Martin. Composition—C. Lewis,
L. Ducks, N. Abrahams. Dictation—H. Mechalsen, C.

3E Dux—Isadore Jacobson
Reading—George Carson
Bela Wilkinson
Writing (C. Books) W. Ward
Ralph Muir
G. Christoe
Writing (Diaries) N. McNamara
G. Aird
T. Maroney
Arithmetic—Alan Courtney
W. Montgomery
F. Saliel
Ment. Arith.—L. Anderson
A. Moore
D. Anderson
Grammar—Francis Ryan
Dorrel Davis
Walter Fisher
Composition—E. Hellsten
Claude Hunt
Charles Clifford
Dictation—T. Dunbar
R. Forger
H. Wayne
History—J. Jacobson
E. Hellsten
Geography—R. Forger
T. Maroney
Drawing—Harry King
W. Ward
Mapping—A. Turnidge
Robert Halliday
Home-work—Harry Keogh
Douglas Briggs
Gen. Proficiency—R. Brown
W. Montgomery

3F A. Homersham
G. Barret
B. Gordon
A. Homersham
H. Harmer
J. Smith
A. Homersham
C. Kerr
E. Ferguson
L. Wyly
C. Kerr
W. Harris
N. McKinnon
R. Chounding
Science—R. Gosnell
V. Moore
R. Loebel
H. Moors
G. Fitzpatrick
A. Bryan
B. Corrie
A. Homersham
E. Peterson
F. D'Landro
F. Portus
J. Cortese
N. Bisset
M. Valkenberg
E. Lundie
E. McIntyre
K. Parkes
A. Joubert
S. Robinson
M. Harben
W. Ellis
A. Humphreys

3G Dux—Leo Fitzpatrick
Reading—P. Heery, G.
Fleming, L. Lowenthal. Writing (C. Books)—W.
Brett, T. Crawford, E. Hallam. Writing (diaries).
R. McMaster, F. Butcher, J. Johnson. Arithmetic—
L. Fitzpatrick, F. Faraday, S. Martin. Mental Arith-
metic: W. Forrester, S. Richmond, A. Francis. Dictation:
W. Cox, E. Olding, S. Dixon. Grammar: N. King, R.
Burcher, J. Lan sherry. Composition: W. Hindmarsh,
W. Sheldon, H. Sherwood. History: H. Reid, W. Jerdan.
Geog. phy.—C. Murphy, J. Christianson. Drawing.—A.
Ransen, H. Robinson. Mapping.—H. Matthews, E. Magner,
Home work.—A. Sande, C. Murphy. Science.—R. Ross,
H. Johns.

4A Dux—R. Pring
Reading—R. Pring, B. Baird S. Jud-
son,
Writing—Copy Books—W. Holihan
W. Walker, F. Smith
Diaries—
Arithmetic—D. Riddington,

4B W. Holden
G. Landau,
Holden
B. Crealy, A. Wallace
D. Drake
F. Telfer, J. Marshall,
V. Lewis
G. Burrows, A. Christie

Lewis A. Nelson. Reading—H. Price, H. Wynes. Geo-
graphy—J. Doutty, J. Butler, H. Whitford. Mapping—J.
Doutty. Drawing—J. Tunnie, G. Heaphy. History—S.
Priestly, J. Slatyer. Homework—W. Martin, J. Doutty
General Proficiency—K. Rossiter, S. Hall, T. Millett
F. Lees.

