

# Ontario Normal College Monthly.

HAMILTON, ONTARIO, MARCH, 1901.

## Ontario Normal College Monthly

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If, from the shelter of the editorial sanctum, we might presume to criticize the attitude of our fellow-students, we would say that they are not sufficiently ready to express an independent opinion and to discuss openly and frankly the questions that are daily laid before them in lecture-hall and class-room. We frequently hear mutterings of repressed opposition to the opinions expressed by our lecturers, and of covert criticism of the methods they advocate, as well as of the reforms proposed by recent contributors to the "Monthly." When a request is made, however, that these points of difference from current pedagogical practice or from suggested improvements in the same be openly acknowledged and formally laid before the class for consideration and discussion, the authors of these petty heresies draw back in alarm and virtually declare themselves as unwilling to acknowledge them as children of their brain. There is, however, no valid reason for this timidity and reserve. The members of the staff, we are sure, would welcome any such discussion as a sign of evident interest in the work they have been presenting, and would not regard it as in any sense a reflection upon their efficiency as exponents of

their department or upon their conscientious work therein.

Many of the topics that would thus come under review are generally acknowledged to be to some extent moot questions. Being such, they can be adequately understood, and a proper attitude towards them can be arrived at, only when they are taken up and discussed in all their bearings. The lecture method, therefore, in which through the necessities of the situation or from conviction, the instructor feels obliged to champion one side of the case to the consequent neglect of the other, is wholly inadequate to convey a just appreciation of full significance of the matter in hand. It requires to be supplemented by the discussion or symposium method in which the question is looked at from various aspects and the arguments for and against the customary popular solution are weighed. In this way, even if no definite conclusion is reached, the thoughtful participant is given a grasp of the situation and a power of dealing with similar problems which is worth infinitely more to him than hundreds of dogmatic judgments doled out by a never so faithful and experienced instructor.

These discussions, as a medium for which we throw open the columns of the "Monthly", need not be confined to questions arising out of the routine work of the classes but may to be extended to other pedagogical and literary topics, from the consideration

of which much profitable exercise might be derived.

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WHAT shall be the character of the "At Home" this year? The fact that this question recurs year after year is sufficient proof that there is something radically wrong in the lines along which our annual social function is conducted. Otherwise some satisfactory basis for committees in charge to work on would have been reached in previous years. This time, however, the committee is confronted by the same difficulty as met and baffled their predecessors, and as a result the great social event of the year threatens to become a failure as far as the Normal College students are concerned. Reports are circulated as to the splendor and style that attend this event, in which all the *elite* of Hamilton participate, and many have already declared themselves unwilling to attend a brilliant affair entailing such expense and where dancing is the main feature of the evening's diversion. "If that is what the committee make it," they say, "they are at liberty to go forward with their plans, but I will have nothing to do with it."

But that is surely not the proper attitude to assume. This committee, or at least our half of it, has been appointed by the Literary Society and is in duty bound to carry out its wishes as far as possible. It is plain, however, that it cannot do so unless those wishes be definitely made known and it be strongly supported by the body of students whom it represents. This can be done only by free discussion in the Society and elsewhere, until the general feeling on the matter is

made apparent and the members of the committee realize that they have the loyal support of the students behind them instead of cold indifference.

With the present system of management of the event of course the Collegiate Institute students have equal voice with those of the Normal College in all the arrangements. We presume that this union of forces originated in a desire for economy and greater efficiency. One grand event required less effort and expense and would pass off with more *clat* than two smaller.

However that may be, we cannot but feel that the union was a misjudged one. The two elements can never have a common aim in arranging for and conducting the "At Home". The Collegiate students, coming many of them from the wealthy society circles of the city, wish a function which their friends may attend, as one of the greatest events of the season, and they are quite justified in wishing it so. The College students, mainly strangers in the city and in most cases not seeking an entrance to the ranks of society, wish to find an opportunity of repaying the kindness and hospitality they have received from the friends they have made during their stay here. How can these two be harmonized? It is impossible, and as long as this union of forces is maintained and a compromise attempted there will be dissatisfaction on both sides.

This, however, is apart from the real question at issue. It has been decided that this year the customary arrangement will prevail and we must now make the best of it. We will reap the benefit, it is true, of greater financial returns than we could otherwise hope

for, but it seems like cold-blooded mockery to send a friend a daintily printed announcement card bearing the legend, "Tickets \$1.00," and then to think that we have done our duty and amply returned the hospitality we have enjoyed. The Literary Society might easily find some other way to replenish its treasury. Let us instruct the committee to use every effort to "tone down" the function this year, so that it may be within the range of every student and may to some extent serve its purpose as an acknowledgement for kindness received and kindness appreciated; what is more, having instructed them, let us stand by them.

### *Words of Advice to the Teachers-in-training.*

I seldom offer advice, for it is considered by most persons to be something so cheap that its proper place is the waste-paper basket; but the editor of the Ontario Normal College Monthly has asked me to give some words of counsel to the teachers-in-training who read the Monthly, and I cannot take the responsibility of declining to speak to my younger brothers of the same craft.

