

Ontario Normal College Monthly.

HAMILTON, ONTARIO, DECEMBER, 1900.

Ontario Normal College Monthly

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THE MONTHLY extends a hearty Christmas greeting to all its readers. The season of home-coming and festivity will soon be with us again. We who are students are looking forward with eagerness to the rest and social joys that will be ours under the parental roof. By all means let the few weeks that remain of the dying century bring us relaxation and enjoyment to the full, but let us not forget as well the deeper significance of all this festive cheer and universal rejoicing. Let us rather draw from the thought a stimulus towards a pure and lofty ideal, that will abide with us throughout the years, few or many, of the new century, that may be allotted to us to perform our life's task. We are to have an influence, we know not yet how great, in moulding the character and destiny of Canada's sons and daughters of the twentieth century. Let us see to it that we are equipped with the requisite qualities of mind and heart, faithfully to discharge the responsibilities we are assuming.

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IN reviewing the work of the past term we cannot but feel that the most significant fact we have encountered in our study of the qualifications of the true teacher has been this, viz.,

that his power lies not so much in the mere formal knowledge he possesses, as in what he *is*. Character-building in the pupil is to be the end; character-possession in the teacher must be the instrument. Lack of space prohibits any extended discussion of this topic; let it suffice to make one brief application. The knowledge which the teacher has failed to incorporate in himself, so that it ever afterwards modifies his thinking and conduct, is comparatively lifeless as material for instruction beside those living truths which he utters with the confident assurance that springs from perfect mastery. We should endeavor to attain such complete command of our subject that we shall be able not only to inform but also to inspire, and we shall have gone a long way towards becoming truly successful teachers.

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WE feel that, out of justice to the members of the football team, we must voice, if only in a few sentences, the feelings of pride and satisfaction which every O. N. C. student experienced on witnessing the favorable issue of the closely fought contest for the football championship. The laurels have again been borne away by the Normal College, but only after a series of matches the final outcome of which remained doubtful to the last, and which was characterized throughout by gentlemanly rivalry and the spirit of true sport. Our thanks are due to the Collegiate Institute representative on the team, who lent such able assistance in all our matches.

We have but one criticism to make on the conduct of the Literary Society during the past two months. It is far from our intention to make an attack on the present executive, for it will be seen that, as regards the evil we complain of, the membership in general is as much at fault as the officers. The object of the society is avowedly mutual improvement among its members in literary and musical expression, and in public speaking. With this end in view members are encouraged to present the products of their best skill before the society at its weekly meetings. So far, well and good. In order that these contributors may derive the greatest possible amount of good from these tentative efforts, a critic is provided, whose duty it is to commend the excellences of the various items of the programme, to point out in a kindly spirit the defects, and to suggest means of improvement. It is just here in this important, almost essential part of the society's work that too great laxity is shown. At the opening of each meeting this onerous duty is unceremoniously thrust upon some unsuspecting member, who comes totally unprepared for the task, and before he has time to collect his thoughts, he is launched forth into the programme. Can such a critic, no matter how conscientiously he may try, do justice to himself and his audience under the circumstances? To make matters worse, his report, if not ignored altogether, is crowded to the wall by the long-winded utterances of some wordy member. When at last he does secure a hearing, his audience is on the point of stampeding out of the hall, or if they do restrain

their impatience sufficiently to remain, they are in a mood to treat the whole affair as a huge joke, and the poor critic must perforce endure much raillery, if he persists in his laudable efforts "to make mild a rugged people," and finally he is obliged to retire in ignominious confusion. Such a state of affairs surely calls loudly for reform. We believe that the constitution permits of the appointment of a critic at the meeting one week previous to that at which he is to act. If the office cannot be made a permanent one, this rule should certainly be followed, so that the member who is called upon to act in this capacity may come prepared to discharge this important function creditably. Moreover, every member of the society should feel that demands of courtesy and order require that the critic's remarks be received with all due decorum and the president should insist that the dignity of the assembly be maintained in this regard.

The Schoolmistress of Ye Olden Time.

In every village marked with little spire,
Embow'ed in trees, and hardly known to
fame,
There dwells, in lowly shade and mean
attire,
A matron stern, whom we Schoolmistress
name,
Who boasts unruly brats with birch to tame ;
They grieved sore, in piteous durance pent,
Aw'd by the pow'r of this relentless dame,
And oft-times, on vagaries idly bent,
For unkempt hair, or task unconn'd, are
sorely shent.

And all in sight doth rise a birchen tree,
Which Learning near her little dome did
stowe,
Whilom a twig of small regard to see,
Tho' now so wide its waving branches low,
And work the simple vassals mickle woe ;
For not a wind might curl the leaves that
blew,
But their limbs shuddered, and their pulse
beat low,
And as they look'd they found their horror
grew,
And shaped it into rods, and tingled at the
view.

What is Home?

Home is the place where honor dwells and
true love reigns supreme ;
Where blissful happiness excels, since each
doth each esteem ;
It matters not, though from the wall no
costly pictures hang,
If those within are one and all free from dis-
honor's pang.

