

Ontario Normal College Monthly.

HAMILTON, ONTARIO, DECEMBER, 1899.

Ontario Normal College Monthly

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THE winning of the Spectator Cup by our football team is an event of which we are justly proud. From the day that mention was first made of a club from the College entering the city and district league to uphold our honor, there has been a steadily growing feeling in our midst, which reached its climax in the enthusiastic welcome and support accorded the victors in the game with the St. Matthews'. And to Captain Wren and those whom he led a hearty "well done!" has gone forth from their fellow-students.

A more pleasing feature, however, of the season's work than even the victory won upon the field, is the undoubted increase, if not actual calling forth, of a College spirit. As our Vice-Principal remarked, all elements have worked harmoniously together and come to know and respect each other. Those, too, outside the ranks of the players have become united through a common interest, and the majority now recognize that the element of "mine and thine" is embodied, to some degree at least, in the Normal College.

But this is not all. The relations formed between ourselves and the

Collegiate Institute give cause for satisfaction. Two of them did splendid work in every match played, and helped to draw the support of a large number of others. We trust that in any future dealings nothing will be said or done to mar the good feelings now existing between the two bodies.

But now that football has ceased to be a factor in our physical life, substitutes must be provided. Last year several teams were formed in basketball with good results. The short time, however, in which the gymnasium is at our disposal will limit the number of those engaging in this branch of athletics. A sport which gives evidence of becoming popular among us is hockey, and the formation of a club has already been considered. To carry this out it will be necessary to secure special hours and rates at the covered rink. But why should these special rates be limited to chasers of the puck? Arrangements ought to be made as soon as possible to have a reduction in the price of season tickets to all N. C. student. If this cannot be done it has been proposed that we build an open rink and have it under our own control. This would present many difficulties, but should not be impracticable.

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JUST now the subject of examinations is being brought very prominently to the notice of the Normal College students, and in the midst of the burnishing of old ideas and the

acquisition of new ones, the thought naturally arises—What is the use of examinations, anyway? Do they really meet and satisfy a “felt want,” or do they, along with the vermiform appendix, constitute a legacy bequeathed us by our forefathers, at best but useless, and often giving rise to serious or even fatal complications? The whole matter is one which deserves the earnest consideration of those directing the educational affairs of any country, and it is gratifying to know that changes have been and are being made which will remedy some of the more glaring defects in the system as conducted in the past. Still there is room for improvement, and one sphere in which we feel a wise change might be made is in the final examinations of the Normal College. Heretofore papers on Methods have been set for the candidates, who have already submitted to twenty or thirty examinations far more suitable for testing methods of teaching than any examination paper, even though it be ideally perfect, can possibly be. During the term each teacher-in-training teaches at least one lesson before each teacher on the Collegiate Institute staff; at least one lesson in each grade in the Public Schools, in which proper provision is made for due variety of subjects; of these lessons a written plan is submitted to the Public School Inspector; in our own class-room we conduct classes under the interested supervision of our Principal, Vice-Principal, or one of our lecturers; and when a person considers that each and every one of these lessons and lesson plans is a factor in determining our ability to

teach and manage a class, surely even the most extreme advocate of examinations must cry, “Enough.” But of this we do not complain, for we see that practical and competent teachers are forming a careful estimate of our methods as carried out in practice. Without feeling *excessively* burdened we can submit even to two term examinations, of which papers on methods form a conspicuous part. Here we have as examiners the members of the staff in whose presence we have conducted classes, and what is of far greater importance, we can feel assured that the questions set will deal with broad pedagogical principles, and will not be confined to comparatively insignificant technicalities, which at best but very inadequately test non-professional scholarship. Any good that may lurk in a written examination on Methods is surely attained by the papers submitted at the end of each term. But as to how sorry a test they really form, any member of the faculty can bear witness, for often he sees those whom he knows to be good teachers fail to do themselves justice, while others, much lower in the scale of teaching ability, must be ranked among the best, if the results of the written examinations are to be adhered to. But, granting that the authorities may reasonably demand these tests of our attainments in the *theory* of teaching, our claim is that the results of the two term examinations, coupled with the lesson plans, which must be submitted in the case of every lesson taught in the Public Schools and which may be required at any time by any teacher in the

Collegiate Institute, give amply sufficient data for our grading. What end *can* a final examination in Methods serve? What percentage of the candidate's worth as a teacher can it discover? If the art of teaching consisted in a written correspondence between teacher and pupil, the written plan would be no mean factor in estimating pedagogical acquirements; but where the living teacher is brought into personal contact with the pupils (who are generally very much alive), many incidents arise to destroy the even tenor of the plan, and it is just by his manner and method of meeting such difficulties that his power and value as a teacher may be determined. One man may go before a class with a plan that the most exacting critic would judge almost perfect and yet show a lamentable weakness in many or even all the fundamental requirements of a teacher; another may meet the same class, with a vastly inferior written plan, but armed and well prepared to meet each difficulty as it arises, and to guide the pupils toward the goal at which they aim. Which is the better teacher? Which would be marked as the better teacher by any extra-mural examiner who has never seen either candidate conduct a recitation? The man with the good *plan* is marked "Honors." The man with the good *qualifications* gets "Failed." Thus it is. Must it ever be thus?