Magnify your office. This is addressed not to those who are taking up the profession of teaching as a means to an end, but to those who intend to make it their life-work. Can any be higher, measured not by its money recompense but by its inherent dignity and influence? I would that we had in Canada what we called professional "prizes", but as we have them not, we can hardly be accused of becoming teachers for filthy lucre's sake. The highest office in the Empire, we have learned from the life of our late noble Queen, is important not for the authority or rule connected with it, but for the influence which it enabled Her Majesty to exert on all classes of society. We, at the fountain-heads of life, can exert

the happiest influences, if only the right stuff and spirit is in us. If we are destitute of that, we shall not succeed.

A true teacher teaches better every year—hence the sad condition of our country, when so few make teaching their life-work. You no more learn to teach by learning methods from books or lectures, than you could learn to swim according to that plan. You learn to swim by swimming. Your arm becomes strong as a blacksmith's by following his example. I have taught for fifty years, and am still experimenting, and feel that I have much to learn yet. Honour therefore your art and remember that all art is long.

Avoid the narrowing influences that pertain to every craft. A man should so speak English, that it would not be known whether he is English, Scotch, Irish, Canadian or American. Few attain to such perfection. In the same way, it should not be as easy as it is to tell that a man is "a pedagogue" or a woman "a school ma'm".

How shall we shake off the air, the mannerisms, and the tone that is gradually formed by the long habit of instructing those younger and more immature than ourselves? By making close acquaintance with our superiors; and these are to found in any good library, if not in the society with which we are obliged to mix.

G. M. GRANT,  
Principal of Queen's.

### **Das Mädchen auf dem Brunnen.**

Wie sitzt im Baum der Vogel,  
Und singt ein lieblich's Lied,  
Als in dem tiefen Himmel,  
Den Abendstern man sieht;

So singt das Mädchen süßzer  
Ein' liebe Zauberei,  
Das Mädchen auf dem Brunnen,  
Und schöner sieht dabei.

Ich würde gerne bleiben,  
Und horchen da auf sie,  
Die Augen an sie wenden,  
Und anders sehen nie.

J. J. W. SIMPSON, B. A.

### *The Making of Canada.*

Hall Caine, the famous novelist, being asked when on a recent visit to this country whether he thought Canadian life furnished material for a great novel, replied, "Yes, decidedly. You have the descendants of two great nationalities diametrically opposite to each other in tastes and characteristics, two dominant religions equally opposed to each other, and a country which would give a fit setting to the greatest events in history." Yet quick and keen observer though he is, a transient visit could give but a very inadequate conception of the real possibilities of our young country.

Few indeed, even of our own people, realize how pre-eminently Canada is the land of great things. Bounded on three sides by oceans, on the fourth by lakes that are inland seas, with prairies for wheat fields, and "woods of pine and maple where England might be lost," with river highways thousands of miles long, with a bit of a lake in her interior where you may drop your canoe and paddle a distance of 8,000 miles, in the forefront among mineral producing nations,—the stupendous possibilities that lie before her dazzle the imagination. Even now conservative business men are meditating undertakings, vast enough and apparently chimerical enough, to be the subject of a tale from the "Arabian Nights." But under our very eyes we see them being accomplished.

Also, inevitable accompaniment of large resources, Canada has her great difficulties, climatic, political, and commercial. Questions of world-wide interest, as well as those of internal but no less vital moment, are looming before her, and infant nation though she be, these problems must be grappled with, and that very promptly and with no puny arm, in the near future. Nor are our people unequal to their task. One striking characteristic of Canadian life is the thirst for knowledge which will in any way further progress.

Sacrifices of time and money are unstintingly made for this end.

Doubly strange is it then to see such a people comparatively indifferent to one chief essential of a comprehensive grasp of the questions confronting them—the history of the making of their own country.

True, it has been asserted by more than one of our foremost Canadian scholars, that Canadian history is as yet of no very great importance, that we play only a very minor part upon the stage of nations. But how great a part was England playing in the world's eyes during the reign of Alfred the Great, or at Hastings, or at the signing of the Magna Charta? Yet from these small beginnings was shaped the whole future trend of the British empire, a not altogether insignificant chapter in the world's history! With the young country as with the young person, it is less present achievements than latent possibilities in which we are interested. And we must know our country in order to know what to expect from it. To understand and interpret the present, we must know it in the past, its constituent elements, with their characteristics and origin; its different phases of life; and its struggles, political and sanguinary, with all the forces working toward its present stage of evolution. The past with its mistakes and triumphs should furnish not only insight but foresight for the present and future.

Though brief, Canadian history has been neither insignificant nor uninteresting. Our bold predecessor, the Indian, the daring French explorers, the heroic French missionaries, the great Companies and their colonies, furnish pages rivalling in interest the far-famed days of chivalry. Our birth as a British colony we owe to the life and death struggle for colonial supremacy of the two foremost nations of Europe. In later days we have the coming of the Loyalists, political strife, rebellion, confederation, the opening of

the west, interwoven with the romance of pioneering, all of which needs only to be touched into life for us in order to create an intense pride and faith in our native land.

