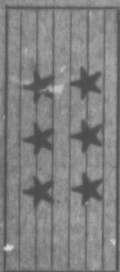


JUNE, 1900.



M NEMOSYNE



PUBLISHED BY
THE WESTERN NORMAL LITERARY SOCIETY,
LONDON, ONTARIO, CANADA.

dry
pany
MANAGER.

The London Life

Insurance Company,

HEAD OFFICE, LONDON, CANADA.

Government Deposits,	\$ 50,000.00
Invested Assets, over	900,000.00

JOHN MCCLARY, Esq.,
President.

A. G. JEFFERY, LL.B., D.C.L.,
Vice-President.

A Matter of Dollars and Sense.

Life Insurance, it has been said, "Is Merely a Matter of Dollars and Sense." Common sense and good business judgment dictate that protection be provided for individual and domestic interests.

A specially desirable plan of insurance is the **Ideal Income Bond**, combining protection for dependent ones with a safe and profitable income for old age.

Full particulars as to rates, etc., will be cheerfully furnished by any agent of the Company, or on application to the Head Office.

JOHN G. RICHTER, Manager.

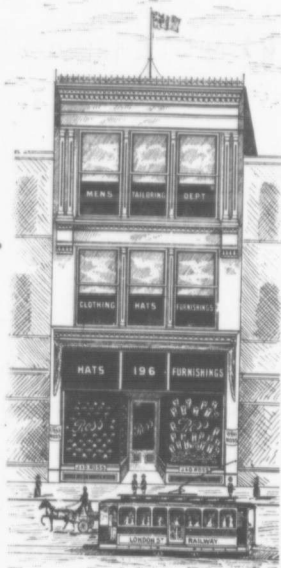
Shorthand.

EVERY SCHOLAR, Teacher, Professional Man and Preacher should be able to write Shorthand. For the purpose of taking notes of lectures, sermons, etc., it is invaluable. You can take a course at

Coo's Academy

(76 Dundas Street), any time in the year. School open from 1st July to 31st December. Night School every Monday and Thursday evening.

WM. C. COO, C.S.R., Principal.



Adding to the Honor Roll.

A POLICY which is good in retailing as it is in any other phase of life is to try all things and hold fast that which is best. In many years of seeking for "good things" we have found, selected and perfected certain articles of merchandise that we know and have proved to be without equal in value. The list is not a long one, but it is of high honor. It is with great satisfaction we mention the goods we carry for sale:

Hats, Caps, House Jackets, Dressing Gowns, Bath Robes, Hosiery, Gloves, Underwear, Shirts, Collars, Braces, Night Shirts, Umbrellas, Neckwear, Water-proof Coats, Ordered Clothing, and all kinds of Men's and Ladies' Furs.

Ross'

'Phone 1319. 196 Dundas St.

W. L. CARRIE

The Stationer

417 RICHMOND STREET
LONDON, ONT.

THE LATEST AND
MOST APPROVED LINES
IN

Note Papers, Envelopes,
Writing Paper (in pads),
Inks, Memorandum Books,
Pencils, Steel, Gold and
Fountain Pens, Scrap Books
for Mounting Photographs,
also Bibles, Hymnals,
Prayer Books, and
The Poets in great variety.

IT is a wise buyer who can tell the "true inwardness" of a shoe by its outward appearance.

Buy the Shoes we sell.
We know their qualities.
You can't be deceived.

J. P. COOK,

167 Dundas Street.

☛ Your money back if you want it.

When You Get It In the Neck,

Surely life is not worth living. Peaceful men are made to brawl when the collar with the saw-edge turns their honey into gall. It may look so good, so perfect, so timid, though so tall, yet the collar with the saw-edge has cruel teeth for all. We make them smooth at the

PARISIAN

Steam
Laundry
Company
of Ontario, Limited.

TELEPHONE 559.

J. K. SPRY, MANAGER.



Slater Bros

TAILORS

399 RICHMOND STREET, LONDON, ONT.

'PHONE 844.

S&I

IMPORTERS OF DRY GOODS

THE NEWEST CREATIONS COME HERE FIRST.

S&I

Fascination and Inspiration.

Strangers to London naturally enough find their way to our handsome store, it being the largest, most talked about—in fact, the representative store of Western Ontario. No matter which way you turn you find fascination and inspiration here. At all seasons of the year—especially just now—the whole store sparkles with newness. The magnitude of our displays, the novelty and the beauty of our styles, the astonishing variety and matchless cheapness easily attract all newcomers, as well as those who have been dealing with us for years.

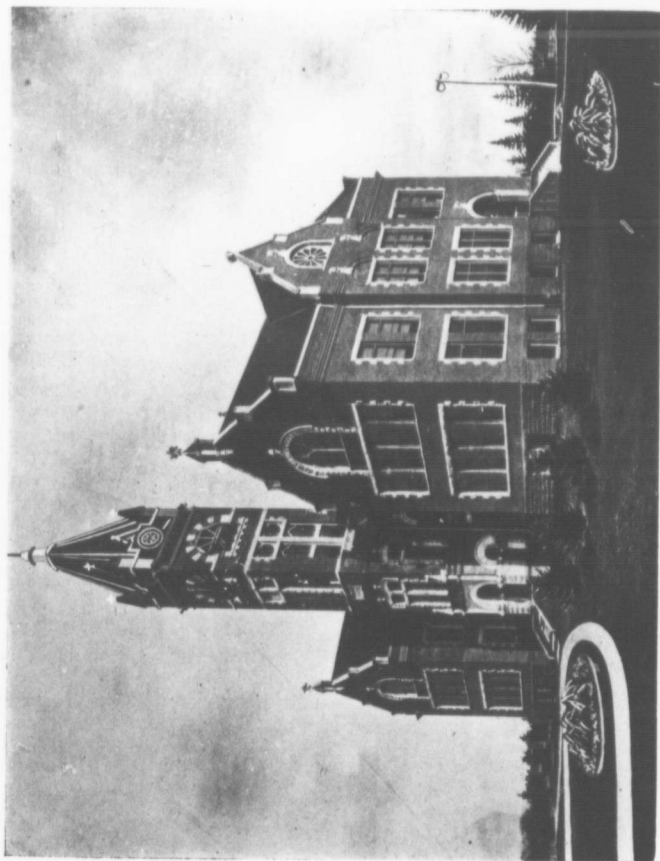
This Store is the Court of Honor

FOR THE DISPLAY OF RICH AND ARTISTIC LADIES' WEAR.

The popularity of this store ever increases. We guarantee value on every purchase, or money back if you want it. You pay cash here on every purchase, which is a guarantee that you buy right. We do not believe in keeping our store open till midnight Saturdays, nor do we believe our patrons desire us to. We give our large staff of employees the benefit of early closing, and we trust the purchasing public will help to sustain the movement which we have inaugurated in London.

CLOSE AT
7 O'CLOCK
SATURDAY.

SMALLMAN & INGRAM, 149, 151 & 153 Dundas St.
London, Ontario.



WESTERN NORMAL, LONDON, ONTARIO, CANADA.

MNEMOSYNE.

LONDON "NORMAL MODEL SCHOOL STAFF."

PRINCIPAL, R. M. GRAHAM, Barrister-at-Law.

- MISS M. SKELTON,
- MISS C. A. CANNELL,
- MISS C. M. HOWIE,
- MISS L. WALTON,
- MISS A. D. LÜKE,
- MISS M. FLEMING,
- MISS DORA ROGERS,
- MISS NELLIE MORRIS,
- MISS ANUNDSON.

According to grade.

STAFF OF NORMAL SCHOOL.

F. W. MERCHANT, M. A.	Principal
J. DEARNESS	Vice-Principal
MISS A. E. MCKENZIE	Kindergarten Directress
F. K. DAVIDSON	Drawing Master
SEKGT. COPEMAN	Drill Instructor
F. EVANS	Music Master

CONTENTS.

Editorials	Page 5
Co-operation as an Aim in Education	6
Sketch of Minister of Education	8
"Music hath Charms"	10
The Man With the Hoe	12
Classology	14
Definite Training for Girls	14
Recollections	18
Different Phases of N. S. Life	18
God in All	19
The Young Aspirant	20
Multis Cum Difficultatibus	22
Missionary Spirit in Public Schools	22
Thoughts from Froebel	25
Connection Between the Kindergarten and Public School	28
The Village Store	30
The Teacher in School	31
What do we Yet Lack?	33
P. S. Drawing	34
An Address on Relief of Ladysmith	37
The Ideal and Real in Literature	41
Our Normal Picture	42
Crossing the Bar, a Criticism	42
Something of a Dirge	44
The Teacher's Library	45
Practical English and Manners	47
Activity	48
History of W. N. L. S.	49
Official Calendar	52

N. B.--Mnemosyne is pronounced ne-mos'-i-nee.

Annemoseyne.

VOL. I.

LONDON, ONT., CANADA.

No. 1.

Annemoseyne

AN ILLUSTRATED JOURNAL

Published by

WESTERN NORMAL LITERARY SOCIETY.

DEVOTED TO THE NORMAL SCHOOL
AND ITS WORK.

Price, - - - - - 25 cents.

Staff :

M. H. AYERS,	Editor.
ALBERTA E. LAIRD,	Associate Editors.
MINNIE E. CRUICK,	
E. J. RIFE,	Committee.
JESSIE H. MILLIKEN,	
L. T. MILLER,	
S. D. PEPPER,	
W. J. TAYLOR,	Business Manager.

EDITORIAL.

It is with great pleasure, though with some diffidence, that we present to our readers this, the first edition, of the first paper, issued by the first Editorial staff, of the first Literary Society, of the first class, of the London Normal School.

We wish to thank all who have in any way assisted in preparing the paper and making it what it is.

If we have disappointed our readers or have fallen short of their anticipations, we beg they will consider the difficulties with which we have had to contend and make allowance for any imperfections or glaring errors.

We wish to present a paper that the students will value, not alone for the literary merits we believe it possesses, or for the artistic beauty of its design, or for the product of the photographers, and the engravers' art, but as a memento of the time we have spent together in the London Normal School.

We are assembled here from the north and from the south, from the east and from the west. We represent our fair

Province from the sparkling waters of the southern lakes to the bracing breezes of the Georgian Bay. We have revelled in the beautiful pictures on the river St. Lawrence and the Grand. We have dwelt among the teeming millions in the busy city streets, or in the lonely farmhouse far from the busy haunts of men. We represent all the great religious denominations of Canada. We are of many heights and varied weights.

Some are tall and very thin,
Some are fat as anything,
Some are dark and some are fair,
Some have black and some red hair.

But we are all students of the London Normal School, with one aim in view, viz.: such development of the faculties, physical, mental, and moral, that we shall become physical athletes, intellectual giants, moral wonders, and — Public School Teachers.

WE came to London Normal expecting great things, and were not disappointed. We came to gain a more thorough knowledge of teaching and the teacher's duties, and we have done much towards it. We have learned wherein we erred in the past and have learned many new methods for the future. But the most valuable part of our work was the method of how to make Nature answer all we ask. We have been shown the difference between a book-worm and a student; and now as we know how to go into the fields and see, we may be able to help others to see. While one lecturer has taught us the method of observation, another has shown us the equally important rule, viz., be slow in drawing conclusions.

THERE is but one thing we regret in our Normal course, and that is, the shortness of the term. Surely a science as important and difficult as psychology cannot be digested, much less applied, in five short months. The principles of a score or more educators may be memorized in that space of time, but to understand them thoroughly is almost impossible. In these subjects we were so green that one-half the term was gone before our minds began working properly upon them, and now, just as we begin to behold great truths, the views are shut off and we are shut out. What a pleasure a month or two more would be!

STUDENTS and others coming to London would do well to read over our advertising columns before making purchases. We have very carefully selected these "ads," and can confidently recommend to our successors all who have advertised in these pages. They represent the best in each line. Tell them, when you call, that you are a student of the Normal School.

UNDER the heading, "What do we yet lack?", Mr. McEvoy speaks from an extensive experience with schools and men of affairs. For many years he was a leading teacher; the views he obtained from that vantage ground have been matured by his experience as councillor, warden and treasurer of the County.

"That which issues from the heart alone,
Can bend the hearts of others to your own."

"Sound understanding, judgment true,
Find utterance without art or rule."

"With heaving breast and many a burning tear
I felt with holy joy a world revealed."

"O blest whom still the hope inspires
To lift himself from Error's flood."

"But 'tis our inborn impulse deep and strong
Upward and onward still to urge our flight."

—GOETHE.

COOPERATION AS AN AIM IN EDUCATION.

F. W. MERCHANT, M. A.

When President Eliot was asked what had been his leading aim as President of Harvard University, he answered, "To secure cooperation."

The aim thus made prominent has not been sufficiently recognized, because its far-reaching character is not fully acknowledged. When it is considered that the fabric of modern social life depends not only for its strength, but even for its mere existence, on the cooperative activity of individuals, something of its relation to human progress is manifest.

Cooperation as an aim in education is connected with the work of the teacher in a variety of ways. Two of these will be considered.

I.—COOPERATION AS A FACTOR IN THE LIFE OF THE SCHOOL.

Social life depends upon the fact that individuals have common needs and consequently common aims. Unity of interest leads at once to mutual cooperation and a mutual division of labor, accompanied by the gradual development of social virtues.

More and more it is becoming recognized by thoughtful educators that the life of the school should not be totally different from that of community life, but that it should tend to develop a spirit of social cooperation, and thus be a direct preparation for it, or rather, a phase of it. Hence school life should be a development of the life of the home, and should grow without interruption into the wider life of the community, continuity in the individual's activities being at every stage preserved.