* *

DURING last month notice of motion was given to amend the constitution of the Literary Society, one of the proposed changes being occasioned by the addition of two business managers to the staff of

the MONTHLY. The question, however, was left over for a committee to deal with next term, partly from a general aversion to discuss such "uninteresting" subjects, and partly because it was felt by a number that when changes were being made, they should go farther.

In the constitution as it now stands, the members of the MONTHLY staff are included in the list of officers of the Society. This is virtually contradicted by a subsequent clause excluding them from the Executive Committee, in spite of the fact that in general the officers of a Society constitute the Executive. Again there is a distinction drawn between the two, in the length of their respective terms of office.

We cannot see why the MONTHLY staff should be considered as officers of the Society when they do not perform the duties of the officers in any particular. Were they elected as a special committee, they would still be under the jurisdiction of the Society and the present defect in the constitution would be remedied. The clauses mentioned might read as follows :

"The Society shall appoint a staff for the MONTHLY, consisting of an editor-in-chief, three sub-editors, and two business managers, who shall hold office for the full college year."

"The officers of the Society shall consist of two Honorary Presidents, a Patron, a President, - - - and six Councillors, three ladies and three gentlemen."

"The Executive Committee shall consist of the officers of the Society."

"The officers shall be elected twice in each college year (the terms being specified.)"

The proposal to define the duties of the curator was a timely one. The appointment of the editor-in-chief could well be left in the hands of the Society. Again a few changes in the rules of Order as given in the old constitution might likewise prove beneficial.

Democracy, Ancient and Modern.

Ever interesting and instructive is it for a people busily engaged in every day pursuits of life, taxing to the utmost their best abilities, natural and acquired, and deeply engrossed in the bustle and hurry of business affairs, to call a halt for a brief time and in a calm and quiet mood to reflect on just where the present generation really stands as compared with peoples and nations of former times. No doubt in most respects we of to-day take pride in the belief that we stand head and shoulders above any and every generation that has preceded us, and with a boastful and self-satisfied air contemplate the future, and chuckle with delight to think that our successors will have no easy task left them when they try to maintain the level to which *we* have raised the world—while to undertake to make a step in advance would be almost sure to entail a total collapse of the structure *we* have reared. But let us not be too confident. More than two thousand years ago the wisest man of his day thought that almost everything had been discovered, and that the best of the revelations made had been put into practice; hence future generations could make but little change, while the chances for improvement were very small. Yet, in spite of Aristotle's opinion, great and fundamental changes have arisen and mighty strides have been made in relieving man's necessities and in

raising him to a higher and purer life. Numberless habits and customs, rigorous and all-powerful among men of the times when Greece and Rome were paramount, have long since fallen into abeyance, and have been succeeded by others of entirely different characteristics, which in turn have been supplanted by newer and better manners of life. Thus it ever was—thus it ever will be.

While broad and general considerations of this kind are always helpful and tend to deepen and strengthen the spirit of charity and humility, it is equally interesting and profitable to limit the outlook and confine the attention to a more narrowed field of thought. In such a spirit this brief comparison is made between ancient and modern democracy.

The remarks here made will be classed under three heads, dealing respectively with the legislative, executive and judicial systems. Various other topics suggest themselves, but time and space will prevent anything beyond a mere cursory consideration of those selected.

If we could get a glance at a meeting of the Legislative Assembly at Athens—the typical democracy of ancient times—great would be our surprise at the number of its members. Every citizen of the State had the right to be present at every meeting of the *ecclesia*, and when there he was at perfect liberty to express his views on any question before the House. An Athenian would have thought his citizenship of very little value if all he could do in matters of legislation was to vote for some other man to attend the meetings of the Legislative Assembly and do *his* work. But to-day a possessor of the franchise is well satisfied if the candidate of his party wins a seat in the House, and he—poor soul—is carried even beyond Elysian fields if by favor of his representative he can obtain a ticket of admission to the Speaker's Gallery.

But the unwieldiness of ancient assemblies, coupled with the proverbial fickleness of the masses, made the pursuit of a definite policy almost an impossibility. Any windy demagogue who mingled a little tact with his blustering was often successful in carrying his proposals against a safer or more beneficial plan advocated by a less gifted but more scrupulous adversary. Hence their government was very unstable. But to-day, when every member holds his seat because he has pledged himself to a certain course of action on all vital questions, there is reasonable certainty that the policy of the stronger party will be persistently followed during the natural life of the Parliament.

Another consideration which added to the fickleness of the Athenian *Ecclesia* is the fact that meetings must be held at least four times a month. Thus, in case the policy pursued for the time being appeared to have miscarried in any way, the people dealt with the matter summarily and while under the influence of anger or indignation, a condition of affairs not conducive to clear thinking and careful legislation.

Again, with regard to the method of conducting elections a wide difference is found. At the time when Athenian democracy was at its height almost any citizen might give in his name as a candidate for the office of archon, and the selection was made by the casting of lots. But to-day the number of candidates usually corresponds to the number of political parties, and the election is made by a ballot vote; in theory, each elector independently giving expression to his heartfelt convictions—in practice, often wielding his suffrage in the interests of the party that will pay him most, or voting while his brain is stupefied by drugs smuggled into his system under cover of an election treat. Each system has its disadvantages, but in theory, at least, we of

to-day can claim a great superiority over the ancients.