If, instead of the intolerably lifeless catalogue of dates and events, the actors in these periods could be made to step from the shadowy past as beings of kin to ourselves, we should more rarely hear Canadian History classed as "dull" and "dry", whose greatest recommendation lies in the fact that it is short and can be hurriedly crammed for examination.

Chiefly into the hands of Canadian teachers will fall this work of laying the foundation of this broader, more intelligent, more vital patriotism which will be the shaping spirit not only of the present but of ages to come.

How great then should be the qualities of heart and brain so indispensable to the creation of this "role that is what we make it, as great as we like, or as small as we like, or both great and small".

E. GUEST, B. A.

### *Our Normal System.*

A REPLY TO MR. BLACK.

In the December number of the MONTHLY there appeared an article from Mr. Norman F. Black, of Lindsay, in which the writer lays about him right and left at our Ontario Normal System, and makes a somewhat vicious attack on the Ontario Normal College. I felt like replying to the article at the time, but the acrimonious feelings which it engendered were edulcorated during the festivities of the Christmas season, and I abandoned my intention, partly with the hope that some abler hand would take up the cudgels in defence of our Alma Mater. But as this has not been done, I shall, even at this rather unseasonable date, with your permission, venture to make a few observations on the article in question.

As Mr. Black's article is somewhat lengthy and takes in the whole of our educational system, normal and non-professional, from the Kindergarten up to the University, I will not deal with it *in toto*, but shall confine my remarks more particularly to his criticism of that much maligned institution, the Ontario Normal College.

Be it admitted once for all that there is no such thing as perfection in anything man has made, and that the Normal College, being a human institution, has many defects; but I do maintain, and I will endeavor to demonstrate my assertion, that with the exception of the examination evil, Mr. Black's criticism of the Ontario Normal College is altogether beside the mark, and his criticism is only half pertinent here. While we must all agree that it is a fact to be deplored that the entire examination is not conducted by the staff of the college who have had at least some opportunity to judge our teaching ability, and that our fate should in any measure be handed over to the Philistines, I do take issue with Mr. Black's second objection and bitterly resent the remarks he makes on the frivolity and superficiality of students "who escape the examiners' net." Of the men and women who form our class this year (and there is no reason to be believe that we differ substantially from the average class that has been here in the past or will be here in the future,) who in any just sense is either frivolous or superficial? If that were the character of their mental organization, they could not have attained the academic standing that is necessary for admission to the institution. No, we resent this vile insinuation of frivolity and superficiality as applied to the students of the Ontario Normal College. No one is here for fun, but in deep earnest, and I believe that every individual in the institution, while his success at the examinations is undeniably a matter of material import, looks beyond that mark and has

a due and deep sense of the grave responsibilities that will devolve upon him as a teacher—the highest position which a man can fill here below.

Then further, the writer states that the course of study in the Ontario Normal College is in many respects inadequate to the ends in view. And the desideratum here he says is a detailed study of the history of education, etc. A man does not need to be a philosopher to see through the absurdity of this contention. The purpose of this institution is not to offer a course in the history of education to the exclusion of other subjects, but to prepare men and women for the actual work of teaching. Now Mr. Black says a graduate from the Ontario Normal College should know something of the people's high schools of Denmark; the desirability and feasibility of medical and dental inspection of schools; the nature and function of ambulatory methods, etc., etc. Surely this is a case of *reductio ad absurdum*. If this theoretical knowledge were so valuable the greater part could be obtained from the educational magazines of the day. But is all this stuff of such importance that time should be taken up with it at the Normal College? And in the name of wonder, we ask has it any direct bearing on the work of teaching? We do not think so. It would be of no more value to the teacher than it would be to the physician to know the history of the pharmaceutical art from the time of Hippocrates down to the present day.

And to acquire all this theoretical knowledge he suggests the extension of the term from one to three years. I must confess that it is a severe strain on a man's temper to read anything like this. I am aware that on this question he may have some respectable authority on his side, at least with regard to the extension of the Normal School term; but in the case of the Normal College, the students of which have a much higher standard of

scholarship than those at the Normal Schools, many of them being university graduates, the idea of extending the already long term is absurd and unreasonable. Of what advantage would all the theoretical knowledge that might be acquired in a longer term be to a teacher, if he lacked the experience? With just as much reason might we say that a theoretical knowledge of anatomy would be a guarantee that a man was capable of performing a surgical operation; or a knowledge of the art of war, as learned at Aldershot, qualify a general to conduct a campaign in South Africa. In teaching as in other callings, no amount of theoretical knowledge, whether it be the history of education, psychology, or the generalizations of pedagogy, will give an adequate knowledge of the art, which in this as in everything else, comes largely by "doing."

Again, Mr. Black urges as a reason for the extension of the present term, that of all the arts and sciences teaching is the most difficult. Without discussing the truth of the assertion, we know this much is certain, that success in this vocation depends more on natural endowment than in most others. Granted that teaching is a most difficult art to master, the teacher's preparation for his work is not limited to the one year he may spend at a training school, but his whole life at school, college and university has been a preparation therefor; and if that factor which admittedly counts for most in a teacher's qualifications—not the formal knowledge he may possess, but what he is—his character as a man—has not had a wholesome and symmetrical development during his previous school and collegiate life, it is not likely to undergo any great transformation in the time he may spend at the Normal College. And further, the chief part of the teacher's work—or that part of it which must ever occupy the greater part of his time, is the imparting of knowledge;

and this he must have acquired himself during his non-professional training. In view of these facts, we can see no valid reason why the present term of the Normal College should be prolonged. Looking at it from the standpoint of a high school teacher, and taking into consideration the time spent at the university along with the one year here, the course of preparation for this calling is now as long as that of any of the learned professions.