Nor matters it one little jot if wealth forms
not a part,
Since home is constituted not by riches, nor
by art,
For though we would consider good the
blessings wealth may bring,
Yet claim we must that constant trust is
still a better thing.

For not the house in which we live, nor
what it may contain,
Can unto us home blessings give if love be
cleft in twain ;
If happy unison exist, alone can blessings
come,
Which will dispel the densest mist and make
the place a home.

What though no instrument be found within
the cottage small,
If love be there, its joyous sound will com-
pensate for all,
For even music can't inspire when love has
ceased to bloom—
Then neither golden harp nor lyre can chase
away the gloom.

For fond affection must be given, affection in
return ;
Lest happiness from home be driven, and we,
alas, should learn
With bitterness of soul to cry when from us
love hath flown,
We would have acted diff'rently had we but
only known.

For home's the place where those within
each other truly love,
And each the other strives to win to higher
life above,
Where loved ones do not hesitate each unto
each to come,
Their hidden secrets to relate—surely that
place is Home.

—FRED W. FRESHAM.

Students desirous of purchasing Xmas gifts for sisters and cousins should do so before leaving the city, and before doing so will find it to their advantage to consult our advertising columns. Patronize our advertisers every time, and let them know you are Normal College students.

Some Faults of our Ontario Normal System.

There appeared in the Normal College Monthly or last March an article entitled "Some Coming Educational Reforms". In it the writer briefly discussed the three lines which he believes that educational reform should and will follow during the next ten or fifteen years. One departure suggested was the establishment of a Dominion Educational Council. The function of such a body would be to compile and disseminate important pedagogical information, and to grant a high grade of certificate, valid in all parts of Canada officially represented on this Federal Council. Further, it was argued that a host of important lesser reforms would follow the rational extension of the influence of the great body of professional educationists over the administration of educational affairs. Finally, the writer outlined very briefly the development that our normal system must undergo to square itself with modern ideals. The changes proposed were such as he thinks would tend to render pedagogy a real profession, and to retain in it the services of a reasonable proportion of the progressive and intellectual men and women who now escape from it at their first opportunity.

The writer is aware that, on great educational issues, it would be folly for him to express any opinion pretending to finality. But a preliminary to any general advance of the nature under consideration, is earnest discussion on the part, not only of the great leaders, but also the rank and file of educationists. Accordingly the writer desires in this essay to discuss some of what appear to him to be the leading defects of our Ontario system of normal instruction. His aim will be fulfilled if, to any degree and in any quarter, an added interest be aroused in the topics that should be receiving the best attention of all friends of education.

The institutions for normal training in Ontario are classed as Model Schools sixty in number; Normal Schools, three in number; and the Ontario Normal College. Let us commence with a scrutiny into the weak points of the last named institution, with which we are all familiar and whose interests we all have at heart. An ancient proverb says that there is a crack in everything the gods have made. If I were not afraid of being charged with an irreverent pun, I should express the opinion that, associated with even the Ontario Normal College, our own Alma Mater, the leading pedagogical institution of British North America, are several things showing serious evidence of the existence of cracks somewhere.

No one familiar with the facts will question the statement that there is something decidedly wrong with the system of examinations of which O. N. C. students are the victims. It is bad enough so often to see deserving students and apt teachers plucked by extramural pedants, bent upon ignorantly proclaiming their knowledge of everything except pedagogy; but, from the point of view of the public weal and the interests of our profession, it is perhaps worse that frivolous and superficial students should not infrequently escape the examiners' net, to injure the good name of our college and exercise a permanently injurious influence on the boys and girls entrusted to their charge. Space will not permit enlarging on this theme, and the nature of our topic precludes any satisfactory discussion of the remedy required. However, the examination evil is one regarding which the writer is convinced that the college faculty and the students, past and present, feel very keenly.

Again, it seems to the writer that the course of study in the Ontario Normal College is, in important respects, inadequate to the ends in view. The history of education should be studied in very much greater detail.

The graduate of the highest institution for professional pedagogical training should surely have an intelligent grasp of the general history of education and the development of educational theories, together with the educational biography involved. He should have more knowledge of the history of education in this Dominion, including the origin, nature and peculiarities of the various provincial school systems. And the study of the history of education in Ontario should involve a detailed examination of school law and regulations, and a careful scrutiny of the principal alterations therein and additions thereto, the work of the educational leaders of the last half century. Under existing conditions there is no entirely adequate remedy for this lack, as the college year is already full to overflowing. But, under the circumstances, the writer believes it would be well to require intending teachers-in-training to pass a preliminary examination on the History of Education.

Secondly, the curriculum is seriously defective so long as it does not call for a careful comparison of our own school system with those of other contemporary peoples and the observation of the educational experiments and innovations of other lands. The holder of a certificate of graduation from the Ontario Normal College should, for example, be able to express an intelligent opinion regarding technical and general manual instruction; regarding the People's High Schools of Denmark; regarding municipal boarding houses connected with schools, as existing in France; regarding night schools and their work, as viewed in different countries; regarding the desirability and feasibility of medical and dental inspection of public schools; regarding school gardens; regarding the conveyance of children to school at the public expense; regarding the nature and function of ambulatory schools; and regarding scores of other topics of absorbing interest to which the average

teacher of to-day has never given five minutes consideration.

