

# Ontario Normal College Monthly.

HAMILTON, ONTARIO, FEBRUARY, 1902.

## Ontario Normal College Monthly

### EDITORIAL BOARD.

Editor-in-Chief	G. M. JAMES, B.A., LL. B.
Associate Editors	(MISS A. D. FRANCIS, B. A. MISS E. E. DELEMAE, B.A. H. W. IRWIN, B. A.)
Business Manager	R. D. KEEFE, B.A.
Asst. Business Manager	J. A. WOODWARD

GRANTED (1) that teaching is to-day a profession, not a trade, (2) that the true teacher does indirectly promote social harmony through principles which inculcate early in the children's hearts the sentiments of the Brotherhood of Man and the Fatherhood of God, thereby assisting greatly in the solution of the problems which affect to-day the peace and prosperity of a large proportion of humanity; (3) that the teacher is one of the chief factors in moulding national life by means of his influence on individuals.

What should be the teacher's ideal, first in reference to himself and secondly with reference to his pupils?

The history of religions and the biographies of educational reformers reveal clearly the importance and the effects of ideals. Every individual has an ideal of some kind whether he is conscious of that fact or not. It is generally expressed in terms of what he hopes to attain in religion and knowledge. The elements of that ideal may have been gathered from various sources—books, persons, or from Divine inspiration. The ideal of the child is supplanted by the higher or lower ideal of the adult as determined by environment. If our environment controls us our ideal will

be lowered, but if we control our environment our ideal will gradually become more perfect. We cannot escape an ideal of some kind. The importance of having a high ideal lies in the fact that our potentialities are only limited by that ideal. No religious enthusiast, no educational reformer ever rose in practice higher than his ideal. As a matter of fact he never as a rule quite attained his ideal. The effect of an ideal lies in its reflex influence on the individual whereby he is moulded into conformity with its elements. As you change the heart and strengthen the will of an individual you gradually change his ideal. This shows what part of the educational process is of most importance and of most influence in moulding character.

Can any considerations be of more importance than these to any teacher or to any individual? We would naturally expect the most successful teachers (properly so called) to possess the noblest motive and the highest ideal possible. Since an ideal is of such supreme importance, where can the highest be found. There is only one source known to the children of men—*Christ*. He is the perfect model as to

(1) Motive—unselfish love.

(2) Ideal—perfect as God is perfect.

(3) Educational principles based on human nature.

Do we desire the highest ideal in

order thereby to enjoy our greatest potentialities? Then we must put forth an earnest and prayerful effort. We must study Christ's life daily and systematically.

Writers on educational subjects have not in the past paid sufficient attention to Christ as "The Great Teacher." Since Christ was the Son of God and co-existent with the Father, who created man, body and soul, we would naturally expect that Christ knew what was in man, what was his nature and what were the laws of his development. We would expect Christ to teach according to His own laws of mental and spiritual development. We would also expect His motive, ideal and principles to be not only perfect but possible. Let us now examine Christ's life carefully with this end in view.

Every well known and widely recognized psychological principle may have its justification in the life and teaching of Christ.

(1) *Non-voluntary attention.* The people were drawn to him by his presence and his words.

(2) *Voluntary attention.* Nicodemus represents that large class who made every possible effort to understand Christ and his mission.

(3) *Known to the unknown.* The truths taught by Christ were invariably developed through the medium of what was familiar to his hearers. Consider for example the parable of the sower.

(4) *Concrete to the abstract.* Christ's kingdom was spiritual. How was he to convey an idea of the spiritual to a people who were grossly formal and materialistic? Only through the con-

crete with which they were familiar. There was much in nature which was similar to the higher and spiritual, "a natural law in the spiritual world." The seed that fell on various conditions of soil revealed the conditions of spiritual growth or decay.

(5) *Particular to the general.* In the parable of the good Samaritan the particulars were the conduct of the Priest, the Levite and the good Samaritan. The general truth taught inductively was the duty of loving my neighbor as myself. But notice very carefully that Christ so presented the particulars here as in other cases that his pupil was able to state the truth for himself. This is educating, drawing out as distinguished from pouring in, a maxim of the greatest importance to the teacher.

(6) *Analysis and synthesis.* In every part of Christ's teaching the fundamental operations of the mind were called into activity. A vague whole was broken up into its parts. These parts were compared. Points of resemblance and difference were noted. Finally these parts were united into a defined whole and given a value in human experience.

(7) The pupils of Christ became self-educative. This is one grand test of correct educational methods. Christ's disciples were at the outset either illiterate or worldly men. What progress had they made after four years intimate relationship with their Great Teacher? Could any of them have passed a modern entrance examination at the time of Christ's death? Many of our examiners of to-day would have held up their hands in holy horror and proclaimed the greatest

teacher which the world has ever seen a complete failure. These disciples did not fully know Christ nor did they understand his doctrines. With one exception they forsook their teacher when the crisis came and thereby revealed their condition.

