

WINDSOR.—Snow, 2nd, 7th, 12th, 14th, 18th, 24th, 27th, 29th 31st.
 SIMCOE.—Solar halo, 10th. Lunar halo, 15th, 18th, 20th, 23rd. Wind storm, 9th. Fogs, 21st, 28th. Snow, 2nd, 7th, 9th, 14th, 18th, 21st, 23rd, 24th, 27th, 28th, 30th. Rain, 13th.
 HAMILTON.—Snow, 7th, 8th, 13th, 16th, 18th, 24th, 25th, 27th.

4. BRITISH UNIVERSITY HOODS.

From an English newspaper we learn that the Oxford M.A. black hoods with crimson lining; the Cambridge M.A., black with white lining; Dublin M.A., black with blue lining; Durham M.A., black with mauve lining; London M.A., black lined with russet brown silk. All these hoods are of silk. The B.A. hoods are made of stuff, lined with white fur, rabbit-skin or lamb-skin.

"Lambeth" graduates have the privilege, or at least have taken it, of wearing the hoods corresponding to their degrees in the university to which the archbishop who confers them belongs. The A.K.C. graduates of King's College wear a black lined hood, with mauve silk. St. Bees men have a black silk hood lined with rose or white. The Edinburgh or Aberdeen M.A. hoods are similar to the Cambridge hood. At St. David's, Lampeter, the B.D. hood is of black silk lined with purple silk, striped white on the edge. The hood worn by literates of St. Augustine's, Canterbury, is of black stuff with crimson stripes.

The following are the D.D. and B.D. hoods (sometimes a scarlet D.D. gown is worn underneath the bishop's robes):—Oxford D.D., scarlet cloth lined with black silk, B.D. black silk; Cambridge D.D., scarlet cloth lined with rose silk, B.D. black silk; Dublin D.D., scarlet cloth lined with black silk, B.D. black silk; Durham D.D., scarlet cloth lined with purple silk, B.D. with black corded silk lined with same; Aberdeen D.D., purple cloth lined with white silk; St. Andrew's D.D., purple cloth lined with black.

III. Papers on Canadian Education.

1. MCGILL UNIVERSITY SCHOOL EXAMINATIONS.

At a recent meeting of the McGill College authorities, the question was entertained, "Should the College undertake school examinations, similar to those adopted by Oxford and Cambridge in England?" The decision was in the affirmative. To the University of Oxford must be accorded the honour of first engaging in the system, originated about fifteen years ago with some Oxford gentlemen, who, deploring the wretched state of education in the private schools of England, conceived the plan of instituting examinations of pupils from these schools by the Oxford professors, and of granting to elder boys the title of A. A., and to the juniors a certificate if they satisfy the examiners. A wide scope is granted in the selection each pupil may make of the subjects in which to be examined. This only is insisted on, that every candidate should be well grounded in reading, writing, arithmetic, grammar, history, and geography. There are now about forty centres to which pupils come to be examined. The number of candidates has increased with marvellous rapidity, and the advantages resulting to parents, teachers and scholars, seem to be very generally acknowledged. Parents have by these examinations a ready means of testing the teaching power of each school; they need not now be duped by the pretensions of ignorant teachers—a class of men very numerous before these examinations were started, but now fast disappearing. Good teachers are pleased to have a definite programme upon which to work, to have impartial and thoroughly competent men to judge their work, to be able to point to success at such examinations as proof of their competency. Pupils have a definite plan of study chalked out by high authority, something to work for, that is worth working for. Emulation is powerfully excited, and to all but the indolent there is an enviable reward in the shape of a certificate or title. The plan of proceeding is this: Some large town is selected as a centre, to which pupils come once a year from the private schools within a radius of thirty or forty miles. The examination is by printed questions and written answers; it lasts about a week and is conducted by a representative from the University. As we have said, the fullest possible liberty is given to candidates as to the subjects they may select in which to be examined. There is said to be an entire absence of bigotry on the part of the Universities. Classics or mathematics or science or modern languages may be chosen by the scholar, and there is one standard for all. The advantages of these examinations seem to be perfectly applicable to Canada. The question discussed in Montreal was, should the Canadian teachers look up to McGill college as the English one does to Oxford, or should Montreal be made a colonial centre for Oxford? If the latter plan were adopted, it must be because it is thought the McGill college professors are incapable of doing this work, or that their certificates would not be held in the same