Space will permit only a bare reference to the fact that the utility of the Ontario Normal College is hampered most seriously by the shortness of the course. As if any man or woman could possibly master the most difficult of all the arts and sciences in a single year! When the course is trebled in length it will be time enough to resent an insinuation that we view teaching not as a profession at all but a very easy trade.

Much that has been said with special reference to the Normal College has a very direct bearing upon the Normal Schools. Here we have the evils of an inadequate course and a short term, in intensified form. But probably the greatest handicap under which the Normal Schools labor is the low grade of the academic attainments characterizing a very considerable percentage of their students. The principals of such schools will inform inquirers that an unduly large proportion of the time and energy of the teachers-in-training is perforce devoted to non-professional work. This is an evil that is itself a symptom of one even greater.

It is a fact that very many indeed, who have passed the Junior Leaving Examination of our high school course, cannot speak one hundred words in ordinary conversation without a grammatical error and cannot speak ten words without a *lapsus linguæ* as regards articulation and pronunciation. It is the truth that very many Junior Leaving students have lost most of the skill they may at one time have possessed in oral reading, and that their writing is ordinarily atrocious. It is the case that average high school students of Junior Leaving standing are densely ignorant of English literature outside the narrow grooves defined by the examination syllabus. And it is not unfair to say that the Junior Leaving student's knowledge of history, geography, arithmetic and other foundation subjects is generally scrappy and super-

ficial. In short, so large a proportion of the holders of Junior Leaving certificates have been suffocated, educationally, by the cramming system, that they are not possessed of any adequate general education as a basis for normal instruction. It is not the purpose of this paper to treat at any length of remedies; until high schools cease to be compared on the basis of examination results and until a *sine qua non* in conferring a Leaving diploma, is the confidential report of the staff that they consider the candidate to be possessed of a thoughtful and reasonably well-stored mind, of earnest purpose and of refined manners,—we need not look for any material improvement.

Any adequate treatment of the anomalies of our Model School system would render this paper too long for publication, but the writer cannot forbear entering a protest against at least some of them.

An inevitable consequence of existing conditions in our Model Schools is the practical violation of every principle of pedagogy aimed against the forcing methods that we wish teachers to avoid. If the teachers-in-training get any notion of the evils of cramming, they get that notion itself by cram. Remember that for some reason public opinion seems to demand the graduation of the overwhelming majority of model school teachers-in-training after a single term. Remember that the students are boys and girls of eighteen, fresh, or rather, verdant, from the high schools, deplorably deficient from an academic standpoint, and as conversant with pedagogy as with meteorology. And then remember that apart from his desperate endeavors to make good the academic weaknesses of his teachers-in-training, the unfortunate model school principal is asked in a fourteen weeks term to lead his flock through a professional course very briefly outlined in an official syllabus of four hundred lines. The student must spend much time in "observing" (sic!); must prepare and

teach a considerable number of practical lessons; must cover an extensive course in school management; must master the elements of pedagogy; must familiarize himself with the methods of teaching arithmetic, grammar, composition, spelling, literature, reading, geography, history and the other subjects of the public school curriculum; and is to cover suitable courses in hygiene, in music, in form study and drawing, in physical culture, and in school law. Who will contend that such a course—elementary, as it is—can be covered in a four months' term? The absurdity of the thing is beyond words.

Finally, notice the fact that although the mass of third class teachers find employment in ungraded schools, (where, in the writer's opinion, no certificate lower than second class should be valid, on account of the overwhelming difficulties), the Model Schools are not provided with any ungraded department. This topic would be an interesting one for a complete article.

The writer is conscious that he has but touched the borderland of his subject. He has felt compelled to leave each sub-topic long before his treatment of it was complete; and for each fault in our normal system which he has mentioned, there are many others which he has passed over in silence. Where is the Ryerson to lead the army of reform?

NORMAN F. BLACK.

Lindsay, Ont.

Science in Education.

(Continued from last issue.)

Another disadvantage of science education as it is pursued at the present day, is the degeneration of literary style which it tends to bring about. Any system of education has, as its aim, the drawing out and developing of all the latent powers of the mind; but while this is so, no system has

yet been found capable of developing all these powers proportionately. *Our* system has done its best for us, and now wherein we are deficient we must make up by self-culture. By far the most deplorable deficiency in the education of the scientist of to-day is his poor command of ordinary English. Scientific articles are clumsy, and indeed often ambiguous as compared with articles of literary men: lectures on science, by scientific men, seldom possess the artistic finish of first-class literature. And in so far as any scientist has distinguished himself by the literary quality of his productions, so far has he supplemented his college education by careful post-graduate study of English.