In reference to the Normal Schools, Mr. Black asserts that the weakest point of the system is "the low grade of academic attainment of the students." I suppose the majority of Normal School students have only Junior Leaving standing. Then there is the question, is a person who has passed the Junior Leaving examination from the standpoint of literary attainment not qualified to teach in a public school?

The elementary subjects, arithmetic, English grammar, geography, etc., which form the chief part of the public school curriculum are pretty well exhausted in the Junior Leaving work; and in the ordinary college course the previous knowledge of these subjects is not much enlarged on. Mr. Black descants on the Junior Leaving candidate's ignorance of grammar, literature, etc. Now if this is the case, it is a serious reflection on the high school teachers of the province, but an examination of the facts show us that it is untrue; and, as a matter of fact, it is only a small proportion of those who have passed the Junior Leaving examination that cannot speak the English language without violating the rules of grammar.

As regards literature, it is true that the majority of Normal School graduates may not have a very broad knowledge of the subject, but is this a considerable disadvantage for the work they have to do? No reasonable man will claim that children of public school age are capable of appreciating English literature generally, but only

such literature as in language and thought is perfectly adapted to their mental calibre; and for the interpretation of this it is not necessary that the teacher should have a critical knowledge of Shakespeare, or have studied Goethe's Faust, or read Homer in the original. Indeed may not the possession of such knowledge be to the teacher, so far as elementary work is concerned, in many cases actually a hindrance rather than a help?

More: He says that so large a percentage of the holders of Junior Leaving certificates have been educated by the cramming system, that they have not a sufficient general education as a basis for normal instruction. It is not alone Junior Leaving candidates that are suffocated by the cramming system, and so long as the written examination is made a final test and the success of pupils at examinations, the chief criterion of a teacher's power, this evil will be amongst us; moreover it applies to our colleges and universities as well as to the high schools.

Mr. Black's criticism of our Model Schools, I am, owing to the limits of space, obliged to pass over, but there is a function for these schools, and as at present constituted they do their work well. Be it admitted that there are many short comings in our normal system; still it must be apparent to any man or layman who takes a common sense view of the subject, that Mr. Black's views on this question are lamentably erroneous; that his criticism of the Ontario Normal College is altogether impertinent; that the changes he suggests in regard to the Ontario Normal College course would be of no direct aid to the teacher; and that his assertion regarding the ignorance and illiteracy of our Normal School graduates is wholly unsupported by the facts.

Again I say, let it be admitted that there are imperfections in our normal system as a whole; be it admitted that there is and always will be room

for improvement, and the law of progress applies to education as well as to other fields of activity. Still, there is in our educational system no evil crying loudly for redress; there is no necessity for radical change; no excuse for setting up a sad and dolorous wail, and calling out in alarming tones, "Where is the Ryerson to lead the army of reform?" The men who have guided the educational affairs of this Province for the last quarter of a century, have been men of advanced ideas and keen insight, and in every way worthy of the trust that has been reposed in them; and as a result of their far-sighted policy we have in this banner Province of Ontario to-day one of the best educational systems in the world; and that from the public schools up to the University.

WILLIAM REA, B. A.

### A Little Experiment.

One of our students has been trying the experiment of having a verse translated into Latin by one person, this translated back into English by another; then a third took the result and put it into Greek, which a fourth turned back into English again. In this way it was sent through French and German, and it is amusing to note the little variations as time went on, that remind one of the old game of "Gossip." Here is the original and the first translation:

"Alone I walked the ocean strand;  
A pearly shell was in my hand;  
I stooped and wrote upon the sand  
My name, the year, the day.  
As onward from the spot I passed,  
One lingering look behind I cast;  
A wave came rolling high and fast,  
And washed my lines away."

"Solus ut Oceani mecum spatiebar in ora,  
Concha erat in manibus lucida sicut ebur,  
Inflexis genibus, signabam pronus harena  
Quid mihi cognomen, quis foret ille dies,  
Illinc progrediens tarde litusque relinquens  
Respicio, atque oculis signa locumque peto;  
Heu! fluctus surgit magno cum pondere ponti,  
Et fusus subito gurgite verba premit."

Fancy this turned into English, then into Greek, then into English again, and you will be prepared for the slight changes which appear in the French. I might explain that the change from "my" to "thy" was due to a rather free handwriting.

"En me promenant près de la mer,  
Dans les premiers jours de mai,  
Je trouvai une perle claire  
Et ton nom dans le sable tracai;  
Ton nom, aussi l'an et le jour  
Que j'ai fait tout souvent avant,  
En me promenant sur le rivage  
Les jours les plus beaux du printemps,  
Mais lorsque je suis revenu voir  
Dans la place, le nom et la date,  
Je ne trouvai ni l'un ni l'autre,  
Car les eaux les avaient effacés."