With regard to the field of legislation there has not been much change, each Assembly dealing with all matters of home and foreign policy. But the *Ecclesia* had supreme and final power in all matters of national law-giving, of war or peace, of external alliances; while to-day the power of the representatives of the people is hampered by other authorities. The effect of such restriction of the power of the Commons is held to be very salutary, but is sometimes felt as a serious inconvenience by the party in power.

In the Executive Department of State Government another contrast is presented. In the early democracies the Legislative Assembly itself attended to the execution of its decrees and enactments. This it did partly by giving over certain duties to the various officers of state and partly by appointing executive committees as occasion required. But to-day the President or Premier of the land is responsible, through his colleagues in the Cabinet, for the proper administration of the laws.

A comparison of the judicial systems reveals considerable difference in custom and procedure. At Athens, through their somewhat elaborate system of dikasteries, the people directly controlled the civil and the criminal courts. Except in cases involving a very small fine, which came under the jurisdiction of an archon, or in the matter of homicide—to deal with which was the peculiar province of the Senate—the popular dikastery alone had power to act, and its decision was final. But in modern democracies is found a graded system of jury courts, where, under certain limitations, appeal may be made from each lower to the next higher court.

Again, a criminal court of to-day is presided over by an expert in criminal law, who is believed to be, and

generally is, strictly impartial. His chief duty is to see that in arriving at a decision the jury allow nothing outside the question directly in hand to influence them, and even from the decision of this body appeal may be made to a court of experts. But not so at Athens. There no competent jurist scrutinized the evidence offered or the appeals made, and as a rule the party that could most skillfully work on man's emotional nature won from the assembled jurors a verdict in his favor. While advocates of the modern system claim a great improvement on ancient usage, yet surely few would assert that the jury courts of to-day are to be regarded as perfect machines for the execution of justice.

One result of the popular jury courts at Athens was that all her citizens knew the law of the State, which is saying more than could be said of citizens of modern democracies. But, on the other hand, it is noteworthy that, especially after it was resolved to pay the dikasts out of the State chest, the jury courts came more and more to be composed of men to whom the two or three obols a day were of prime importance, while the better class of citizens kept almost entirely aloof from judicial proceedings. Against that, place the condition of affairs to-day, when many of the cleverest and noblest men of the land spend all their time in the administration of civil or criminal justice.

Another claim to superiority which advocates of ancient usages sometimes prefer, is one which was the natural outcome of their system of popular legislation. Every citizen had a chance to be well versed in State affairs, and also had excellent opportunities to become a fluent public speaker and a keen debater. But the Athenian populace grew to be idle; conceited, too fond of petty quibbles and controversies; and often serious

national losses resulted directly from the statesmanship (or rather lack of statesmanship) of apprentices and upstarts.

From such a brief comparison of the prominent features of democracies it appears that we of to-day have just reason to feel that we have profited by the experience and mistakes of our predecessors, but that we have not yet reached a condition of statecraft where we can delight the soul with the thought that we have nothing more to learn regarding national government.

G. E. W.

Mrs. Foley's Views on the Modern Girl.

"The doctor's a fool—a perfect fool! To send that slip of a girl to College, indeed! In my time girls was content to stay to home and do their duty in that state of life into which it had pleased God to call them, and sweep and dust as women have done from the days of Eve down to this present time. If Eve had went potterin' round, readin' books, and jabberin' that there Latin and stuff, wouldn't we have been told about it in the Book of Genesis? She staid to home and tended to her own affairs, and didn't go mixin' up and makin' herself equal to men—which shouldn't be, noway. George used to say that these times was out of joint. He was book-learned himself, but didn't approve of it for women. There's Mary Jane, now. Just because she has them two letters after her name she turns up her nose at every other girl in the village. As if anybody couldn't stick two letters after their name. Anyway, it's just the first two letters of the alphabet, twisted round so as to look more uncommon like. George always said he had no use for letters after people's names, especially women; and I always maintain that it's noth-

ing but foolishness to let girls have so much book-learnin'. It gets them to thinkin' too much of themselves, and abstracts their attention, so that they can't ever stir up a custard proper. They're not a mite o' use round the house. Their fathers and brothers might hev holes in their socks as big as their heads for all they know or care.