From this point of view it does not appear that Christ's motive, or ideal or principles availed very much. We must look deeper. The hearts of Christ's disciples had been transformed. Their motives, desires and ideals had been changed in the course of four eventful years. The seed had been sown in their hearts which was to burst forth subsequently with such power and fragrance. The truth is that Christ's teaching was so perfect that His disciples prompted by the Holy Spirit continued their own development after the departure of their teacher. Christ had carefully associated the truths which he taught, one with another. By the law of association, teachings were remembered. The disciples when alone thought over the words of their Master by day and by night. One disciple supplemented the knowledge and experience of the other. What was the result? Christ's ideal became a reality—the disciples became saints and died a martyr's death. The writer admits that the Holy Spirit had much to do with the sanctification of the disciples but that same power is as potent to-day as ever. Moreover the reader will remember that the full significance of a certain well taught lesson or series of lessons gradually dawned upon his or her soul years afterwards. The seed was sown by the teacher and the harvest appeared in due time. What

comfort there is in this truth for many conscientious teachers who often feel discouraged because they do not see immediate results! No written examination can reveal the results of the work which Christ emphasized and which he desires above all else that every teacher should emphasize. True, the pupil is gradually moulded, but the finished product is the saint of nature years. The ideal teacher is duty-bound to expose at any cost the error of placing emphasis on examinations, and the number of pupils that are successfully passed. He must at the same time show where Christ places the emphasis, if he does not he is a party to the lamentable degradation of ideal education.

It must be noted here that the average school-life of pupils is only a few years. The teacher cannot and should not hope to do more or less than Christ did for His disciples, namely, call forth the potentialities of the pupils so that they may ultimately attain the ideal already mentioned. This does not mean that the curriculum must consist exclusively of nature studies. *But what is the proper place and use of the bible in an ideal system of education?*

(8) Christ often exercised the judgment of His disciples. In the parable of the two debtors, "and when they had nothing to pay, he frankly forgave them both. Tell me therefore, which of them will love him most?"

(9) *Sensuous to the ideal.* This principle is illustrated in all His parables.

(10) *Imagination.* Christ in all his teaching and miracles laid emphasis on spiritual truth. But spiritual truth

can only be grasped by means of the imagination. Christ could not obtain His ideal without cultivating the imagination of his pupils. How was this to be done in the initial stages? The only possible medium at that remote date was through nature in the absence of literature and works of art. "Consider the lilies of the field how they grow, etc." Were Christ's disciples finally distinguished for their imaginative powers? Read the visions which John experienced on the Island of Patmos. Does this element of Christ's success as a teacher justify the "Nature Studies" so much advocated at present, and so systematically practised in Germany?

(11) The memory of Christ's disciples was trained perfectly. They could recall his very words, gestures and expressions. This was the natural consequence of what has gone before.

(12) Christ was a model questioner—our space is too limited for illustrations.

We are compelled to admit that Christ's educational principles were complete, without a single defect, and yet how slowly the children of men have discovered them and how much more slowly they have practised them! Christ's life and death proves that his motive and ideal were just what we have already stated.

If we are satisfied of the importance and of the effect of Christ's motive, ideal and principles, what are some aids to their realization on the part of the teacher?

(1) Meditate often on the words of our teachers. There is infinite power in the living voice. Supplement the

memory by reading over and over again our books and notes. We esteem our teachers highly because they follow Christ's ideal

(2) Read Christ's life daily. Become thoroughly familiar with every detail of His life, death and mission. This influence will color our life and our teaching. It is the source of infinite power.

(3) Teach a bible class. There will follow a positive increase in knowledge and a conscious growth in teaching power. How can we expect to obtain the ideal before us other than through constant contact with the Living Head? Many teachers say that they are too tired to teach on Sunday. They require rest. We have the promise that our strength will be renewed as the eagle's, and that we shall not thus grow weary. And besides the more talents, the greater the responsibility.

Very few persons who graduate from the O. N. C. could have paid in full the total cost of their education from the public school to the end of their course. Have we possession of the truth which makes men free? What is the measure of our gratitude? We should never lose an opportunity at any time of being instrumental in supplying to others that which has transformed our nature and which we could not have obtained but for the magnanimity of many persons. As we have freely received, so let us freely give. Should the salary question be a very serious obstacle to the Christ-like teacher? Would the modern teacher fare better financially if he paid less attention to this unworthy motive? Salary must be eliminated from a teacher's ideal or his usefulness will be sadly impaired.

The second part of the discussion, "The Ideal Pupil" will be considered in the next issue of the Monthly.

### *Professional Training.*

There is unfortunately an apathy among the majority at least of the graduates of all professional schools as regards removal of faults in existing systems, and improvement in the work for the coming generation. Once a man has succeeded in securing the coveted diploma for which he has laboriously wrought he, perhaps naturally enough, devotes himself to personal advancement and private advantage and looks with slight interest upon any attempts to make his successors in the struggle for professional qualification find a better course of training than his own. That this want of interest should exist is a serious mistake, and especially is it deplorable as regards the teaching profession. For the reputation of the individual rises with the reputation of the class and before all things the standard of this profession is marked by the qualifications required of its most recent graduates. No other profession, perhaps, is so dependent for its success upon its standing with the people.

So much by way of preface to a brief notice of one or two defects in our present curriculum.