This conception of the function of the school, when put into practice, involves important modifications in the methods, courses of study and ideals in discipline inherited from the past.

The common practice of learning lessons, of acquiring facts to be reproduced at examinations, more or less competitive in character, is individualistic, and tends towards selfishness. When the atmosphere of the school is charged with a spirit of rivalry its life is unsocial, and

consequently does not affiliate with the life of the community. This conception of education reduces emulation as an incentive to application to a minimum, and substitutes for it a desire to be helpful, a spirit of cooperation.

The choice of subjects for the curriculum and the standpoint from which they are to be presented will be determined by their social significance; because, from this point of view, the centre of correlation of studies is to be found, not in any subject or group of subjects, but in the social activities of the child. Here appears the importance in the curriculum of such branches as manual training, domestic economy, and laboratory work in science. The chief argument for the introduction of such subjects is not that they are practical in the narrow sense, nor that they train the observing powers and furnish exercise for the hand and eye, but that they socialize the life of the school. They not only afford almost unlimited opportunities for cooperation among students; but, what is really of more importance, the operations involved in pursuing these studies are types of the processes which constitute social life what it is. They thus connect the life of the school with the social activities of the world.

This view of education modifies also the commonly accepted theories of school discipline. Discipline is relative to the end of education. If the development of a spirit of mutual helpfulness is made an end in itself, the discipline relative to it cannot, from the very nature of the case, be a matter of rules and regulations devised by the teacher, and imposed upon the school by his authority; but it must proceed from the life of the school itself. It is thus akin to the discipline which comes from experience in the broader life of later years. The immediate source of inspiration and control is not the teacher, but the life of the school. As Professor Dewey says, "The teacher's business is simply to determine, on the basis of larger experience and riper wisdom, how the discipline of life shall come to the child."

II.—COOPERATION BETWEEN THE SCHOOL AND THE OTHER EDUCATIONAL FORCES IN THE COMMUNITY.

Too frequently the school is regarded

as the only educational force in the community. The popular belief is that to supply an education, which is looked upon as an intangible and abstract, yet definite quantity, is the exclusive work of schools and colleges. The educational process is supposed to begin when the child enters school and to end when he is graduated. He then has his education. But education is not a sum total that can be acquired, possessed, and, as is commonly believed, cannot be disposed of. It is not a fixed quantity. It is a progressive series, not a sum; it is development, not completedness; it is life and growth, and not maturity.

Education, therefore, is not confined to the narrow period of school life; nor can the life of the school be considered as an activity existing in isolation. It is a stage in the development of the life of the community. The most cursory study of the agencies operative in community life shows that the school does not stand alone. The home, the church, the public journal, and numerous other institutions of society and the state also contribute directly to education.

The influence of home life upon the child must be recognized by all as fundamental in education. The opportunities it affords for the development of gentleness, kindness, reverence and all the most tender emotions, and for forming the purest and strongest ties which bind individuals together in society, no other institution can supply.

The church also has an educational field peculiar to itself. By presenting to the world the highest of moral ideals, by pointing to the means through which these ideals are to be realized, by supplying the inspiration and spiritual power for their realization, by giving concrete examples of men whose lives of self-sacrifice and self-devoted activity to the perfection of man are evidence of indwelling spiritual life, it is demonstrating itself to be the greatest of educational forces.

So also with the other educational forces in the community; each has a work to do which differs from that of the others. But while the individual educational functions differ, a unity in all moral and social aims must be acknowledged. Hence it follows that the best results

can be accomplished only through cooperation among all educational agencies.

While the truth of the foregoing proposition is evident to all, it is just as evident to those who have given educational problems even a superficial study that full and hearty cooperation does not exist. Take for example the school and the home. Too frequently the teacher is wholly unacquainted with the home environment of his pupils, and lacks that minute knowledge of their character, tastes and habits which can be furnished by parents alone. Consequently he fails to obtain the highest results from his efforts, and is without the greatest inspiration and strongest support in his work,—the confidence, sympathy and active cooperation of appreciative parents. On the other hand, parents are slow to recognize that the teacher, however imperfectly he may be performing his duties, has, with all his failings, no other aim than the permanent well-being of his pupils. When any cause for friction arises, they are all too ready to attribute ulterior motives to the teacher's action. In fact, both teachers and parents are sometimes too prone to look upon the relation of parent to teacher, from its very nature, if not as one of active antagonism, at least as one of armed neutrality.

Nor has cooperation between the school and the church been much more common. The church, when it has not absorbed the school, not only has been slow to concede to it its central position as an agency in moralizing the individual and redeeming society, but even has frequently represented its influence as baneful and Godless. The history of the school, in turn, shows that it often has had but narrow views of the aims of education, and has been indifferent to the high educational ideals that the church has rightly conceived as preeminent.

Friction and disunited action dissipate energy. Especially in this age of social and industrial unrest is the coordination of the school and the other educational forces in the community a necessity. Cooperation is essential to progress.

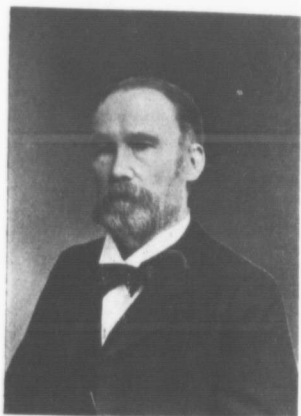
What benefit have we derived from nature study? We have become acquainted with the (h)Evans.

HON. RICHARD HARCOURT.

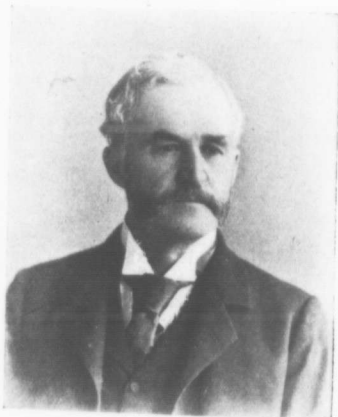
The Hon. Richard Harcourt, Minister of Education, was born in the Township of Seneca, County of Haldimand, Ontario, on the 17th day of March, 1849. Michael Harcourt, his father, though of Irish parentage, was born in Scotland. He came to Ontario, then called Upper Canada, when a very young man, and settled on a farm situated on the banks of the Grand River. His abilities soon won for him a high place in the esteem of his fellow men. Prior to the confederation of the provinces he represented the County of Haldimand in Parliament for two terms. Being a ready, fluent and forcible speaker, he took an active part in the discussion of all public questions.

The Hon. Richard Harcourt, the subject of our sketch, was the third son of Michael Harcourt. Desirous that his son Richard should receive a liberal education, he placed him, at an early age, under the tutelage of the Rev. B. C. Hill, M. A., a graduate of Trinity College, Dublin. He afterwards attended the Cayuga Grammar School, and from that school he matriculated into Toronto University. He obtained the degree of B.A. in 1870, and was medalist in the Department of Metaphysics. In 1871 he received the degree of M. A. During his college course he always ranked among the first men of his year. After graduating, he became Principal of the Cayuga High School. This position he held until he received the appointment, in 1871, of Inspector of Schools for the County of Haldimand. With characteristic forethought and enthusiasm he entered on the work of organization and equipment of the schools under his supervision, and in this he succeeded in a manner highly creditable to himself. He appeared to act always on the principle that whatever is worth doing is worth doing well. In 1876 he resigned the position of Inspector of Schools for Haldimand, and shortly afterwards was appointed Inspector of Public Schools for the Towns of Welland and Niagara Falls.

During the time he was Inspector of Schools for the County of Haldimand he pursued the study of law in the office of Mowat, McLennan & Downie, Toronto, and was called to the bar in 1876. In



PREMIER HON. G. W. ROSS.



HON. RICHARD HARCOURT,
Minister of Education.



COL. F. B. LEYS, M.P.P.

1890 he was appointed a Queen's Counsel. He has practised law successfully in the Town of Welland since 1877. When quite a young man he had a decided liking for political life, and at the age of 29 was elected to the Legislative Assembly for the County of Monk, and since that time has been returned at each succeeding election as its representative. He was called to the Cabinet of the Legislature in September, 1890, as Provincial Treasurer, succeeding the Hon. A. M. Ross, and on the reconstruction of the Cabinet a few months ago he received the portfolio of Minister of Education.

His fine intellect, his literary attainments, his practical experience in our High and Public Schools, and his intimate acquaintance with the requirements of our higher educational institutions, qualify him in a high degree for the very important and responsible position of Minister of Education for the Province of Ontario. He is the right man in the right place; the educational interests of the Province can be safely entrusted to his care.

C. M.

MUSIC HATH CHARMS.

They had asked me for a story,
But such a thing I could not find;
I searched for something simple,
Something suited to the mind
Of each student who would read it,
Then I wrote one scientific,
Very logical and deep,
Which I thought quite interesting,
But would put you all asleep.
Then I wrote a tale so mournful
That it made the tear-drops start;
Told of sorrow, trouble, anguish,
It would pierce you to the heart.
So I said "I will not send it,
It would give the readers pain."
Then I heard this little story,
And I wrote it up again.

A student of the Normal
Was talking to his class.
There was lack of "preparation,"
Dearth of "apperception mass."
But a teacher stood beside him
As he talked the time away,
And, writing in her note book,
Criticised what he did say.

The panting student faltered
As he took his slip in hand,
And he said "I never more shall go
To the park and hear the band.

I'll give a message to the students,
So that they will all beware
Of going for a wheel-ride,
When they've a lesson to prepare.

There's more I know upon my plan,
I wish I had it now,
I can't think of another thing,
But I'm in for a jolly row.
I guess I'll begin at the first again,
I think they need some drill.
"Of this lesson what do you know?"
What he knows is just about "nil."

Very soon the teacher nodded,
"Your time is up, young man,"
And the student sat down, breathless,
His cheek was pale and wan.
He wished he was with his mother,
Far from the maddening crowd,
And he wiped his moistened forehead,
And nearly sobbed aloud.

That day, when school was over,
The teacher said, "Young man,
You might have taught a good lesson
If you had followed your plan.
Your manner, I thought, was pleasant,
But your plan you did not know,
So if you had been a lady,
I would have marked you very low."

The thankful student whispered,
As he wrung that teacher's hand,
"I'd have taught a better lesson
If I'd not gone to hear the band;
But the music was so lovely,
The park was all aglow,
That when I once had got there,
I stayed too long, you know."

Then that Normal student
Hied him homeward with his plan,
As the western sun was setting,
Thankful that he was a man.
Quite resolved that slanting moonbeams,
Or the starlight, or the dark,
Never more would find him listening
To the music in the park.

—E. A. L.

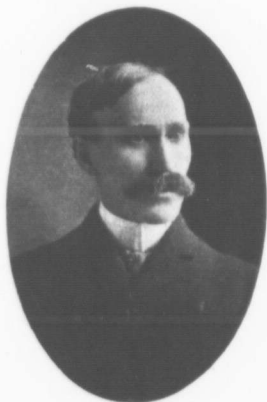
INJUSTICE CERTAINLY.—"Why are you in jail, lads?"

"I," said the pickpocket, "as a result of a moment of abstraction."

"I," said the incendiary, "for the unfortunate habit of making light of things."

"I," chimed in the forger, "on account of a simple desire to make a name for myself."

"And I," added the burglar, "through nothing but taking advantage of an opening which offered in a large mercantile establishment."



PRINCIPAL MERCHANT.



VICE-PRINCIPAL DEARNESS.



MISS MCKENZIE.

THE MAN WITH THE HOE.

PROF. J. DEARNESS.

"What gulfs between him and the seraphim!
 Slave of the wheel of labor; what to him
 Are Plato and the swing of the Pleiades?
 What are the long reaches of the peaks of song,
 The rift of dawn, the reddening of the rose?"

Millet's rude peasant, leaning heavily on his mattock and staring with a 'wondered gaze across and beyond the stubborn glébe, is capable of bearing various interpretations. The one that came to my mind as, when like many other World's Fair visitors I was repeatedly held by the wonderful power of this painting, was that of a boor whose bowed back was seldom straightened that he might look around and note the progress of his age, until at last he is left so far in the rear that he has lost even the sense of direction in which his erstwhile companions have passed him. The interpretation at present in vogue is that by the school-teacher of the Pacific slope who saw in it the type of a ruck of ill requited toilers doomed to existence under conditions that keep the body alive but shrivel and destroy the soul. Markham has, therefore, fiery denunciations for the masters, lords and rulers who sit idle on the shoulders of the toiler and "blow out the light within his brain."

Whichever interpretation we take, the "Man with the Hoe" has lessons for the teacher. In these days of multiplied opportunity for self-improvement, if the teacher plants in the young soul the desire for light and learning, the toil of no factory, farm or mine can extinguish it. Honest labor through long hours is not incompatible with "upward looking" and the "passion for eternity."

"Lowly living and lofty thought
 May adorn and ennoble the poor man's cot."

The teacher in charge of a lad during eight or ten impressionable years can open his mental eye to catch and discern the light "that never was on sea or land." When the schoolmaster is abroad, properly seized with a sense of his duty and the skill to discharge it rightly, the type of deformity so vividly portrayed by Jean Francois Millet must disappear. Low aim, not failure, is the crime. Teachers, for example, who selfishly move their pupils as so many pawns

towards and through the examination gates, desiring not their pupils' welfare so much as their own reputation for a kind of success, are accessories to the tragedy that Markham deploras. The examination can partially measure intellectual acquisition, but it is blind, inevitably blind, to the culture of the emotions and the morals, the fixing of the aspirations upon high ideals,—in short, to the greatest and grandest objects and possibilities of education.