"And they do say that sometimes the girls come at the top of them things they call the class lists. I don't rightly know what they are—some foolishness, I suppose—and that makes them puffed up (contrary to charity) so that they kind of look down on the men. And mixin' up with the men kind of makes them forward, too—the girls, I mean. Our minister said the most beautiful poetry in his sermon last Sunday, and after meetin' I heard Mary laughin' and tellin' her father the minister had made a mistake. I was totally flabber-gasted. The idea of a chit like that settin' herself up agin' the minister, a man old enough to be her father, and who was the best blacksmith in the country till he got religion. After he joined the church he felt a call to the ministry, and he went away for six months—Ephraim Brown paid for him—and come back a full-fledged preacher. That's what I call smart. It didn't take him four years to get a couple of letters tacked onto his name. He doesn't need 'em. And he preaches the most rousin' sermons you ever heard. When he talks about the Judgment Day and fire and all that I just quake. And when he hits the pulpit I can't imagine nothin' more rousin'. That's the way to make folks see the error of their ways. Why, when we have resurrection meetins'—no, it's revival I mean—we have twice as many converts as they have over to Cainsville. There's Dave Rymal, he gets converted every year, and he makes his whole family come up with

him. Then we say, 'Hallelujah!' and 'Thank God for one more soul.' Only it puzzles me whether we ought to count Dave in every time when we're reckonin' up to compare agin' Cainsville, for it don't seem fair to put him in every time as one more soul saved, and yit there he is.

But I was talkin' about Mary Jane. You see Mary was always counted kind o' smart, and they didn't have no boys in their family. But the ways of Providence are unscrutable, and I suppose by this time the doctor's resigned to Mary bein' a girl. He thinks a heap of her any way. But I always explain Mary's goin' to College this way. To tell the truth, she had a middlin' good head for a girl, and the doctor he thought he'd make her as much like a boy as possible, forgettin' the evil results of sech a course of conduct. So off she went to College and studied Latin and Grease—though why she could not get drippin' enough at home, I don't see—and Mathewmatics, which is Scripture, I suppose, and Phileosophy. And they do say she came out at the top pretty nigh every time. And the doctor is as proud of her as can be, and is always showin' her off and lettin' folks see how much she knows—though Mary is naterally modest, I will say, which shows how nice she might ha' been if they'd let her alone. Her own good sense seems kind of to suggest to her that 'taint good for a woman to be too learned. I must say she has never talked that there Latin stuff to me. Of course I wouldn't understand, but that wouldn't hender some folks. Although Mary seems all right still, yit appearances is deceitful, and I am in daily expectation of her doin' somethin' outrageous.

"Another thing at these Colleges. They want to run around and do exercise like the men. Mary seems strong and looks real pretty, but it is

a pity that her as might be a lady should let herself down so. In my day it wasn't genteel for a lady to be able to walk more than a mile without faintin'. But Mary walks six miles and isn't even out of breath. 'Taint neither nateral nor lady-like. And she rows, too, and fences. Fencing is like baseball, only the ball's always on the ground, and you hit it with a long thing like a fence rail. This, at least, is my perception of fencin'. But what seems to me worst, she has one of them new-fangled things called bicycles—two wheels that you sit on and work with your feet and they go. I often see her boilin' along on it. Perhaps you don't know what boilin' is. Well, it's a kind of slang word for goin' very fast. I think it's very expressible, it reminds me of boiled lobsters. I suppose that's how they come to say boiled.

"My conscience is kind of troublin' me because I said girls couldn't sew or cook. I must confess that I have seen Ma'y mendin' her father's clothes, and that I have et pretty good cake there that Mary made.

"But I feel it my duty to warn her. If she doesn't forget or cover up some of her learnin', she'll be an old maid, sure as shootin'. I don't suppose any girl wants to be that; not but what it's all right, but then folks always look down on old maids, and say it's because they never had a chance, and not that their twin souls died in infancy, or somethin' charitable like that. But what I was going to tell Mary is this—Men always like to think they're managin' somethin'. I've noticed that they don't like women who know too much. It takes down their opinion of themselves. They like these little timid creatures that scarcely know a from b. Then they can impose on their ignorance, and lay down the law without any disputin' or contradictin'. I wouldn't like to see the finger of scorn pointed at Mary, so I'll just

give her a hint, for I'm kind of fond of her after all." IMPERATRIX.

The Literary Society.

NOVEMBER 17.

In response to an invitation to send a representative to the Victoria University conversazione, Dec. 1st, Mr. Hobbs was elected by acclamation. J. N. Robertson was appointed critic for the next meeting. Mr. White's notice of motion concerning changes in the Constitution, bidding fair to call forth long discussion, was laid over until next meeting. A piano duet by Misses Elmslie and Briggs and a recitation by Mr. Ramsay preceded the debate—"Resolved, that science has been more beneficial to mankind than poetry." The negative was ably supported by Messrs. Well and Young, but the logic and poetry of their opponents, Messrs. Cook and Coons, wrested the award of victory from the judges, Misses Mortin, Smith and M. Reynolds.

NOVEMBER 24.

Some time between 2 and 2.30 a studious audience (a unique feature of which was the blue stockings) gradually assembled, only to have their eager anticipation of a long and thrilling discussion on the notice of motion once more fail of realization, the matter being left over till next term. Miss Baker was nominated critic for Dec. 1st. The subject of the class photo. was discussed, Messrs. Carter and Cook being appointed to look into the matter. The programme consisted of a piano solo, Miss Reynar; recitation, Mr. Taylor; vocal solo, Mr. Loucks, and a debate—"Resolved, that capital punishment should be abolished." Affirmative, Messrs. McTaggart and Wren; negative, Messrs. Willis and White. The feeling of the audience would naturally lean to the cause of the affirmative, but even the doubtful were car-

ried away by the resistless torrent of words which rushed from the lips of one of its supporters. The judges (gentlemen) again decided in favor of the affirmative.