First comes the very serious fact that the non-professional qualifications of the Normal College graduate are not in accord with the terms of his professional certificate. The unsuspecting layman might naturally suppose that the holder of an High School assistant's certificate has the knowledge and the ability to teach all the subjects of our secondary course as far as the Pass Matriculation Examination, for such is the meaning of his name. Can he do so? What of the "nature study" (alias Botany) and the French and the German and the Latin, and even the Drawing and the elementary mathematics?

And it is no reply to say that a teacher's deficiencies in knowledge will vanish with study and practice,

and that, if he has the theory of pedagogics at his finger's ends, he will easily in time make up his shortcomings. As well give a man a certificate to teach Hebrew though he knows nothing of the language, on the understanding that he has the pedagogic faculty fully developed and has only to learn the subject. It is, unfortunately the fact that the senior leaving student shows, as a general rule, a better knowledge of his subjects than the university graduate of his so-called pass work. The moral is obvious—and also the remedy.

Let the aspirant to a High School teacher's certificate bring with him a diploma obtained at some recognized examination that he has obtained a good percentage (thirty-three is far too low) in the subjects which he wishes to teach. A man who is to teach a subject successfully must know more about it than the mere smattering which will pass him through the examination tests of the present. Then let the curriculum of the Normal College be extended so as to provide for the actual teaching (by the staff) of all the different subjects of the High School course, that those who are deficient in certain lines may find a course of instruction laid down for them.

Another fault which strikes one's notice is at first sight a small defect, but, as one involving a question of injustice and unfair discrimination, should be noted. This is the division of University graduates into two classes according to their having or not having a senior leaving certificate. And stranger still is it that even senior leaving students are divided according to the subjects in which they may have passed, and, in the case of the "split" option, according to nothing at all. While for all of these, graduates, undergraduates, senior leaving men and "split optionists" the final professional certificate is the same, and the holder thereof may go forth into the world conscious

of the legal right to teach in our high schools anything in the course whether he knows it or not.

The way out of this seems easy. Put all university graduates on an equal footing as regards examination subjects. Or, if there must be options, then let the subjects in which the candidate has not passed be endorsed on his professional certificate.

Thirdly, and for the present, lastly, to note another injustice—this time to the public. The holder of a senior leaving certificate who has successfully graduated from the Normal College is entitled to teach in the public schools of our country.

It must certainly be clear to everyone that knows the course that the training of such a graduate has seen entirely inadequate. The observing of a few lessons in the same are surely not enough. There is too little practical work in public school subjects, there is no course of instruction in public school methods, there is no final test of knowledge of public school teaching.

Here again the cure is simple. Let there be appointed on the staff of the College a lecturer in public school methods, who will be the qualified director of a course of study of this work, and let there be more public school teaching with a salutary criticism thereof.

W. M. LOGAN.

### *Energy in Physics and Education.*

In reading about physical energy the other day I was prompted to enquire whether any analogy or parallelism existed between the various forms of mechanical energy and those of educational energy.

Eight varieties of energy were enumerated as being present in the universe, and I have traced out some fancied resemblances to two or three of them in some of the various depart-

ments of work which the teacher is called upon to perform.

The two main types of energy are represented by (1) the working power possessed by a body in actual motion and (2) that possessed by a body which occupies a position of advantage with respect to any force.

These two, the energy of actual motion and the energy of position, are being continually changed into one another. Examples of the first kind are furnished by any body in motion, as the flowing river, the rushing railway train, and the air in motion, whether as zephyr or hurricane. As examples of the second kind may be instanced a stone on a housetop ready to drop, a head of water ready to turn the mill wheel, the clock weights wound up ready to keep the clock in motion, or any similar body occupying a position of advantage with reference to gravity.

Now, to attain this energy of position, or potential energy as it is called, energy of motion must have been expended. Work is required to raise the clock weights, to place the stone on the housetop, or to give their position of advantage to the great heads of water which by their downward momentum are made to do so much useful work in turning our mills or lifting our vessels from lower to higher lake levels.

May we not regard the teacher just ready to enter upon her work as charged with potential energy? What are the elements of kinetic energy which have had to be exchanged for this potentiality? Have we not here the equivalent of all the work of preparation from her earliest school days up to her final examination? The work of her teachers in her behalf, her own hand work and brain work late and early, the sum total also of her hopes, fears and anxieties? All these and more have been factors in placing her in the position of advantage which she now occupies.

Is the power thus stored up after so much hard work sure to be wisely expended? Will the ocean breezes always carry commerce in safety to its destination or will they sometimes stir up the waves to destroy it? Is not the wind as ready to fan the fire of a burning city as it was to brighten those that make the steam to keep its factories at work?

Teachers will do well to remember then that the mere possession of power provides no guarantee for its wise and judicious expenditure. The skill to set the machinery in motion and guide its many varying forces in their application each to its proper function is still necessary. And to the calm preparation which should precede the application of these subtle agencies much more than to the mere possession of the stored up power must the teacher look for her ultimate success or failure in her vocation.

Next to the group of visible energies (as these two varieties, viz. visible energy of motion and the potential energy of arrangements have been called) we come to what is termed the group of heat energies, viz., absorbed heat, latent heat and radiant light and heat.

