

but bearing throughout the evidence of a mastery of the subject, and such an intimate knowledge of it, as would almost warrant us in fathering it upon the Naval College itself.

The action which the Government has taken in regard to the *Britannia* and the proposals to make certain alterations in the entry of cadets into the Service, give a special value to the information contained in this article. Starting from the fact that the revolution effected in naval warfare and naval construction has altered proportionally the attainments requisite in naval officers, the writer brings in the question, How shall we best enter lads for the navy, and then, how shall we train them? Now that the power of enforcing obedience, the cultivation of the habits of a gentleman, and the sound capacity for self reliance, are not the sum total of the requirements of naval officers, it is evident, their selection in the first instance must depend on the altered conditions which exist at the present time. The mere fact of going on board an iron-clad and noting the ever-present mechanism or mechanical contrivances which assist in the smallest operations, is sufficiently convincing, without the necessity of adding argument to sight.

What, then, do we do at present to secure at the very outset men capable of grappling with the knowledge requisite to deal with this altered state of things? Nothing, or almost nothing. The same old-fashioned, barbarous ideas about entry exist as they existed in the time of Midshipman Eddy. All that has been done has been to exclude short cuts into the Navy by having an examination of the most elementary character, better adapted to the qualifications of national school children than young officers, and to curb patronage. But the age of entry remains the same; and twelve years of age is considered the proper age to tear boys away from school and place them under naval training, as it was a quarter of a century ago. This vicious habit, which *Naval Science* justly denounces, is due simply to professional ideas and habits—to the notion that a smart officer must, in order to fully appreciate the beauties of a sailor's life, understand naval discipline, and learn, possibly, to submit to many cruelties "Service" ways, be dragged from his cradle, and be imbued with Service ideas and habits before school has corrupted him. So long as the Service was rough and ready in character, and required little else from a youngster but a capacity for unlimited obedience afloat and swagger ashore, no fault could possibly be found with such a state of things. So long as professional qualifications were paramount and educational capacity was of secondary importance, it was far better that boys should enter the Service at the earliest practical age. But now, when professional considerations are gradually sinking into secondary significance, or rather when educational requirements are advancing themselves to a position of paramount importance; when, indeed, it may possibly come to pass that to be well equipped scientifically, will be of far more importance than being an out-and-out "tunt hand;" then, we are justified in asking whether it is any longer desirable that boys should be dragged away from school at an age when their brains are just beginning to make themselves, and when educational discipline is just beginning to bear some fruit. In regard to this point, the writer in *Naval Science* states that most of the countries which borrowed their own system of entry and training from us, have long ago abandoned it as antique and dan-

gerous. In France the limits of age on entry are fourteen and seventeen years of age, and anybody is allowed to present himself for education who is free from bodily defect and has shared in the general education of the country. As is presumably the case with our competitive examinations, all who fail to reach a certain standard on the first day of examination, are shut out from further trial. As the competitors have already had a sound training, and mathematics is a principal subject of competition, it stands to reason that those who are selected and successful will have a fair knowledge of this subject, and start at once on a par with our cadets on leaving the *Britannia*.

In Russia it appears that the cadet is sent to sea before his preliminary examination. This is more daring than the French system; but we doubt whether its practical value is great. The last Foreign State which is noticed is the United States. Here, originally, the age and system of entry were the same as our own. But, in spite of many obstacles and difficulties, they varied the limit of age to between fourteen and eighteen years, the nominations being chiefly in the hands of members of the House of Representatives. The examination is not competition, and the standard is low; but the young officers have to undergo a course of study far more difficult than that at Greenwich, about which we have been willing to open our columns for discussion.

Still we are content to go on in the same groove and enter children with the vague idea that the Service reaps a benefit in consequence. We have already expressed the belief that the abolition of the *Britannia* for cadets and the establishment of a college on shore, will end in proving that it is just as desirable to let lads stay at their own schools for the extra two years and get rid of the College altogether. And we are further of opinion that the time has come for considering seriously whether the entry of cadets is not pitched far too low, and is not altogether out of date in comparison with the navies of other countries.