DECEMBER 1.

At this meeting only one item of business was brought up. The committee appointed to arrange for the class photo gave the report of their work. On their recommendation the Executive decided to allow Mr. Morrow the honor of immortalizing this class. A vote of thanks was then tendered to the members of this committee.

The programme of the afternoon consisted of piano solo by Miss Bauer; recitation, Mr. Reid; vocal solo, Mr. Johnson, of New York; address, Mr. Macpherson; piano solo, Miss Baker. Mr. Johnson's solo was greatly appreciated, and he had to respond to an encore. In his address, Mr. Macpherson gave much helpful advice to the teachers-in-training on the practical side of their work.

The attendance was very good, considering the thirst for knowledge evinced by the students at this particular season of the year, and it is safe to say that those who were present were none the losers.

OPEN MEETING.

On the evening of December 8, the following programme was presented to a large and appreciative audience gathered in the auditorium of the Collegiate Institute:

Mandolin and banjo selection (en-cored), Messrs. Robinson and Eager; address, "Reminiscences of School Life," Dr. McLellan; piano solo, Charles Willis; vocal solo, "Alone on the Midnight Sea," H. Loucks; presentation of Spectator cup; instrumental solo, Miss Wood; O. N. C. Male Quartette, "Old Kentucky Home," Messrs. Reid, Robertson, Saunders and Stickle. The Drama-

tic Club followed with the presentation of the farce, "The Fatal Mess-age," with the following cast: Mr. Thaddeus Perkins in charge of curtain, E. Coons; Mrs. Thaddeus Perkins, cast for Lady Ellen, Miss Dowler; Miss Andrews, cast for maid, Miss Bailey; Mr. Ed. Bailey, an understudy, E. Young; Mrs. Ed. Bailey, cast for Lady Amaranth, Miss Evans; Mr. Robert Yardsley, stage manager, K. McKenzie; Mr. Jack Barlow, cast for Fenderson Feather-head, D. Eagie; Mr. Chester Henderson, an absentee; Jennie, a professional waitress, Miss Kyle. President McDougall was chairman.

The Principal's address proved very interesting, looking back as it did over a school experience of over half a century. In opening he referred to the large amount of "nonsense" talked about the educational system of to-day. Going then to his own school days, he vividly described the character of the old schoolmasters, the materials they presented, their methods, and the general results on their pupils' minds. In those days the teacher had great scholarship but no training and his method was empirical. Books were rigidly adhered to and the acquisition of knowledge hastened by the birch rod. But there were among them those whose rugged exterior concealed a kindly heart, and from such an one the speaker had received the first words of encouragement that started him upon the work to which he had ever since devoted his best energies. A teacher's pay, as at present, was small, often only \$150 a year, and his life outside the school attended with much that was unpleasant and trying. The Doctor related several amusing incidents in his experience both as pupil and teacher, and closed with a stirring reference to the old school-boys who had gone out to South Africa to do battle for their country.

The presentation of the Spectator cup was made by Rev. C. E. Whit-

combe, President of the Hamilton and district Football League. In a graceful address he showed the high place held by outdoor exercise in the building up of a strong national character. President Kennedy of the Athletic Society accepted the trophy. It was then handed over to the Principal and Vice-Principal by Captain Wren. There was frequent applause during these proceedings.

Space forbids a detailed account of the presentation of the farce. Suffice it to say that those taking part must have been rewarded for their hard work of preparation by the success they achieved and their appearance again on some future occasion will be eagerly awaited. The meeting closed with the National Anthem.

News from Santa Claus.

NORMAL COLLEGE,

December 11, 1899.

To the Editors:

While engaged in a day-dream anticipating the pleasures of Christmas time and of the many desirable gifts that would be mine, I received a few messages from St. Nicholas by wireless telegraphy. He took this means of answering some of the many appeals on his generosity from the O. N. C. boys and girls. By private cable, this morning I learn that his communications as to the other decisions were intercepted in their passage across South Africa by the press censors and will be detained for the customary seven days. I forward you for publication the dispatches to hand with the hope that they may allay unnecessary worry on the part of the fortunate ones.

"YOUR PRESIDENT:—Congratulations for the successful concert together with a promissory note guaranteeing no discussions re changes in the constitution"

"MONTHLY BOARD:—Applications requesting the privilege of

preparing articles during the vacation."

"W—N:—A foot-ball with the glowing inscription 'O. N. C. champions.'"

"R—B—T—N:—A small woolly animal which when lovingly caressed utters the familiar sound, 'Ba'."

"S—H:—A reminder that the day before Christmas is not the Queen's Birthday."

"MISS B——:—An instrument for ascertaining the exact position of heat in a warm poker."

"S—D—RS:—An automatic music-sheet collector."

"MISS L——W:—A city map and guide book." MARCONI.

Some of the shopping students were gazing rapturously at the toy birds exhibited in one of the city windows. "Oh, oh," said one in Bell-like tones, "do look at that Eagle. Would'n't I like to have it." "Yes," said another thoughtfully, "but I prefer that little Wren. Isn't it cute? It has such a pretty topknot." A male voice here interrupted and with a Young accent said, "Any kind of a Bird will do me almost, the little Dickey bird up there, or else that little Wooster in the corner."