Space forbids the insertion of any of the English except the last. Here then are the last two:

"Ich wandle in schönem Frühling  
Allein am Ufer der See,  
Und schriebe 'la in glänzendem Sand  
Den Namen der Theuerste'."

So hatten wir gewandelt  
Einmal vor langer Zeit,  
Und unsere Namen geschrieben,  
Als die Wasser gingen weit.

Wie früher, die schimmernden Wellen  
Kommen so freundlich zurück,  
Und verbergen mir den Namen  
Für ewig vom dem Gesicht."

"I stray in sweet springtime  
Alone by the sea;  
I trace in the bright sand  
A name dear to me.

'Twas thus we had wandered  
One May long ago,  
And written our names  
As the tide ebbed low.

Even now, as then, smiling  
The gentle waves rise,  
Concealing entirely  
Thy name from my eyes."

The ladies of the W. A. A. wish to thank the gentlemen who so kindly assisted in the preparations for their "At Home."

Students! Read the ads. in this issue of the MONTHLY and then patronize those who patronize us.



*A New Poetic Star.*

A REVIEW: *vide* "Poetical Beginnings," by Sylvanus C. Vesperus. Printed by Hokè G. Dennis, at the sign of the new Dickcy, 1082 Grub Street, next door to McKay's Tonsorial Parlors.

You have heard much of late about a liberal education and the fully rounded man; him whose powers have had a free and harmonious development; but has it ever struck you that there is one such, in objective reality, right among ourselves? We knew forsooth that to him nature had been lavish of her gifts, that his intellectual development was great, that he excelled as academician, prophet and seer; yet never did we suspect he was a son of Apollo. But now behold you! The latent powers of song have burst forth and he has appeared in the *role* of poet, with what unparalleled success, let his own numbers speak. As yet his writings are not voluminous and his most meritorious efforts are not lengthy, but in poetry it is quality and not quantity that counts; as witness the few short but finished productions of Gray, which will preserve his fame and memory green while our language endures; compared with the ponderous octavos of Southey, which years since have sunk into a just oblivion.

But to return to our poet-prophet, the products of his genius are few (but how precious!), and we shall here be obliged to confine ourselves to an examination of one or two pieces. Let us first look at his "Carmen ad Collegium Normalum," of which the following are the opening, 13th and 37th stanzas:

The weary student burns the midnight oil,  
And ponders o'er the mysteries of Fitch;  
But slumber's chain soon takes him in her coil—

He dreams, and dreaming, sees the centipede in the ditch.

\* \* \* \* \*

Behold it moves and struggling, strives to scale

That bold ascent, yclept the Alpine mount,  
While far below, reclining in his chair

The D—t—r, tells the ignorami how to count.

\* \* \* \* \*

Up! up it goes, and lingers not to rest,  
Its burning brow against those glaciers cool;  
It fondly seeks some still sequestered spot,  
Where it may 'scape the onslaught of the science school.

It is to be regretted that space did not permit the reproduction of the entire poem, but a glance at these extracts is surely all that is necessary for a due appreciation of its distinctive excellencies. What a world of promise there is in these three stanzas! What an exuberance of thought, what a wealth of imagery, what loftiness of sentiment, and what an insight into life and nature are revealed! Nor is there any deficiency on the side of technique or versification. Observe the judicious use of archaism, the beautiful alliterative effect in the last stanza, and with what skill the alexandrine is handled. And lastly note the eager abundance of diction, again demonstrating to us that when a great genius appears with great thoughts to give to the world, adequate language is always at his command in which to embody them.

But notwithstanding the genuine merits of the poem, from which the above stanzas are extracted, we are compelled to make one criticism. There seems to be a lack of proportion between the intellectual and feeling sides, and the poet appeals to the understanding rather than to the heart, which in a slight degree mars the symmetry and unity of the whole. But this criticism cannot be applied to the incomparable "Ode to Spring" from which the following lines are taken:

The quacklet of the ducklet on the brooklet doth appear,

The chucklet of the chicklet in the cooplet do we hear;

The gruntlet of the piglet in the styplet maketh cheer,

The birdlet on the branchlet of the bushlet pipeth clear.

Everything in nature tells us spring is here,  
spring is here,

And the maiden with her smilet dreams of love;

Oh the throbbet of the heartlet 'gainst the  
ribbet causeth fear!

And my Gretchen, peerless maiden,  
dreams of love.

Bravo mi Syl'ane! *Voici la naissance de la nouvelle poesie au Canada.* This is one of its latest effusions, hot from the poet's brain. Here we have pure poesie as if it came direct from the Heliconian fount. Never in the whole realm of song do we recollect to have met with anything that will compare with this spontaneous outpouring of the poetic soul. It is almost superfluous to call attention to the beautiful musical and metrical qualities—the poet's absolute mastery of the technique of his art. But why multiply words? The poem speaks for itself, and is far above any praise of ours.