On the other hand, looking at the painting from the point of view first mentioned, may there not be teachers with hoes?—teachers who having put forth the effort required to pass the minimum exactions of the academic and training institutions, not only cease then to grow, but begin a lingering contraction that ends in pedagogical imbecility? At the times and places where teachers convene to exchange experiences, ready to give of their best to the professional uplift, and equally eager to appropriate every profitable suggestion offered, the teachers with hoes are grubbing away at home with their eyes on the ground, or, if at the meeting, getting or giving nothing but complaints, not ashamed to confess that they took no part in the discussions, or made no effort to improve them. They buy no professional books, read no enlightening educational journals. The man or woman devoid of professional interest is a teacher "with a hoe."

"Delightful task to rear the tender thought." Teaching *is* delightful work to one whom nature has designated for it, and for whom art has done its share. Not even an unwilling stone-breaker need envy the teacher who has no sympathy with children or no heart for instruction. The teacher who expects and receives no other recompense for his work or pleasure in it than the usually small daily wage given for it, is entitled to enter the class described by the title of this article, but whether at the head or foot is left an open question.

I was reared in a great city
 Pent 'mid cloisters dim
 And saw naught lovely
 But the sky and stars.

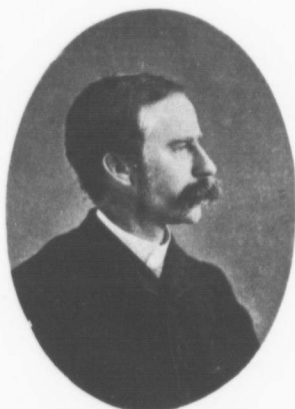
—ANON.



PROF. FRED. EVANS.



SERGT. COPEMAN.



PROF. S. K. DAVIDSON.

CLASSOLOGY.

Once upon a morning cheery, when a student
weak and weary,
Stood upon a platform where she'd never stood
before;

And she felt the strangest thrilling, creeping
through her shaking being,
While her Pegasus refused to rise above that
solid floor.

" 'Tis all foolishness," she muttered—but she
looked towards the door.
Only this, and nothing more!

Presently the heart grew stronger, hesitating then
no longer,

While a moody-sanky thrilling filled her reading
more and more,
She began the preparation and closed the applica-
tion,

While rheumatic pens were tracing lines of
psycho-critic lore,
And a look of sweet relief spread a flushing
countenance o'er,

There was this, and something more.

Each, in turn, initiated, self with matter-method
plaited,
Marks the individual's strength, past mysteries to
explore.

But e'en yet that chronic throbbing life's electric
thought is robbing
Of the deepest, self-responsive echoes of love's
core.

Anxious e'er, entreating truly, I beseech thee, I
implore.

Banish it—forevermore!

'Tis a hardening process, truly, still we must not
think unduly

Of crustal annoyances that grieve the spirits
sore;

And though all are analytic, they are also
sympathetic—

For justice, mercy-tempered, is a virtue learned
of yore.

And the student who then stood upon that
eastern classroom floor,
Feeleth this—yea! Evermore!

Now, we cannot help agreeing, our instructors
know our feeling,

And are more than doubly willing to guide us to
the fore;

So while vague clouds are rifted, as testard
we are drifting,

The power of friendly friendships steals our
lonely spirits o'er;

And though coming years may find us on some
widely different shore,

We'll forget them—nevermore!

But the best of all, in living, is the blessedness
of giving

Sunshine to the shadows, and salving to the
soul;

Teachers, friends, and pilots too, study child-
like to pursue

Simplicity of living sincerely more and more,
Then the blessings of true worth from the
never-failing store,

Shall be with us, evermore!

May 15th, 1900.

—NEBBELEY AISY.

A FEW THOUGHTS UPON DEFINITE TRAINING FOR THE GIRLS IN OUR SCHOOLS.

The expression, "the survival of the fittest," is capable of many adaptations, and without going into the deep problem of the evolution of the species with which it is, in the ordinary mind, more generally associated, I would venture to make use of it with special reference to the fuller realization which has happily come in our own day of the need for some radical reform in our present educational methods, and to the welcome fact that such recognition is already bearing fruit all over the world, as well as in England and her colonies.

The schoolmaster and the more enlightened parent, now-a-days, are beginning alike to look upon education from another and higher point of view, to accept as its aim and object from the kindergarten upwards the training of the individual child, through its various stages of development, until it is equipped, mentally and morally, to take its place, as the full grown man or woman, in whatever position in life he or she may be called upon to fill. There is now a wider recognition given to the necessity for adapting the subject taught not only to the age and capacity, but also to the sex of the pupil; that the school curriculum should recognize all sides of the educational requirements of the child, and that while aiming at "giving the world more complete, all-round, harmonious boys," it should aim at giving it also the complete, all-round, harmonious girls, the womanly women who will become the wives of many of these boys, and the home makers and home keepers of our land.

Whilst there are many subjects which can with great advantage be taught conjointly in our schools to the advantage of both girls and boys, yet there are points of divergence and diversity of characteristics which cause them to essentially differ, and which have to be reckoned with by the teacher if results are to be the fair test of the progress made. A farmer does not plant all his fields with one kind of produce, or devote too much space to ornamental culture, neglecting to sow good seed, when he knows that without it there

will be no golden grain to fall to his sickle. No, he knows too well how to prepare his land, what requires top dressing, what may lie fallow, etc., and he takes very special care that the soil shall be just such as will bear good fruit. Neither does the tradesman lay in stock only such materials as will meet the requirements of the wealthy amongst his customers. He makes provision for all, knowing that the balance in his ledger depends upon his supply equalling in quality and quantity the demand to be made upon it. He has to use wise discrimination in the purchase of his goods, if he would secure a ready sale for them and make a fair profit by them. Is it not fair then to ask that, as in the training of the boy, the future husband, or (houseband, to be literal) so in that of the girl, the future house-wife, some such discrimination and provision should be made? Education is a very large part of the stock in trade of both, and great care should be exercised in the selection made for each, if we would have a reasonable hope that there should be for them, as for the farmer and the tradesman, anything like adequate results.

Evolution, then, has brought our educationists to a clearer conception of the truer meaning of education, a conception which has found expression in the formation of special classes for Technical instruction for boys, and Domestic Science for girls, as well as by the establishment of colleges for the training of teachers in both these branches. Wherever these classes and these training schools have been established they have been a marked success. They have given our girls their chance, an opportunity of which they have not been slow to avail themselves. It is no longer an accepted fact that our girls should be born housekeepers, any more than that our boys should be born ready-made lawyers, doctors and mechanics; that girls should at birth be necessarily endowed with what has been called "a discriminating eye for butcher's meat," or an instinctive knowledge of all the intricacies of house craft. On the contrary, some are even born with a positive distaste for it, and if the bent of their earlier education tends to the development of the head wholly at the expense of the fin-

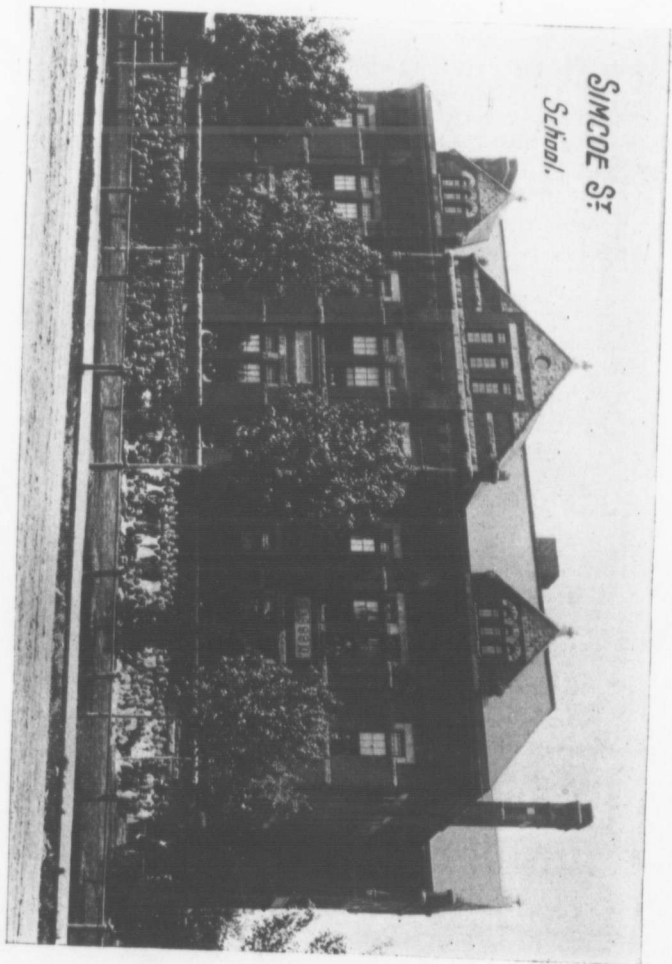
gers, they are not unlikely to grow up like the man who was "all alive on one side of his brain and a noodle on the other." The plea that both head and hand should share in the culture of the child is no longer contemptuously dubbed a "fad" or a "hobby" except by those incapable of looking at both sides of any question, or unwilling to give themselves the trouble to think about it at all. That this kind of training has passed out of the fad-and-hobby stage in Canada is demonstrated by the helping hand given by the generous gift of \$2,000 by Lord Strathcona to the Ontario School of Domestic Science and Art in Hamilton, as well as by the princely appropriation of Sir William Macdonald, of Montreal, to cover the cost of a centre for Manual training, which naturally includes Domestic Science for girls, in each of the eight Provinces of the Dominion, and the proposition which is under consideration to send several teachers from Canada to Great Britain and Sweden, to take their course of training, and to see for themselves the educational systems and methods which have there been crowned with such marked success.

The result of the first year's trial of Domestic Science in the public schools of Halifax, Nova Scotia, is thus reported by their Supervisor, Mr. McKay:

"This department has become the most popular in the city. Since the pupils and their parents have come to understand the nature and value of the instruction given, the demand for admission to the classes is so great as to be almost embarrassing. Even the mothers and sisters of the pupils are in some instances desirous of attending... The Course is completed in 22 lessons taken by about 300 girls from the senior grades of the schools."

In Great Britain the Inspectors report "most successful progress; the girls keenly enjoy their lessons. They are taught to be cleanly, careful and economical;" this testimony being dittoed by the Royal Commissioner of Ireland, and the educational authorities of other parts of Europe and the United States.

It will not be long, let us hope and confidently believe, before the present financial cloud may have passed from the horizon of London the less, and thus that



MODEL SCHOOL.

RECOLLECTIONS.

The year of nineteen hundred saw
 A handsome structure rise,—
 The London Normal School—designed
 Young teachers to make wise.

From drifted Heath, and snow-clad Bower,
 With Hair, Black, Brown or Grey,
 All types, the first class students came,
 On the second moon's first day.

The citizens of London sought
 To make them feel at home,
 And this they did by deeds of Love,
 Not by mere words alone.

Within the halls of learning, too,
 They met with teachers kind,
 Who strove with earnestness and zeal
 To elevate each mind.

Subjective methods well applied,
 Objective, too, a key
 Unlocked the profound truths that lie
 Within Psychology.

To mysteries of nature deep
 Did their attention turn,—
 To maple twigs where marvels Hyde,
 To lamps the angels burn.

Methods and arts of teachers old,
 Compared with modern type,
 Showed contrast Sharpe in interests that
 Appeal to impulse ripe.

Nor this alone the hours engaged.
 Through teaching did they try,
 Prepared by careful plans, to prove
 That theories would apply.

The land where lives the warbling Bird;
 How French o'ercame his foes
 In Africa, where war is Rife;
 Or where the Lawrence flows;

Or how the Miller grinds his corn
 With iron the Smith hath wrought;
 Where Staples manufactured are —
 Such topics taxed their thought.

Proportioned well in light and shade,
 Lowe's winding Rivers curved,
 As brush with free and easy touch,
 The would-be artist swerved.

Marching and drill were not forgot,
 But due attention had.
 The rudiments of music learned,
 Sweet Ayers sad hearts made glad.

But time, relentless, moved apace.
 The final day now o'er,
 The students, having wisdom won,
 Although it Greaves them sore,

Must bid farewell to Normal School
 With all its pleasures bright,
 And in the active Field of life
 Its sterner battles fight.

A. P. FEE.

DIFFERENT PHASES OF NORMAL
SCHOOL LIFE.

Many and varied indeed are the different phases of Normal School life. Comparatively few, however, are they who enjoy its privileges; and it is therefore my endeavor to depict to those less fortunate some few of its phases, and render more vivid fifty years hence to those who have passed through the ordeal,—“Normal School Life.” Only as one has had “past experience” can he “interpret” what may follow or “give meaning to it.”

After months of anticipation, bent upon becoming acquainted with a better method of teaching, and filled with the desire of fitting ourselves for the training of the tender plants to be committed to our care, we entered upon our Normal School career. We will not long dwell upon the painful recollections of the first night in London—a stranger in a strange land—nor with what doubts did we peer into the future of the next five months when, next morning, we found ourselves ranged around the walls of our then rather bare classroom.

