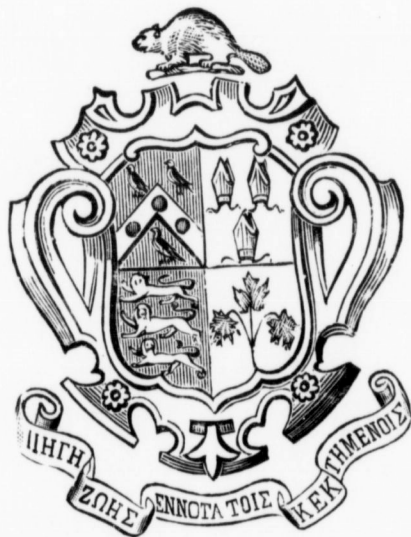


THE CALENDAR
OF
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ST. CATHARINES, ONT.

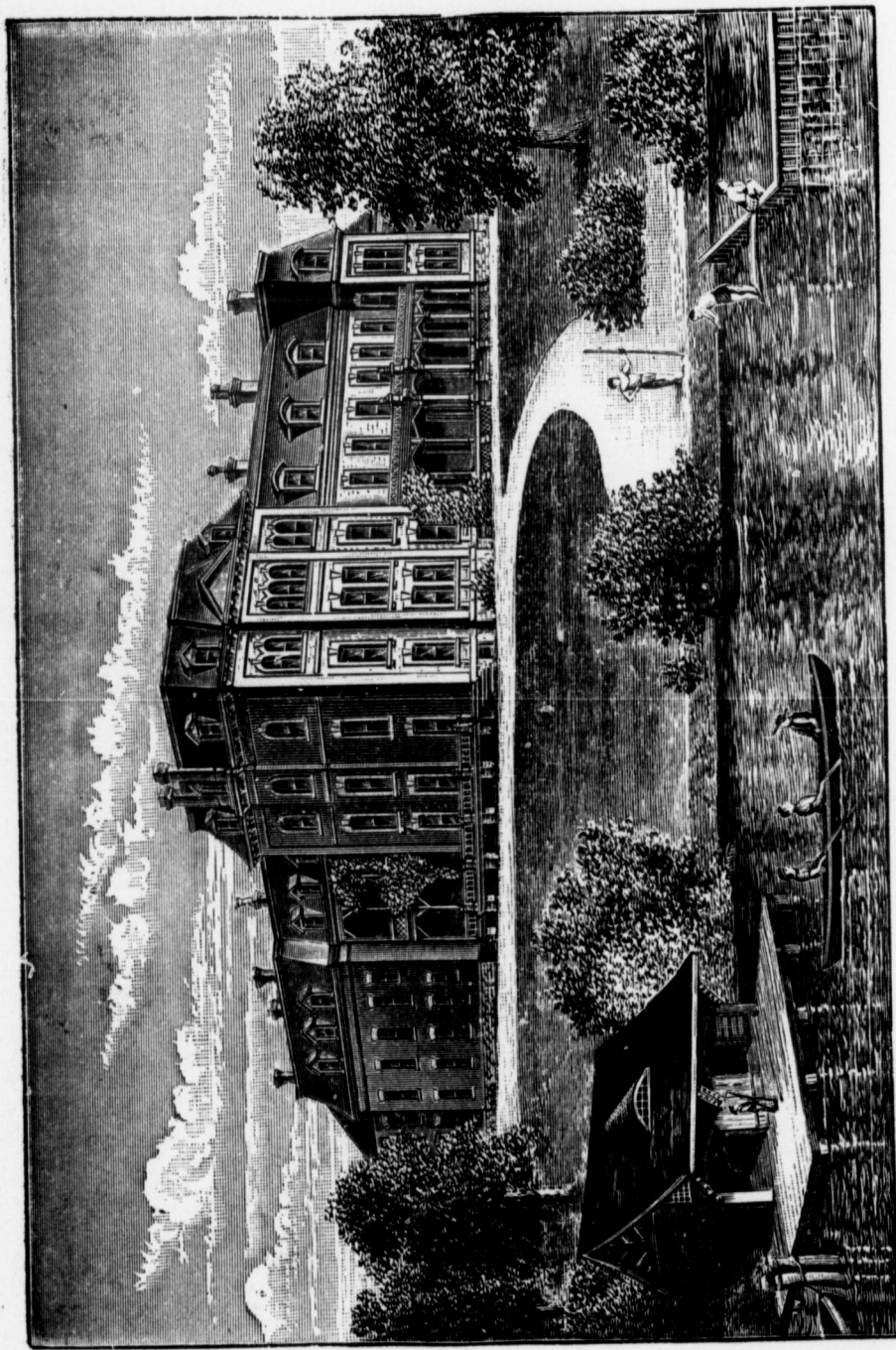
—◆—
A CANADIAN CHURCH SCHOOL FOR BOYS

—◆—
. . . For 1890 . . .



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1890.



BISHOP RIDLEY COLLEGE

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THE CALENDAR
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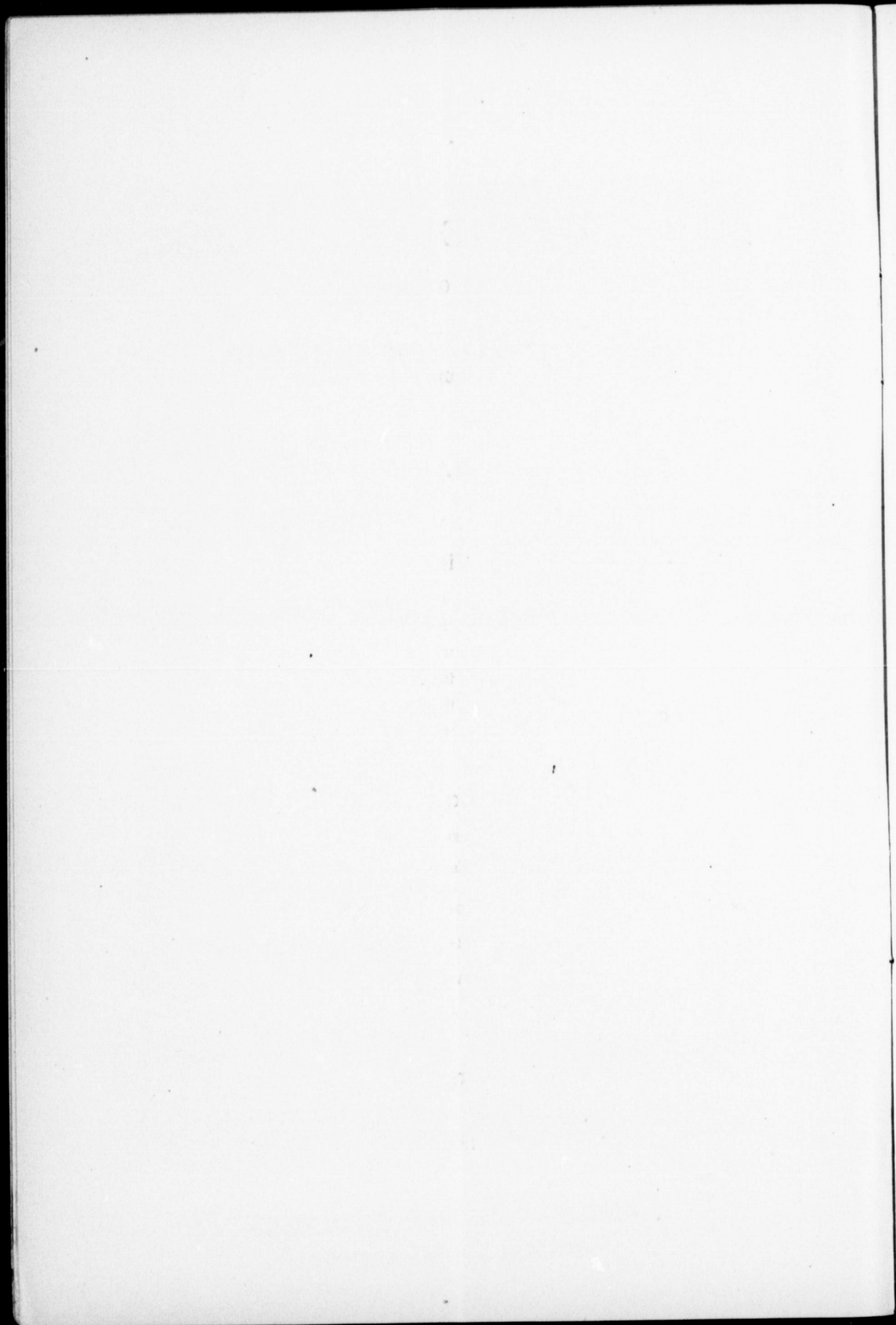
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ANGLICAN CHURCH OF CANADA
GENERAL SYNOD, ARCHIVES



