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EDITORIAL.

It is with great pleasure, though with some diffidence, that we present to our readers this, the first edition, of the first paper, issued by the first Editorial staff, of the first Literary Society, of the first class, of the London Normal School.

We wish to thank all who have in any way assisted in preparing the paper and making it what it is.

If we have disappointed our readers or have fallen short of their anticipations, we beg they will consider the difficulties with which we have had to contend and make allowance for any imperfections or glaring errors.

We wish to present a paper that the students will value, not alone for the literary merits we believe it possesses, or for the artistic beauty of its design, or for the product of the photographers, and the engravers' art, but as a memento of the time we have spent together in the London Normal School.

We are assembled here from the north and from the south, from the east and from the west. We represent our fair

Province from the sparkling waters of the southern lakes to the bracing breezes of the Georgian Bay. We have revelled in the beautiful pictures on the river St. Lawrence and the Grand. We have dwelt among the teeming millions in the busy city streets, or in the lonely farmhouse far from the busy haunts of men. We represent all the great religious denominations of Canada. We are of many heights and varied weights.

Some are tall and very thin,
Some are fat as anything,
Some are dark and some are fair,
Some have black and some red hair.

But we are all students of the London Normal School, with one aim in view, viz., : such development of the faculties, physical, mental, and moral, that we shall become physical athletes, intellectual giants, moral wonders, and — Public School Teachers.

WE came to London Normal expecting great things, and were not disappointed. We came to gain a more thorough knowledge of teaching and the teacher's duties, and we have done much towards it. We have learned wherein we erred in the past and have learned many new methods for the future. But the most valuable part of our work was the method of how to make Nature answer all we ask. We have been shown the difference between a book-worm and a student ; and now as we know how to go into the fields and *see*, we may be able to help others to see. While one lecturer has taught us the method of observation, another has shown us the equally important rule, viz., be slow in drawing conclusions.