But as time rolls on, lo! a change takes place. People passing along the street turn and gaze in wonder at the strange “manoeuvres” of some young people to reach the limb of a tree (on the obtaining of which their life seems to depend) and which to passers-by seems but a stick. Not so strange does this appear to the children who, through “past sensations,” “read into the possession of a stick a more significant meaning.” But where there is a “will” there is a “way” and the branch is secured. Again, behold them gazing heavenward as though earthly things had no longer any attraction for them. Strangers stop and follow their gaze, expecting to see a new comet or some new phenomena in the heavens; but, failing to see such, they pass on with a peculiar smile of distrust as to our sanity. On being informed that we are “Normalites studying Nature,” with a wiser look, a shake of the head, and one more glance, they pass out of sight. True it can never be denied our motto is “aim high.”

Again the landscape intervenes, and with eager faces and ears strained to catch

every sound, we lean forward in our seats, drinking in the mystical truths of Psychology. We have at last succeeded in bringing ourselves to believe "that there is no bell on the desk independent of a self," although there it stands stubbornly right before our eyes, and there remains from day to day, whether self be present or not. To have made such a statement to us in our unenlightened state of a few months ago would have been, to say the least, unwise.

To enliven the scene, we add a little color. With paint brush and colors in hand, we strive to give expression to the conceptions of the inner man, with a result which almost distracts the beautiful soul of our patient instructor. At the sound of the gong we are torn from what we fondly believe to be the index of our future fame, and turn our attention to warbling "Rawbun (robin) he on a tree," in the accomplishment of which our musical tones so grate on the ear as almost to drive our music teacher to desperation, but which he bears with a look of patient resignation. Then from "to-e" we proceed up-stairs and "toe out," and "fall in" in such a manner as to make our superior officer "shun" all such, and bring us up in "quick time." But the effect of this efficient training can plainly be "heard" in the manly tread of the gentlemen. At times we are carried away into the realms of the child-world by means of the Kindergarten, and see in the training of childhood now what might have been, but was not, in ours.

For the sake of variety, we sometimes proceed with manuscript in hand to the Model School, where, with firm set features, we take our stand upon the platform and show the results of the long and intricate plans which have cost us hours of study. As we emerge from the rooms, some with look of triumph, and some on the verge of despair, we learn that the road to honors is rough and stormy; but we fight our battles bravely, and are determined to conquer in the end. But one thought have we grasped, which will never be torn from us, and will always be represented in bodily form at the Model School as "Quantity, Unit and Number."

In conclusion let me say, although Normal School Life is "significant of

such wide relations," we fully realize the great benefits we have derived from our work here. We appreciate the kindly aid and wise counsel of our worthy Principal and Vice-Principal, and will remember with gratitude their daily example. We are glad we came; we will be very sorry to break the ties that have here been formed. We trust we shall go home determined to lead truer and more useful lives, and strive to prove a blessing to those entrusted to our care.

M. E. C.

GOD IN ALL.

A singer sits in her calm retreat
Gazing over the landscape fair,
Breathing perfume from violets sweet
Till her soul is filled with music rare.
What teaches her notes of melody?
'Tis God in earth, and air, and sea.

A poet watches a rippling swell
Moving the pebbles upon the beach,
Till he has learned the music well,
And a heart chord gives his lips full speech.
He has from waters the music stole,
By a touch of God in his inmost soul.

A sculptor stands in his prison den
Carving a face on the rude stone wall,
Till its soul of beauty he sees again
And he lets from his hand the chisel fall.
Who teaches the hand to portray the soul?
'Tis God who reigns from Pole to Pole.

An artist touches his canvas white,
A bold stroke here, a gentler there,
Till we see a picture of rare delight,
A landscape scene and wondrous fair.
His hand has cunning we know, but why?
His soul sees God in earth and sky.

I see a musician sitting still
At the sunset close of a weary day,
Till he hears the notes of the whip-poor-will,
And his fingers bring forth harmony.
Do you ask,—why lovely notes we heard?
'Twas God in the song of the evening bird.

An astronomer watches the stars of night
Which light the traveller on his way,
Or watches the moon, which, shining bright,
Gives to the earth a midnight day.
What do they whisper as bright they shine?
"The hand that made us is Divine."

Our cure for dusty shoes? Black-well.
Who will the "strike" not affect? The Walker.

Upon what does ——'s fate depend?
Upon a Hair.

What city official have we? A Mair.

THE YOUNG ASPIRANT.

This is essentially an age of advancement, and someone has truly said: "He who does not first aspire to some pre-eminence in life will never attain to it." It is true we may fall short of our ideal, but how much better to aim high, even if we should fall a little short of it, than to take a low aim and be successful.

Life is short at best, and he who would be successful must crowd a great deal of action and endeavor into a few short years. Childhood and youth (a very important period of preparation) take up about one-third of the average life, while almost another third is spent in old age. Thus, we have very little time in which to make a success of life. It is a well-known fact that in most cases successful men and women have achieved their successes between the ages of twenty and forty.

A young man starts out on his career determined to succeed in life, determined to leave the world better for his having lived in it. He may even have hopes that some day he will reach a place where his influence will be felt, and where his views will waken a nation to activity. I watch him as he goes on. He has not the means of acquiring an education in any other than the common school, and he has to leave even that before he has finished its higher course of study. The days are long. The work for daily bread is hard and often discouraging, but with tired feet he goes three times a week to the village night school, and after it has closed sits far into the night in his room, gleaning knowledge from books which so many others have studied under the direction of a properly qualified teacher. Does this weaken him? Yes, perhaps in body, but never in intellect. His mind has become to him a kingdom. He has many opportunities of analyzing thought, and his intellect and memory acquire strength from their almost incessant use. In fact, he has learned to acquire knowledge for himself, and this gives him a bright intelligence, which is too often lacking in the youth of this age.

Time flies rapidly, and I see him as he makes his first public attempt. It is a success from his side, but what young

man has ever had his first excellent efforts appreciated in his own community? Had a stranger said the same thing with the very same words and gestures, it would have been grand, but this young man has surely forgotten that he sprung from almost nothing. Why, he did not even finish his public school course and he stands up and gives voice to his opinions, as if he were on an equal footing with the rest.

Several years pass, and again I see him—a noble, stalwart young fellow standing to address a goodly number of intelligent people. See the interest shown by all. They sit still and wait almost breathlessly to catch every word of the speaker, as he brings before them reasons why they should be noble and true.

But time flies on, and with it his progress is rapid. At last I see him honored and loved by all. His opinions stand out prominently with other of the world's thinkers, and those who in his younger days might have given him a dinner "for sweet charity's sake," are now only too anxious to banquet him; while others, who shunned him as too lowly then, look up to him and court his presence. But what of the large heart; does it rebel at this and give slight for slight? Oh, no! The heart of the man has been broadened and deepened as well as his intellect.

Looking over a life, I wonder why we so often criticise a man because of his lowly origin. God honors men for what they are, not for what their fathers were; and I say: "All honor to the boy who puts aside those things which are past (especially those over which he has no control), and lives in the present and future only." He does not forget the past, though he does not often refer to it; and can we be less noble and refer to it even if we cannot forget it? How much help we might give him by a firm grip of the hand and "Keep at it, my boy." This will not puff his pride, but will rather seem to him like an oasis in the desert; and then, when the success is attained, we may clasp his hand and know that our lives have formed part of the success.

LIZZIE RIFE.

Why are we not afraid of water? We all love Rivers.



OUR MODEL STAFF.

MISS C. M. HOWIE.

MISS E. ANUNDSON.

MISS A. D. LUKE.

MISS L. WALTON.

PRINCIPAL — R. M. GRAHAM,
Barrister-at-Law.

MISS M. FLEMING.

MISS C. A. CANNELL.

MISS D. ROGERS.

MISS N. MORRIS.

MISS M. M. SKELTON.

MULTIS CUM DIFFICULTATIBUS.

The lecturer sat in his new arm-chair,
His countenance glowing with knowledge rare,
Before him the class of intelligent mien
Were taking the lecture with tention so keen.

He had finished a "quiz" on the fields of psychol-
ogy—
Genetic, hypnotic, results of mythology;
Announced that we would now deal with sensa-
tion,
Of psychical life the very foundation.

But while the whole class sat in still expectation,
The hammer-fiends laughed at the fine situation;
The sawyers and plumbers all swore in accord,
That to lose such a chance they could not afford.

The lecture commenced in a stillness profound:
"Thinking is but where ideas are found."
When a roar as of mountains all falling together,
Set the air in deep motion, as a lake in rough
weather.

The scraping of saws sent a hum through the air;
The falling of boards through the space for the
stair,
Like the "Long-toms" in Boer-dom, made such
a din
That the fiends of the hammer about they did
spin.

Then started apounding the pipes of the heaters,
Like the noise at the shops of the sheet-iron
beaters;
While a bucket of bricks, clean down from the
tower,
Struck hard the first floor, with a noise of great
power.

At a lull in the boiler-shop—everything quiet—
The speaker took heart that again he could try it.
And said that "ideas are always complex,"
When again the hammer-fiends us started to vex.

This time 'twas a racket both deep and tremen-
dous;
One would think 'twas the Seventh called out to
defend us,
The timbers they fall, and the hammers they
rattle,
Like the roar of an earthquake, or din of a
battle.

For forty-five minutes the speaker, despairing,
Tried hard to give sensation an airing;
But scarcely beyond five sentences strove,
For the fiends were below and around and above!

—BARDLEY SCRIPPS.

"The word 'reviver' spells the same
backward or forward," said the frivolous
man. "Can you think of another?"

The serious man looked up from his
paper, scowling.

"Tut, tut!" he said contemptuously.
And they rode on in silence.

THE MISSIONARY SPIRIT IN
PUBLIC SCHOOLS.

Perhaps one of the greatest honors and
privileges given to men and women in
this life is the guiding and directing of
the minds of the children throughout our
land. We have a noble country as our
heritage—a land of glorious beauty and
of almost unlimited resources, not only
in material wealth, but also in intellectual
capabilities. Does it not, therefore, rest
upon us as teachers to train the minds
and hearts of our pupils so that some day
our pupils may be qualified to fill the
foremost ranks of our land wisely and
well? Should we not train them in such
a way as to show to the world why they
live—not for themselves alone, but for
others—in such a way as Paul puts it
when he says, "Let those who are great
among you become *servants* of all."

If I were asked what is the greatest
evil of the present day, I would answer
"selfishness." Those who have studied
young children will undoubtedly have
noticed how early in life this propensity
shows itself, while its evil effects may be
followed as the child advances in years.
To come nearer home to each one of us,
I think an honest self-study and exami-
nation will prove to us to what an alarm-
ing extent this great evil is daily exhibited
in our own lives. Is not our selfishness
the cause of many miseries, both to our-
selves and to others?

As I said at the outset, we as teachers
have an honored charge when the fathers
and mothers of our land entrust their
children to us for guidance; and, there-
fore, have we not a great responsibility
resting upon us as we realize fully our
position? Have we not the privilege of
seeking to lead our pupils to know that
they exist not for themselves, but for
others; and how better can we do this
than by endeavoring to get our boys and
girls to have an interest in those beyond
themselves? Can this not be done by
attempting at every opportune moment
to inculcate a missionary spirit amongst
them?

This may first be initiated, uncon-
sciously perhaps to the pupils, in the
schoolroom. A pupil may be sick and
absent from school. The teacher with a

loving and sympathetic heart has now a grand opportunity of inculcating that same spirit into the hearts of his children. He speaks of the sickness and sufferings of their absent fellow-pupil; draws out, through kind and sympathetic words, the feelings of all his pupils. It may be that a delegation is formed, and some of the children are appointed to daily visit their fellow sufferer, or, perhaps, it may be that a small "fund" is raised to buy him some little luxuries or necessities that would be pleasing and beneficial to him. In this way the teacher is leading the pupils beyond themselves. They delight in being messengers of joy and happiness to one in distress. In many other ways countless opportunities will present themselves to the wide-awake, open-hearted teacher, whereby he or she can enlist the interests of the pupils in the welfare of not only those near at home, but far away. These opportunities will present themselves in various ways.

With the smaller children such times shall arise during language lessons, when pictures are presented or a little story is given, telling of the life and sufferings of the little boys and girls in the heathen darkness of foreign lands. At such an occasion as this the teacher shall find it an easy matter to enlist the tender affections of many of the little children in behalf of those far away in lands now unknown to the powerful influences of Christianity and civilization. None can measure the effect of even one living seed dropped into the heart of some precious child entrusted to our care; some may bring forth in that great Harvest Day, some thirty, some sixty, and some an hundred fold.

Then, too, with the larger pupils in history, geography and reading lessons, abundant opportunities will present themselves of inculcating a missionary spirit, especially when dealing with the lives of missionaries, the history of nations or tribes, or the conditions of peoples in far away countries. Also, on the occasion of any great epidemic, as that which now prevails in India, the teacher may seize upon the moment to interest the pupils in the welfare of the perishing men and women, endeavoring at the same time to lead them to see that it is not only their

duty, but also a privilege to lend such sufferers a helping hand, if at all within their power to do so.

Another very important part in our guidance of the young minds is to watch and guard the "literature" that goes from our school libraries into the hands of our pupils, for is it not an alarming fact that much of the literature of many school libraries is unwholesome for the growing intellect of our fair Dominion? We need books which will uplift, and edify, and instruct. We cannot tell what influence one missionary book from our school library might have towards moulding the life of some one or more of the children entrusted to us. It was, fifteen years ago, while reading a book from a public school library, "The Life of David Livingstone," that the writer of the present essay was led to go to Central Africa over a year ago as a missionary, and although he had to return home, yet some day expects again to go back to that great land of heathen darkness to help to uplift the poor degraded children of the "Great Dark Continent."