On the other hand the older literary mediæval education was not without its defects, even for its own patrons. Perhaps in no other feature is the superiority of modern education more apparent than in the training it gives to the power of observation. Under the old regime abundant provision was made for the development of the other faculties, but this, the most important was neglected. If a student were naturally observant, he was left to cultivate the use of his eyes as best he might; if naturally unobservant, no attempt was made to improve him. Now since it is through our eyes that we derive the most of our knowledge, the cultivation of the power of observation must be the correct starting point for education along any line whatever; and while science study cannot create such a power it can go a long way to develop that which nature has bestowed on all. This feature in education is of much more practical importance than might be supposed, looked at from the standpoint of the individual or the nation. A good example of its effect in national affairs is afforded us in the decrease in late years of England's foreign trade in manufactured articles, which decrease is due to the fact that in the foreign market she has been outrivalled

ed by nations of keener eyes and greater power of adaptation.

Beyond the prospect of material success, there is another and a higher advantage derived from the development of the power of observation. The student of science has been taught to see in the common, every-day objects new meanings and new beauties to which the untutored mind is a stranger. In the inartistic pile of building stones along the street, he sees the symmetrical shells of extinct Mollusca, segregations of beautifully arranged crystals of quartz and garnet. In the rocks up the mountain side he sees not an uninteresting succession of strata, but the history of the floods of spring, and the droughts of summer, millions of years ago. In the Boston Ivy creeping up the wall, in the Virginia Creeper fastening itself to the side of the tree, in the common Hop climbing its pole he sees the natural workings of a nervous system akin to his own,—“Sermons in stones, books in running brooks, and God in everything.”

The last advantage to which your attention is invited, is the development of breadth of character. The untutored mind has little conception of the multiplicity of detail connected with any department of knowledge. The further we advance in scientific study the more we are convinced of the enormity of the subject, and of our utter inability to cover more than a very small portion of the field, even in a lifetime.

“The pride of man in what he knows,
Keeps lessening as his knowledge grows.”

At first we are confused and embarrassed by the infinite variety of phenomena, but later we come to see that they may all be marshalled into groups and series according to definite laws. Details are seen to be particular manifestations of the universal. In order, however, to comprehend these details, and all the tangled and apparently contradictory phenomena, we must broaden our visual angle. This organising the

universal from the particular, gives us breadth, so necessary in all educational work. The process of giving breadth to one's mental life is only begun, however, in college or school. While here an opportunity is afforded of becoming fairly conversant with each of the great departments of scientific knowledge, so that in after life, when busied with one line of work, one is able to appreciate and enjoy the successive advances made in directions in which one may not be particularly interested, and is enabled to appreciate the efforts of those whose researches spring from a proper motive—the revealing of truth, irrespective of practical applications or utility.

D. S. JACKMAN, B.A.

[The above paper, delivered to the students of the O. N. C., is a synopsis of a lecture given by Dr. Arch. Geikie, to the students of Mason University College, Birmingham, in 1898. The complete text of the lecture may be found in *Popular Science Monthly*, April, 1899.]

Oxford.

As I try to give a brief account of Oxford and student life at that famous old university, there at once comes up before my mind a vision of a city situated in a broad valley with gently rising green hills on three sides of it, their wide slopes so plentifully adorned with trees as to look like one continuous park. Around the city itself and through its parks wind the much-loved, gently-flowing Isis and Cherwell, which unite their waters just to the south of the town and there form the Oxford boating course.

If you look at the city from one of these neighboring hills you see nothing but a forest of beautiful trees and one great dark dome and many grey towers and steeples standing distinctly out above them, and numerous little pinnacles on all sides just peeping forth among the tree-tops. But when you

enter the village-hall of Oxford, you find scattered here and there, often with beautiful gardens or parks behind them and one great park all along the east of them, twenty-five colleges, some of them very large and none of them small. These are of every age, some like Merton, dating back even to the reign of Henry III., their exteriors which were once smooth white stone now all dark and crumbling with age; others like Keble are fresh and bright and modern and, for that very reason, are despised.

Of each college a peculiar feature is its chapel. This is often remarkably beautiful and interesting with its great organ and splendid choir of rich, well-trained male voices, its costly and wonderful windows, and its great reredos composed of figures of apostles, bishops and kings rising row above row until they reach the arch above. Each student is obliged to attend chapel so many times a week at eight o'clock in the morning (think of that these cold winter mornings), and his name is called to see if he is there. This is of course one of the many great trials that Oxford men claim they have to bear.

Another interesting thing about each college is its great dining hall with the walls covered with portraits of its famous scholars and patrons—a Henry V., an Elizabeth, a Wolsey, a Dr. Johnson, a Newman, a Matthew Arnold, a Ruskin or a Gladstone. Such places suggest very forcibly to one how rich Oxford is in associations with the past, and how sacred, we may say, are its precincts.

One turns unwillingly away from such a theme as this brings up to the mind, but I must now refer to some things in connection with the three thousand students that yearly throng the college halls. Face undergraduate in Oxford is required to wear cap and gown not only to all lectures and university sermons on Sunday but also on the street after dark. To enforce this rule two proctors are ap-

pointed each term, and each of these has a number of assistants commonly termed "bull dogs" to help him in running down naughty youths who persist in forgetting that cap and gown. Nearly every man has his story to tell of how he fooled the prog (proctor), or how he was caught and had to pay his fine.