The contrast between the visible energy of motion and the invisible energy of heat is instructive. We are apt to get our ideas of great force from the operation of some mighty machine which exhibits many parts in active motion, from the noisy rushing railway train, the mighty cataract, or the destructive action of the hurricane, but the invisible energy of heat working silently transcends all these in the importance of its results, whatever noise or ostentation may result no sound accompanies the application of the mighty energy of heat. It works

As noiselessly as the daylight  
Comes when the night is done,  
And the crimson streak on ocean's cheek  
Grows into the great sun;  
Noiselessly as the springtime  
Her crown of verdure weaves,  
And all the trees on all the hills  
Open their thousand leaves.

Thus silently does the energy of heat again and again transport the rain-drops from their ocean reservoirs back to the mountain tops to furnish never failing sources of supply to the mighty rivers and lakes "bringing fresh showers for the thirsting flowers" and "the dews that waken the sweet buds every one."

Thus silently does the genial influence of heat unlock the fetters with which winter has imprisoned the vegetable world. Thus silently too, has heat stored up those elements of mighty potential energy which have grown in our forests or lie hidden away in the coal mines. And this silent energy which accomplishes so much by contrast with the noisier application of visible force is no less potent in the school room than in the physical world outside it. The genial sun removed the traveller's coat when the blustering wind had failed and a gentle nature has produced in classes results that were wholly unattainable by a teacher richly endowed by nature with the elements of visible potential energy.

The calm invisible influence of self-control contains infinitely more governing power than the most violent ebullition of ungovernable temper. The first grows steadily and strengthens as it grows, while the yeasty effervescence of the other produces no good effect and leaves everything it touches disfigured by the froth of its outbursts.

The teacher whose inclination impels her to encourage every honest effort for good on the part of the child exerts an influence which produces its own re-action in an accelerated desire to do still better. The latent heat of ready sympathy with the aspirations and depressions, the rapidly alternating hopes and uncertainties of child nature holds a key which will gain access to the heart and soul when the more readily visible force of a sterner activity will be refused admission at the very outer gates.

Radiant light and heat, the last in this second group of energies finds a ready analogue in the sparkle of a cheerful disposition, in the pleasant morning greeting, in the ready smile rather than the frown, in the determination to shed rays of light and happiness in the school room, in the ability to make hard work less irksome or even a pleasure.

The energy of visible activity produces effects like the echoes of the bugle notes in the song, beautiful on doubt, and yet "they die on yon rich sky, they faint on hill, or field or river," while the energy which proceeds from the warmth of true hearted sincerity serves to create and foster those finer sentiments which like the echoes of love "roll from soul to soul and grow forever and forever."

Whether the third group of energies called the electrical and chemical group has its educational counterpart I shall leave to such of you as have taken an interest in mental physiology or in chemistry to investigate. I may warn you however in closing that just as an innocent looking drop of acid let fall on a mixture of sugar and potassium chlorate or a very tiny spark thrown on an inert mass of gunpowder will produce surprising results, so a small word let fall from a caustic tongue may cause an explosion, a mere flash in the pan perhaps, but quite as likely to be much more violent and followed by a well directed missile in the shape of an ink bottle or a slate aimed straight for the teacher's head.

W. H. BALLARD.

### *Nature Study.*

A great deal of our difficulty in teaching arises from the fact that we have lost pace with child mind, and find ourselves at a loss as to how to appeal to it. The child study movement has done much to minimize this difficulty. It claims that education is

a personal matter for each child and that all his activities are of peculiar importance. But the present day tendency of reform in education expresses itself in another movement which promises to be equally effectual, namely "nature study."

The first advantage of nature study is just this that it takes the little ones where they are most at home. They are always happy with the animals, especially their pets, the flowers, the trees, the birds, and the clouds; and in their childish imagination they often personify them. This nature instinct we might call it, is one of the charms which makes child life so beautiful. When school begins, however, this ever fresh and unlimited resource is neglected.

There have been several successful experiments in which nature has formed the whole material of study for the first few years. In these cases the children expressed their own ideas and discoveries in conversation about the natural objects they saw. These were written by the teacher and by the pupil after her, each pupil writing his own story. These were afterwards written on paper and preserved as the reading and language lessons. These proved very interesting, for children are just as fond of their own ideas as we are. The number lessons were also in relation to, in fact, almost incidental to their actual experiences. In each experiment these pupils learned to read and write much more quickly than others who had been drilled constantly on the mechanical operations of writing, spelling and sums. In this way the attention was turned from the symbols to the reality and the first years of school were made interesting and attractive.

We must remember that these are the freshest and best years of a child's life, fullest of active interest and enthusiasm. And they should be made the most valuable in collecting material as well as developing soul and appreciation which will color the whole



of his after life. Nature is the great source of truth, beauty and purity; but the only time to inspire a real love of nature, is while the child is still plastic and tender, before the onrush of the material stage.