BISHOP RIDLEY COLLEGE

OF ONTARIO.

A Canadian Church School for Boys.

ST. CATHARINES, ONT.

Visitors :

The Right Rev. the Bishop of Niagara.
 The Right Rev. the Bishop of Montreal.
 The Right Rev. the Bishop of Toronto.
 The Right Rev. the Bishop of Algoma.
 The Right Rev. the Bishop of Huron.
 The Right Rev. the Bishop of Ontario.

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- THE REV. J. O. MILLER, M.A., University of Toronto: Honours in Metaphysics, Ethics and Civil Polity; Prizeman in English. Graduate of Wycliffe College: First-class Honours; Macpherson Prizeman.
- THE REV. F. B. HODGINS, B.A., University of Toronto: Wyld Prizeman in English. Honour Graduate of Wycliffe College.

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MODERN LANGUAGES.

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- THE REV. F. B. HODGINS, B.A., University of Toronto: Wyld Prizeman in English. Honour Graduate of Wycliffe College.

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- A. M. READ, Esq., Graduate of the Royal Conservatory of Music, Leipzig, Germany.

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- CAPT. GEO. THAIRS, Adjutant, 19th Battalion C. M.

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MISS CLEGHORN.

MEDICAL INSPECTOR.

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BISHOP RIDLEY COLLEGE.

The City of St. Catharines in which the College is situated, is in the Niagara peninsula, thirty miles south of Toronto, and is surrounded by the most picturesque range of country, the garden of Canada. The climate is much milder there in winter than in other Canadian Cities, on account of its sheltered situation between the two great lakes. The summer is from three to four weeks longer than is the case to the north of Lake Ontario. The place itself is the healthiest and has the lowest death-rate of all the cities of the Dominion. St. Catharines is noted as a summer resort, and for its famous mineral springs. These mineral waters are a well-known specific for certain diseases, and they are largely used during the summer months. One of these valuable springs is on the property of Ridley College. St. Catharines is easily approached by land and water. The Grand Trunk and Niagara Central Railways pass through the City, which is only twelve miles from Niagara Falls. Two steamboats cross the Lake to Toronto daily, throughout the summer, and there is a regular service between St. Catharines and Montreal, and intermediate points.

The Building.

The property used for the purposes of the College, is a large and capacious brick structure, substantially built, and capable of accommodating between 100 and 125 boys. The building is admirably adapted for its purpose. It is heated with steam throughout. The class-rooms are commodious, and well aired and lighted. The dormitories are thoroughly ventilated, and lighted with gas. The newest system of sleeping arrangements now in use in the best English schools has been introduced. The dormitories are divided into cubicles, each containing the articles of furniture necessary for one boy. Each boy thus practically has a room to himself, containing from sixty-five to seventy square feet of space. The dormitories are used for sleeping purposes alone.

The sanitary arrangements are as perfect as it is possible to make them, and the rooms used for those purposes are isolated. The drainage system is as complete as possible in every respect. There is a steam laundry in connection with the building.

Religious Instruction.

The religious instruction is that of the Church of England in Canada. Morning and Evening prayers are said in the College building. Regular instruction is given in the Holy Scriptures in the first half hour of each day. Instruction is also given in the Catechism and Book of Common Prayer. It is the aim of the authorities to develop manly and earnest Christian character.

Literary Instruction.

Thorough instruction is given in all the usual subjects, special attention being given to Classics, Mathematics, Modern Languages, and the various branches of the English Department. Boys are prepared for matriculation, with honours in all departments, in any University; for entrance into the professions of Law, Medicine and Theology; for admission into the Royal Military College, etc. There is a Commercial Department for boys wishing to enter business life, without a University education. Special care is taken to have regular supervision in the preparation of lessons, especially among the younger boys.

Physical Training.

The facilities afforded by the climate and situation of St. Catharines for physical culture are unequalled in Canada. Care is taken to make every boy take a regular amount of healthy exercise every day. All the masters are expected to take an active interest in the boys' games.

The Gymnasium.

One wing of the building has been fitted up as a gymnasium. It is seventy-five feet long, and is amply large for all requirements. It is well lighted, and heated by steam, and is fitted up with the best gymnastic instruments obtainable.

Drill.

Every boy in the College is obliged to take the instruction in Military Drill. The College is divided into two squads. The squads are drilled on alternate afternoons, except Wednesday and Saturday.

Cricket.

The principal summer game is cricket. A very fine cricket ground has been purchased in close proximity to the College, containing about seven and a-half acres of level land. It is 726 feet long, and 400 feet wide. In time it will be one of the finest cricket grounds in Canada. There is a flourishing cricket club in existence, and great enthusiasm is manifested in the game.

Football.

Is the other great College game. It is played in the autumn, and the long open season affords special facilities for the attainment of excellence in this invigorating game. The cricket ground is available for football also, there being sufficient room for two, or even three matches to be played at the same time.

Tennis.

The tennis club is by no means a minor organization. The game is very popular and is played a great deal. There are three excellent courts, two grass and one cinder court, and it will be easy to add others on the home play ground, when necessary.

Boating.

One of the great advantages of the position of the College is the many facilities for physical development. The institution has already made a reputation for the vigorous health of the boys. Not the least important factor in this result is the fine stretch of water lying just in front of the building. The old Welland Canal, almost a river from the College down to the lake, is now used hardly at all for traffic. From the lock, a few hundred feet away, to the lake, it is a wide and picturesque stream, two miles long. A large and commodious boat-house has been erected on the College property for the use of the boys' boats.

Swimming.

Within a short distance of the boat-house is the bathing crib, a large and very strongly built structure, made of heavy timbers. It is forty feet long, and eighteen feet wide, surrounded by a stout trellis work, to allow the water to flow freely through it. The bottom is planked. This immense bath tub is two and a-half feet deep at the bank, sloping gradually down to four feet in the deepest part. There the boys take a daily bath in the summer time, no boy being allowed outside the crib until he has learnt to swim. This year there were only two or three boys in the whole College who could not swim.