Each night at exactly five minutes past nine, Old Tom, the great bell on Christ Church College tower, tolls out one hundred and one strokes and every college gate is closed and no one may go out, but those who are out are allowed to come in as late as twelve o'clock, paying, however, a fine if their entrance is after half past ten. If they do not get in before twelve, it is a very serious offence, and the guilty one has to appear next day before the head of the college, when unless his excuse is a good one he is fined and warned that next time he will be expelled. These rules are strict yet they are approved of by the men themselves for the most part.

Though what I have been describing are things very unlike what we find in our own universities yet there are two other points in which one feels more clearly the difference between Oxford and Canadian universities. These are first, the system of tuition, second, the importance attached to the social side of college life. Remember this refers to men only, not ladies.

As for tuition, instead of its being all given by lectures as with us, each student on entering the college is at once assigned to some don, called his tutor, who directs him in all his reading, tells him what lectures to attend, sets him two essays a week to write and bring to him, and then goes over these with him alone and thus comes to know his pupil intimately. As even the greatest of Oxford scholars, men sometimes of sixty years of age and known all over the literary world, do not think it beneath their dignity to act as tutors one can easily see

of what inestimable value this feature is in an Oxford education.

The social side of Oxford life is, however, claimed to be of almost as great importance in giving culture and breadth of mind as the strictly literary side of the institution. Just as in any other part of England the men do not go up and speak to each other without an introduction, but that once given they are very friendly, and the custom prevails among them of asking one another in to afternoon teas. Each man keeps everything necessary for this in his own room, and not only makes the tea himself but waits upon his guests, bringing biscuits and other similar dainties out of his little storehouse. After their cup of tea or two they all draw their chairs more closely around the fireplace, and then in the twilight before the blazing fire they sit and talk of the Boer war, or of the inevitable conflict with Russia, or when France will force them to teach her manners, or of the feeling in the United States towards England, or they ask you about Canada and how the French and English get along together; but the favorite topic is socialism or some form of it, such as old age pensions. It is wonderful how interesting these talks are, and yet it is not a wonder either that they are valued so highly especially when you remember that in such occasions you meet not only English and Scotch but also Swiss, French, Germans, Americans, Australians, Hindoos and even an occasional Ethiopian.

I should like to go on and tell of the famous debating society where still a young Cecil and an Asquith are among its best speakers, or I should like to tell of the college sports and particularly of the boating and the May races when Oxford is full of life and color. Some might like to hear of quaint old practises still kept up, or of the strange Oxford slang terms such as Maggus' Memugger for Martyrs' Memorial, but though all these and many other things have to be left

untold, yet I hope I have said sufficient to show that a year at Oxford is among the most pleasant of treats that anyone can either have had or look forward to.

L. CAESAR.

PORT HOPE.

In Legislative Halls.

The opening of a new session of the Dominion Parliament at Ottawa seldom has a more appreciative gallery audience than that which witnessed the pseudo-session held in the Assembly Hall on Friday, Nov. 16th. When the Speaker, Sir Daniel Webster, attended by the formidable sergeant-at-arms and the Clerk of the House entered and proceeded to the dais, the members took their places "on the floor of the House," and assumed that look of semi logical apprehension of the affairs of state that is becoming to members of Parliament.

The speaker with befitting pomposity opened the session. The Speech from the Throne was read by Lieut. Wilson, aide-de-camp to Her Majesty's representative in these fair domains. The drafting of a reply to the speech was moved in due course by Mr. Amoss, member for Tenortown, who waxed eloquent over his grandfather's apple trees and things. He was ably seconded by the member from the Back Woods, Mr. Wade, whose maiden effort shed much lustre over the rear government benches. Mr. McKay, opposition leader, made a spirited attack on the methods and plans of the government, whereat the Prime Minister rose to the rescue of his crumbling policy, and poured forth such torrents of eloquence that the opposition siege-engines were swept ignominiously back. A fiery altercation arose between the opposing leaders, and it required the soothing application of some Latin authorities from the Speaker's chair to quell the rising storm.

Messrs. Lewis and Sprott discussed

the proposed air ship line from Colingwood to Toronto. Mr. Sprott resented indignantly the contempt for his native burg implied in the appellation, "a suburb of the town of the Square Meal, Meaford," and indulged in such unrestrained denunciation of the injustice involved, that he had to be curbed into moderation by the chair. Mr. Wood, member for Logic-engine, spoke at length on the proposed measure to increase the O. N. C. fees to \$100. He showed advanced psychological development, but was promptly subdued by Mr. Welsh, who took ten minutes and a half to read the list of books to be assimilated at the O.N. C.

Mr. McDonald, member for Ladyville, an able champion of ladies' rights, indulged in some words with Mr. Keith concerning the proposed School of Domestic Science, of which the latter gentleman is to be matron. The wordy warfare rose so high that the prerogative of the Speaker was again called into exercise, to obtain order. After Messrs. Hedley, Ferguson, Dobson and Dolan had given vent to various high-flown sentiments, wise and otherwise, the house adjourned.