K. Flower R. Moses
 Dictation—S. Dunmore D. Riddington T. Huxley T. Auden
 S. Pollock C. Chatfield
 Geography—G. Cobham S. Barker A. Christie R. Swin-
 C. Kelly bourne
 History—J. Cummings R. Lewis W. Holden A. Hol-
 E. Daniel combe
 Composition—H. White O. Swanson R. Beale R. Adams
 R. Dill-Macky J. Owen
 Grammar—J. O'Reilly K. Flower E. Barnett G. Bur-
 rows F. Telfer
 Geometry—R. Lewis E. Daniel T. Patterson H. Wily
 C. Chatfield
 Homework—W. Holihan S. Dunsmore D. Drake H. Buck-
 A. Guthrey ingham
 Mapping—W. Walker L. Sturzaker W. Howard S. Rosen-
 thall
 Physics—B. Baird W. Miller S. Huxley R. Beale
 Drawing—C. Purcell C. George S. Holway S. Rosen-
 thall
 Ment. Arithmetic— A. Wallace J. Mar-
 shall G. Landau
 4C:—Dux—J. Connor; Reading—O. Rhodes, C. Crane
 Arithmetic—J. Connor, G. Brodie, R. Smith; Home-
 work: O. Schwerdtmann, R. Churchill; Writing—Sch-
 werdtmann, O'Neill, Churchill; Grammar—J. Connor,
 Rossiter, L. Bagden. Composition—F. Gagh-
 hardi, F. Smith, O. Rhodes. Dictation—C. C.
 Ross, G. Brodie, W. Christie. Euclid—H.
 Rossell, C. Sell, C. Crane. Mapping—O.
 Schwerdtmann, N. Godson, S. Rossiter. Geo-
 graphy—W. Dupain, M. Middleton. Drawing—
 O. Schwerdtmann, R. Churchill. Writing in
 Diaries—S. Rossiter, C. C. Ross; History—A. Purse,
 L. Poussard. Ment. Arith.—R. Weeks, W. Dupain.
 4D 4E
 Dux—C. Rogers A. Thomas
 Arithmetic: B. Trevor, W. Cos- N. Benson, B. Pount-
 tin, W. Utz. ney, M. Bocking,
 Geometry: S. Davis, A. Winkler G. Stead, R. Prim-
 C. Lane, rose, C. Meinrath.
 Algebra: F. Burcher, W. Costin, A. Thomas, W.
 W. Utz. Tinsley, P. McDer-
 mett
 Latin: F. Burcher, J. Bissaker, P. McDermott,
 F. Dolan, and H. Evans, B. Begg, M. Ward.
 History: W. Hallett C. Rogers C. Meinrath C. Ray-
 J. Parkes mond
 Geography: D. Fletcher R. Eld- H. Docker G. Phil-
 ridge lips
 Grammar: C. Fisher R. Trevor B. Pountney A. Dean
 Composition; S. Fogarty O. S. Law
 Hughes A. Toby
 Writing (C. Books) W. Utz C. A. Thomas B. Begg
 Rogers H. Hughes
 Writing: (Diaries) S. Fogarty A. Thomas T. Parry
 W. Costin C. Puddicombe
 Mapping: O. Clark H. Evans and G. Bleach R. Daw-
 G. Steele son
 Drawing: O. Clark H. Hughes B. Begg T. Parry
 and R. Dawson
 Reading and Recitation B. Howe O. Hungerford
 E. Blanksby G. Phillips and
 R. Clark
 Neatest Exercise H. Hughes G. Bleach