esteem as those emanating from a home university. An effort has indeed been already made to try an experiment based on these views, but it seems to have fallen stillborn. We shall now see if the energy and high standing of our own University will succeed where Oxford has failed.

We trust that these examinations will be eagerly adopted. Girls as well as boys should become candidates, as in England. If Montreal will set the example, other cities will follow suit, and an entirely new era in the higher education of Canada will thus be inaugurated.—*Witness*.

2. UNIVERSITY CONSOLIDATION.

To the Editor of *The Nation*.

SIR,—There is, I think, sufficient evidence to convince us that there exists at present, among the holders of our most important educational trusts, and the friends of high education generally, a decided feeling in favour of University Consolidation.

It is also understood that one of the first practical men of science in this or any other nation, has expressed a strong conviction, that no time should be lost in rendering effective our national means of instruction in that department, which can hardly be done without a union of our energies and resources.

I have been so much engaged in the work of University reorganization in England, that I hope I shall not be thought presumptuous if I venture to offer a practical suggestion here.

Colonel Williams, whose retirement from our local Parliament, is to be regretted on all grounds, but especially on account of the interest which he took in this subject, proposed, at the end of last session, that a Commission of Inquiry should be appointed by the Government. As not only the end of the session, but the elections were at hand, the Prime Minister naturally declined to take up so extensive a question at that time; but it is believed that he is not unfavourable to the object of Colonel William's proposal. He would, however, naturally desire, before advising the Lieutenant-Governor to appoint a Commission, to have some evidence of the desire for an inquiry, and some assurance that the Commissioners would meet with the requisite co-operation on the part of those interested in its work.

I would suggest that, at as early a date as may be deemed convenient, a Convention should be held of the graduates of all Universities within the Province, to consider the subject of University consolidation, and if it be found expedient, to frame an address to His Excellency to appoint a Commission.

GOLDWIN SMITH.

3. NECESSITY FOR HIGHER AGRICULTURAL EDUCATION IN CANADA.

The subject of agricultural education is one which is assuming great prominence, as well in the Dominion as in the United States and Europe. It is clear that the farmer of the future will be an educated man. The farmer of the present day feels that, under the present system, or, rather total lack of system of education for farm-life, the maximum of prosperity which it is possible to reach has been attained. He sees that, while other businesses and professions are developing and carrying up with them those who devote their energies to their practice, farming is standing still for lack of farmers competent to grapple with the many-sided problem of scientific cultivation. He sees clearly too the reason why the farmer is in danger of losing caste—he has not been educated for his profession. The lawyer has been studying law from his youth up. The clergyman has devoted himself to theology since his school-days. The doctor has spent the midnight oil in medical studies. The architect, the builder, the draper, the butcher, the baker, aye, and the candle-stick maker, have been put to learn their trades as soon as they left school; and the studies of all these classes at school have been such as to fit them for their prospective station in life.

How is it with such of the farmers' sons as are intended to follow their fathers' profession? On leaving school, they are set to do work, about the why and the wherefore of which they are told nothing. Habits of enquiry are not encouraged. The youth learns how to perform farm operations, but acquires no knowledge of the subtle forces of nature with which he of all men ought to be familiar. He runs in the same groove in which his father ran—unless he gets disgusted and quits the farm with contempt.

Every thinking farmer in the Dominion has realized the fact that something must be done to keep the farming profession from falling astern in the race of development. And this conviction is the result of calm and deliberate reflection—not the issue of a volcanic outbreak like that which railroad extortions and tariff robberies pro-