Carpenter Shop.

A carpenter shop has been fitted up on the grounds, and regular instruction will be given, as soon as there are sufficient boys to form a class. A small fee will be charged for instruction, and the use of tools.

Medical Inspection.

In the matter of regular Medical Inspection, the College follows the rule in practice in many of the best English Schools. A physician inspects the College twice a week, at a stated hour. Any boy is at liberty to consult him privately. Slight ailments are thus detected at once, and taken in time, preventing serious developments. Every precaution is taken to insure as perfect a state of health as possible among the boys.

Fees.

The fees are as follows :—

BOARDERS.

Board and Tuition	-	-	-	\$267 per annum.
“	“	-	-	89 “ term.

If, however, payment be made in advance, that is, within fifteen days from the beginning of the term, a discount will be allowed, reducing the fees to the following :—

Board and Tuition	-	-	-	\$240 per annum.
“	“	-	-	80 “ term.

DAY BOYS.

Tuition	-	-	-	-	-	\$67.50 per annum.
"	-	-	-	-	-	22.50 " term.

If, however, payment be made in advance as above, the fees will be as follows :—

Tuition	-	-	-	-	-	\$60 per annum.
"	-	-	-	-	-	20 " term.

Each new boy, upon admission to the College, is required to pay a fee of \$4, which is devoted to the maintenance of the Boys Library and Reading Room. He is also required to pay a fee of \$10, to provide for the cost of bed-linen, towels, etc.

The above fees include everything except Music, Drawing, Books, Stationery, and Medical attendance, in case of serious illness.

A Half-term's Notice must be given in writing before the removal of any pupil. If such notice is not given, a half-term's fee will be collected.

Books and Stationery are supplied in the College, at the ordinary prices.

Music.

Fee for Piano with use of instrument,	\$15 per term.
" Violin	15 "

Bursaries.

A number of Bursaries of the annual value of \$150 each, may be obtained by the sons of the clergy throughout the Dominion of Canada. Application for them must be made to the Principal. These Bursaries are held from year to year, but may be extended throughout the whole course of a boy's residence at the College, if his conduct and progress are considered satisfactory.

Regulations for Boarders.

All boarders are required to have every article of clothing, linen, etc., clearly marked with the full name. A list of things required will be found on another page. It is intended merely as a guide to parents.

Boarders from a distance will be allowed to remain in the College during the shorter vacations, upon payment of \$5 per week for board.

Boarders are strictly prohibited from having eatables in their bed-rooms.

Parents are particularly requested to send the boys' pocket money to the Principal, who will see that a small sum of the money so sent, is supplied to them weekly. The system of occasional remittances to the boys personally, is strongly deprecated.

Terms and Vacations.

There are three terms in the College year, *Michaelmas Term*, *Lent Term*, and *Easter Term*.

The vacations are as follows :—Three weeks at Christmas ; one week at Easter ; nine weeks at Midsummer.

CHRISTIAN EDUCATION.

*An Address delivered on Prize Day, 1890, by the Rev.
Principal Miller, M.A.*

On this, our first Prize Day, I welcome you to the College, not in the name of the corporation, for which the President will more fittingly speak, but on behalf of the College boys, and as their representative. We feel great pride and gratification in welcoming you within our walls, and in giving you the freedom of the place where we carry on the main business of our lives as seekers after wisdom, the scene of many labours, of much joy, and sometimes of small sorrows. We welcome you to-day especially, because it is a day of great rejoicing with us, and we feel that you are here to congratulate us upon our happiness.

Before presenting you with the details of the work of the past year, the first of our existence, will you allow me to notice, very briefly, the object of our existence, and the aims kept before us in the important work we are trying to do. Perhaps I may repeat here the reason for which Bishop Ridley College was founded. I assure you it was no sentimental reason. In an enterprise of this kind, the monetary risk is too great when sentiment is the only thing at stake. This College was founded because it was felt by many earnest men that there was a very distinct and definite work for it to do. I referred to the question of sentiment. From some quarters the objection has come that there can be no need of an institution of this kind in Canada, where class distinctions are foreign to the spirit of its people, where schools of this kind are exotic; and, above all, in Ontario, where our public school system has been brought to such perfection that to seek further for educational advantages, is but to indulge in a useless, and even questionable luxury.

I should be sorry to be understood to question, for one moment, the excellence of our national system of education. I learned to know its efficiency in the four years during which I was connected with it. So great is my respect for it, that I freely admit that

most institutions controlled by private individuals, which have not the benefit of the regular inspection and oversight exercised by the State over its schools, compete with these schools, in a purely academic way, at a certain disadvantage. It would be the greatest satisfaction to myself, and to my fellow-teachers, if Ridley College could enjoy the very great advantages of regular visits from the Inspectors of High Schools in this Province, and I hope our Board of Directors may, in the near future, be able to make arrangements for such inspection, at the times when the High School Inspectors visit the Collegiate Institute, of which St. Catharines has so much reason to be proud. Ridley College, then, was not founded to do better and academic work than the Public and High schools of the Province.

Nor was it founded by men who believe in setting up class distinctions in a community like ours, or in creating an aristocracy of *novi homines*. If any one were to think that of Ridley College, and were to enquire into the character and opinions of the men who are its warmest supporters, he would learn that they are men in active sympathy with the spirit of our people and our institutions. If there is one thing I should like to claim for Ridley College above all others, it is that it was intended to be, and is, in touch with the spirit of the Canadian people, and of Canadian institutions. I might indicate in different ways what I conceive to be the main features of our social life as a community, with which it were wise that every institution strive to keep touch. But there is one that we are bound to accept as permeating all, overshadowing all; and that is "the Power not ourselves that makes for Righteousness." In spite of all that tends to unfaithfulness and dishonour and positive evil, we are a Christian people; we desire to see "reason and the will of God prevail." So long as that desire is an active principle of the social life, so long will the community flourish. In the education of the young, who are afterwards to bear a part in giving a character to the society in which they must live and labour, it is of supreme importance to inculcate right principles, the love of truth, the love of honour, the spirit of kindness and mutual helpfulness, the desire to see the will of God prevail. Without these things, mere academic training, the development of mental powers, and the acquisition

of wide and accurate scholarship, are inadequate to fit anyone for the duties of citizenship, and the practice, in the individual life, of high and noble conduct. Especially is this true of boys who possess clear intelligence, and great natural capacity. For them the temptations in after life are infinitely greater than for those of lesser mental gifts. Well might a parent tremble for the future of a son endowed with mental gifts above his fellows, but who had never learnt the great primary lesson of life:—"Better is he that ruleth his own soul than he that taketh a city."