R. Wickham A. Thomas
 Ment. Arithmetic: S. Davis C. Bentley
 5A—Dux—Victor Cobb; Arithmetic—F. Malcolm, W. Vanden-
 berg, Algebra—T. Wilkins, S. Redshaw Geometry—W. Vanden-
 berg B. Makin; Geography—S. Redshaw; (mapping) V. Parkin-
 son. History—V. Cobb, F. Malcolm, French—E. Austin, N. Giff-
 irths, Latin—F. Smyth, A. Lloyd, English—R. Tomkins, L.
 Broadfoot. Composition—H. Smith, J. Raymond.
 Commercial Junior 2:—Dux—J. Hamilton.
 Algebra—S. Fleming, L. Milgate, J. Hamilton
 Geometry—J. Hamilton, A. McManus, and W. Thomas.
 Arithmetic—J. Hamilton, F. Henwood, S. Bradman.
 Geography—A. McManus, V. Vial, D. Garrick.
 History—J. Doherty. Geology—V. Vial.
 English—R. Taylor, E. Smith, McKeeknie.
 General Improvement—L. Devitt.
 Commercial Junior I Dux—V. Walkins, Arithmetic—T. Ash-
 croft, W. Stoddart and L. Chessell; Algebra—P. Johnson,
 G. Cassell Geometry—V. Walkins, J. Johnson
 Geography— H. Pryde, History—S. Moore, S. Compositior—
 H. Pryde, English—H. Jordan, General Improvement—H. Rivett
 Matriculation Junior 3 and 4 Dux—H. Griffiths, Latin—H.
 Griffiths, S. Clubb, N. Cosh, French—H. Griffiths, N. Cosh and
 G. Waring S. Clubb; English—J. Murray H. Humphries, G.
 Beatty, Geometry—H. Horsfield, H. Griffiths and O. Butler.
 R. Tetley, Algebra—H. Griffiths, H. Horsfield, L. Oatley,
 Arithmetic—L. Bregenzler, H. Humphries, G. Beatty. History—
 L. Voller, H. Griffiths, L. Bregenzler. Composition—D. Carroll
 Matriculation 2—Dux—E. Hill. Arithmetic—J. Wright
 G. Davidson. Algebra—P. Ramsden, H. Ler. Geo-
 metry—M. Hay. Geomet. Deductions—L. Harris.
 Latin—B. Hill, V. Maxwell. French—H. Christie, C.
 Falconer. English—L. Tyler. English Composi-
 tion—C. Moors. History—G. Dale, J. Ramsey.
 Matriculation 1 Dux—A. McLean; Arithmetic: L. Middleton
 H. Dale; Algebra: D. Dircks L. Middleton; Euclid—Text—A.
 McLean, Deductions—H. Wheeler; Latin Author—S. Cornwell
 Sight Translation—H. Grosse, Composition A. Frazer; French
 Composition T. Turner, Authors—E. Blake; Sight Translation
 J. Foxall; History J. Foxall A. Hutchison; English—A.
 Hanks H. Moss; Improvement in Languages—W. Wall
 Public Examination Class: Dux—L. Cotton Arithmetic:
 W. Norman, J. Rowell, H. Young; Geometry: B.
 Compagnoni, G. Stimson; Algebra: G. Adam, E. Ambrose;
 History: L. Cotton J. Horsfield L. Polson; Précis
 Writing and Composition: J. H. McKinnon R. George
 Dictation and Writing: H. Broadbent M. Downie
 English: S. Toose, K. Scott; Geology: L. Ferrier, P. Temp-
 kins; Geography: A. Roberts, C. Pickup.
 Seniors: Form 1—General Proficiency. Chief Inspector's prize
 and Dr. Behrman's prize for Mathematics—H. Foxall.
 Gen. Proficiency—second prize, W. Mason; Special prize
 presented by Old Boys' Union for English Literature, also
 prize for English and Ancient History—George Whitney.
 Marked progress in all subjects—W. Vieckis; Effort and pro-
 gress—B. Willis.
 Mathematics and French—H. Laird, H. Douglas.
 Special Prize of Alliance Française—H. Douglas, W. Mason
 Form 2—General Proficiency—S. Noake, K. A. Gollidge.
 English and Ancient History—P. Portus; Algebra, Mechan-
 ics and Latin (Bradley)—C. Collins; Arithmetic, Mechan-
 ics, and Ancient History—J. Bridge; Marked Success in
 Higher Mathematics—P. Penman.
 Form 3—Gen. Proficiency—L. Willis, H. Lambert; Head
 Master's Gold Medal for best pass at Junior Examination
 1907, also English and Ancient History—A. Hill; Latin
 and French—C. Flynn; Marked Progress in Senior Sub-
 jects—L. Stimson; Latin (Bradley), French, and Ancient
 History—J. Portus; Marked Success in Languages—A. Davis.

OLD BOYS' COLUMN.

The friends and contemporaries of Ivo Kerr will be glad to hear of his success. He started in the A. J. S. Bank, Head Office, and having put in a short term there, was transferred to the Boggabri branch and given the position of pro-accountant. There he kept up his professional studies and was rewarded by taking the prize for the best papers at an examination held by the Bankers' Institute. He is prominent in all social matters for the good of the town and is keen on his cricket and football. We are pleased to hear of Ivo's good work and to know that he does not forget his Old School.