If we have travelled a little and have seen some of the needs of the world's millions, so much the better, for then we can the more forcibly impress the truth upon our pupils when opportunities suitable for doing so have arrived. Even if it has not been our privilege to have beheld the "regions beyond," yet from our general reading and otherwise we shall obtain sufficient information to place effectively the conditions before the children's minds and hearts. Let us, then, as teachers, inculcate a noble spirit of self-denial in our pupils on behalf of others, for by so doing we are inculcating a missionary spirit amongst them;—let us seek to have begotten in the minds and hearts of our pupils that the greatest joys and blessings of this life come to us through living for others.

HERBERT LAWRENCE.

Whose sons are always here? David-son, Harris'-son, Jamie-son, Thomps'-son, and Dads'-son.

Our elevation? Lowe.

Our seasoning? Pepper.



No. NAME.

ADDRESS.

17 Lena M. Francis, ... Fullarton.

M. Messer, ...

No.	NAME.	ADDRESS.
1.	Amos T. Ripley	Wallacetown,
2.	Ora Taylor	Furlington,
3.	Lena Rivers	Sarnia.
4.	Ellie Thompson	Port Hope,
5.	Lena Dadson	Union.
6.	Bessie M. Ross	Embro.
7.	Lily M. Coursey	Lucan.
8.	Stella Walker	Ingersoll.
9.	Hattie French	Darrell.
10.	J. E. Bartley	Listowel.
11.	Ella B. Hassett	Mount Forest.
12.	Charlotte Dunkin	London.
13.	Laura C. Bird	Kingsville.
14.	Ella Neill	Wroxeter.
15.	E. Blanche Hyde	Stratford.
16.	Minnie Cudal	Cameron.
17.	Lena M. Francis	Fullarton.
18.	Maud Greaves	Vesta.
19.	Nettie McLaren	Highbate.
20.	Mary Hutton	Durham.
21.	Margjorie Gillespie	Seaforth.
22.	Sadie Gray	London.
23.	Jessie Ferguson	Tupperville.
24.	Nellie O'Meara	London.
25.	Mabel Sheppard	Menford.
26.	Jessie Milliken	Lucasville.
27.	Anne Hamilton	Blyth.
28.	Charity Lewis	Clandeloye.
29.	Annie P. Fee	Malcolm.
30.	Jennie R. Mowbray	Eagle.
31.	E. A. Laird	Caledonia.
32.	Kate B. McDonald	Ridgetown.
33.	Alice Brown	Brantford.
34.	Margaret Keefe	Kingsbridge.
35.	Marjorie Mann	Markdale.
36.	Mary E. Davis	Dante.
37.	Jean Webster	Preston.
38.	Lizzie Rife	Hespeler.
39.	Flora B. Campbell	Ridgetown.
40.	Sara Murdock	London Asylum.
41.	J. E. Fawcett	Forest.
42.	S. D. Pepper	Forest.
43.	D. D. Smith	Lindsay.
44.	W. H. Sharpe	Port Dover.
45.	J. S. McCallum	Chatham.
46.	W. J. Taylor	London.
47.	W. B. Hawkins	Port Albert.
48.	M. H. Ayers	Beamsville.
49.	D. W. Evans	Bond Head.
50.	E. E. Flewes	London.

LOCKE CONTRADICTED.

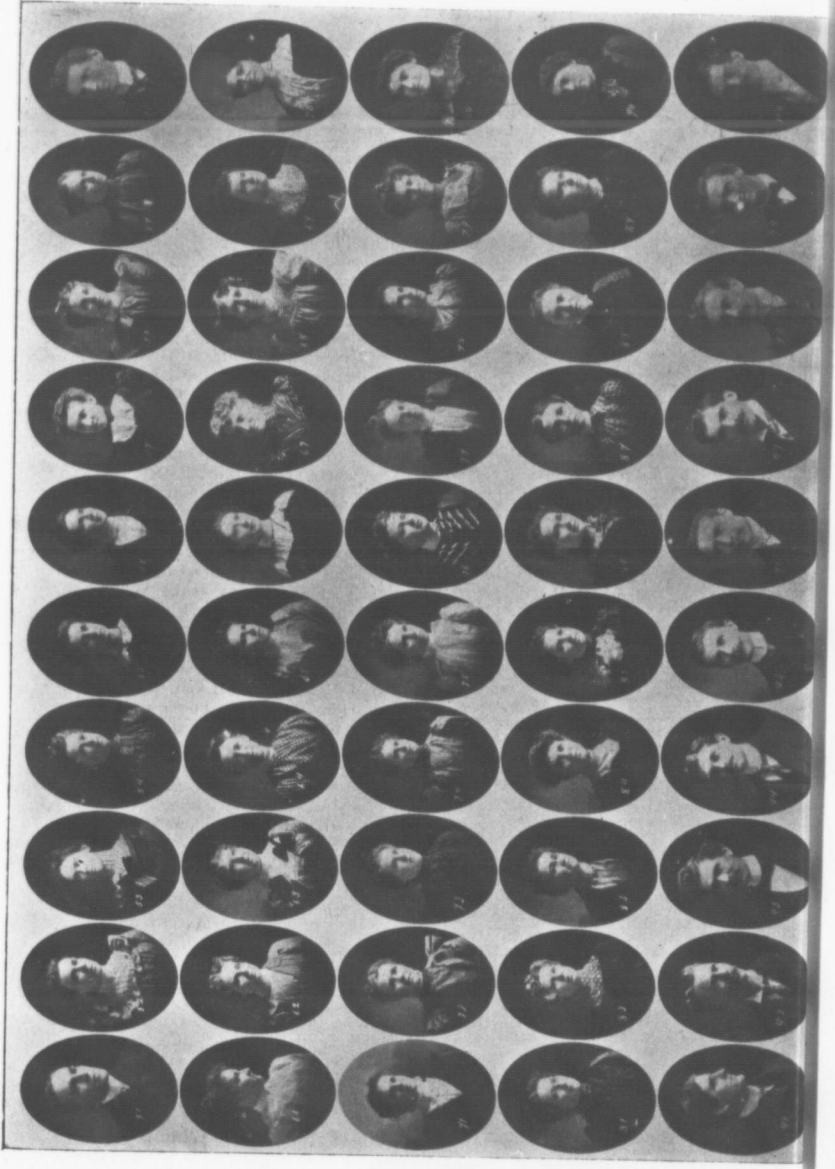
No wonder that the gurgling frog,
 Who in the swamps doth sing,
 Is hoarser than a rasping saw
 Or almost anything,
 If you or I stayed out all night
 And got our feet so wet,
 We'd, too, be hoarse, and have sore throats,
 And rheumatiz, you bet !

THOUGHTS FROM FROEBEL ON INDIVIDUALITY.

Individuality--personality--selfhood-- is the "originating and controlling element that starts individual powers to act, and guides them while at work." It is not enough that we should have the power to work and the wisdom to work effectively, but the motive power of character should receive training. This is not only all-important to the individual himself, but to the whole of humanity, for without a full development of his selfhood he cannot fill his proper sphere in life. Individual and race mutually aid each other in development. Froebel says, "The true ideal in education is creativeness, developed by self-activity in as varied departments as possible and with the general aim of aiding in universal upward progress." The true influence of education should be to reveal the individuality of the individual to himself, and to make him conscious of his own power and of his control over it. This leads him to have faith in and respect for himself. Many people fail where they would have succeeded had they been conscious of their own power.

Very few children are allowed to be their real selves. Schools have definitely aimed at making them alike, where naturally they should be as much unlike as possible. All nature reveals this truth : no two trees or flowers are exactly alike. In the higher organisms this is all the more noticeable. In order to restrict what they consider depravity in the child's nature, educators have not allowed the personality to develop in freedom. We must believe that children love to do right better than wrong, for they are God's highest creation.

"The purpose of teaching is to bring out of man rather to put more and more into him. That which we put in is com-



NO. NAME.

51. E. O. Ely.....
52. Elizabeth.....

67. Minnie E. Cripps.....London.
68. Lizzie Harcourt.....Arthur.

84. Eva A. Field.....London.
85. Nellie.....

No.	NAME.	ADDRESS.
51.	E. O. Ely	Southampton.
52.	Edith Bogue	Strathroy.
53.	Maud M. Penfold	Guelph.
54.	Maud Ross	Theclford.
55.	Claire Augustine	Dungannon.
56.	Maria McKee	Atwood.
57.	Margaret Black	Epping.
58.	Ada V. Holtby	Manchester.
59.	Fanny Steer	London.
60.	L. T. Miller	Strathroy.
61.	Rachel Sumter	Meaford.
62.	Helen Bower	Harrison.
63.	Lillian McDonald	Stratford.
64.	Margaret Graham	Paris.
65.	Nellie Mair	Goderich.
66.	Louise Hair	Watford.
67.	Minnie E. Cripps	London.
68.	Lizzie Harcourt	Arthur.
69.	Nellie Campbell	Listowel.
70.	Annie E. Consett	Hill's Green.
71.	Jennie O'Brien	379 Horton, London.
72.	Mary Padfield	Gorrie.
73.	Ada McPherson	Arkona.
74.	E. M. Whittaker	London.
75.	K. M. Stewart	Meaford.
76.	M. Louise Davidson	Campbellford.
77.	Grace Michener	Blayney.
78.	Barbara E. Lowe	Burlington.
79.	Grace Love	Aylmer.
80.	M. L. L. Jarvis	London.
81.	Lillie Fettes	Yeovil.
82.	Ida Towell	Galt.
83.	Violet F. Brown	Port Elgin.
84.	Eva A. Field	London.
85.	Nellie Allin	Sunderland.
86.	Phemia McDonald	Lucknow.
87.	Jessie Ball	Woodstock.
88.	Nellie Jamieson	Centralia.
89.	Maudie Blackwell	Woodstock.
90.	Marion D. Porteus	374 York, London.
91.	C. J. McKinnon	Glamis.
92.	E. Edgar Staples	Lifford.
93.	W. M. Flumerfelt	Uxbridge.
94.	N. C. Mansell	Glenmyer.
95.	Wm. Heath	Delaware.
96.	J. C. Curtis	Listowel.
97.	A. A. McQuarrie	Slewisch.
98.	J. D. Milne	Delaware.
99.	Herbert Lawrence	Seaforth.
100.	H. H. Harrison	Drumbo.

mon property—anyone could possess it ; but that which is to come out is his individuality—the divine elements in his nature." *Self-expression* on the part of the pupil makes the inner become the outer life. He naturally discovers new problems for himself ; there are many things in his surroundings that excite his curiosity. He lives in a veritable paradise of wonders and revelations. Psychology teaches us that "many instincts ripen at a certain age and pass away. The consequence of this law is that if during the time of such an instinct's vitality objects adequate to arouse it are met with, a habit of acting upon it is formed, which remains when the original instinct is passed away. But if no such objects are met with, then no habits are formed, and the instincts never return." So the questioning spirit of the child is naturally a dominant influence in the life of the child, and if objects appropriate to that stage of development are met with, it is given an opportunity for exercise, and will grow rapidly in intensity, extensity and power. When such are the conditions of the child, he will develop into the man who finds as much enjoyment in making and solving the wonders of the intellectual world as the child took in new revelations in the material world.

This really leads to self-education. If the pupil, after leaving school, lacks a decided tendency towards a further educating of himself, his school training must have been weak. If his selfhood has not been trained to act with spontaneity during his school life, it is not to be wondered at that he should stop studying when he leaves school. He has become dependent on an external stimulus—the teacher's power—during the formative period of childhood, and thus his power to act independently has been weakened.

Froebel says : "The highest success in life cannot be achieved by solving the problems of life that are forced on us by circumstances. Man should be more than a conqueror of conditions that thrust themselves in his pathway. He should have the power to see new pathways that lead to higher life." The power of problem discovery is more fully aroused and developed by the myriad mysteries of nature than in any other way, and so 'the

study of nature should begin early in childhood. Everyone should be educated to say with Wordsworth,

"Well pleased to recognize
In nature and the language of the sense,
The anchor of my purest thoughts, the
nurse—
The guide, the guardian of my heart and
soul,
Of all my moral being."

In all branches of study on the school curriculum of the present day, the teacher should try to get as much self-expression as possible from the child. Drawing affords a large scope for the individuality of pupils. To make it fully an exercise of the selfhood the child's imagination should have full sway. In object drawing he would, therefore, need to select his own objects. In literature, history and composition, drawings should be made to represent events, etc. An exercise of this kind, in which each member of a large class is allowed to use his or her personal powers, would give greatly varied results. Written compositions also exercise the personality, but to a greater extent when the pupil is led to draw largely on his imagination or allowed to choose his own subject. Froebel says: "Composition is shorn of half its glory, unless the child believes he can by writing reveal new thoughts to those who hear his composition read. If pupils are defective in power of selection, or in the self-faith that gives reverence for their own thoughts, it clearly proves that their teachers have failed to develop in them the central element of character." He also thinks that the pupil should not only be allowed to choose the line of subject along which he excels, but that he should be allowed to pay special attention to that, as it indicates the direction in which the individual can do the best work for the race.

In arithmetic the child should not only solve problems, but find them. The boy who would "pay a man for cutting wood into *one piece*" has not developed his reasoning powers, but has worked only in a machine-like way. A proper study in physics, botany, history, geography, Euclid and literature tends to lead the pupils to new problems, new relationships, and thus develops his individual and questioning powers. Speaking of reading, Froebel

says: "The child should represent his own mental picture, not ours. . . . Its power to express its individual self is weakened every time it tries to express the conceptions of anybody else."