From the recognition of that great truth I think we must deduce another, equally important, and that is this, that the one thing to be looked for in the training and education of a boy is, not what has been accomplished, not what is the actual performance, not how much knowledge has been obtained, but, what is the promise? A parent who was naturally anxious about the well-doing of his son, wrote to me and said: "What I am anxious for is *result's*." I think I should rather ask, "Does he promise well?" Results are often deceptive. It is not necessary that a boy should win prizes, and feel the stimulus of mental success, and perhaps rejoice in the power of beating all competitors. It is necessary that he should have moral power, and learn to discriminate right conduct, and love to practice it, and understand what it really means to try to make the will of God prevail in his own life, and among his fellows. It is too soon to look for results, even at the end of a boy's school life; it is wrong to be too eager about them. It is enough to ask: what is the promise? Has he learned the meaning of duty? Has he acquired any strength in fighting against its irksomeness? Has he ever won a moral victory? Does he understand that his own strength is but weakness? Does he know where to look for strength, and where to place his reliance when beset with temptations to leave the strait way? By the time a boy leaves school, he cannot have accomplished much, but we should look most anxiously for signs of coming power, and the promise of moral steadfastness, and positive Christian character.

You will observe that I emphasize the importance of practical Christian training in the education of boys. If you were brought into close personal contact with a large number of boys, day by day, during the most impressionable part of their lives, you would

not wonder at my saying that I dare not do otherwise. I think there can be no true education without that for its foundation. Great is the responsibility of him who undertakes to mould the plastic clay of a boy's mind, and to fashion out of it character upon the Christ-like pattern. Infinitely greater is his responsibility who is content to mould it after the human ideal. I do not see how so great a responsibility could be borne. It may be objected that no man should be called upon to undertake that part of a boy's training which belongs to the home and its influences. There is force in the objection, for it cannot be doubted that no teacher can stand to a boy in the intimate relation of a father to his son, so far as his spiritual training is concerned, requiring, as its first condition, mutual affection and confidence. But it is here the practical difficulty arises. The fathers of most boys, such as we have here, are immersed in professional or business life, harrassed by cares, and without leisure even for self-relaxation. Success, in a young community like ours, means incessant toil; and the influence that is so necessary to the guidance of the life of the family is too often taken from it, in great part to be exercised in a different sphere. It is not strange, therefore, that men so deeply engaged in man's first employment, that of the breadwinner, should seek to place their sons where they will receive, in addition to purely intellectual training, the benefit of moral training in the ever-present atmosphere of Christian influence. I do not presume to say that that influence can be so well exercised in a school as in the Christian home; but it is a substitute for it; and it seems to me to be the best and wisest substitute.

I have spoken of the advantages of a school like this. I have tried to show you that it may do a work that no school can do, where boys are not brought into what may be called a quasi-family relationship with those to whom their training is entrusted. I should like, if time permitted, to point out, in detail, other advantages. I should like to tell you plainly what I conceive to be the disadvantages. It cannot be doubted that a young boy going into a large school, is often beset with the temptations to forget the teachings of home and the precepts of his early childhood. It always happens that his moral courage is, sooner or later put to as evere test. The fascination of less innocent com-

panions than himself, who possess the peculiar qualities which a boy is always ready to admire and envy, is hard to withstand. We can only remember that the time of trial comes to everyone. If it be kept back in childhood, it comes with more fearful force later on. He who acquires the power of moral steadfastness before the temptations of the great world come to try him, surely promises a higher attainment of noble character, than he who has to forge his armor as he fights. The boy who has won moral victories before going into life's battle, carries with him the stimulating power of self-containment. His vision is wider, his ideals are higher, his courage is stronger, than if he were yet untried.

But I must not detain you. You will see how great I think the possibilities are in a school like this. We are only beginning, but we are trying to realize some of the possibilities I have presented to your notice. I believe we are trying to do it in the spirit of the great Teacher himself, I believe, too, that even this, our first year, has not been without some results upon the lines I have indicated. I believe that some of us do love honour more than we did; that we desire to have amongst us "the Power not ourselves that makes for Righteousness;" that we do indeed desire to see "reason, and the will of God prevail."

PREFECTS FOR 1889-90.

CRONYN, W. H.
 MACDONALD, D. B.
 DIXON, W. M. H.
 TRENHOLME, N. M.

PRIZE LIST—1890.

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HISTORY AND GEOGRAPHY..	Trenholme, N. M.	T. R. Merritt, Esq.
DIVINITY	Macdonald, D. B.	Rev. Prin. Sheraton, D. D.
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PROFICIENCY	Wood, W. G.	Hon. E. Blake, Q. C., M. P.
ENGLISH..... Prize	Macdonald, G. P.	Hon. S. H. Blake, Q. C.
Honorable Mention	Kortright, P. F.	
	Wood, W. G.	
	Millichamp, R. W.	
LATIN	Kortright, P. F.	B. Homer Dixon, K. N. L.
Hon. Mention	Macdonald, G. P.	
	Wood, W. G.	
GREEK	Macdonald, A. N.	R. G. Cox, Esq.
MATHEMATICS..... Prize	Wood, W. G.	F. J. Stewart, Esq.
Hon. Mention	Macdonald, G. P.	
	Gillespie, F. M.	
FRENCH	Kortright, P. F.	His Honor Judge Senkler
Hon. Mention	Wood, W. G.	
GERMAN	Kortright, P. F.	J. E. Bryant, Esq.
HIST. AND GEOGRAPHY. Prize	Wood, W. G.	T. R. Merritt, Esq.
Reversion	Macdonald, G. P.	
DIVINITY..... Prize	Kortright, P. F.	N. W. Hoyles, Q. C.
Hon. Mention	Wood, W. G.	
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III.		
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ENGLISH..... Prize	Anderson, A. W.	Hon. S. H. Blake, Q. C.
Reversion	Aveling, J. P.	
Hon. Mention	Perry, F. M.	
LATIN	Anderson, A. W.	B. Homer Dixon, K. N. L.
Reversion	Dixon, H. E. H.	
Hon. Mention	Aveling, A. P.	
	Livingston, H. K.	

PRIZE LIST, 1890.—Continued.

<i>Form.</i>	<i>Winner.</i>	<i>Donor</i>
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Reversion	Aveling, A. P. }	
Hon. Mention	Dixon, H. E. H.	
MATHEMATICS Prize	Anderson, A. W. }	F. J. Stewart, Esq.
Reversion	Livingston, H. K. }	
Hon. Mention	Perry, F. M. Drake, H. Aveling, A. P.	
FRENCH Prize	Anderson, A. W.	His Honor Judge Senkler
Reversion	Livingston, H. K.	
GERMAN Prize	Anderson, A. W.	T. R. Merritt, Esq.
HIST. AND GEOGRAPHY. Prize	Anderson, A. W.	
Reversion	Perry, F. M.	
WRITING Prize	Dixon, H. E. H.	W. S. Lee, Esq.
DIVINITY Prize	Brown, R. M.	S. Caldecott, Esq.
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ENGLISH Prize	Gillespie, C. A.	Hon. S. H. Blake, Q.C.
Hon. Mention	McMichael, C. Cundle, W. A. Lee, C. E.	
LATIN Prize	Griffith, H. C. } <i>aeq.</i>	B. Homer Dixon, K.N.L.
Hon. Mention	O'Meara, F. M. }	
	Allan, A. A.	
	Gillespie, C. A.	
	Cundle, W. A.	
	Symmes, E. W. Griffith, D. F. Caldecott, W.	
GREEK Prize	Allan, A. A.	R. G. Cox, Esq.
Reversion	Griffith, H. C.	
FRENCH Prize	Allan, A. A.	His Honor Judge Senkler
Reversion	Griffith, H. C.	
GERMAN Prize	Allan, A. A. } <i>aeq.</i>	
HIST. AND GEOGRAPHY. Prize	Griffith, H. C. }	
Hon. Mention	Lee, C. E.	T. R. Merritt, Esq.
	O'Meara, F. M. Allan, A. A.	
MATHEMATICS Prize	Cundle, W. A.	F. J. Stewart, Esq.
READING Prize	Caldecott, W.	
WRITING Prize	Symmes, E. W.	W. S. Lee, Esq.
DIVINITY Prize	Griffith, D. F.	R. Gilmor, Esq.
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I.		
PROFICIENCY	Carter, W. E. H.	N. W. Hoyles, Esq., Q.C.
ENGLISH Prize	Benson, B.	Hon. S. H. Blake, Q.C.
Hon. Mention	Thompson, F. H. Carter, W. E. H. Arthurs, G. A.	