Chatting with Robert Blackman, Justice Department, in front of the Herald Office, as Poidevin and Iredale were running up the score on Tuesday, we were told much to our satisfaction that the six old Fort Street Boys who presented themselves for the £100 grade in the Public Service were all successful. It is also pleasing to learn that Fort Street boys are acquitting themselves well in the various branches of the Service.

Junior Matriculation 3 and 4 and Commercial 1 and 2 Classes Picnic.

In the beams of a beautiful day, King's birthday, the boys of Matriculation 3 and 4 and Commercial 1 and 2, bound for National Park, assembled to the number of 63 on Redfern Station. Mr. Schrader was in charge.

An engaged car was quickly filled with budding youths, who with laughter, jest and song made the

hour's journey seem very short.

A merry downhill walk brought the rendezvous in sight, and the remainder of the distance was accomplished at a trot.

Boats were engaged eagerly by those expert in rowing, and the river scenery inspected.

An evenly contested cricket match gave Matriculation 3 and 4 the victory over Commercial 1 and 2. Oatley secured Mr. Humphries' medal for the highest score (14), while Moore and Warner shared the bowling honours. Lunch followed. The dainty fare, provided by thoughtful mothers or fair sisters was enjoyed by all. The sports programme then occupied attention and kept the Committee busy till the evening meal was ready.

Some very interesting contests were brought off, and so close were the finishes that ties were common. During tea the prizes to the value of £3 were distributed; the winners of the big events were:—

- | | |
|--|----------------------|
| Teams Race | (Captain Skillman) |
| 100 yds. Championship of Classes—L. Williams | Mr. Schrader's medal |
| Novelty Race | L. Bamford |
| Three legged Race | Cotton and Macqueen |
| Wheel and jockey Race | Garrick and Rivett |
| Hands Race | G. Duncan |
| 50 yds. Swimming Championship—(1) L. Murray | Mr. Schrader's medal |
| | (2) A. Marshall |

Before the completion of the final repast, many toasts were enthusiastically honoured, among which were "Mr. Turner," "Our School", "Mr. Smith and Teachers" and "Picnics".

At 6.45 p. m a start was made for the station; the up grade proved troublesome, and the half-way house refreshing; but all reached the top safely.

An impromptu concert, after the style of the annual concert,—sailors,—soldiers,—contests,—choruses and eminent artists,—passed the time speedily.

Redfern was reached at 8.30, and the participants in a most enjoyable day's outing and picnicking dispersed to their respective homes with glad hearts and exhausted frames to rest in Nature's sweet repose and dream of hard-fought fights in fields and waters far away.

BALANCE SHEET of "THE FORTIAN" for the year ending 30th November 1901.

Dr.	£	s	d	£	s	d	Cr.	£	s	d	£	s	d		
To wages to Mr. Chandler for work done	8	2	10				By sale of Fortian	33	6	7					
To printing paper	4	17	6				By postage for Fortians		2	3					
To debt on printing machine	4	0	0												
To School fund	4	0	0												
To type, type cases, ink	1	14	9												
To reglets, quoins, bolts, paint		8	11												
To debt on roller		3	0												
To turps, kerosene, soda etc.		11	3½												
To postage, Correspondence		5	9												
Sundries		2	7												
						24	6	7½							
						9	2	2½							
						33	8	10							
Credit Balance													33	8	10
Examined and found correct.															

H. T. LOVELL } Auditors
J. YOUNG }

E. A. DREW
Business Manager.

DIFFICULT ENGLISH.

Correspondence has been going on in the "Daily News" on the subject of a universal language. Notwithstanding the preponderance of English, some of the writers contend that its difficulties and anomalies render it unsuitable for a world tongue. The following lines will, perhaps, help to illustrate the point:

W ll begin with a box and the plural is boxes;
 But the plura of ox should be oxen, not oxes.
 Then one fowl is goose, but two are called geese,
 Yet the plural of mouse should never be meece
 You may find a lone mouse, of a whole nest of mice?
 But the plural of house is houses, not hize.
 If the plural of man is always called men,
 Why shouldn't the plural of pan be pen?
 The cow in the plural may be cows or kine,
 But the plural of vow is vows, not vine.
 If I speak of a foot, and you show me your feet,
 And I give you a boot, would a pair be call'd beet?
 If one is a tooth, and a whole set are teeth,
 Why shouldn't the plural of booth be beeth?
 If the singular's this and the plural is these,
 Should the plural of kiss be d scribed as keese?
 Then one may be that, and three would be those,
 Yet bat in the plural would never be lose.
 We speak of a brother, and also of brethren,
 But though we say mother, we never say methren!
 Then masculine pronouns are he, his, and him;
 But imagine the feminine—she, shis, and shim!