More than this, nature study has extraordinary psychological value. It trains nearly all the powers of mind. One can easily see how well-conducted nature lessons will develop accurate observation, insight, and independent judgment, as well as the tendency to test opinion of fact. The children are kept alert and active asking questions of nature, and waiting and watching for her to answer them. Nor are body and soul left to chance while the mind is trained. The methods of nature study prepare for technical education and in fact include it. The conditions of study are invigorating, requiring and encouraging much out-of-door work. Vivid and healthy imagination is greatly increased by direct contact with nature, as well as good moral discipline.

We must not feel that it is necessary to neglect other subjects in order to introduce this course, for there are few subjects with which it is not directly related. In an informal way, the children may be led to observe nearly all the phenomena with which organized science deals, while at the same time they gain what is vastly more important, a deep insight and intense love of nature. Nor should the study of nature be limited to the lower grades and kindergarten methods. It is just as interesting in the higher grades and becomes a gradual and easy introduction to the organized and technical science of the High School, thus leaving no hard and fast line separating "lovely nature and awful science." It will not be hard to interest the pupil in the branches of science if it has grown up with them.

There are apparent difficulties in the way of a thorough nature study course. In the first place the material

is not so ready to hand as the school texts, crayon and blackboard, though it is always available with a little forethought and effort. The method which requires considerable field work is more trying; we know that it is more difficult to control a levy of children in the open air than seated in the close rooms. This subject as no other taxes the skill of the teacher. In the nature of the case the greater part must be left to the taste and originality of the teacher, but unfortunately the present school system has little confidence in these. These however are no adequate excuse for depriving the children of the most refining and universal influence at hand for their development.

The teacher's great power, in making nature study all that it may be, is his own living interest and sympathy with everything around him. If he cannot lend this enthusiasm perhaps the lessons might better not be attempted, though somehow while we teach the little folks to name the surrounding objects, they teach us to love them.

### *Hockey.*

The O. N. C. team consists of Woodward, goal; Sissons, point; McPherson, cover; Lowe, Trench, Summers, (capt.) and Armstrong. The boys have been doing very well indeed, having never so far lost a game.

#### MATCHES AND SCORES

- 1.—O.N.C. vs Bank of Hamilton, (the leaders of the bank league). The result was a draw.
- 2.—O.N.C. vs Bank of Hamilton, 9-1.
- 3.—O. N. C. vs Molsons-Commerce-Montreal combination, 5-2.
- 4.—O. N. C. vs Tigers, (the leaders of the intermediate western series). As the result of a desperate struggle the score was 3-1.
- 5.—O. N. C. vs Bank of Hamilton, 7-4.

Three cheers for our jolly good fellows!

### *The "At Home" at Dr. McLellan's.*

When Dr. McLellan announced one morning after his lecture that he and Mrs. McLellan were soon to celebrate their golden wedding and invited the O. N. C. and D. S. students to spend an evening at his home, the class of '02 congratulated itself and joyously accepted the invitation. Accordingly, on the evening of Jan. 24th, as far as we were concerned, all roads led to Dr. McLellan's residence where, soon after eight o'clock, the spacious drawing-rooms were filled by a mirthful, chattering crowd. Every cosy-corner, ingle-nook and curtained recess was occupied by the students who eagerly snatched every opportunity of becoming better acquainted with each other. Mrs. McLellan, who soon found her way into the hearts of all, and Miss McLellan, were untiring in their efforts to make all feel at ease, and the Doctor himself was everywhere.

Lest we might grow weary of talk, a pleasing programme was arranged which consisted of a well rendered piano solo by Miss Balfour, two readings attractively given by Miss Dowler, a solo by Mr. Mott which delighted his listeners, and two recitations given by Mr. Locks in his usual good style. After Miss McLellan had been induced to recite a couple of humorous sketches which she did with much grace and expression, our genial host was persuaded to add his tribute to the evening's entertainment, and with all his characteristic eloquence and vigor, gave the young men some good advice.

But the guests soon found that there was still much to talk about for the buzz of conversation continued while all the dainty refreshments were being served. In one corner there was not a little amusement over a new illustration of the Psychology of number, which Dr. McLellan vouches for as perfectly honest. Mr. Hedley will

explain it when next he expounds on Psychology.

Time to say good night came all too soon, and while a few remained for a little dance, most of the students bade farewell to their kind host and hostess, with very pleasant recollections of the evening spent at their home.

### *College Girl.*

Although it is almost the first of February it is not too late to wish everyone a happy and prosperous New Year. Who knows where another new year will find us? After a long and pleasant holiday everyone came back fresh and eager to carry out the resolutions formed during the early weeks of December. Some of our books, especially the Botany and Physics, do not look quite so new as they did then. Still good students cannot study well without exercise.

\* \* \* \* \*

Skating seems to be very popular, for by actual count more than two-thirds of the maidens of the College very often wend their way to the Victoria Rink, where, thanks to the management of the Men's Hockey Club, season tickets may be obtained for the enormous (?) sum of one dollar. There is room for discussion as to whether the ideal skating rink under ideal conditions might not rival the school as an organization for socializing and humanizing the individuals who frequent it.