PRIZE LIST, 1890.—Continued.

<i>Form.</i>	<i>Winner.</i>	<i>Donor.</i>
LATINPrize	Carter, W. E. H.....	B. Homer Dixon, K.N.L.
Reversion	Arthurs, G. A.....	
Hon. Mention	Hammill, F.....	
	Ford, C.....	
	Thompson, F. H...	
GREEKPrize	Carter, W. E. H.....	(Proficiency Prize).
MATHEMATICS.....Prize	Gzowski, C. S. . . .	F. J. Stewart, Esq.
Hon. Mention	Benson, B.....	
	Carter, W. E. H...	
HIST. AND GEOGRAPHY. Prize	Hanning, H. E.....	T. R. Merritt, Esq.
Hon. Mention	Arthurs, G. A.....	
	Thompson, F. H...	
FRENCHPrize	Carter, W. E. H.....	(Proficiency Prize).
GERMANPrize	Carter, W. E. H.....	(Proficiency Prize).
READINGPrize	Ford, C.....	S. Caldecott, Esq.
WRITINGPrize	Arthurs, G. A.....	W. S. Lee, Esq.
DIVINITYPrize	Hanning, H. E	R. Gilmor, Esq.

EXTRAS.

1. NEATNESS IN DORMITORY'S	Ardagh, J. C.....	Mrs. T. R. Merritt.
	Trenholme, N. M....	Mrs. T. R. Merritt.
2. HIGHEST BATTING AVER.	Wood, W. G.....	J. V. Pauw, Esq.
3. HIGHEST BOWLING AVER.	Brough, Hume	J. V. Pauw, Esq.

CLASS LIST—1890.

FORM V., VI.

Literature—	1. W. H. Cronyn. 2. D. B. Macdonald.	3. N. M. Trenholme.
Composition—	1. W. H. Cronyn. 2. D. B. Macdonald.	3. N. M. Trenholme.
Classics—	1. D. B. Macdonald. 2. W. H. Cronyn.	3. N. M. Trenholme.
Mathematics—	1. D. B. Macdonald.	2. N. M. Trenholme.
History—	1. Trenholme.	2. Macdonald.
Geography—	1. Trenholme.	2. Macdonald.
Divinity—	1. D. B. Macdonald. 2. W. H. Cronyn.	3. N. M. Trenholme.

FORM IV.

Literature—	1. R. W. Millichamp and G. P. Macdonald, equal. 3. P. F. Kortright and W. G. Wood, equal. 5. L. M. Livingston 6. F. M. Gillespie and G. Wallbridge, equal.	8. G. O. Hayne, 9. J. D. Boulton and A. N. Macdonald, equal. 11. G. Musson. 12. J. C. Ardagh. 13. H. Brough.
English Grammar—	1. P. F. Kortright. 2. W. G. Wood. 3. G. Musson. 4. G. P. Macdonald. 5. F. M. Gillespie. 6. G. Wallbridge. 7. R. W. Millichamp.	8. A. N. Macdonald. 9. L. M. Livingston. 10. J. C. Ardagh. 11. G. O. Hayne. 12. J. D. Boulton. 13. H. Brough.
Composition—	1. G. P. Macdonald. 2. P. F. Kortridge. 3. W. G. Wood. 4. G. O. Hayne, 5. A. N. Macdonald, R. W. Millichamp, equal.	7. J. D. Boulton and G. Musson, equal. 9. F. M. Gillespie and G. Wallbridge, equal. 11. L. M. Livingston. 12. J. C. Ardagh and H. Brough, equal.

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|-------------------------------|--|-----------------------|
| Greek— | 1. A. N. Macdonald | 4. G. Musson. |
| | 2. J. D. Boulton and
F. M. Gillespie, equal. | |
| Latin— | 1. P. F. Kortright. | 6. G. O. Hayne. |
| | 2. G. P. Macdonald. | 7. G. Musson. |
| | 3. W. G. Wood. | 8. F. M. Gillespie. |
| | 4. J. D. Boulton. | 9. A. N. Macdonald. |
| | 5. G. Wallbridge. | 10. H. Brough. |
| Ancient
History— } | 1. P. F. Kortright. | 8. G. Musson. |
| | 2. W. G. Wood. | 9. A. N. Macdonald. |
| | 3. G. P. Macdonald. | 10. J. D. Boulton. |
| | 4. G. Wallbridge. | 11. H. Brough. |
| | 5. G. O. Hayne. | 12. R. W. Millichamp. |
| | 6. L. M. Livingston. | 13. J. C. Ardagh. |
| | 7. F. M. Gillespie. | |
| Euclid— | 1. W. G. Wood and
G. P. Macdonald, equal. | 7. G. Wallbridge. |
| | 3. P. F. Kortright. | 8. G. O. Hayne. |
| | 4. T. M. Gillespie. | 9. R. W. Millichamp. |
| | 5. G. Musson. | 10. A. N. Macdonald. |
| | 6. L. M. Livingston. | 11. J. D. Boulton. |
| | | 12. H. Brough. |
| Algebra— | 1. W. G. Wood. | 7. P. F. Kortright. |
| | 2. F. M. Gillespie. | 8. G. Musson. |
| | 3. G. O. Hayne. | 9. A. N. Macdonald. |
| | 4. G. P. Macdonald. | 10. J. D. Boulton. |
| | 5. R. W. Millichamp and
G. Wallbridge, equal. | 11. L. M. Livingston. |
| | | 12. H. Brough. |
| Arithmetic— | 1. W. G. Wood. | 7. R. W. Millichamp. |
| | 2. G. Musson. | 8. G. Wallbridge. |
| | 3. G. P. Macdonald. | 9. P. F. Kortright. |
| | 4. L. M. Livingston. | 10. J. D. Boulton. |
| | 5. F. M. Gillespie and
G. O. Hayne, equal. | 11. A. N. Macdonald. |
| | | 12. H. Brough. |
| French— | 1. P. F. Kortright. | 7. G. P. Macdonald. |
| | 2. W. G. Wood. | 8. F. Gillespie. |
| | 3. G. O. Hayne. | 9. A. N. Macdonald. |
| | 4. R. W. Millichamp and
G. Musson. | 10. G. Wallbridge. |
| | 6. J. C. Ardagh. | 11. J. D. Boulton. |
| German— | 1. P. F. Kortright. | 5. G. O. Hayne. |
| | 2. W. G. Wood. | 6. G. Wallbridge. |
| | 3. G. P. Macdonald. | 7. J. C. Ardagh. |
| | 4. R. W. Millichamp. | |