Writing should not be mere letter formation. As no two minds are alike, so no two persons should write alike, for in writing the hand should move automatically in harmony with a free mind. The two essentials are free, rapid movement and accurate letter formation. Pupils have been trained in the latter at the expense of the former. Any restriction reacts on the soul, and when pupils become, as they so often do, slow copyists and mere imitators, there must be a weakening of the selfhood.

JENNIE R. MOWBRAY.

THE CONNECTION BETWEEN THE KINDERGARTEN AND PUBLIC SCHOOL.

A. E. MCKENZIE.

To the student of the present condition of education, it is evident that we are passing through a great change in method and aim.

For many years the child has been regarded as an empty vessel, into which knowledge could be poured, or as a blank sheet of paper, on which could be written anything the teacher desired, and from these false ideas the deadly system of "cram" resulted.

The comparatively new subject of "child-study" has given us the true idea of education, and the child's requirements are now considered much more than the subjects of study. The practical life of the age demands that education fit the children to fill their place in the world worthily, and to no one do we owe a greater debt of gratitude than to the inventor of the Kindergarten—Frederick Froebel.

He was the one who had deepest insight into the child's heart and nature; who saw that wrapped up in the infant were all the possibilities of the future man. He saw that God's law of development must be followed in dealing with child nature. He likened the child to a seed, in which all the possibilities of the

future plant are hidden, only waiting for the proper environment in order to put forth roots, stems, leaves, bud, blossom and fruit. This truth necessarily brought a great change over the educational methods of the time, and in the Kindergarten we have these new methods carried out in the best manner that has yet been discovered. The Kindergarten method ought to begin at home, and in his book—"Mother-Play"—Froebel has given a complete series of songs and talks for the nursery, making systematic what has hitherto been done instinctively by many mothers.

The Kindergarten is the bridge between the unrestrained freedom of home and the conventional life of the school. Let us take a glance at a typical morning's work, and see how it prepares for the life in school. First, there is the forming of the circle, a sign of union, for all are necessary to complete, and all are on an equal footing. Then follows a bright "good morning" to all, an acknowledgement of the claims of social life. Prayer and a simple hymn show gratitude and love to "Our Father" who gave us "our Kindergarten, the birds and flowers, the sunshine or rain, our happy homes and the loved ones there." Greetings follow to the "golden sunshine," to the room with its pictures and flowers, to the "busy fingers" that are always impatient to be "doing something." A few nature songs follow, notice being taken of the season of the year, and the phase of life produced by it, and of the many activities which result from our civilization, the carpenter, baker, shoemaker, etc. There are songs, too, descriptive of the life of the animals, birds, insects and flowers, which are our daily companions; and the yearly festivals of Thanksgiving, Christmas, Easter, are noted. By these songs the children realize that they are members of a great community, in which they have a part to play, and that only by being and doing their very best, by helping as they in turn are helped, can they fulfil their obligations.

They become familiar with beautiful thoughts expressed in beautiful words, which must form a foundation for correct and fine language later on. In the work done with the "Gifts and Occupations,"

besides having the hand trained to be accurate and deft, the eye is made observant, and learns to judge correctly form, color, number, proportion, etc.

Everything is done logically by obeying the universal law of development, and thus reason is brought into play. Cause and effect are clearly seen, and the children bear the consequences of their own actions, so that they discipline themselves and they soon realize that "Whatsoever a man soweth, that shall he also reap."

The distinguishing feature of the Kindergarten, however, is the play spirit which pervades all the work, and which culminates in the "games."

Froebel alone realized the significance of play. "The plays of this period are the germs of the entire future life, for in them the whole nature of the child is expanding, showing his finest traits, his inmost soul." Play is the highest development of child life—and the most natural—and Froebel took the natural and made it educational. The games, which are accompanied by music, differ from the songs in requiring more activity and more unity of purpose. The life of nature and of the world about us is re-lived by the little ones, and, through imitation, sympathy, interest and understanding are aroused, and the world, to them, becomes a living reality.

There are special games for exercising the body, as running, jumping, and ball games; the senses, hearing, seeing, feeling, etc.; the memory, guessing and hiding, and the imagination, all dramatic games. There are games which introduce the child to the world of nature by imitations of birds, trees, butterflies, etc., and to the life of man, as in the trade games of the farmer, blacksmith, etc. Stories take the place of the reading of later days, and thus the future literary taste of the children is formed in a large measure.

In this hasty review of some of the daily work in a Kindergarten, we see that a firm foundation is laid for future work in school. A hand which obeys the will, deft and firm in touch, an eye keen to detect the slightest variation in form, are necessary in writing, reading and drawing.

A mind which can reason logically, express fluently, and grasp thoughts in

their entirety, is essential to all study.

A nature which feels the result of wrong-doing, which appreciates the harmony in life, which seeks the motive rather than the result, which is helpful, just and loving, is a good foundation on which to build a character.

When a child leaves a Kindergarten he has ideas on almost every subject. He knows number practically; all forms and colors are familiar to him; he is alive to the possibilities of the simplest material, and in this way the foundation has been laid for future mathematical and scientific study.

In fact, a natural, alert child, with well developed body, quick, accurate senses, logical mind, and reverent, loving, unselfish, helpful spirit, is what the true Kindergarten sends into the Public School.

London, May, 1900.

THE VILLAGE STORE.

"Yes, we have a new Merchant in our town," was the ostentatious remark of the Mair of a notable locality, "and though he has not much Hair on his head, we are all ready to Neill to him and his partner, for they are the very types of Dearness."

This, too, voiced the opinion of the whole community. They flocked about them like sheep from the Penfold around their Sheppard, and seemed to look to these two men to Steer their whole life, or, in other words, to act as Stewart in any matter whatever. Before crossing the Rivers to deposit their little Fee in the neighboring city of Hamilton, or taking a trip to Davis Strait by the St. Lawrence, or investing it in an extra Field or so, it was a 'sine qua non' of the proceeding to acquaint these two with their intentions. If, perchance, one had sold a Hyde to the Mann in the Hutt-on the hill where the Heath grows, or been to the Mill-I-ken, he suspects he has been the recipient of Bogue-us money, and before he Has-sett it down he Greaves about it until he is assured by those whom we all Love that he has not been defrauded.

Their regard for these individuals, however, did not end here. "Dull would he be of soul" who could not appreciate the fact that "One good turn deserves another." No, the people of this little

village were quite conscious of this, and, as a consequence, Tom's son, Dick's son, and Harry's son, as well as David's sons, James' son, Fergus' son, and in fact every Dad's son as well as daughter were despatched to this remarkable place of business, where this tender feeling was Rife, to make the weekly purchases.

Remarkable? Yes, I imagine you will think so when I tell you of some of its contents: Dictionaries by Noah Webster; Whittaker's Journals and books by McLaren; flour brought there by the Sharp Miller, who was considered the greatest Walker in the place; Pepper, salt, ginger, Graham bread, as well as all the Staples of the surrounding country, and stones from the Quarrie, horseshoes from the shop of the Smith, and Fawcetts of every description, ready-made clothing made by the best of Taylors; Ayer's Sarsaparilla, with directions for using written in French and English; a kind of Ball to which none other is superior, and every species of Bird—Black(?) well, yes, and Gray and Browns; also a kind of Black Hawk caught in a Bower not far distant. In fact, one might almost fancy that he heard the cattle Lowe in unison to the feathered creatures' songs.

One would perhaps imagine this was in the days of Jeremiah, Nathan, Amos, John Sara, Rachel, Rebecca, David, or Faith, Hope and Charity, to say nothing of the later days of St. Augustine, William the Conqueror, King John and Eleanor, or Francis I., or Margaret of Scotland, or the noble Dunkin and Rosses, the Macdonalds or the Campbells. However, he will need nothing more than the following names found in the merchants' books to assure him that this is all in the days of the London Normal School: Consitt, Courcey, Cripps, Cundall, Fettes, Gillespie, Harcourt, Holtby, Jarvis, Laird, Michener, McDonald, Mowbray, Macpherson, O'Brien, O'Meara, Padfield, Plewes, Porteous, Tovell, Eby, McAllum, McKinnon, and last but not least, MacKenzie, Evans, Copeman, and Bartley.

"BLUEJAV."

"Now is the time through deeds to show that mortals
The calm sublimity of gods can feel."

Y. M. C. A.

The London Young Men's Christian Association is a standing illustration of practical and applied Christianity, and is a monument to the united interest of the citizens in the *manhood* of the Forest City.

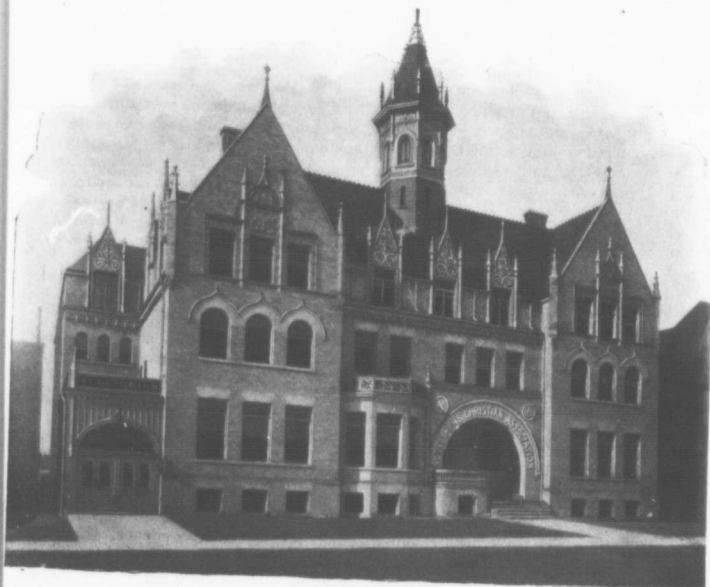
To the student body especially, and to young men who come into London as strangers, the Association becomes a home, and is much appreciated by those who take advantage of its privileges.

It is an Association, and, as the name implies, under Christian management. It stands for the best, and in fact only true *manhood* as exemplified in the life of the Young Man of Nazareth. He is the *Ideal*, He is the Life, and a welcome hand is extended to all who are in any way interested, or have any desire to become acquainted with Him. It is the down-town office of the church, and "All who will" are invited to connect themselves with the organization.

THE TEACHER IN SCHOOL.

The teacher's work to a large extent is that of moulding the intellect, the character, the conscience, and the destiny of future generations of men and women. Fitch says: "The ultimate end of all true education is to lead men and human society towards their highest moral destiny."

Hence, if character-building is the ultimate aim of all true education, what a vast field of labor and usefulness opens out before every teacher upon entering his noble profession. Have we not all known of homes where the training was far from what it ought to have been in its moral influences and tendencies, and in which the children have grown up to be in every respect worthy citizens? From what influence did this result come? I think we are justified in attributing a great share of it to the school training and consequently to the teachers.



Y. M. C. A.

The school to a certain extent is the world's nursery, and, as teachers, let us remember we have the children at an age when it is easier to give a bent to their natures than it ever will be again, and habits they form while under our control may cling to them throughout their whole lives. It is not simply words on the lips but truth deeply-rooted in the life that touches the heart of a child with that transforming power which we have some time or other experienced. "The teacher must possess a soul-inspired manhood back of mere words."

Character is in the process of formation, and the teacher is the appointed person to settle the questions of right and wrong which will make an indelible impression upon the mind. The unwritten law is, "No man or woman whose character and life are not fit models for the young to copy shall enter the profession." Since children more or less unconsciously imitate their teacher, the matter should receive much consideration from us. "Like teacher, like pupil." This is not easily observed in a school where the pupils have had the training of a number of teachers, each for a short time. But if you look into a school in which a teacher has taught for several years in succession, you cannot fail to notice the conformity in action, speech, and even disposition existing between the teacher and the pupils. If the teacher is stern, loud-voiced and boisterous, the pupils will follow his example; but if the teacher is meek, low-voiced and gentle, the pupils will possess similar qualities.

The successful teacher has first to discipline himself, his conscience, his tongue and his temper. With a well-disciplined conscience he may at all times deal justly with his pupils irrespective of his own feelings. He needs habitual self-command, because if he is impulsive and frequently violates his own code of rules, how can he expect his pupils to observe and uphold them? While teaching is the one profession that most tries the patience, it is one in which the maintenance of a cheerful temper is the most essential quality. The tendency to hasty outbursts of passion leads too frequently to injudicious words and acts.

The teacher must be the proud pos-

essor of patience. So many causes for anxiety and worry occur in the daily labors of every teacher, and so many discouragements in one form or another fall to his lot, that without an inexhaustible supply of patience he must of all men be the most miserable. Fortunate is he whom nature has endowed with this attribute. It spreads itself like oil over troubled waters, and keeps the mind equable and smooth during the most trying difficulties.

The teacher should be ever hopeful. Too many of us become easily discouraged because we do not accomplish more in the allotted time. Let us ever remember that all true progress is necessarily slow. An acorn does not in a single year become the gigantic tree of the forest. The growth is almost imperceptible, but nevertheless certain. This is also true in respect to our pupils, for although at times we may not perceive evidences of progress, still with faith and hope we should await the result. Goldsmith has said:—

Hope, like the gleaming taper's light,
Adorns and cheers the way,
And still as darker grows the night
Emits a brighter ray.

Cheerfulness on the part of the teacher is another important feature. A cheerful countenance is sunshine to the weary and brain-tired child. Circumstances happen frequently that make it difficult for a teacher to look what he does not feel, but remember it is our duty to endeavor to be cheerful to those under our care.

"It is easy enough to be pleasant
When life flows on like a song,
But one worth while is the one who can smile
When everything seems to go wrong.
For the test of the heart is trouble,
And it always comes with years;
But the smile that is worth the praises of earth
Is the one that shines through tears."

