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WICKET-KEEPING.

Too much attention cannot be paid to this important place in the field. There it is that correctness of eye, pluck and nerve are required in a high state of development, besides the most undivided attention to the game. The wicket-keeper, by rights, should stand within reach of the wickets, so as to take any chance for stumping, and be ready to receive a quick return from the field. Although this rule is followed universally in England and Australia, yet in Canada few wicket-keepers play in their proper place. The majority of men stand sharp short slip, and one, who for some years vegetated in Toronto, invariably played nearer to the long-stop than his wickets. The Americans of Philadelphia, too, must needs have their own method, which is to make the wicket-keeper do long-stop's duties as well as his own, which double occupation necessitates his standing some twelve feet back from and directly behind the wickets. This plan has only one advantage; it gives one more man to field. It is needless for us to say that this is not cricket. Batsmen are thus permitted to stay in their ground, or not, just as they please, and naturally enough they, as often as not, follow the latter course, and the bowler's power is very materially weakened thereby. To compare the American style with the English is like contrasting the clumsy actions of Haines behind the wickets at the International Match of last year, with the graceful performance on the same day of Waud, who, by-the-by kept wickets for the Gentlemen in two matches against the Players in 1860.

Good wicket-keepers should increase amongst us, as there are plenty of models to learn from. It only requires practice and a faithful observance of rules, together with the essential qualities of a good cricketer.

CRICKET IN PUBLIC SCHOOLS.

The public schools may be fitly termed the backbone of English cricket. They are the inexhaustible feeders of the county and other elevens, and as such play a most important part in the building up of the game. A boy from any of these institutions, if he find his way to Canada, is eagerly picked up as a valuable addition to any club, and ranks, as a player, with the best men of that club. The average public school-boy contrasts fairly with the most accomplished of our local men. And it is to the training of the boys of our colleges and high schools here that attention must be turned, if we would grow a successful crop of cricketers. At school there is always leisure for the game, and the susceptible nature of the boy becomes easily stimulated by the example of his associates.

Upper Canada College and Trinity College School have done much to develop cricket in this country, but they have been handicapped by their *modus docendi*. The only way to teach a boy or any one else cricket is to get a professional coach. He may be bowled at for a century by one of his school-mates without ever mastering the rudiments of batting, whereas a few weeks coaching by a professional bowler would save him from falling into a clumsy style, and inculcate in him honest and true conceptions of the game. It would cost little to have such a man at our public schools for a month or two every year, and there are no institutions in the country that can stand the expense so well. Cricket should be here, as in England, a wholesome and essential part of every boy's liberal education. There will always be a large proportion who, on leaving school, give up cricket for the busier occupations of life; necessity demands this in many instances; but there are, perhaps, just as many who give it up because they are dissatisfied with the results of their experience. They have never been properly taught, never learned the elementary principles of the game, and so never have a sure footing for a further step. Those that do go on never attain to anything better than mediocrity, and so the scores in our best matches seldom get over the century.

At Cheltenham there were last year four regular and two occasional professionals, and the boys that passed under their tuition will be in the future what those are today, who, after three years of university life at Cambridge, have readily disposed of Australia's crack eleven. And no eleven in England changes year after year as does that of a university, for it must always be undergraduate, and undergraduates are short-lived. But their constantly