- History—**
1. G. P. Macdonald and W. G. Wood, equal.
 2. G. Musson.
 3. G. O. Hayne.
 4. R. W. Millichamp.
 5. P. F. Kortright.
 6. L. M. Livingston.
 7. G. Wallbridge.
 8. A. N. Macdonald.
 9. J. D. Boulton.
 10. F. M. Gillespie.
 11. H. Brough.
- Geography—**
1. L. M. Livingston.
 2. W. G. Wood.
 3. G. P. Macdonald.
 4. P. F. Kortright.
 5. G. Wallbridge.
 6. J. C. Ardagh.
 7. A. N. Macdonald.
 8. R. W. Millichamp.
 9. G. O. Hayne.
 10. J. D. Boulton.
 11. G. Musson.
 12. H. Brough.
 13. F. M. Gillespie.
- Scripture—**
1. P. F. Kortright.
 2. W. G. Wood.
 3. L. M. Livingston.
 4. F. M. Gillespie.
 5. G. O. Hayne.
 6. G. P. Macdonald.
 7. R. W. Millichamp.
 8. J. D. Boulton.
 9. G. Musson.
 10. G. Wallbridge.
 11. H. Brough.
 12. A. N. Macdonald.
 13. J. C. Ardagh.
- Divinity—**
1. Kortright.
 2. Wood.
 3. G. P. Macdonald.
 4. Musson.
 5. Hayne.
 6. Brough.
 7. Boulton.
 8. Ardagh.
 9. Wallbridge.
 10. Gillespie.
 11. Millichamp.

FORM III.

- Literature—**
1. A. W. Anderson.
 2. A. P. Aveling.
 3. H. Drake.
 4. H. E. Homer Dixon and H. S. Jones, equal.
 5. F. M. Perry.
 6. R. M. Brown.
 7. H. K. Livingston and C. S. Macdonald, equal.
 8. A. W. Taylor.
 9. A. Alexander.
 10. L. A. Merritt.
 11. E. H. Anderson.
- English Grammar—**
1. A. W. Anderson.
 2. Perry.
 3. Aveling.
 4. Livingston.
 5. Macdonald.
 6. Brown.
 7. Drake.
 8. Taylor.
 9. Alexander and Jones equal.
 10. E. H. Anderson and Merritt, equal.
 11. Dixon.

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|---------------------|--|--|
| Composition— | 1. A. W. Anderson. | Drake, |
| | 2. Aveling,
Dixon and
Perry, equal. | Livingston,
Macdonald and
Taylor, equal. |
| | 5. Alexander,
E. H. Anderson,
Brown. | 12. Jones.
13. Merritt. |
| Greek— | 1. A. W. Anderson. | 4. Perry. |
| | 2. Aveling. | 5. Brown. |
| | 3. Dixon. | |
| Latin— | 1. A. W. Anderson. | 7. Jones. |
| | 2. Dixon. | 8. Merritt. |
| | 3. Aveling. | 9. Perry. |
| | 4. Livingston. | 10. Taylor. |
| | 5. Brown. | 11. Drake. |
| | 6. Macdonald. | 12. Alexander. |
| Euclid— | 1. A. W. Anderson and
Livingston equal. | 8. Jones.
9. Dixon. |
| | 3. Perry. | 10. Brown. |
| | 4. Aveling. | 11. Taylor. |
| | 5. E. H. Anderson and
Drake equal. | 12. Merritt. |
| | 7. Macdonald. | 13. Ardagh. |
| | | |
| | | |
| Algebra— | 1. Livingston. | 7. Merritt. |
| | 2. A. W. Anderson. | 8. Jones. |
| | 3. Macdonald. | 9. Taylor. |
| | 4. Drake. | 10. Brown. |
| | 5. Aveling. | 11. E. H. Anderson. |
| | 6. Perry | 12. Alexander. |
| Arithmetic— | 1. A. W. Anderson. | 8. Jones. |
| | 2. Drake. | 9. Taylor. |
| | 3. Perry. | 10. Merritt. |
| | 4. Livingston. | 11. Alexander. |
| | 5. Aveling. | 12. E. H. Anderson. |
| | 6. Brown. | 13. Ardagh. |
| | 7. Macdonald. | |
| French— | 1. A. W. Anderson. | 5. Macdonald. |
| | 2. Livingston. | 6. Dixon. |
| | 3. Perry. | 7. Taylor. |
| | 4. Aveling. | |
| German— | 1. A. W. Anderson. | 3. Macdonald. |
| | 2. Perry. | 4. Brown. |

- History—**
1. A. W. Anderson.
 2. Perry.
 3. Livingston.
 4. Drake.
 5. Macdonald.
 6. Brown.
 7. Aveling.
 8. E. H. Anderson.
 9. Jones.
 10. Taylor.
 11. Dixon.
 12. Merritt.
- Geography—**
1. A. W. Anderson.
 2. Livingston.
 3. Jones.
 4. Merritt.
 5. Taylor.
 6. Peray.
 7. Macdonald.
 8. Aveling.
 9. E. H. Anderson.
 10. Brown.
 11. Dixon.
 12. Drake.
- Writing—**
1. Dixon.
 2. Livingston and Macdonald equal.
 4. Perry.
 5. A. W. Anderson and Aveling equal.
 7. Alexander.
 8. E. H. Anderson, Jones and Brown equal.
 11. Drake, Merritt and Taylor equal.
- Scripture—**
1. Brown.
 2. A. W. Anderson.
 3. Aveling.
 4. Macdonald.
 5. Perry.
 6. Livingston.
 7. Taylor.
 8. Jones.
 9. Drake.
 10. E. H. Anderson.
 11. Dixon.
 12. Merritt.
- Divinity—**
1. Aveling.
 2. Jones.
 3. A. W. Anderson.
 4. Brown.
 5. Drake.
 6. Merritt.
 7. Taylor.
 8. Dixon.

FORM. II.

- Grammar—**
1. C. A. Gillespie and C. McMichael equal.
 3. C. E. Lee.
 4. A. A. Allan and W. A. Cundle equal.
 6. H. C. Griffith.
 7. D. Griffith.
 8. W. Caldecott.
 9. F. M. O'Meara.
 10. Stewart.
 11. H. J. Carter and E. W. Symmes equal.
 13. McNaughton.
- Greek—**
1. Allan.
 2. H. C. Griffith.
 3. Carter.
 4. O'Meara.
 5. Symmes.
 6. Stewart.
 7. Gillespie.