"Eh, mon Sandy, its nae muckle I'd be spierin' for masel.' Gie me some brose and a wee bit o' short bread and that'll dae."—SM——N.

Y. W. C. A.

At the opening meeting of this Society, Mrs. Davidson, (Hon. Pres.) gave an interesting and helpful talk on "College Relations," to which appropriate remarks were added by the President, Miss Gould. The subject for Nov. 27th, "Protection from College Temptations," was considered as follows:—Prayer—Miss Forfar; Bible study—Miss McKenzie; Friendships—Miss Taylor.

Football.

WATERDOWN VS. O. N. C.

Precisely at 12.30 p. m. on Nov. 18th, Manager Hawley and Captain Wren called the roll of the O.N.C. supporters and found to their delight that all were present, whereupon the goodly company, 40 in all, stowed themselves away in the two vans which were to carry them out to Waterdown Athletic Field. As the vehicle started there arose one unanimous shout—three cheers for the O. N. C., the Collegiate and the whole Faculty—and such a shout it was that the magnificent pile must have felt proud that from its portal had issued forth, as one harmonic whole, students of every rank, who by word or deed were prepared to do mighty battle for the honor of her fair name.

And so the supporters of the purple and orange journeyed on till at length the advance guard of 29 found themselves in the enemy's territory. Then they sang of the mighty deeds of their heroes and had not our opponents been in their own den we have little doubt but that they would have been discouraged. However, fortune favored them, and when at 3.15 p. m. the referee blew the

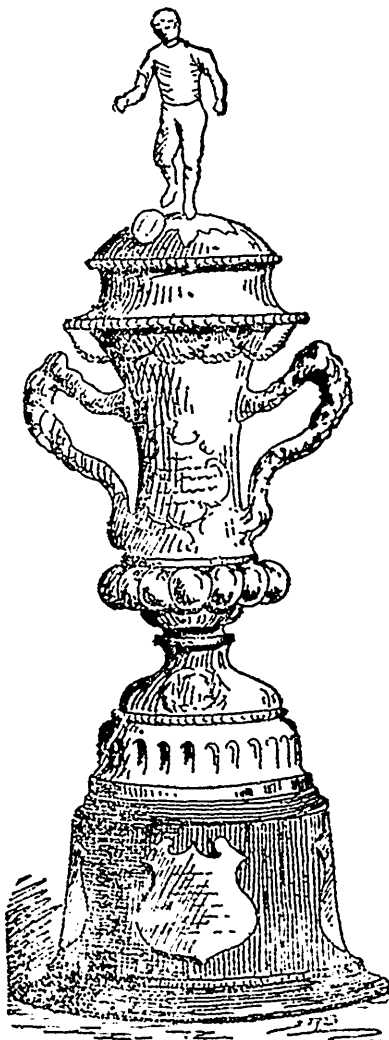
whistle the O. N. C. men found opposed to them "foemen worthy of their steel."

Off went the ball and after repeated rushes up and down the field the ball was kicked against the College goal

posts and as it rebounded Organ of Waterdown breast-ed it through. Seven minutes later from a corner kick—a high wind and bright sun being in the eyes of the College defence—another goal was scored for Waterdown. But the College boys were not to be disheartened and two minutes later was their first goal notched. For the next twenty minutes the spectators enjoyed a good exhibition of football. The College defence played like clockwork and were promptly assisted by their forwards who with much fine combination from wing to centre, from centre to wing, in a brilliant rush carried the ball and Waterdown defence before them and scored their second goal. Fifteen minutes later while several of the players were disputing a throw in, Waterdown secured their

third goal. Thus ended the first half.

No sooner had the whistle blown for the second half than away went the College dauntless forward line and in one quarter of a minute scored



their third goal. Thus the score stood 3-all. And now excitement reached a fever pitch. Time and again in enviable style did Kennedy, Jermyn, Wren and Dunkley centre the ball and find Shaw right in line. But hot shots were well taken care of by the Waterdown goal. Then came on the half-backs, Ruddell, Jolly and Willis—"who know the com"—with feet and head to dispute territory with Waterdown, but despite their splendid argument, Waterdown repeatedly broke through and made things interesting for the College backs and goal keeper. But it was interesting, that was all. Then Reid thought he should score just for fun and with one of the greatest kicks ever seen on a football field sent the sphere from his territory and landed it just over the bar behind his opponents' goal. Securing the ball from the goal kick, Waterdown forwards swept down the field like a whirlwind. And already they were nearing the college goal when in forlorn hope out sprinted Carter, secured the ball, and after a brilliant dribble down the field centred the pig-skin for goal No. 4. "I say boys we have them now" shouted a familiar voice, and it was even so. Shortly after this an accident caused each team to lose a player. For fifteen minutes more, the spectators enjoyed a very close and exciting game. Each player was called upon to kick or head the ball, not at random but with accurate judgment. Frequently did Waterdown assail the enemy's posts but even as often in his inimitable style did Pettit, the College staunch goal keeper, avert the well aimed shots. And so the game ended in favor of the College by a score of 4 to 3.