\* \* \* \* \*

The following are the officers of the Women's Athletic Association for this term: Honorary President, Mrs. McPherson; President, Miss H. M. Gunday, B. A.; Vice-President, Miss Job; Secretary-Treasurer, Miss M. Murray; Councillors: Miss M. J. Baird, B. A., Miss Stock, Miss Broughton. The Basketball team are being reorganized and as Miss Morgan has kindly consented to referee the

games on Tuesday, we may hope for better play and even a tournament to which the doubtfuls are likely to come off winners. The Fencing Class meets on Tuesdays and Fridays at 4 o'clock instead of Tuesdays and Thursdays as before the new year, and is doing good work under the management of Mr. Parkhill.

\* \* \* \* \*

The interest in the meeting of the Y. W. C. A. is continuing and now that the topics for the meetings of the term have been arranged, we may hope for more discussion in the meetings. To be an all-round cultured woman, an ideal woman as well as an ideal teacher, one cannot afford to miss the chance of Christian friendships and the inspiration such an organization as the Y. W. C. A. can give.

\* \* \* \* \*

Preparations for the lectures on Browning are now well under way and before this number appears, the opening lecture will have been given. It is hardly necessary to speak of Professor Alexander as a lecturer or as a man and Browning's fame is well-founded. That the lectures will be interesting and instructive to every student of the college and that the course will open up new and valuable avenues of thought to all if only each one studies the poems and attends the lectures regularly goes without saying. Let no one fail! He shall not pass this way again, and next year lectures on Browning will perhaps be unthought of in those sequestered haunts of men where the teacher is expected to be a "man among men."

\* \* \* \* \*

A flower fund has been started among the women of the O. N. C. with the object of remembering all those who are forced through illness to remain away from lectures more than three days. The first victim was Mr. Thompson, but it is sincerely hoped that his familiar form will soon again be seen in the halls.

\* \* \* \* \*

Miss Ward very kindly invited the old Varsity girls and a few others to help celebrate Miss Baird's birthday the other evening. The time was pleasantly spent in chat of these and other days and in spite of the threat to send home anyone who mentioned work, there were frequent groans when one more daring or less mindful than the others dared to introduce a former student of the O. N. C. into the tragic story began by the guests—no doubt it will be published as a serial in the MONTHLY when completed. After very much laughter, maple cream and pickle sandwiches, the little gathering broke up with many good wishes to Miss Baird and hearty thanks to Miss Ward for the very enjoyable evening.

### Literary Society.

On the afternoon of January 17th, 1902, the following officers were elected as the executive of the Easter term:

HON. PRES.—J. A. McLellan, M.A., LL.D.  
(R. A. Thompson, B. A.)

PATRON—Dr. Montague.

PRESIDENT—T. M. Stockdale.

1ST VICE-PRESIDENT—Miss Storey, M. A.

2ND VICE-PRESIDENT—Miss Watt

REC. SECRETARY—Mr. Colvin.

COR. SECRETARY—Miss Stewart.

TREASURER—Mr. Martyn, B. A.

CURATOR—Mr. Kidd.

COUNCILLORS—Misses Saunders, B. A., Adams, Clark, and Messrs. Fairchild, B. A., McPherson, B. A., and Summers.

\* \* \* \* \*

The first regular meeting of our Literary Society for the new year was called promptly at 2 p. m. Jan. 24th, with the new president, Mr. Thomas Stockdale in the chair, and if the success of the first meeting can be taken as a criterion for that of its successors, we predict a most promising career for the society of "the yellow and the purple."

In dealing with the several items of business prior to the program, a challenge for debate issued by the Stone-

Creek Lit. Society was announced and accepted. After this the Chairman of the Browning Committee arose to inform the Society of his success in arranging with Prof. Alexander to begin a course of lectures on Saturday, Feb. 1st. Then after some discussion it was decided to secure Dr. King, an eminent lecturer and humorist of Philadelphia, for an evening's entertainment on Feb. 18th. The program of the afternoon was begun by an instrumental from Miss McPherson which received a hearty encore. The new President followed with a happy and timely speech in which he praised all the last executive in general and Mr. Grainger in particular, and concluded by outlining the work and aim of the Society, and by promising, with the aid of his recently elected staff to walk in the path already trodden. Two selections were then given by the male quartette. Here no remarks are necessary; it is sufficient to say that Messrs Mott, Ricker, Loucks and Baird are the component parts of this organization. The President then announced that, owing to illness, Dr. Montague would be unable to favor the Society with a lecture until the following meeting. The time allowed for the Doctor was spent in half-minute speeches in which several of the ladies and gentlemen of the Society took part and showed their complete familiarity with the rostrum. The program was then concluded by a piano selection and encore, very nicely rendered by Miss Burns. A unanimous resolution was passed to present a bouquet of flowers to Mrs. (Dr.) McLellan.

The editors of the MONTHLY are compelled to hold over some excellent items, including an original poem, entitled "Worse Than Marriage." These will appear in time. Financial considerations compel us to keep strictly within the twenty page limit. Send in as much material as you please, nevertheless.

### *Just Among Ourselves.*

Teacher to class—Now, in this poem, what is meant by saying, "The shades of night were falling fast."

Bright boy (after a moment's thought)—The people were pulling down their blinds.