Discussion was resumed on the motion to draft a reply to the Speech from the Throne, on Friday Nov. 30th, with a full House. Many ladies had in the interval profited by the bye-elections and the privilege newly accorded to the fair sex of a seat on the *floor* of all deliberative bodies.

Mr. Kingston, member for the Penitentiary indignantly protested against the attitude of the Department of Agriculture towards the farmers' help problem, and ridiculed the Government for blindly adopting the A. W. Gunn, Bu-Chanan and Canon Bland, without ascertaining whether an adequate supply of these engines of war could be obtained. The Minister of Agriculture, Mr. T. M. Galbraith, rose to vindicate his position, and in his over-zealous ardor, indulged in utterances the truth of which were quest-

ioned. Complications arose and finally the lady-at-arms, Miss Butterworth, was instructed to extract the prevaricating member, and he took his departure at the point of the bayonet. It was forthwith decided that this lamentable occurrence should not be recorded in the annals of the House.

After Mr. Simpson and Mr. Parker had contributed of their wisdom to the discussion, and the member from Raevingtown had become hopelessly entangled in the mazes of his French authority, Miss O'Connor from O'County defended the proposed import duty on tobacco, proving psychologically that it was injurious to the health, (the duty, not the tobacco.) Mr. Morrison's obnoxious color was only equalled as a disturbing influence by Mr. Clarke's Irish story. Finally the question was put and the Government sustained by a sweeping majority.

Miss Keddie now arose and in a brilliant piece of studied eloquence proposed "A Bill for the Amelioration of Existing Evils in the O. N. C." Miss Tucker ably seconded the motion. We regret that lack of space will not permit us to record these thrilling speeches, nor the clauses of the Bill in question. Suffice it to stay that they dealt mainly with the imposition of a Stamp Tax. At the mere utterance of the word, the Speaker showed increased animation and interest in the proceedings and his stern features relaxed into a genial smile when Miss Timberlake's eloquent appeal on behalf of the innocent individuals at whom the measure was aimed, reassured him with the hope that the machinations of the framers of the bill against the peace of the "Upper Ten", would yet be thwarted. Miss Weir contributed further to the defence of these much maligned individuals, and then the debate was adjourned.

THE MONTHLY extends sincere sympathy to Miss Sinclair in her recent bereavement.

Literary Society Concert.

The concert given under the auspices of the O. N. C. Literary Society on the evening of Nov. 22nd, was a decided success. The forbidding weather that prevailed all day lessened the prospects of a full house, but the misgivings of those interested vanished with the clouds, as the evening advanced. A large and appreciative audience gathered in the Assembly Hall of the Collegiate at the appointed hour, to hear, as an opening number, a chorus from the O. N. C. Male Octet. The hearty encore which the boys received showed a keen appreciation of their selection.

Mrs. Agnes Knox-Black, true to her ideal of the helpful nature of pure and lofty literature, then gave a selection from Carlyle "On Work". Later, Mrs. Black's rendition of several scenes from "Macbeth" and her intensely dramatic personation of Lady Macbeth called for much comment, while her lighter numbers in a humorous or pathetic vein were much appreciated. The enthusiastic applause which invariably greeted Mrs. Libby Beach-Knox after her first appearance left no doubt as to the impression her voice in its clearness and purity of tone made upon her hearers. "The Nightingale" and "The Brook" are especially worthy of mention, as is also Mr. Carnahan's last solo, "There's a Land", though all his numbers were manifestly most acceptable.

When we say in the usual phraseology that Miss Bollert "ably filled the position of accompanist", we feel that we have not said enough; for though the position is usually and rightfully considered a secondary one, the taste and skill displayed on this occasion warrant us in saying that the soloists of the evening are to be congratulated on having the services of so competent an accompanist as Miss Bollert.

What shall we say of those young men, too timid or otherwise disinclined themselves to do the deed, who der-

ived much pleasure, apparently, from calling out between the numbers friendly (?) salutations to those of their companions whom they spied in the companionship of the fair? No doubt they wanted sympathy, but did they get it?

Societies.

The ladies of the W. A. A. regret their inability to win honor for the College by some such heroic feat as the winning of a championship at football. However, they are having a good time among themselves with basket-ball, and are also being thoroughly trained in military drill. It is impossible to say to what they may be inspiring.

On the afternoon of Nov. 21st a Glee Club was organized and the following officers elected: Hon. President, Mr. Johnston; President, Mr. Newcombe; Vice-President, Miss Bollert; Secretary, Mr. Sprott; Treasurer, Mr. G. A. Fergusson; Accompanist, Miss Harkness; Librarian, Mr. Phillips; Committee, Misses Hall and Merritt. With such a stock of good vocal talent to draw from, a large and efficient club will no doubt soon grow up around this nucleus. Those wishing to become members should give their names to the Secretary. A small fee is charged, but the training and vocal culture received will more than compensate for any outlay involved.