In view of this we should not permit ourselves to rob children of one item of happiness, when the coming years will bring sufficient care.

Moreover, the teacher should have sympathy with and affection for children, without which he cannot hope to win their respect and confidence. He must be generous, unsuspecting and frank himself, if he desires his pupils to be so. These are best taught by example. Openness begets openness, but a suspicious

teacher generally makes an artful child.

Kindness and benevolence should characterize all teachers. We cannot estimate too highly the power of kindness. Many have learned from experience that this is the best instrument for augmenting the happiness of children, as well as for easily controlling them. Kindness inspires and wins more than punishment drives. The former tends to ennoble the heart and feelings, the latter to harden them. He can never be too gentle with his younger pupils, as gentleness invites the timid to trust us and calms the agitated. A soft answer will do much to appease the anger of a pupil and often compel the uncouth to be polite. Politeness can be best instilled in pupils by the example of polite and gentlemanly teachers.

Another very important feature is love of order. System is essential; order and discipline are necessary. Order once established preserves itself. Many rules have been laid down to guide the teacher in all matters of discipline, but all are as naught to him who has not the necessary "tact" to make use of the proper means at the right time. In all cases of discipline, each teacher must be his own judge, and, if necessary, punisher, never forgetting at all times the necessity for good judgment.

Let the teacher be tasty, neat and orderly about his work, his habits, and his personal appearance. The influence on the pupils, although unconscious, must be effective. Can the teacher find fault with the pupil whose desk is covered with pencil clippings, pieces of paper, etc., when his own is in a similar condition? Both the teacher and the pupil should adopt the motto, "A place for everything and everything in its place."

In respect to all the necessary qualities of a successful teacher, we can do no better than read the life of that great English schoolmaster, Dr. Arnold. Of him it has been said: "Dr. Arnold's greatness as a teacher did not consist in his ability to send up clever students to the universities, but rather in his power to impress upon their souls new and noble ideas of manhood, of truthfulness, of purity, of honor, of helpfulness, of lofty and abiding attainments."

In conclusion, do not forget that what-

ever qualities we wish to see in our pupils must be found in ourselves. Their pattern we are within and without the school, and the impress of our character is stamped upon their lives. Hence, as teachers we should endeavor to have strength of character, feel the dignity of this worthy profession, and at all times remember the responsibility resting upon the proper discharge of its all-important duties.

L. T. MILLER.

WHAT DO WE YET LACK ?

Not revolutionary changes in subjects or methods, but such a change of ideals as will lead to both conscious and unconscious growth in the right direction.

The principal errors that now hinder the practical work of education grow mostly out of two misconceptions. The first of these is, that *knowing* is the end and object of education; and the second is, that the proper, if not the only available evidence of the existence of education, is the active *retention in the memory* of certain classes of facts and opinions.

These misconceptions are primarily responsible for the undue accumulation and misapplication of examinations, and for the low and mercenary ideals upon which the teacher's work and reward at present rest. These misconceptions are not confined to those engaged in the work of education, but dominate to a greater or less degree the minds of the whole community, and act and react upon the public, the teacher, the inspector and the system. The parent feels that he is making great pecuniary sacrifices in order that his and others' children may receive the benefits which he sees in education, and he rightly demands what in his present mental attitude appears to him to be the proper evidence of his child's having got the worth of this money. The teacher feels that if he fails to meet the requirements of the parent, he will lose professional standing. Hence, his efforts are to a great extent directed towards the preparation of his pupils for examinations, and the completeness of his devotion to this object will, in my opinion, measure his neglect and misconception of the higher portion of his work.

From these sources, also, has grown our present confused conception of the noble ethical idea of the improvement of the race. We have formed for ourselves the conception of a "standard man," and are engaged in the irrational effort to stamp his image and superscription, not upon the race, but upon each individual. There must be a wider recognition of individual rights and of the diversity of individual powers, and the teacher must cease to be the artist who cuts and carves the material placed in his hand, and become the practical gardener who protects, stimulates and directs each tender plant, which it is his work to cultivate for its highest uses. I place the words "protect," "stimulate," and "direct" in the order of their importance; and by protect I do not mean saving from physical injury only, but the conserving of the physical, intellectual and spiritual powers from the effects not only of direct violence, but from the evil effects of tendencies and influences. The best and surest means of benefitting the race is to make the utmost of each individual, taking into account available powers and opportunities.

To supply those lacks under existing conditions will require sacrifices. Parents must learn to look at their children in the matter of education from a higher standpoint than the mere preparation to earn and consume the daily bread of worldly success, and must see to it that all their powers for usefulness to themselves and others get room for growth and development; and the parent must give his countenance and support to the teacher who wisely contributes to these ends. Inspectors must apply far more difficult and, to them, more exhausting methods of measurements to school work, and must learn the use of intellectual reagents so delicate and producing evidence so obscure that the ordinary observer will fail to credit him with the knowledge he obtains from them. Inspectors must risk all the misconceptions that accompany the founding of a judgment on things far less tangible than "marks" applied to the results of written examinations. They must cultivate the teacher as the teacher cultivates the scholars.

The teacher must, to a certain extent, take his professional life in his hands, and submit to being misunderstood, his very best efforts and choicest work unrecognized and unrewarded, and, for a time at least, place himself in the ranks of the noble army of martyrs who have sacrificed themselves in raising each art and science to its present status.

The removal of these misconceptions, and the cordial co-operation of parent, inspector and teacher, would soon quietly and naturally result in a condition that would make the public school a nursery of which the product would be not only the highest type of "scholar" in its endless variety, but the highest type of citizens and of men.

A. M. M'EVROY.

PUBLIC SCHOOL DRAWING.

S. K. DAVIDSON.

In teaching drawing in public schools we must take into consideration the time we shall have at our disposal, and how best to use it. We must teach what is most essential. There are numbers of branches, all very useful; we have no time for all. The simplest, most teachable methods must be adopted. In teaching young pupils possibilities must be considered. Impress upon pupils the industrial utility of drawing in almost every pursuit of life. The mechanic, carpenter, moulder and architect can do their work better with a knowledge of free-hand drawing—in fact, cannot do good work without it. The teacher is assisted in many of his other subjects if he can draw.

It seems to me that the best public school course would be to teach how to draw objects in the stated time, combined with a fair degree of accuracy and effect, both from the model and from memory. Do not insist on finished drawings; they are impossible for the young. All we want is a suggestion of objects, such as would give a person, who had not seen the originals, a very fair idea of their appearance. And, after all, this is all an accomplished artist can do, though in a greater degree; his landscapes, compared with nature, are only suggestive, not exact imitations.

Where an outline is sufficient for repre-

sentation, let pupils draw outline. When a little shading is required, add shading. For example, a good drawing of a chair in outline only would be better than any shaded drawing of the same object we could expect from an ordinary pupil in a public school. On the other hand, an outline drawing of a sphere would not represent a sphere at all; it would represent a circle. Use your own judgment with these objects. Prefer outline where it is sufficient, though you will find most objects are best expressed by outline and a little shade. Where the shaded part of the drawing is dark and distinct, there is no necessity for outline in that part of the drawing. But when this is not the case, outline is the most simple and expressive method.

Artists who have had little experience in teaching in schools where time is limited, think outline should be discarded, and that light and shade should give us the boundaries of objects. There is no outline in nature, they say. If they left nothing out and put nothing in their pictures except what is to be seen in nature, they might object consistently, but they put in a little and leave out a very great deal.

Hard outlines with a ruled appearance, such as we see in too many text books, we should not imitate, but for public school work most emphatically I think outline should be the leading feature. It is true that in finished paintings it is not used as color, and careful light and shade fix the boundaries. But the best black and white illustrators all use outline as well as shade, some nothing else. It would be unnecessary to defend the use of it, were it not that a few teachers have lately attacked it; all drawings, they say, should be expressed in light and shade only.

Hamerton, an authority on this subject, says: "Drawing always begins with line, and there is no line in nature. All nature is patches of colors. Even the sea horizon is an end of a color, not a line. The line is neither good or bad—simply a necessity."

Having then decided that outline, and, where necessary, a little shading is to be used, the question arises: Is all drawing to be done from models?

Students who have just been through an Art School course will tell you never to teach from copies. Where you can give pupils constant attention perhaps



PUBLIC LIBRARY.

this would be the better plan, but where classes have to be left pretty much to themselves copies are of the greatest use. They teach methods of representation, and, if you insist on their being drawn freely and quickly, give a freedom to touch, often wanting in students who have taken a course in charcoal drawing from the cast, rubbing in and rubbing out for a week at the same subject. Where, however, the teacher supervises each drawing, and can teach good methods of representation, models are far better, and must be taught from, whether copies are used or not.

After a drawing is finished from the model, pupils should draw the same from memory.

With very young pupils avoid perspective positions; choose models that appear the same, or nearly so, to the whole class, such as bottles, cups, flower pots. Use flat objects held vertically, not at an angle, towards the children. Good exercises are made from—a frying pan, a broom, an axe, a saw, etc., etc. When pupils can draw the objects mentioned, we may give a few simple lessons in perspective, by using such a model as a box.

A perspective drawing is simply the appearance of an object when affected by distance and position, and is only called so to distinguish it from the mechanical drawings of plans and elevations. So that every object drawn from the model from a distance is necessarily a perspective drawing, and with plenty of practice and correct copying of proportions of the parts and the proper slanting of lines, a good representation may be made with no knowledge whatever of the rules of perspective. But as time for practice is limited, better results come from a few of the simpler rules.

Teach pupils always to draw a line representing the height of the eye on the picture, and to place the parts of models below the eye below this line, and those above, above. This is the horizontal line. Teach him to measure proportions and angles with the pencil, and show that horizontal lines receding from the eye approach one another and eventually meet on the horizontal line at points. Use your own judgment as to whether it

would be wise to further complicate matters by explaining the centre of vision and vanishing points. As for station points and measuring points, say nothing about them; they only confuse, and make the work too mechanical. Let pupils draw models on the blackboard and give them practice in ornamental outline drawings, which they must invent themselves. In these have them draw a dividing line, and make them the same on both sides. I have noticed a marked improvement in freedom of drawing through such exercises as these.

Water color boxes, with good colors, can now be bought for ten or fifteen cents, and, where there is sufficient time, may be used by the youngest scholars to advantage. I have only space here to enter very briefly into the reasons for teaching color. Those best qualified to judge think it advisable. It is interesting, certainly, and aesthetically improving.

Parents are in the habit of asking: What is the use of this, that, and the other study. Let them have confidence in those who are trained to decide in these matters.

Hamerton says: "The right progress of art education in modern times is best assured by drawing true and careful lines, in combination with coloring spaces with a few flat tints, or with simple shading."

But, say some, we don't want to give children an art education.

Well! in schools they will not get a complete one by any means, but just sufficient to let them know what an art education would be, and of what use. You can grub through life and save more money if you live in a log shanty with a rough board floor, no carpets, no pictures, no ornaments of any sort; but how many prefer to do so? Now, ornaments, pretty neckties, pretty patterns on materials, are all connected with art education! They do not grow ready for use; someone must design them. To do so they must be taught. Those who at school learn something about drawing and color, will know when they grow older whether they are fitted by nature or by study to enter into pursuits where they may assist in producing anything ornamental. Very few manufacturers deal in the utterly

ugly. Everything must be designed before it is made. "As nature colors the flowers, so art colors our lives."

In conclusion, simplify your teaching as much as possible. Keep as much as possible to nature; avoid theory and abstract principles. If the exercise calls for some principle, give it at that time.

It is hardly necessary to say that pupils must be taught how best to hold the pencil, and to keep the point sharp and long. Do not bother them with long drills in straight lines, squares, oblongs, etc. If you only allow children to draw natural objects after they have mastered vertical and horizontal lines and geometric figures, you will have them at this kind of work for years, for the majority of school children will not be able to draw straight lines, such as are required in many text books, before they leave school. Whereas tolerable correctness of lines will come of itself while they draw from nature.

Avoid using rubber. Teach children to block in their drawings not too heavily, so that improvements may be made without rubbing out, and when drawings are in a hopeless condition, start again. Let every state of the drawing be as accurate as you can expect from the pupil, and teach not to depend on alterations. Do not imagine you will be able to get correct drawings from all your pupils, or that by means of best methods wonderful results will come in a short time.

AN ADDRESS

delivered by Principal R. M. Graham, of London Model School, before the teachers and pupils of the School, assembled to celebrate the relief of Ladysmith.

Dear Teachers and Pupils,—When, last Monday night, the joy bells rang out the glad news that Ladysmith had been relieved, I determined to have you all assembled together in this hall, in order that we might as a unit manifest our enthusiasm. On Tuesday morning the press informed us that our rejoicings were premature. However, the news of the relief of Ladysmith has now reached us from an authentic source, the War Office, and I ask you all to join as heartily as you can in emphasizing your feeling of joy over the successful issue of that series of well-planned movements commenced by General Buller, which resulted in the

relief of that beleaguered garrison under siege for one hundred and seventeen days. The gallantry and bravery exhibited by our British soldiers amid privations and distress in bringing relief to their fellow citizens can be but slightly conceived by us. Now that the relief is certain, the victory brings with it great rejoicings, echoed in every part of the Empire. This enthusiasm is but an expression of that Imperial instinct which seems to evolve in response to the universal elements—truth, virtue and justice—that guide the actions of all true British statesmen.

