

Ontario Normal College Monthly.

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Ontario Normal College Monthly

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To the inquiry, "What's the matter with the class of 1900?" we would gladly return the time-worn response, but a strict regard for the truth forbids. We realize much reason for the ever increasing uneasiness of some of our lecturers. There is a felt want. What is it? Life and interest. (Perhaps things are not as they seem, but we can only judge from outside and visible signs). What is the cause of this listless, indifferent spirit, and more important problem still, what is the cure? In the Literary Society this spirit has shown itself from the first, more especially in the business sessions. Where last year there was war to the knife, this year there has been peaceful indifference, despite the solicitation of President and critic. However, since the last meeting of the Society we have been encouraged by the splendid promise of reviving animation.

Has the spirit of Spring in the air, recalling past and painful associations, concentrated all attention on our studies, that we have not time or interest to support College enterprises? If this be true, we might expect to see an interested attention to lectures, a spirit of earnest inquiry and a greater readiness to discuss

subjects submitted for consideration. But a feeling of diffidence, a marked unwillingness to stand and deliver is spreading even from east to west in the Amphitheatre. Is this indifference, or something else, or both? If we would, each and all, make an effort to arouse an enthusiastic interest in class, societies and all College enterprises, it would break the dull routine into which we must settle, and make our work here more pleasant and profitable for all concerned. Any bright ideas, as to what might be done to overcome this indifference and work up some enthusiasm, would be gladly received in the columns of our journal or elsewhere.

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In a former issue we expressed our general views regarding final examination papers on methods in the different subjects. At that time it was our intention to again consider the subject along about the same lines, but to enter more into details, and point out cases in which certain papers, in whole or in part, violate fundamental pedagogical principles. That, for the present, this intention is not carried out is due neither to lack of confidence of being able to vindicate, in every particular, the position there taken, nor to lack of material from which to give detailed and convincing examples of serious defects in these papers, but because we feel that there is another field in which we can do work more immediately effective. Last year the final examinations