The Y. W. C. A. of the Normal College and the Collegiate Institute, under the leadership of its energetic President, Miss Bowman, already gives promise of becoming one of the most progressive and helpful societies of the institution. The Week of Prayer on behalf of Y. W. C. A. work in general was observed by a series of daily prayer meetings held before lectures in the morning. A weekly meeting, held in Room 16 on Wednesday from four to five o'clock is well

attended by the students. On Nov. 21st, a talk, on "The Temple," which was keenly appreciated by all who heard it, was given by Rev. Mr. Howitt. The Membership Committee is actively at work and the list of members is steadily increasing.

Miss Bollert presided over a highly interesting and edifying meeting of the Literary Society on Nov. 10th. After the reading of the minutes and the disposal of routine business, the programme began with a piano duet by Misses Good and Wallace. The central feature of the afternoon was a debate conducted entirely by the ladies. Misses Bradley and Weir and Misses Norton and O'Connor took the affirmative and negative sides respectively in a discussion on the question of the influence of public libraries on their patrons. Many and ingenious were the arguments adduced by the fair debaters, ranging from the sublime heights of bacteriology to the more prosaic levels of Johnny's errands after school. Suffice it to say that the judges, Misses Urquhart, Hall and Guest, after an elaborate process of discrimination and unification, awarded the decision to the affirmative. After Mr. Dickenson had discoursed sweet vocal strains, Mr. Painter criticized the proceedings with prolific profundity.

At the regular meeting of the Literary Society on Nov. 23rd, Mr. Macpherson gave a delightful talk to his happy family, who highly appreciated both the fatherly counsel and the fatherly counsellor. (For a detailed report of the address apply to Mr. T. T. M. Galbraith, who so ably seconded a motion to tender Mr. Macpherson a vote of thanks.) Mr. Kingston read a very ably prepared essay on Mary, Queen of Scots. The musical numbers were a solo by Mr. Pirie of the Collegiate Institute, a solo by Mr. Welsh and a chorus by the Ladies' Glee Club. The attention accorded the chorus, especially, was *rapt*.

The closing meeting of the Literary Society for the term on Dec. 7th, was of a specially interesting character. In accordance with a recent amendment to the constitution, nominations were received for the various offices for next term, the election being appointed to take place at the first meeting on Jan. 18th. Miss Ball gave a recitation, and Messrs. Newcombe, McDonald, and Pirie contributed solos. Vice-Principal Thompson related thrilling stories of marvellous encounters and hair breadth escapes to the delight of his hearers, till the arrival of Dr. Montague, whose eloquent and inspiring address was the impressive feature of the afternoon's programme. After eulogizing the scientific and industrial progress of the closing century, and painting a glowing picture of Canada's coming literary pre-eminence, he capped the climax by the generous offer of a prize of five dollars' worth of books for the best essay on "Home Life in Canada," to be written by one of the ladies of the present O. N. C. class.

Athletics.

WHAT WE HAVE WE HOLD.

The beautiful Spectator cup is to adorn our library for another year. Since our last number was issued the College team has played three matches in the series and won them all, thus gaining easily the foremost standing in the league. Great credit is due Captain Whitely and his band in purple and gold for the valiant efforts they put forth to uphold the Normal College on the gridiron. During the last three weeks of the contest it was almost impossible to practice out of doors on account of rain and snow, yet every opportunity was taken advantage of, the gymnasium being employed when the campus was unavailable on account of the inclement weather. As a result the College representatives were in good form up to the end of the season and successfully matered the several propositions they "ran up against."

O. N. C. VS. HAMILTON.

On Nov. 10th. the O. N. C. team faced a Klondyke atmosphere, and the crack city football aggregation on the Cricket Grounds. A hard struggle ensued, but when night closed the battle, the College had scored three times to their opponents' twice. Both forward lines were very fast but the College defence proved the stronger, and to this fact is largely due the victory.

On the following Saturday afternoon these two teams met again on the same ground. The weather was most unfavorable for good football and the ground was covered with slush; nevertheless, good combination play was indulged in by both forward lines, the work of Phillips and Whitely being especially pretty and effective. In the first half the College sent the sphere under the tape once, and repeated the trick in the second half. The Hamiltons, encouraged by their full-back Woods, rushed the ball past our defence once just before the finish, and the score stood 2-1 in our favor. The ladies who were present gave vent to their feelings in the College slogan.

O. N. C. VS. WATERDOWN.

The final game of the series and the most exciting as well was played on Saturday, Nov. 24th., once more on the Cricket Grounds. Waterdown was but two points behind the College, which was in the lead; if they could win this game a tie for first place would result, and a further victory would win them the coveted championship, so they spared no efforts to reinforce their team, but all in vain, as the issue proved. During the first half, with a strong wind in their favor the College did not score, though the forwards rained in many hot shots. The second half was closely contested, the College having the best of the play, but still unable to break up the visitors' strong defence. It seemed as if neither side would score, but at the last moment, amid darkness and drizzling rain the College rushed the ball

down close to their oponent's goal and Hore tallied. Great was the rejoicing in the grand stand where the College supporters, including many of the ladies, had been anxiously awaiting the outcome. Every member of the team played a brilliant game. For the visitors, Crusoe's work was faultless, and to his play is largely due the low score made by the College. The following are the players:

WATERDOWN,—Johnson; Burns, Smith; Higginson, English, Crusoe; Robertson, Organ, Stewart, Lee, Cooper.

