

# Ontario Normal College Monthly.

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## Ontario Normal College Monthly

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THE O. N. C. Literary Society has again seen fit in its wisdom to decree the publication of a magazine under its auspices. The editors, in bringing forward the first number of another year, bespeak the ready sympathy and earnest co-operation of every student and graduate who has the interests of his college at heart. It is only in this way that we, who labor under peculiar disadvantages, not incident to journalistic work in the universities, can hope to make a path for ourselves in the already well-trodden field of college journalism. Let every student, and every graduate into whose hands this opening number may fall, feel himself responsible not only to support the MONTHLY financially, but to contribute as far as possible to each and every department, and then the task of the editors, which at best is no sinecure, will prove a much lighter and a more pleasant one, and they will be able to offer this year to their readers a magazine that will compare worthily with past efforts, and prove itself in some degree useful in promoting a spirit of unity and fellow-feeling among the students and alumni of the Ontario Normal College.

HITHERTO the MONTHLY, true to its origin in the weekly "Jottings," read before the Literary Society, has been almost solely a reflection of the life and thought of the body of teachers-in-training who have assembled here year after year. It has not aspired to extend its circulation beyond the students in actual attendance, though no one will deny that, within this somewhat limited sphere, it has discharged its function most creditably. This year the editors propose to make an effort, in a small way at least, to prepare such a journal as will appeal to the educationists of our province in general, and more especially to the graduates of our own college, who, we feel sure, still cherish fond memories of the few months spent under the guardianship of our principal and vice-principal. Each issue will contain a number of short articles, contributed by members of the teaching profession who are in actual touch with the pedagogical problems which are before the minds of our educationists to-day, as well as by teachers-in-training who are just beginning to have these questions open up before them, and who bring to the discussion all the enthusiasm of youthful ardor and undaunted earnestness. That we are not over-sanguine in laying down this bold programme for the year's work, we appeal to our fellow-students and to the graduates to prove by a hearty response to our call for substantial aid in the way of subscriptions and contributions. The