VISITORS.

Mr. Oldham, Auckland, New Zealand, spent some hours in the School with a view to gaining information about training teachers, technical education for boys, and the Kindergarten system.

Mr. Andrew Jackson, Inspector, Victoria, watched the regular work of the junior classes during a short visit.

Miss Wellish, Stanford University, California, took special interest in the work of Manual Training. Her home is Los Angeles in California. She praised the work done under Mr. Lockley's direction.

Mr. George Rignold spent about half-an-hour in the School, and Fifth Classes appreciated his well rendered selections from Henry V.

TWELVE MOTIONS OF THE EARTH

M. Camille Flammarion enumerates the 12 motions to which the earth is subject:—

(1) It has a movement of rotation about its axis. In virtue of this a point at the equator moves 357 metres (1,171ft.) per second.

(2) It has a movement of translation about the sun of 29,600 metres (18½ miles) per second.

(3) The conical motion of the axis of rotation in 25,765 years produces the precession of the equinoxes.

(4) The monthly movement of the earth about the centre of gravity of the system of earth and moon.

(5) The motion of nutation of the earth's axis has a period of 18½ years.

(6) The obliquity of the ecliptic (23deg. 27in.) varies at the rate of 47 seconds per century.

(7) The eccentricity of the earth's orbit varies in cycles of long period.

(8) The longer axis of the earth's orbit revolves in a period of 21,000 years.

(9) The perturbation of the motion of the earth by the combined action of all the planets may be counted as a single effect, though it is, of course, the sum of several partial ones.

(10) The earth moves about the centre of gravity of the solar system not about the centre of figures of the sun, and the place of this centre changes as the configuration of the planets changes.

(11) The earth, with the whole solar system, has a motion of translation through space. The rate of motion is about 7 miles per second.

(12) The axis about which the earth rotates is perpetually changing its place with respect to the surface of our planet. The amount of change of the pole is small, hardly more than 40ft. or 50ft., but it shows itself as a regular periodic change in the latitudes of terrestrial stations.

—o:—

DEATHS.

On Saturday, 16th November, Sep Dearin, who was a pupil of 5A about 12 months ago, died after a long and painful illness. Several of his old classmates followed his remains to the grave. We sympathise with Mr. and Mrs. Dearin and family in their bereavement.

On Sunday, 17th November, there passed away at her residence in Prince's Street one of the oldest identities in this part of the city—Mrs Donovan. She had resided in the same street for over 50 years and had been connected with the School for 40 years. She was over 80 years of age and enjoyed good health until a few days before her death.

THE VILLAGE PREACHER—THE SCHOOL

THE MASTER.