O. N. C.—Lewis; Watson, Smith; Thompson, Downey, McEwen; Hore, Bailey, Clark, Whitely, Phillips.

FINAL STANDING OF THE LEAGUE.

	Won.	Lost.	Drawn.	Points.
O. N. C.	4	1	1	9
Hamilton.	3	3	0	6
Waterdown.	2	1	1	5
Kilbride.	1	3	2	4

ASSAULT AT ARMS.

The *grande finale* of the term's work in athletics took place in the Collegiate gymnasium on the evening of Dec. 7th. The city Y. M. C. A. gave clever exhibitions of tumbling and work on the horizontal bar, and the College "Longs" and "Shorts" displayed their budding skill in basket ball. A closely contested match between the Y. M. C. A. and Collegiate teams, resulting in a victory for the former, bayonet drill by the Collegiate cadets and a fencing exhibition by Messrs. Keith and Hillman filled up the evening's programme.

Mr. R. Shaw has gone to render service in Perth Collegiate during the temporary illness of Mr. Dossie, the mathematical master.

On Monday evening, Nov. 12th., Dr. McLellan delivered a lecture on "The Interpretation of Poetry," in the lecture room of the Centenary Church. A large number of the students were in attendance and derived much profit as well as enjoyment.

Just Among Ourselves.

McCullagh (contemptuously)—I never look at the girls! Eh, Mac?

The Vigilance Committee appointed to enforce the provisions of the Amelioration Bill should after Dobson *post-haste*.

Suggested subject for a vacation exercise for one of our mathematical specialists: "How to Teach the Number One after Drilling on Nothing."

Hedley has been dissecting his camera with a view to discovering the exact laws of photographic circulation. Important results expected shortly.

Government appointments: W. J. O'Brien to be Commissioner of Indian Schools; B. E. Thackeray to be Private Chaplain to Mrs. Knox-Black.

Set your pupils near the front,
If you should want to teach them;
'Twill serve another purpose too,
You easily can reach them.

—Miss O'C—n—r.

Fergie reports his relations with Miss Powell to have been most amicable; besides (miracle of contrast) he travelled for half fare.

It was during our lecture in anatomy. The worthy doctor is proving the physiological truth that living flesh cannot be digested, citing the case of the snake that swallows a frog. Whereat a brilliant youth from the back of the hall, seeming to see a gleam of light cast upon a problem that had weighed upon his mind ever since his Sunday School days, eagerly inquires, "Would that explain the mysterious case of Jonah?"

Personals.

'00

Miss Winifred Evans is teaching at Violet, near Kingston.

C. L. Willis, B. A., is in charge of Durham County Model School.

G. W. Umphrey, B. A., is taking the work in Modern Languages in Uxbridge H. S.

W. J. Saunders, M. A., is Science Master at Pembroke H. S.

Miss A. Lick, B. A., is engaged in Smithville H. S. staff.

Misses E. B. Robertson and F. A. Robertson are teaching at Vivian and Elmdale respectively.

'99.

Miss M. Elliott is on the staff of the Presbyterian Ladies' College, Ottawa.

J. W. Sifton, B. A., has charge of the Mathematical department of Uxbridge H. S.

L. E. Staples, M. A., is principal of Kingston Model School.

Miss A. G. Iler, B. A., teaches in Moulton Ladies' College.

Miss M. A. Harvey, B. A., teaches mathematics in Alma Ladies' College, London.

A. Dale is one of the instructors in the Canada Business College, Chatham.

'98.

G. S. Bale, B. A., controls the Modern Language Department of Goderich H. S.

N. F. Black is devoting his energies to the maintenance of the Public and Model Schools of Lindsay.

R. W. Anglin, M. A., and J. A. Taylor, B. A., are manfully sustaining the honor of the teaching profession in Dutton H. S.

Miss E. M. McArthur instructs the ladies of Havergal Hall, Toronto.

E. M. Keys, B. A., is Classical Master in Bishop Ridley College, St. Catharines.

W. H. F. Megill, B. A., holds a lucrative position in the Government Civil Service, Ottawa.

Miss Maud M. Cawthorpe, B. A., occupied for two years the chair of English Literature in Parson's College, Iowa, a position which she resigned this past summer to become mistress of Knox Church Manse, St. Catharines, and the life-partner of Rev. Geo. H. Smith, Ph.D.

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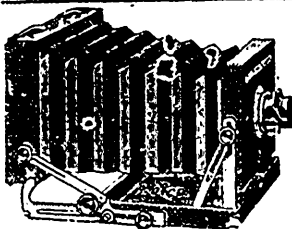
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