- Latin—**
- | | |
|--------------------------------------|--------------------|
| 1. H. C. Griffith and O'Meara equal. | 7. Lee. |
| 3. Allan and Gillespie equal. | 8. D. F. Griffith. |
| 5. Cundle. | 9. Caldecott. |
| 6. Symmes. | 10. Carter. |
| | 11. Stewart. |
- Algebra—**
- | | |
|---|-----------------|
| 1. Cundle and Gillespie equal. | 8. McMichael. |
| 3. Allan. | 9. Carter. |
| 4. Lee. | 10. Stewart. |
| 5. H. C. Griffith. | 11. Symmes. |
| 6. H. E. H. Dixon and D. F. Griffith equal. | 12. Caldecott. |
| | 13. McNaughton. |
- Arithmetic—**
- | | |
|--------------------|--------------------|
| 1. Cundle. | 8. H. C. Griffith. |
| 2. Lee. | 9. Dixon. |
| 3. Allan. | 10. Stewart. |
| 4. D. F. Griffith. | 11. Caldecott. |
| 5. McMichael. | 12. Carter. |
| 6. Gillespie. | 13. McNaughton. |
| 7. Symmes. | |
- French—**
- | | |
|--------------------|----------------|
| 1. Allan. | 7. Gillespie. |
| 2. H. C. Griffith. | 8. McNaughton. |
| 3. D. F. Griffith. | 9. Caldecott. |
| 4. Carter. | 10. O'Meara. |
| 5. Lee. | 11. Stewart. |
| 6. Cundle. | |
- German—**
- | | |
|-------------------------------------|---------------|
| 1. Allan. and H. C. Griffith equal. | 5. Symmes. |
| 3. Lee. | 6. Caldecott. |
| 4. D. F. Griffith. | 7. O'Meara. |
- Geography—**
- | | |
|-------------------------------------|--------------------|
| 1. O'Meara. | 8. H. C. Griffith. |
| 2. Lee. | 9. Gillespie. |
| 3. Allan. | 10. McNaughton. |
| 4. Cundle and D. F. Griffith equal. | 11. Stewart. |
| 6. Symmes. | 12. McMichael. |
| 7. Carter. | 13. Caldecott. |
- History—**
- | | |
|--------------------|---------------------|
| 1. Lee. | 8. Symmes. |
| 2. O'Meara. | 9. Stewart. |
| 3. Caldecott. | 10. Cundle. |
| 4. Allan. | 11. H. C. Griffith. |
| 5. Gillespie. | 12. Carter. |
| 5. McMichael. | 13. McNaughton. |
| 7. D. F. Griffith. | |

- Spelling—**
- | | |
|-----------------------|-------------------|
| 1. Caldecott. | Gillespie and |
| 2. H. C. Griffith and | Lee equal. |
| D. F. Griffith equal. | 10. Symmes. |
| 4. Cundle. | 11. Stewart, |
| 5. O'Meara. | Carter and |
| 6. Allan. | McNaughton equal. |
| 7. McMichael and | |
- Writing—**
- | | |
|--------------------|-----------------------|
| 1. Symmes. | 7. B. C. Griffith and |
| 2. Allan. | Lee equal. |
| 3. McMichael. | 9. Cundle. |
| 4. D. F. Griffith. | 10. Caldecott and |
| 5. Stewart. | Gillespie equal. |
| 6. Carter. | 12. McNaughton and |
| | O'Meara equal. |
- Reading—**
- | | |
|---------------|-----------------------|
| 1. Caldecott. | H. C. Griffith equal. |
| 2. O'Meara. | 9. D. F. Griffith and |
| 3. Allan. | Symmes equal. |
| 4. Cundle. | 11. Lee. |
| 5. McMichael. | 12. McNaughton. |
| 6. Carter, | 13. Stewart. |
| Gillespie and | |
- Scripture—**
- | | |
|-----------------------|-----------------|
| 1. Stewart. | 8. Lee. |
| 2. Gillespie and | 9. Symmes. |
| D. F. Griffith equal. | 10. McNaughton. |
| 4. Allan. | 11. Cundle. |
| 5. H. C. Griffith. | 12. O'Meara. |
| 6. Caldecott. | 13. McMichael. |
| 7. Carter. | |
- Divinity—**
- | | |
|--------------------|----------------|
| 1. D. F. Griffith. | 7. Stewart. |
| 2. Gillespie and | 8. McMichael. |
| Symmes equal. | 9. Lee. |
| 4. Cundle. | 10. O'Meara. |
| 5. Carter. | 11. Caldecott. |
| 6. H. C. Griffith. | |
- FORM. I.
- Grammar—**
- | | |
|----------------------|-------------------|
| 1. T. B. Benson. | 8. C. Ford. |
| 2. F. H. Thompson. | 9. G. V. Gzowski. |
| 3. W. E. H. Carter. | 10. W. C. Clark. |
| 4. G. A. Arthurs. | 11. H. W. Isaacs. |
| 5. C. S. Gzowski. | 12. P. Fisher. |
| 6. F. S. Hammill and | 13. E. A. Noble. |
| H. E. Hanning equal. | 14. R. McMichael. |

- Greek—**
1. Carter.
 2. Benson.
 3. Thompson.
 4. Noble.
- Latin—**
1. Carter.
 2. Arthurs and Hammill equal.
 3. Ford.
 4. Thompson.
 6. Noble.
 7. Benson.
 8. Hanning.
 9. G. V. Gzowski.
 10. C. S. Gzowski.
- Arithmetic—**
1. C. S. Gzowski.
 2. Benson.
 3. Carter.
 4. Hanning.
 5. Thompson.
 6. Hammill.
 7. Ford.
 8. G. V. Gzowski.
 9. O'Meara.
 10. McMichael.
 11. Clark.
 12. Noble.
 13. Arthurs.
 14. Fisher.
 15. Isaacs.
- French—**
1. Carter.
 2. Hammill.
 3. Benson.
 4. Thompson.
 5. Hanning.
 6. Noble.
 7. G. V. Gzowski.
 8. C. S. Gzowski.
- German—**
1. Carter.
- History—**
1. Arthurs.
 2. Hanning.
 3. Thompson.
 4. Carter.
 5. C. S. Gzowski.
 6. G. V. Gzowski and Hammill equal.
 8. Ford.
 9. Clark.
 10. Benson.
 11. Noble and Isaacs equal.
 13. Fisher.
 14. McMichael.
- Spelling—**
1. Arthurs.
 2. Thompson and McMichael, equal.
 4. Carter and Isaacs, equal.
 6. Clark.
 7. Benson and Hanning and Ford, equal.
 10. C. S. Gzowski and Hammill, equal.
 12. G. V. Gzowski.
 13. Noble.
 14. Fisher.
- Writing—**
1. Arthurs.
 2. Hammill.
 3. Ford.
 4. Carter.
 5. G. V. Gzowski and McMichael, equal.
 7. Hanning.
 8. C. S. Gzowski.
 9. Clarke.
 10. Thompson.
 11. Benson and Isaacs, equal.
 13. Fisher.
 14. Noble.

- Reading—**
- | | |
|-------------------|------------------|
| 1. Ford. | G. V. Gzowski, |
| 2. Arthurs. | Hammill and |
| 3. Isaacs and | Thompson, equal. |
| McMichael, equal. | 11. Benson and |
| 5. Hanning. | Clark, equal. |
| 6. C. S. Gzowski. | 13. Noble. |
| 7. Carter. | 14. Fisher. |
- Geography—**
- | | |
|-------------------|--------------------|
| 1. Hanning. | 8. Benson. |
| 2. Arthurs. | 9. Thompson. |
| 3. Carter. | 10. Noble. |
| 4. Clark. | 11. Hammill. |
| 5. Ford. | 12. C. S. Gzowski. |
| 6. G. V. Gzowski. | 13. Fisher and |
| 7. Isaacs. | McMichael, equal. |
- Scripture—**
- | | |
|-------------------|-------------------|
| 1. Thompson. | 8. Fisher. |
| 2. Arthurs and | 9. G. V. Gzowski. |
| Hanning, equal. | 10. McMichael. |
| 4. Carter. | 11. Noble. |
| 5. C. S. Gzowski. | 12. Clark. |
| 6. Benson. | 13. Isaacs. |
| 7. Hammill. | |
- Divinity—**
- | | |
|-------------|---------------|
| 1. Carter. | 6. Benson. |
| 2. Hanning. | 7. Ford. |
| 3. Clark. | 8. McMichael. |
| 4. Fisher. | 9. Noble. |
| 5. Isaacs. | |

LIST OF BOYS IN ATTENDANCE,

1889-1890.