Near yonder copse, where once the garden smiled,
 And still when the green flower grows wild;
 There, where a few torn shrubs the place disclose,
 The village preacher's modest mansion rose.
 A man he was to all the country dear,
 And passing rich with forty pounds a year;
 Remote from towns he ran his golly race,
 Nor e'er had changed, nor wished to change, his place;
 Unskilful he to fawn, or seek for power,
 By doctrines fashion'd to the varying hour;
 Far better was his heart had learnt to prize,
 More than to raise the wretched than to rise.
 His house was known to all the vagrant train,
 He chid their wanderings, but relieved their pain;
 The long-remember'd beggar was his guest,
 Whose woe he'd descanting sweep his aged breast;
 The blind spent thrift, now no longer proud,
 Claim'd kindred there, and had his claims allow'd;
 The broken soldier, kindly bade to stay,
 Sat by his fire, and talk'd the night away;
 Wept o'er his wounds, or tales of sorrow done,
 Shoulderd his crutch, and showed how fields were won.
 Pleased with his guests, the good man learn'd to glow,
 And quite to get their debts in their woe:
 Careless their merits or their faults to scan,
 His pity gave ere charity began.
 Thus to relieve the wretched was his pride,
 And e'en his failings learn'd to virtue's side;
 But in his duty prompt at every call,
 He watch'd and wept, he pray'd and felt for all;
 And, as a bird each fond endearment tries,
 To tempt its new-hatched offspring to the skies,
 He trial each one, reprov'd each dull delay,
 Allured to brighter worlds, and led the way.
 Beside the bed where pining life was laid,
 And sorrow, guilt, and pain, by turns dismay'd,
 The reverend champion stood. At his control,
 Despair and anguish fled the struggling soul;
 Comfort came down the trembling wretch to raise,
 And his last faltering accents whispered praise.
 At church, with meek and unassuming grace,
 His looks adorn'd the venerable place:
 Truth from his lips prevail'd with double sway,
 And fools, who came to scoff, remain'd to pray.
 The service past, around the pious man,
 With steady zeal, each honest rustic ran;
 E'en children follow'd with endearing wile,
 And pluck'd his gown, to share the good man's smile.
 His ready smile a parent's warmth express'd,
 Their welfare pleased him, and their cares distress'd,
 To them his heart, his love, his griefs were given,
 But all his serious thoughts had rest in heaven.
 As some tall cliff, that lifts its awful form,
 Swells from the vale and midway leaves the storm,
 Though round its breast the rolling clouds are spread,
 Eternal sunshine settles on its head.
 Beside yon straggling fence that skirts the way,
 With blossom'd furze unprofitably gay,
 There, in his noisy mansion, skill'd to rule,
 The village master taught his little school:
 A man severe he was, and stern to view,
 I knew him well, and every truant knew:
 Well had the boding tremblers learn'd to trace
 The day's disasters in his morning face;
 Full well they laugh'd with counterfeit glee
 At all his jokes, for many a joke had he;
 Full well the busy whisper circling round,
 Convey'd the dismal tidings when he frown'd:
 Yet he was kind, or if severe in aught,
 The love he bore to learning was in fault;

The village all declared how much he knew,
 'Twas certain he could write, and cipher too;
 Lands he could measure, terms and tides presage,
 And e'en the story ran—that he could gauge;
 In arguing too, the parson own'd his skill,
 For e'en though vanquish'd, he could argue still;
 While words of learned length, and thundering sound,
 Amazed the gazing rustic, ranged around;
 And still they gaz'd, and still the wonder grew,
 That one small head could carry all he knew.
 But past is all his fame. The very spot
 Where many a time he triumph'd, is forgot.

O. GOLDSMITH

SOMEBODY'S MOTHER.

The woman was old, and ragged, and gray,
 And bent with the chill of the winter's day;
 The street was wet with recent snow,
 And the woman's feet were aged and slow.

She stood at the crossing, and waited long
 Alone, uncared for, amid the throng
 Of human beings, who passed her by,
 Nor heeded the glance of her anxious eye.

Down the street, with laughter and shout,
 Glad in the freedom of school let out,
 Came the boys, like a flock of sheep,
 Hailing the snow, piled white and deep.

Past the woman, so old and gray,
 Hastened the children on their way,
 Nor offered a helping hand to her,
 So weak, so timid, afraid to stir.

Lest the carriage wheels, or the horses' feet
 Should crowd her down in the slippery street:
 At last came one of the merry troop—
 The gayest laddie of all the group.

He paused beside her, and whispered low,
 "I'll help you across if you wish to go,"
 Her aged hand on his strong young arm
 She placed; and so without hurt or harm,

He guided her trembling feet along,
 Proud that his own were firm and strong.
 Then, back again to his friends he went,
 His young heart happy and well content.

"She's somebody's mother, boys, you know,
 For all she's old, and poor, and slow;
 And I hope some fellow will lend a hand
 To help "my" mother, you understand."
 "If ever so poor, and old, and gray,
 When her own dear boy is far away."

And "Somebody's Mother" bowed low her head
 In her home, that night, and the prayer she said
 Was—"God be kind to the noble boy",
 Who is somebody's son, and pride, and joy.

ANONYMOUS.

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