It would be an interesting study to enquire into the cause of this sudden outburst of pent up poetic genius. When did he learn to court the muses, and whence the source of his inspiration? Is it the proximity of the Hamilton Mountain, which haply has been to him an Aonian mount, or another Olympus, or is it the advent of the vernal year?

To these questions we confess we can give no answer, and anyway, it is idle to attempt to explain the rare and inexplicable gift of genius. But let us welcome the bard to our midst; let us encourage the development of his God-given powers; let us rejoice that here, amidst the austerities of our rugged clime, we have to-day one that is able gather the flowers of Parnassus; and that this Canada of ours may yet, in the glory of her literary productions, rival the classic Greece of ancient days.

CHRISTOPHER NORTH.

We understand that Th—k—y still entertains the *hope* of becoming *domesticated*. On his latest venture, last Wednesday afternoon, he was regaled with marmalade and wet pudding.

## Mock Trial.

From the extensive docket at the O. N. C. Assizes on Friday, February 15th, His Honor Judge Wood presiding, we cull the following cases of interest to our readers:

1. O'Connor vs. "As few others as possible," breach of promise contracted "in the soft light of the moon."

2. Langford vs. McPherson. Plaintiff accuses defendant of obstructing his view of the beautiful. Defendant desires to know how *Keddie* help it?

2. William Ajax Anderson *le gros*, gentleman (?) and Wilhelm Johann Spence, *le maigre*, eclectic philosopher, vs. Gloriana Matilda Tucker, widow, and Miss Phillipina Tucker, spinster. Plaintiffs claim \$5000 damages for breach of contract.

The last mentioned case was of a peculiarly interesting nature. The plaintiffs' lawyers were Messrs. Yawk Watson, B. A. R. T. and McKay, E. N. D. E. R. S., and Miss Portia Timberlake, while the defence was ably sustained by Sir A. Walpole Keith, K. C. B.; Miss Many Clients O'Connor, K. C., and M. Guillaume Cyclops Rea, *a la barbe*. The plaintiffs told a story of indigestible fare, frigid atmospheric conditions and nauseating sights and odours that would have melted the heart of a Hamilton postman. Rev. Uriah Heep Dickenson testified to the estimable character of these two unfortunate youths, and produced a piece of beef-steak of the leather variety which had been forced on him when at the house of the defendants. It was passed round among the jury and elicited a hearty show of pocket handkerchiefs. The case for the plaintiffs closed with the evidence of Geryon A. Clarke, and the defence began.

Mrs. Tucker, defendant, described her bill of fare as consisting of *potatoes a la peeling*, *oyster soupe sans oysters*, *prunes a la stones*, *hash a l'ouion* and *methodes a la psychologie*. Cross-ques-

tioned by Miss Timberlake, defendant complained of sounds unearthly, unheavenly, *ergo*—, perpetrated by a thing called an octet, which frequently made night hideous round her dwelling in Poverty Row; also of the gross discourtesy shown by the plaintiffs in using slanderous epithets such as "heterogeneous differentiation," "dynamic associations," etc., whose import she could not grasp through the key hole.

Quite a stir was created by the appearance of the next witness, Miss Phillipina Tucker. Miss Tucker is a handsome blonde with a most artistic complexion and hands and feet of fairy-like proportions. The speechless messages from her eyes seemed to have an exuberating effect on Docteur Sprott the next witness. He had been for some time ministering to the "*maux de cœur* of Mmle. Tuckere." During one of his visits he rescued William Ajax from an early grave. The latter was found suffering from the effects of something in a "bottelle" which was located under the bed, and only the timely arrival of medical aid saved his young life from an inglorious termination. It being learned from reliable sources that Mr. McEwen, the other witness for the defence was of hypnotic proclivities, his evidence was not taken and the case closed with a summary of the defence by Mr. Rea and a passionate appeal on behalf of the plaintiffs by Miss Timberlake. The jury after prolonged consideration rendered the following verdict: "We do not find the defendants guilty of a breach of contract as alleged, but out of consideration for the worn and emaciated condition of the plaintiffs, we recommend that the sympathy of the court be extended to them and that the infamous French *docteur* be censured in open court as the root of the whole mischief, having drawn the attention of the ladies of the house from their culinary duties to *les affaires de cœur*."

As a whole the trial passed off with

considerable snap. Most of the wit was light, wholesome and easy, but there was a slight sprinkling of the boorish element which might easily have been eliminated.

NOTES.

Court Crier Amoss.—"Benedictus B., Benedictus B., Benedictus B.!"

But "Buke" wasn't forthcoming.

Prosecuting Attorney.—"Mr. Sp-tt, is it so that you are much attracted by teaching *Kraft* in public shools?"

"*Oui Monsieur je l'aime beaucoup. Elle est tres belle.*"

The hit of the case was the Parisian French *docteur* who *ne comprenait pas* as a rule and couldn't express himself *en Anglais* without difficulty. However, he succeeded perfectly well in making himself understood when he answered Mr. Rea's angry reproof.

"See here why do you allow the prosecuting attorney to belabor you so to no cause without appealing to His Worship for redress?"

"Oh well—I Christyenne—I juist heap de coals of de fire on hees head, and I juist do eet caws I know M. Watson so yer' much fond of de Cole, —dat's alright."