There is a story told that some of our students were going along Hunter east the other day near the C. P. R. station, when one of them stopped a small boy and asked, "Where does this railway go to?"

To which the youngster answered, "It don't go anywhere. We keep it here to run trains on."

W. J. Wilson, B. A., has just returned from Paris, Ont., where he has been teaching as a substitute for three weeks.

Mr. J. C. Hamilton, B. A., has gone to Ottawa to take a course in manual training.

Mr. H. Irwin, B. A., one of the associate editors of the MONTHLY, is teaching Moderns temporarily at Ridley College, St. Catharines, during the illness of the regular teacher.

It is earnestly requested that "Lit" will appoint a committee in the near future, whose work will be to give the correct names to the busts in the reading room. It will avoid much dispute among the members, and set our minds at ease.

In our last issue we were asked to keep an eye on Brother Hedley, and see that he did not get lost. At first many were inclined to think that this was sarcasm. Imagine Mr. Hadley getting lost! But lo! in the wee sma hours of Saturday morning, as some of our number were returning from the At Home, whom should they meet but our worthy fellow-student, leisurely walking along Hannah street. Of course he was directed (as requested) to 39 South Wellington, and we are glad to have hi a gain in our midst.

Had it not been for this opportune advice there might have been more serious results.

It is rumored that more seating accommodation is needed in Knox Church. Congregation is increasing in number every Sunday.

"But that I am forbid  
To tell the secrets of the term exams,  
I could a tale unfold whose lightest word  
Would harrow up thy soul." R. A. T.

It was in the kindergarten and they were going to sing, "Thumpkins says I dance," when a little fellow said: "Please teacher I can't sing that, my father is a Methodist minister and I won't dance."

How far is it to Barton St. School?  
Does anybody know?

Mr. H. H. Smith, B. A., (Tor. '00) paid a call to our halls on Jan. 15th. Mr. Smith is one of last year's O.N.C. class. He is now teaching science at Orangeville.

Mr. Hadley's reason for opposing Prof. Alexander's lectures on Browning was that it would necessitate no little amount of extra work, which he, having a very weak constitution, would not be able to stand.

Parse Hadley (headley).

Hadley is a proper noun used as a demonstrative adverb, demonstrating the improper way of getting through a window.

Send the next victim heels first, boys.

### *Lesson Plan for Preposition.*

*Introduction*—Known : simple sentence, subject, predicate, object of a verb, noun, pronoun, adjective, verb, adverb, phrase doing the duty of a single part of speech.

(1) The happy birds sing sweetly by the brook in the meadow.

(2) A band of robbers stole the innocent child from her happy home.

All the known will be revived by reference to such sentences as those above.

*Development*—The teacher places a book on the desk, then under the desk and then by the desk and requires the pupils to state in each case the position of the book, suggesting if necessary that the pupils use the verb "lies." The teacher writes the following sentences on the blackboard :

- (1) The book lies on the desk.
- (2) The book lies under the desk.
- (3) The book lies by the desk.

What are the only words that change in these sentences? What duty is performed by these words? By questions and answers develop that the words *on*, *under*, and *by*.

- (a) Express position.
- (b) Join ideas.

The teacher now moves a book on the desk, then under the desk and lastly by the desk and requires the pupils to state in each case what takes place. Teacher writes on the blackboard.

- (1) The book moves on the desk.
- (2) The book moves under the desk.
- (3) The book moves by the desk.

Develop by questions and answers as before that the words under consideration.

- (a) Express position.
- (b) Join ideas.

Next, develop the same points by means of adjective phrases using such sentences as, "The book on the desk belongs to me."

We have now to develop the idea of relation :

- (1) The book lies on the desk.
- (2) The book moves on the desk.

What part of speech is desk? Noun. What word shows the position of the book? Desk. What additional duty does the noun perform in these sentences? Adverbial. How is this word enabled to perform this two-fold duty? By means of the word "on" which shows this relation between "desk" and the preceding idea (lies or moves).

After developing this idea fully by questions and answers, we substitute

the word "relation" for that of "position."

Now lead pupils to see not only that there is a relation but also the exact nature of that relation.

(1) The book lies on the desk.

(2) The book moves on the desk.

What difference do you notice between these two sentences? In one sentence the book is at rest with reference to the desk, and in the other it is in motion. Other pairs of sentences are given to justify this conclusion.

The words *on*, *under*, *by*, have the following duties to perform in the sentences considered:

(a) Relation, rest or motion.

(b) Union of ideas.

A number of sentences would now be given as a test of the work already developed.

*Conclusion*—The teacher gives the term preposition and by the aid of the pupils writes on the board all that has been discovered about prepositions:

(1) Prepositions express relation, sometimes rest in a place and sometimes motion.

(2) A preposition is always followed by a noun or pronoun.

(3) A preposition joins the idea expressed by the object to some other idea in the sentence.

The pupils are now in a position to write in their own language the definition of a preposition, which should be expressed somewhat as follows: a preposition joins a noun or pronoun to some other idea in the sentence and shows the relation between these ideas.