Whatever may have been the delight of the football eleven over their victory it certainly was not diminished when just before their departure from Waterdown they were addressed with these words: "Never

before in the history of our town have outsiders created such a favorable impression as have you. Your College with its team and loyal supporters has opposed to us an unbroken front. You have whipped us fairly and squarely and above all let me tell you that from your behaviour this day we can only consider that the words 'Ontario Normal College students' and 'gentlemen' mean the same."

ST. MATTHEWS VS. NORMAL COLLEGE

November 25th, will be a day long to be remembered in the minds of the crowd of spectators who gathered on the Y. M. C. A. grounds to witness the final game between the two rival teams, St. Matthews' and the Normal College. The day was an ideal one for football, without sun or wind to aid either team. Both sides of the field were lined with supporters of both clubs. Conspicuous among the cheerers for the College were the lady students, the staff, and a megaphone manned by a loyal representation from the Collegiate Institute. Just before play began, goalkeeper Pettit had the misfortune to sprain his ankle but in spite of severe pain, he refused to give up.

At 3:30 the referee gave the signal, cheers arose from the spectators and the great game commenced. The ball travelled up and down the field for some time, then the Normalites secured it and after good combination play, Kennedy passed to centre and Wren scored first blood. St. Matthews' were now more vigorous than ever and they pressed hard on the College goal, but their shots went wild. Once they eluded the backs but goalkeeper Pettit was on hand and his usual coolness warded off a swift shot. College now put up some fine combination work but were as yet off color in shooting.

Just before half time Kennedy and Jermyn made a swift rush up the field and from a beautiful drop,

Dunkley scored the next goal. Half time ended with 2 to 0 in favor of the College.

When the game commenced again it was easily seen that the College would win without trouble, for in less than twenty minutes three more goals were added by Jermyn, Shaw and Kennedy, and before the whistle blew these were increased by two. St. Matthews' scored one. The game ended 7 to 1 in favor of the Normal College and gave them the Spectator Championship Cup with seven points to their credit; St. Matthews' three; Waterdown two.

The defeat of St. Matthews' was due to lack of combination. It is almost impossible to make a distinction among the College players as they all "quitted themselves like men," but mention must be made of the excellent work of our half-backs and backs, for to their close checking and good kicking the victory is in no small part due.

The O. N. C. team was as follows: Goal, Pettit; Backs, Reid, Carter; Half-Backs, Ruddell, Donnelly, Saunders; Forwards, Dunkley, Wren, Shaw, Jermyn, Kennedy. Referee, Mr. Gilmour, Waterdown.

NOTES.

J—m—n: "If you want anything, jump in."

A Spectator: "Say, Reid is the best back in Canada."

Mr. Th—p—on: "I am proud of my boys."

Mr. Cr—f—d: "And well you might be."

A gentle voice: "I should like to have the acquaintance of Mr. K—, he is such a lovely player."

Morning after snowstorm, Carter (exultingly,) as he saw on the sidewalk footprints of the jolly, young, coons and tom ks: Ha! now I see what causes the disturbance in this locality!

The Dying Year.

BY S. A. MORGAN, P.E.D. D.

Farewell, sad year, with how slow steps delays
 The tardy passing of thy hours dead!
 On breaking hearts too long thy grief hath fed;
 Farewell, sad year, none, none thy parting stays!
 Farewell, glad year, too brief thy happy days!
 Too soon the circuit of thy joys are sped.
 Thy leaf is scar, the smiling roses shed,
 With which were crowned thy bliss-encircled ways.
 Farewell, old year, slow tolls thy parting bell;
 Farewell, old year, we may not keep thee more;
 With varying heart we note each dying knell,
 As fades thy form on that oblivious shore;
 Oh, grant thou wake no sadder memories when
 Within the lifting veil we meet again!

Vital Lampada.

HENRY NEWBOLT, IN "ADMIRALS ALL"

There's a breathless hush in the Close to-night—

Ten to make and the match to win—
 A bumping pitch and a blinding light,
 An hour to play and the last man in.
 And it's not for the sake of a ribboned coat,
 Or the selfish hope of a season's fame,
 But his Captain's hand on his shoulder smote
 "Play up! play up! and play the game!"

The sand of the desert is sodden red.— "—"
 Red with the wreck of a square that broke;—

The Gatling's jammed and the colonel dead
 And the regiment blind with dust and smoke.

The river of death has brimmed his banks,
 And England's far and Honour a name,
 But the voice of a schoolboy rallies the ranks.

"Play up! play up! and play the game!"

This is the word that year by year
 While in her place the School is set
 Every ore of her sons must hear,
 And none that hears it dares forget.
 This they all with a joyful mind
 Bear through life like a torch in flame,
 And falling fling to the host behind—
 "Play up! play up! and play the game!"

Mathematics and Physics.

It is customary for a teacher, on being asked to contribute to an educational magazine, to laud his own teaching specialty. We shall be but following custom if we say a few words on mathematics and physics, but not with the intention of unduly praising them.