Editor Monthly :

It is an unexplained mystery why men are always more ready to show chivalrous generosity than mere common justice. There is not one of our boys but will scorn to step into a life-boat before every woman on board was safe; would sacrifice his life cheerfully before he would crowd out the weak. But these same chivalrous boys will just as cheerfully crowd into the common class-room so as to leave no room for the girls, calmly monopolize their reading desks, and glance at them absent-mindedly as they pass by in the hall and look longingly in. Is this fair play?

ONI. OF THE AGGRIEVED.

[We suggest the use of an hatchet. -ED.]

*Athletics.*

## BASEBALL.

The basketball tournament arranged by the Men's Athletic Association has aroused a great deal of interest and has by this time (Feb. 28th) reached such a stage that a forecast of the probable outcome may perhaps be ventured on. From the start the Collegiate Senior Leaving team was picked out as the ultimate winner, for the good and sufficient reason that it was composed of experienced players while their opponents were largely raw recruits. This was proven by the fact that it won its first three matches with comparative ease, the members of the team being decidedly superior in shooting power, a point in which the College men are lamentably weak. For the Collegiate Balfour and Hore are judged to be the best with the other members of the Senior Leaving team and the two Mordens close behind. For the College, unanimous opinion has selected Whitely as the star, but it is hard to make a second selection, several being well qualified for the place. The Junior Leaving team has two victories and two defeats to its credit. The O. N. C. I. team is tied with the Junior Leaving in points but is reasonably sure of finally landing in second place. The O. N. C. II. team has secured one end of the list without fail, though its members still live in hope and will play the game until the last basket is scored.

It will, of course, be impossible in our space to chronicle all the games played. We will content ourselves with the one between the two College teams which perhaps aroused the greatest interest and drew the largest audience.

Whitely's Blood Hounds (I.)  
vs. Watson's Bulldogs (II.)

This historic encounter took place on Feb. 20th, and resulted in the narrowest possible victory for the Blood Hounds. The score as given below is a sufficient indication of the

respective merits of the play of the two teams. The Blood Hounds tallied two more baskets than their opponents, but the Bull Dogs scored three extra fouls. From start to finish the game was fast and furious and the excellent showing made by the second team was a surprise to the onlookers. Frequent and hearty applause from the gallery spurred on the players to ever increasing efforts until the climax was reached, when eight of the ten players were mixed up in a scramble for the ball. The scramble method was rather too much in evidence at times, especially under the press of excitement, but still the teams showed great improvement in science and combination work. Whether on account of Watson's winning ways or McDonald's manly form, a marked preference was shown for the second team, especially by the ladies in the audience. These two teams meet again in the final game of the series and an interesting time is expected.

The result of the matches to date are arranged below in tabular form, the winning team in each case being mentioned first. Four more games remain to be played.

	Score
Sr. Leaving vs. O. N. C. I.....	16—6
Jr. Leaving vs. O. N. C. II.....	21—15
Sr. Leaving vs. O. N. C. II.....	28—21
O. N. C. I. vs. Jr. Leaving.....	29—16
Sr. Leaving vs. Jr. Leaving.....	52—27
O. N. C. I. vs. O. N. C. II.....	20—19
Jr. Leaving vs. O. N. II.....	22—17
Sr. Leaving vs. O. N. C. I.....	29—27

## HOCKEY.

The first hockey team the Normal College ever knew was organized this year and the result demonstrates that in this line as well as in football and other sports we have some good material.

For the first game the College lined up against the Hamilton Business College as follows :

Goal—Downey.  
Point—Fergusson.  
Cover Point—Dickenson.  
Forwards—Bailey, Dobson, (Captain)  
Phillips.

The large audience of some fifteen

or twenty spectators was delighted with the fast combination work and clever stick handling of the O. N. C. aggregation. At the end of the first half the score stood 3—2 for the O. N. C. and at full time 9—5. The rushes of "Dick" and "Fergie" clear up the rink drew forth rounds of applause, while the fast skating and clever shooting of the forwards was a marvel to see. Every man figured more or less in the scoring, nerved no doubt by the yells of the onlookers who went away feeling they had got their money's worth.

### *The W. A. A. "At Home."*

It was a great success! The college girls showed themselves to be real hostesses and fine entertainers. Not one in all the company but declared he had had a most enjoyable evening, and many even ranked it as the best promenade concert they ever attended. The presence of many of the professors and their wives with Dr. McLellan and Mr. Sherwood gave a requisite balance to an otherwise rather youthful assemblage. All the college men were there, as indeed was best for them. A few outside friends, and many members of the Domestic Science College were included in the company. No untoward event marked the evening from the time the President welcomed the first arrival until "the lights are out and gone are all the guests."

Great credit is due to the President, Miss Powell, and the executive for the whole success of the entertainment from the decorating of the hall to the admirable manner in which the comfort of the guests was looked after. Miss Keddie and her band of workers had transformed the large bare assembly hall into a veritable enchanted pavilion. Well might it be said that a fairy's hand had been there. A prominent feature of the decorations was the numerous and beautiful cosy-corners, which formed an inviting resting-place for weary promenaders.