#### PSYCHOLOGICAL PRINCIPLES.

(1) Known to the unknown: The child's experience has been broken up. A portion of that experience is brought to the foreground and organically connected with new knowledge. The process has been one of noting differences and resemblances and finally of relating and unifying. The goal of attention has been realized.

A large number of particulars have been so related that they may be grasped by a single effort of the mind. See the definition of a preposition.

(2) Concrete to the abstract, exemplified in the relation of the book to the desk, and subsequent conclusions.

(3) Particular to the general.

The above article was suggested by a question set on a Grammar paper at the Xmas term examination, 1901. This paper serves to illustrate further some general principles underlying lesson plans as published in the O.N.C. MONTHLY in December, 1901.

### Education Department Calendar, 1902

#### MARCH.

1.—Inspector's annual reports to Department, due.

Annual reports from High School Boards to Department, due. (This includes the financial statement.)

Financial statement of Teachers' Associations to Department, due.

Separate School supporters to notify municipal clerk.

27.—High Schools, second term, and Public and Separate Schools close.

28.—Good Friday.

31.—Easter Monday.

Night Schools close (session 1901-02.)

#### APRIL.

1.—Annual meeting of the Ontario Education Association at Toronto.

Returns by clerks of counties, cities, etc. of population to Department, due.

7.—High Schools, third term, and Public and Separate Schools open after Easter holiday.

15.—Reports of Night Schools due. (session 1901-02.)

17.—Examinations in Practical Science begin.

22.—Annual examinations in Applied Science begin.

24.—Art School examinations begin.

25.—Last day for receiving applications for examination of candidates not in attendance at the Ontario Normal College.

#### MAY.

1.—Toronto University examinations in Arts, Law, Medicine and Agriculture begin.

Notice by candidates for High School entrance examination to Inspectors, due.

*Departmental examination papers for the various examinations for past years, can be obtained from the Carswell Co., 30 Adelaide St. East, Toronto.*



## The Place to Look

For anything in the Spectacle line is where individual attention is given to the latest theories, most modern inventions and appliances for correctly diagnosing the many defects of vision and ocular muscle anomalies.

Our aim is to do the best work. We have the qualifications, the equipment and the experience. In frames we have an immense stock to select from, comprising all that is newest and best. Our prices are reasonable. Examination is free.

### GLOBE OPTICAL CO.

I. B. ROUSE, 111 King East, Hamilton.  
Post Graduate Chicago Ophthalmic College and Hospital.

Our  
Confections  
: are :  
High-Grade



Our  
Chocolates  
: are :  
The Best.

### WE INVITE YOU HERE.

## FINCH BROS., 18 and 20 King St., West, Hamilton.

One of the Foremost Dry Goods Stores in Hamilton,  
And one of the Best Known and Most Popular.

We send two buyers abroad every season and are large importers. We are constantly receiving new goods and styles from abroad, and this should be a good place to buy. We are always pleased to see our old friends and make new ones, and endeavor to have all purchases satisfactory. If goods are not as represented they can be returned and the money will be refunded at once.

## Agricultural College

- (1) Three Weeks' Creamery Course—Dec. 2, 1901.
- (2) Twelve Weeks' Dairy Course—Jan. 4, 1902.
- (3) Two Weeks Course in Stock and Grain Judging—Jan. 8, 1902.
- (4) Four Weeks' Course in Poultry Raising—Jan. 10, 1902.

Ladies admitted to Dairy and Poultry Courses. Send for Special Circulars.  
GUELPH, November, 1901.

JAMES MILLS, M. A., President.

THE STUDENTS of the College are requested to give their patronage to the merchants who are instrumental in giving support to the publication of this magazine. Let's patronize those who patronize us.

## 'Twas I, not Slater,

who cancelled the Agency for the SLATER Shoes, having secured the Agency for a much superior line of Shoes. I am offering all Slater Shoes at REDUCED PRICES.

J. D. Glimie, 30 King St. West

Dr. A. C. Burnet

*Dentist*

Cor. King and Catharine



Telephone 131.

## SKATING SHOES

To enjoy Skating one must have the correct boot—one that permits free action and at the same time supports the ankle. Our Skating Shoes for Ladies and Gentlemen are staunch, warm and comfortable, and are equally adapted for storm or general wear.

JOHN F. SHEA, 25 King St. East.

B. EDWARDS

**Caterer and  
Confectioner**

100, 102 King St. West.



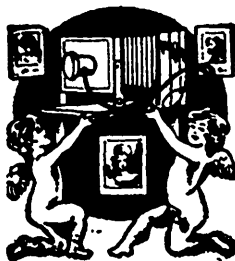
For  
Good Work  
and  
Prompt  
Delivery \* \*

SEND YOUR LINEN TO  
**The Parisian Steam Laundry Co**  
Of Ontario (Limited).

No. 134 King Street East.

Phone 235.

**W. GRAHAM,**  
Manager.



## LOVE IN WORK.

If you put love into your work you get better results. Men who make photographs and would rather plow corn don't turn out finished pictures. We love our work. It will pay you to have us do your work. Come to-day.

**J. A. C. MORROW, PHOTOGRAPHER,**

Agent for Eastman Kodak and Supplies.

Opp. Post Office.