But on these points the writer of the article enters into great detail, and cannot, with advantage, be quoted piecemeal. But the information respecting training is very valuable, and the discussion on the *Britannia* system proceeds, evidently, from no novice or outsider. We could have wished there had been more about the College; but, with the exception of a few remarks to show that time is required before its value can be fully appreciated, and that the difficulties which exist might properly be dealt with by a Parliamentary Committee, there is not much either of value or interest. But we commend the paper to all who are interested, as so many are, in naval education, as it contains information which could hardly be obtained elsewhere so readily and accurately in so small a compass.

### The Late Captain Thos. G. Anderson.

Captain Thomas Gummarsall Anderson, who died at Port Hope on the 16th of February, at the advanced age of 96 years, was one of the first white settlers in this vicinity, and intimately associated with Orillia, having selected our flourishing town in 1829 as one of the places on which to build an establishment for the civilization of the Indians. Captain Anderson was born at Sorel, in Lower Canada, on the 12th of November, 1779. His father, Samuel Anderson, at that time a Captain in the "Continental Army," and possessing a good deal of in-

fluence, obtained a Commission for Thomas when he was but a few weeks old, as Cadet in the "King's Royal Regiment of New York." He was consequently a veteran of the Revolutionary War. A few years after this, Samuel Anderson removed with his family to Cornwall, where he was subsequently appointed the first Judge, and died in 1832, at the age of 97.

The subject of this notice, when fourteen years of age, left his father's house, as he often expressed himself, "to battle with the world," and for some time was a clerk in the late Thomas Markland's store at Kingston. While there, hearing from a Mr. Mackenzie something of the independent life of Indian Traders, he determined to accompany him to the Far West, and left Mr. Markland in November, 1797 to spend Christmas with his parents. There were neither railroads, steamers, nor stages in those days, and as he had made up his mind to visit Cornwall before proceeding to the Indian country, he purchased a small bark canoe, and early on the morning of his birthday started from Kingston alone. He literally "paddled his own canoe" in this instance, which he did figuratively through the remainder of his long, eventful life, and had it not been for his natural diffidence he would have occupied a more prominent place in the history of Canada. After winding his way through the Thousand Islands on that glorious "Indian summer" day, he reached Brockville at dusk, and having pulled up his frail bark, he soon found out some friends of his father's the Joneses, where he spent several days very pleasantly. The navigation closing in the mean time, he pursued the remainder of his journey on foot.

After spending the winter at home, he started in the spring with Mr. McKenzie to the Indian country, where he remained several years enduring many hardships, and having a number of hair breadth escapes owing to the treachery of the Sioux tribes, with whom he was principally associated. The localities on which are now situated Chicago, Milwaukee, Green Bay, and other large cities and towns of the West, Captain Anderson knew when they were the hunting grounds of the Red man. In 1814 he commanded the Western Indians, and rendered efficient service to his country in its struggle with the Americans. His only surviving son—the Rev. J. G. Anderson, of Penetanguishene—has now in his possession the wampum worn by the captain whilst leading the Indian tribes in battle. In 1815, Captain Anderson was appointed to the Indian Department at Drummond Island, and at that time a military station. In 1820 he married Elizabeth Ann, eldest daughter of the late Captain James Matthew Hamilton, of H. M. 5th Regiment, a Dublin man, whose ancestors were prominent men either in the Church or in the army. In 1823 the garrison was removed to Penetanguishene, and Captain Anderson took charge of the Indians who were wandering about Gloucester Bay and Lake Couchiching. He proposed the plan of building houses for them, and teaching them habits of industry. Comfortable log houses were erected by the Government along the portage between this and coldwater for the warriors, and a frame one at Orillia and another at Coldwater for the Chiefs. Large school houses where the children were to be educated. However, the wandering habits of the Indians prevailed. They could not remain in one place. Subsequently the lands were ceded to the Government, the Orillia Indians going to Rama, where the remnant of the Band still live. The School House built