<i>Name.</i>	<i>Form.</i>	<i>Parent or Guardian.</i>	<i>Residence.</i>
Allan, A. A.	I.	A. A. Allan, Esq.	Toronto.
Anderson, E. H. .	III.	Robert Jenkins, Esq.	Toronto.
Anderson, A.	III.	Robert Jenkins, Esq.	Toronto.
Ardagh, J. C.	IV.	His Honor Judge Ardagh. .	Barrie.
Arthurs, G. A. . .	I.	W. Thomas, Esq.	Toronto.
Aveling, P.	III.	Mrs. W. A. Aveling.	Hamilton.
Alexander, A.	III.	W. Alexander, Esq.	Santa Barbara, Cal.
Benson, B.	I.	His Honor Judge Benson . .	Port Hope.
Boulton, J. D.	IV.	Mrs. John Boulton.	Toronto.
Brough, H.	IV.	C. Brough, Esq.	Toronto.
Brown, R. M.	III.	C. Brown, Esq.	Minneapolis, Min.
Caldecott, W.	I.	S. Caldecott, Esq.	Toronto.
Carter, H. J.	I.	E. T. Carter, Esq.	Toronto.
Carter, H. E. W. .	I.	E. T. Carter, Esq.	Toronto.
Clark, W.	I.	J. P. Clark, Esq.	Toronto.
Colton, W.	I.	Colonel Bog.	Pictou.
Cronyn, W. H. . .	VI.	V. Cronyn, Esq.	London.
Cundle, W. A. . .	I.	Thomas Cundle, Esq.	Barrie.
Dixon, Wm. H. . .	V.	B. Homer Dixon, K.N.L. . .	Toronto.
Dixon, H. E. H. .	III.	B. Homer Dixon, K.N.L. . .	Toronto.
Drake, H. D.	III.	W. H. Drake, Esq., M.D. . .	Kingsville.
Ford, Carle.	I.	W. H. Ford, Esq.	Montreal.
Fisher, Percy.	I.	Mrs. E. Fisher.	Toronto.
Gillespie, F. M. . .	IV.	Ald. George E. Gillespie. . .	Toronto.
Gillespie, C. A. . .	II.	Ald. George E. Gillespie. . .	Toronto.
Griffith, D. F.	I.	William Griffith, Esq.	Hamilton.
Griffith, H. C.	I.	William Griffith, Esq.	Hamilton.
Gzowski, C. S. . .	I.	C. S. Gzowski, Esq., jr. . . .	Toronto.
Gzowski, C. V. . .	I.	C. S. Gzowski, Esq., jr. . . .	Toronto.
Hammill, F.	I.	T. J. J. W. Hammill, Esq. . .	Barrie.
Hanning, H. E. . .	I.	C. G. Hanning, Esq.	Toronto.
Hayne, G. O.	IV.	G. R. Hayne, Esq.	Toronto.
Isaacs, H. W.	I.	D. Isaacs, Esq.	Niagara Falls.
Jones, H. S.	Rev. Septimus Jones, M.A. . .	Toronto.

BOYS IN ATTENDANCE—*Continued.*

<i>Name.</i>	<i>Form.</i>	<i>Parent or Guardian.</i>	<i>Residence.</i>
Kortright, P. F. .	IV.	Sir Cornelius Kortright, K. C. M. G.	Barrie.
Lee, C. E	II.	Walter S. Lee, Esq.	Toronto.
Livingston, L. M.	IV.	L. M. Livingston, Esq	Toronto.
Livingston, H. H.	III.	L. M. Livingston, Esq	Toronto.
Lyon, R. M	IV.	W. F. M. Lyon, Esq	Denver, Col.
Macdonald, D. B.	VI.	J. K. Macdonald, Esq	Toronto.
Macdonald, C. S.	III.	J. K. Macdonald, Esq	Toronto.
Macdonald, A . .	IV.	Hon. Senator Macdonald (<i>ob</i>)	Toronto.
Macdonald, P . . .	IV.	J. H. Macdonald, Esq., Q.C.	Toronto.
McNaughton, W.	II.	D. K. McNaughton, Esq . .	Detroit, Mich.
Merritt, L	III.	J. P. Merritt, Esq	St. Catharines.
Millichamp, R. W.	IV.	R. Millichamp, Esq	Toronto.
Musson, Geo	IV.	Geo. Musson, Esq	Toronto.
McMichael, C. . . .	II.	S. C. McMichael, Esq	Toronto.
McMichael, R . . .	I.	S. C. McMichael, Esq	Toronto.
Noble, Ernest . . .	I.	J. D. Noble, Esq	Petrolia.
O'Meara, F. M . .	II.	Rev. Cannon O'Meara	Winnipeg.
Perry, F. M.	III.	R. D. Perry, Esq	Sault Ste Marie.
Rowe, V. E. S . .	IV.	Rev. V. S. Rowe, R. E.	London.
Stewart, S	II.	F. J. Stewart, Esq	Toronto,
Symmes, E. W . .	II.	H. C. Symmes, Esq	Amherst, N. S.
Symmes, J. H . . .	I.	H. C. Symmes, Esq.	Amherst N. S.
Thompson, F. . . .	I.	Thos. Thompson, Esq	Toronto.
Trenholme, N. M.	V.	N. W. Trenholme, Esq. Q.C.	Montreal.
Taylor, A	III.	W. D. Taylor, Esq	Toronto.
Wallbridge, G.	IV.	Mrs. T. C. Wallbridge	Belleville.
Wood, W. G	IV.	A. Wood, Esq.	Millbrook.

LIST OF THE ARTICLES OF CLOTHING REQUIRED BY EACH BOY.

FOR THE GUIDANCE OF PARENTS ONLY.

Three Suits of Clothes.
 Two Pairs of Boots.
 One Pair of Black Leather Slippers.
 One Overcoat.
 *One Hat.
 Six White Shirts (unless flannel shirts are worn).
 Two White Flannel Shirts, and two pairs of Knickerbockers or Trousers.
 Four Nightshirts.
 Six Pairs of Socks (to be sent run in the heels).
 Twelve Pocket Handkerchiefs.
 Four Table Napkins.
 Four Undershirts.
 Four Pairs of Drawers.
 Twelve Shirt Collars.
 Six Pairs of Cuffs (unless white shirts are worn).
 Three Black Neckties.
 Brush and Comb.
 Clothes Brush.
 Sponge.
 Clothes Bag.

Every article of Clothing, including Boots, also Brushes, etc., must be plainly marked with initials of christian names, and surnames in full.

The Flannels mentioned in the list are for the purpose of exercise. They should be made large, to allow for shrinking in the wash. Flannels made in the College colours may be obtained in St. Catharines.

Further particulars may be obtained by applying to the Principal.

* The hats worn will be those of Christy's make, black, stiff and round, they may be obtained in St. Catharines. Caps of prescribed pattern may also be obtained in St. Catharines.