Not less faithfully had the refreshment committee performed their task of preparing for the needs of the guests in the matter of refreshments. It was well shown that these ladies have no need for a course in domestic science. The names of this committee have time and time again been sought after by several of the college boys, and this alone speaks volumes for their ability. Strange to say though, it is reported that Miss Powell refused to go down for refreshments towards the close of the entertainment. The work of the ladies who prepared the artistic programme comes last but by no means least. A good authority has prophesied the coming of several distinguished artists from our ranks.

The programme for the evening, given entirely by the ladies, was to some extent disappointing. It was good, but with their talent (see Dr. McLellan) it should have been much better. One amusing feature was the parody on Psychology, which showed the studious habits of the composers. God Save the King brought to a close a most enjoyable evening.

Since the inauguration of our Y. M. C. A. five meetings have been held, four of which have been addressed by prominent clergymen of the city, and one conducted by the students themselves. There has been a good attendance at every meeting, and almost all who have so attended have enrolled themselves as active members and joined heartily in all the exercises both devotional and otherwise.

The addresses have been invariably of a high order, characterised by excellent scholarship, broad sympathy and eminent practicability. The success of our meetings has been further enhanced by the quality of singing furnished by different students who have always given of their best when called upon. We hope to see our already good attendance increase and the interest already manifested deepened still more.

The O. N. C. students owe a debt of gratitude to the ladies of the Normal School of Domestic Science and Art for the delightful entertainment given them on Tuesday evening, Feb. 19th. The guests were cordially welcomed by the fair scientists and highly appreciated the excellent programme and dainty supper which followed. The students and faculty of the College are to be congratulated on the bright and homelike appearance of their rooms. Much interest was taken in the kitchens which, as one poor boarding-house-fed youth expressed it, were "appropriately so near the Elysian fields." Every one had an enjoyable time—most one-sidedly so.

The meeting of the Literary Society held Feb. 8th was one of unusual interest. After Mr. Dickenson sang a solo, Mr. Sherwood, A.R.C.A., delivered a very interesting lecture on "Art of the Victorian Era." He compared it with that of the previous era, so conspicuous for its great English artists. He showed how the Georgian age was peculiarly favorable to art, and how in the Victorian period the spirit of commercialism and science have led to a degeneracy of art. Mr. Sherwood's lecture was thoroughly appreciated and the members of the society hope to hear him again on another phase of his subject.

The Y. W. C. A. is fulfilling the bright outlook of the beginning of the year as regards both good attendance and interesting meetings. Members of the society have contributed much to this result in the ready response made to requests for assistance in singing and in paper-giving on subjects of interest to young women. Miss Cartmell, returned missionary, gave a live and inspiring talk during the month on mission work. The nucleus of a college missionary library has been formed, and it is hoped that the germ of intelligent and unselfish work for others will develop into a fruitful harvest in the future.

### Just Among Ourselves.

It is reported that W. G. Anderson got *Biggar* marks for teaching than anyone else at Ryerson School.

Found! On corner Wellington St. and — a valuable *coin*, date unknown. Apply to M. W. Sh—p—d.

Wanted—Information concerning "a short, dark man, about forty, with a Prince Albert moustache."

Anxious—inquires.

"Dick, how did you like the Domestic Science menu?"

"Well, *Maybe* the sherbets and ice-cream weren't good, but *we* liked them."

"Hello, H—d—y! How did you like the "At Home" at the School of Domestic Science?"

"Oh! I had a very *Good* time, very *Good*."

We desire to congratulate our friend and classmate Dickman that he has not been the victim of a "Hayesy" education. They are cheap in London.

D—k—son.—"Hene, who is Mr. Watson's blue-eyed girl?"

Hene, (Mr. W. G. Anderson's bright little daughter)—"Aunt Ida."

B is for Bobs who barks with delight,

And B is for Buller his mate,

While B No. 3 for the Boy who, so free,

Digested the apple while yet in the tree.

As we go to press the Homeric Cyclops is groping blindly about the walls of his cave, vainly seeking for his lost cudgel—in short, "raising Cain" generally.

There are rumours abroad *re* a laundry combination

But this we consider all hosh

For if such a trust by chance should be formed

'Twould financially break McIntosh.

"Mr. Wh—t—y, will you kindly go down to supper with Dr. McG—l—y."

"Oh, certainly, where is he?"

"She's that lady near the piano."

"Hem—Haw—well—I thought—Dr.—Oh—alright—with pleasure."

But he didn't go.

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### THE STUDENTS OF THE COLLEGE

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**Finch Bros March Shopping News**

During February we received large quantities of new goods for early spring wear, comprising New Dress and Costume Tweeds and Homespuns, New Prints, New Dimities from Ireland, New Scotch Zephyrs, New Oxford Shirtings, New Piques, New Foulards, New Embroideries, New Lace and Embroidery Trimmed Undergarments, New White Cottons and Cambrics, New English Flannelettes.


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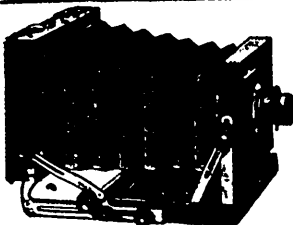
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