The study of mathematics is commonly said to be dry, uninviting and uninteresting. To the uninitiated it may be so, but to him who has passed beyond the portal of the study it is not so. It is composed of branches of knowledge the pursuit of which becomes captivating in the extreme. When, as the result of a stern endeavor to solve a difficult problem, taxing all a student's powers of attention and concentration, a solution has been obtained, what exhilaration of success! what consciousness of power!

It is commonly stated that those who pursue a course in mathematics receive a narrow education. That may be so. We doubt it. We believe that the honor graduate in mathematics has but laid broad and deep the granitic foundations of knowledge upon which he is to rear the superstructure of his palace of wisdom.

The student of mathematics is said to have small appreciation of good literature. We think the opposite to be the case. The students of the Ontario Normal College have not far to go to seek an illustration of our statement. To the student of mathematics good literature comes as a relaxation from the severe strain of continued application to difficult problems.

Before leaving the subject of mathematics we wish to give a few of the values set down to its credit in an American journal of education:

1. An *associative* value that cannot

be spared in a liberal education, particularly in science training.

2. A *disciplinarian* value because of the special seriousness of its drafts on the mind's power of attention, concentration and persistence of effort.

3. A *unique* value in the facilities it offers for bringing things to a head and finish, and giving that consciousness of power and spurs to higher endeavor.

Let the student who has followed the study of pure mathematics to the end of his third year take the optional physics of the fourth. He will then overcome any (if any) tendency to narrowness. A new vista will be opened up to him in the wonders of sound, light, heat, magnetism and electricity. He will apply much of his mathematical theory to the solution of problems on the correlation of the forces of nature. He will have his mind directed to the study of natural phenomena in their different forms. He will find the subject of physics as captivating as that of mathematics. He will not wonder that such devotees of science as Faraday, Huxley and Lord Kelvin have revelled in it for the love of it. While we would not place science first, science last, science midst and without end, as Spencer does, still we think that it is coming more to the front as a course of study, and the humanities are stepping down somewhat from the high pedestal they have so long occupied.

We would not eulogize mathematics, we would not eulogize classics, or science, or English literature, but we would eulogize that person who, having spent many years as a student of some one particular branch of knowledge, has now the desire (and acts upon it) of adding to his knowledge a knowledge of other branches, so that he may become more fully an educated man.

JAMES GILL.

Book Review.

NEW SONGS OF THE UNIVERSITY OF TORONTO: for sale at J. G. Cloke's: price, 75 cts.

For a number of years the songs of the old University song book have been exercising a soothing or quickening influence upon the minds and hearts of Canadian people. Its success, marvellous though it is, has been well deserved. But during quite recent years it was felt by many of those most interested in the matter that a new collection of College songs would be acceptable. Hence, in the opening of 1897, a committee was appointed to carry out the work, and very recently the results of their labors have been given to the public. The volume is an entirely new compilation, consisting of 114 selections, among which every person will find some that appeal especially to his nature, and which time and close acquaintance are sure to render prime favorites. There are in this collection songs patriotic and songs for the home; songs sublime and songs ridiculous; songs for the freshman, sophomore, junior or senior; songs for the white man, songs for the darkey; songs for the amorous youth or blushing maid; Latin songs, French songs, German songs and English songs; in short, songs for all sorts and conditions of men; for all trades and nationalities.

To give our readers a somewhat more definite idea of the contents of this book, we make special mention of a few of the songs contained in it, although the mere mention of the names of such composers as H. H. Godfrey, Arthur Foote, Arthur Blakeley, George Smedley, De Koven, etc., is sufficient to guarantee selections of high order. These men, along with others of equal rank and merit, have contributed such songs as "The Men of the North," "Loch Lomond," "Crossing the Bar" (used

by permission of McMillan & Co.) "The Land of the Maple," "Tis Love that Makes the World Go Round," "Alma Mater" (words by Prof. Hutton), "Climb Up, Ye Chillun," "My Old Kentucky Home," etc. This list might be extended to a much greater length, but we feel that enough has been said to give an idea of what this book contains.

We have reserved for special mention "The Recessional," by Rudyard Kipling, which has been set to music by DeKoven. In an empire that has attained an almost dizzy height of greatness, the sentiments expressed in this song should be indelibly written in the hearts of the youth of the land, and the surest way to attain this end is to make this and kindred songs the national songs.

Jottings.

Miss Connor has been forced to give up her course for the present owing to ill health.

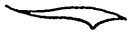
Misses Morrison and Cleary attended 'Varsity Rugby dance in Toronto, on November 29.

T. Hobbs, our delegate to Victoria conversat reports a very enjoyable visit. A dinner was afterwards given the delegates.

It would be advisable for the authorities on the occasion of the next open meeting to supply tables, eye shades and a few other accessories for those faithful students who were compelled to work under great disadvantages last Fricay night.

All the members of the present class who live outside the larger cities would do well to make their Xmas purchases before leaving Hamilton. A reference to the cover of this issue will acquaint you with all our advertisers, and their special offerings for holiday trade.

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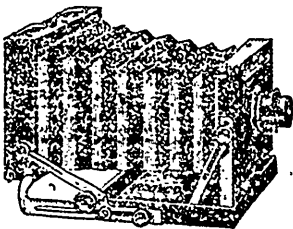
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