Our feelings, which on an occasion of this kind are as safe a guide to reality as thinking, stimulate truth, abhor wrong and avoid falsehood. They act in harmony with our intelligence, with our mental judgments, and tone up that obedience dictated to us by our moral judgments. Occasions of this kind, under circumstances familiar to you all, arouse those subconscious potentialities which exist, and which through action can be educated and controlled so that in time our patriotic responses will be automatic and habitual.

"How use doth breed a habit in a man."

"All habits gather by unseen degrees,
As brooks make rivers, rivers run to seas."

The great Duke of Wellington said :

"Habit is ten times nature."

You are to-day showing your appreciation of England's policy in her determination to give to British subjects in South Africa those principles of liberty, freedom and self-government which we in this colony enjoy, which principles have actuated the greatest statesmen the world has ever seen. We are here to endorse that policy, to approve of it, to wish it speedy and abundant success.

There are some who endeavor to show that this war is injudicious on the part of England. True, none of us is perfect. A nation through the criticism of an unfriendly eye may appear to err, but we have faith in the political sagacity of England's statesmen. Let us join with the great English poet thus :

"In such a time as this it is not meet
That every nice offence should bear its comment."

Let us rather sound as the key to our sentiment the words of the same poet :

"This England never did and never will
Lie at the proud foot of a conqueror."

Every Canadian boy and girl should realize the relation of this fair Canada of ours to the greatest of all empires. You may not at present realize the political influences at work under democratic institutions, but it is to be hoped that time and experience will reveal to you the genuine principles of British rule.

New questions have arisen—political questions about the relation of one territorial part of the British Empire to another. This war has done much to hasten that union of the Empire which will make strong reciprocally, in defence, both the Empire and the colonies. We can contribute our share towards the culmination of this great ideal by expressing our loyalty so that of each of us it may be said,

“Propulsus est animo et mente.”

We are now enjoying in this fair Canada the benefits of Confederation, brought about in this country without war or bloodshed, among a people of different sentiments, religion and nationality. Let us reiterate our patriotic sentiment again and again by showing our appreciation of those great statesmen who have given their lives that we might inherit the blessings of free institutions, who have devoted their talents towards giving us the best form of government that the history of nations has evolved, a government embodying the principles of the recognized constitution of England, capable of expansion and adjustment, and adaptable to twenty times our present population.

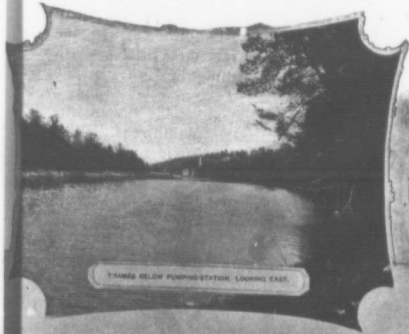
Yet it has not within it, those elements which in older countries give rise to prejudice, intolerance, and industrial and social complications. All this has been brought about by the arts of peace, and not by the arts of war. With the boys and girls of the present rests the future of this great country. By you, must be continued what has been begun.

With almost prophetic insight did that great statesman, the late Sir John A. Macdonald, point out that union of the Empire which is now hastening to a reality. He spoke thus in reference to confederation: “Some are apprehensive that the very fact of our forming this union will hasten the time when we shall be severed from the Mother Country. I have no apprehension of that kind. I believe that as we grow stronger, that as it is felt in

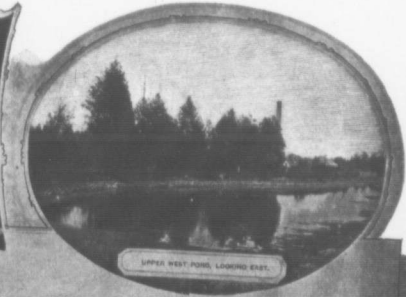
England that we have become a people able, from our union, our strength, our population and the development of our resources, to take our position among the nations of the world, she will be less willing to part with us than she would be now, when we are broken up into a number of insignificant colonies, subject to attack piecemeal, without any concerted action or common organization of defence. I am strongly of the opinion that year by year, as we grow in population and strength, England will see more clearly the advantages of maintaining the alliance between British North America and herself.”

Of this great patriot it has been said that “Every energy of his mind, every impulse of his soul, was by him forced and beaten into one great bolt of iron, and this, when driven by the irresistible energy of his life convictions, made him, in matters of state, the supreme dynamic energy of the land.”

How intensely prophetic these statements read now in connection with that loyal and patriotic response of our Canadian volunteers who have given such distinction to Canada, and who, by their heroism, bravery and courage, helped to make the surrender of Cronje possible, thus aiding Lord Roberts to carry out his plans in relieving Ladysmith. I can rightly appreciate your enthusiasm when I mention our Canadians. They have by their concerted action printed deeply upon the map of the Empire the significant colony “Canada,” and some have sealed it with their blood. Why do we doubly enthuse over our Canadians? Because some of them received their education under this roof, spent their boyhood days with us, and by their success have renewed our past relations, and have indelibly impressed their names upon our hearts. These are the experiences that stimulate our rejoicings, and sustain within us kindness, compassion, sympathy, love, loyalty, devotion, gratitude, heroism and patriotism. Let us show them that they are not fighting their battles alone, that our joys and sorrows are linked with theirs, and that our hearts beat as one. We cannot live together in peace and happiness unless we respect certain rights to life, liberty, property, reputation and



TIMES MILL PUMPING STATION, LOOKING EAST.



UPPER WEST POND, LOOKING EAST.



RESERVOIR, LOOKING WEST.



LOWER WEST POND, LOOKING EAST.

LONDON WATERWORKS.

opinion. It is our duty to obey the laws, to protect the weak, to render military service when force is needed to prevent the overthrow of the government. To law and government we owe all that makes life endurable, and even possible. We owe our life itself if needed.

This love of country, or patriotism, assumes, as you may see, many different forms, but in time of war the patriot should his gun and marches to fight the enemy. In return for our patriotism and service to our country the state maintains our institutions, builds our schools, and fits us for reciprocal duties to our fellow citizens. Let us rejoice that this is our country, that Britain is our Empire, and let us proclaim ourselves true citizens and loyal members of the British race.

After this war has culminated, and we have been successful, you will find England, as in the past, dealing charitably and humanely with the vanquished, demanding only those rights that international law and comity guarantee. Let us hope that her statesmen may be firm, that, as the Hon. Joseph Chamberlain has said, it will be impossible for the Boers to breed dissension and disaffection, to question the supremacy of Britain, or to treat Englishmen as if they belonged to an inferior race.

As for yourselves, students, look well to your future. You will in time be active members of society. You will each be called upon to "face front" in some direction. May you be prepared for duty, may you respond with efficiency. Our educational system has contributed an incalculable amount towards the possibilities of our Canadian soldiers. They are intelligent, they are educated, not automatically impelled by reason and judgment to cooperate with the wisdom of their commanders. So with you all, you must fit yourselves for the active duties of life. You must learn of your country's greatness.

Youth is the springtime of life.

It is the building season of the brain, the moulding period of the mind, the hour of high-tide with the heart. It is the time when the birds sing brightest among the many-tinted leaves, when the flowers smell sweetest, when the green grass yields

softly beneath the tread of life and hope. Youth is the midst of the morning, when the vapors roll away and the gleams of golden light are bathing the tree-tops, the spires and tips of the mountains. Youth is that cool refreshing hour before the heat and burden of the mid-day sun; it is the time when the air is laden with the perfume of promise. Youth sees the star of hope; it hears the bugle notes before the battle; it smells the incense floating from the fires of ambition. Youth looks forward, not backwards; aloft, not below. It stands where the tempest begins to rage, and the waves to roll; but, baring its brow to the blast and its breast to the breakers, it stands self-confident and serene.

Defeat has never come to foster doubt. Disappointment has not yet set its seal upon desire. The world seems wide, and youth finds more accomplishment before than behind.

Surely youth is the fairest season in our lives.

Let me ask you to renew your study of history, geography and literature with zeal and interest. From these you will learn of the struggles for freedom, of the privations during colonial civilization, and of the reflection of genius over the elements that are gradually working out our destiny. The study of history will reveal large social factors. It deals with those who have contributed to the progress of the world. It points out the struggles which the race has worked out in attaining the present civilization. When you know of your fellow man, your sympathies, interests and aspirations will broaden, and your influence will be greatly enhanced. This study is humanizing and impressive. It points out the conflict between goodness and error; how your ancestors have fought, toiled and struggled to achieve what we now enjoy of good government, good laws and freedom.

Our school system puts you in possession of the instrumentality of learning that will enable you to participate in the rich inheritance of the race. When you have reached that time, when you can form broader generalizations of the functions of war and peace, you will be able to respond with a larger selfhood, that will thrill and inspire you with an ambition to

go out and conquer, and die, if necessary, for what is good and noble and true. Then you will voice the highest moral sentiment of ethical philosophy, and stand out in bold contrast with the unjust man of whom Tennyson writes that he

" Bears about
A silent court of justice in his breast.
Himself the judge, and jury, and himself
The prisoner at the bar, ever condemned."

In the dictum of Blackstone let us feel that the protection of the liberty of Britain is a duty which we owe to ourselves, who enjoy it; to our ancestors, who transmitted it down; and to our posterity, who will claim it at our hands, this, the brightest birthright and noblest inheritance of mankind.

THE IDEAL AND THE REAL IN LITERATURE.

COMPILED BY BLUEJAY.

" Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power."
—Tennyson.

Ideals are necessary to our advancement, and the higher our ideals, the higher we rise. The spiritual, and not the merely moral, man lives in ideas and the ideal as the God-given reality of his nature. In the contemplation of the ideal, as in the pursuit of it, the "cold logic engine" is insufficient.

Apparently many boys and girls, and many men and women are entirely dead to such ideal conceptions. While a few seem naturally fitted for them, the mass have to be educated into them. The child should be surrounded from the cradle with the ideal. Early contact with good literature, beautiful pictures and characters will leave impressions which later on develop into actions. These cannot help inducing patriotism, heroism, love of nature, purity of feeling, and love of God.

Literature, which is so easily supplied, is pre-eminently a powerful agency in inducing these "soul states or conditions and soul attitudes," and by converse with the best writers we predispose the mind to all things spiritual. Literature adds to the happiness of life and the pleasures of imagination. Art is not ethics, but contributes to ethical culture, opening the

mind to behold the beautiful in form and the ideal in thought and action, thus elevating the character.

A word as to the method of presenting this subject. A piece of literature should not be attacked with a view to its anatomy, but to what it conveys to the intellect and the emotions. Not only the thought should be analyzed, but attention must be given to beauty of expression and form—all the characteristics of good literature noted. If pupils are asked to analyze and parse and learn by heart the product of the annotator, is it any wonder they seek to find relief in books of impossible adventure and comic presentations of serious things? Teachers of older pupils especially should read widely. Rules of procedure, however, though of importance in intellectual training, are of little value in literature unless the teacher is inspired. Quintilian says: "Point out the beauty of arrangement, the charms of the subject-matter, the appropriateness of the words to the characters represented, what is worthy of praise in the substance, what in the words used, etc.," and we are told that for one pupil who enters with spirit into the formal analysis, there are ten who appreciate the real and five the beautiful.

Again, many individuals of strong spiritual emotions seem capable of living in the ideal only. They look upon the ordinary duties of life as of only secondary importance, and forget that the ideal is the perfect which is latent in the real, and towards which the present imperfections are growing. That is a false ideal which transcends duty; the ideal life bears the same relation to the real of everyday duty as the abstract in the intellectual world bears to its concrete. Both are useless if separated.

Teacher—"What is an alderman?"

Pupil—"An alderman is an old man that goes around with a monkey."

Anon.—"How is it that your magazine contains so much trash this issue?"

Editor—"Each contributor enclosed stamps for the article to be returned, but as we were in need of stamps we printed the articles."

OUR NORMAL PICTURE.

Of all the beautiful pictures,
That hang on the Normal wall,
Is one that was taken by Carson,
That seemeth the best of all.

Not for the waltzers graceful,
That round the hallway go
Nor for the benedicts faithful,
Who cannot be counted slow.

Not for our youthful Bartley,
Nor Staples gay and bright,
Who are both so fond of all that's "gray,"
Each deeming it his right.

Not for its orchestra glorious,
Milne and all the rest,
Causing an encore uproarious,
It seemeth to me the best.

Not for its wise boys olden,
Who really are so shy,
Nor for its two heads golden,
Who gaze at the starry sky.

Not for our busy Ayers,
Who lately appears as a "walker,"
Nor Curtis who tends our affairs,
And deserves renown as a talker.

Not for our studious Harrison,
Who is so fond of beauty,
Nor the poet who wrote of the garrison,
Where the English did their duty.

Not for the artists famous,
Who tried to gain renown.
Nor for the eloquent Amos,
Who nearly broke his crown.

Not for our worthy Taylor,
Nor Heath so bland and free,
Nor Lawrence the world-wide sailor,
Nor the Hawk—in the 'maple' tree.

Not for the boys on Byron,
Nor any of the rest.
But for the ladies charming,
It seemeth to me the best.

Therefore of all the pictures
That hang on the Normal wall,
The one that was taken by Carson,
That seemeth the best of all.

"Oh, many a shaft at random sent
Finds mark the archer little meant."

Inspector (examining pupils)—"What is a pilgrim?"

Pupil—"A man that travels from place to place."

Inspector—"Well, I travel from place to place. Am I a pilgrim?"

Pupil—"Oh, no, sir; a pilgrim is a good man."

CROSSING THE BAR.

AN INTERPRETATION.

MAY G. GRAHAM, WESTERN UNIVERSITY.

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar
When I put out to sea.

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless
deep
Turns again home.

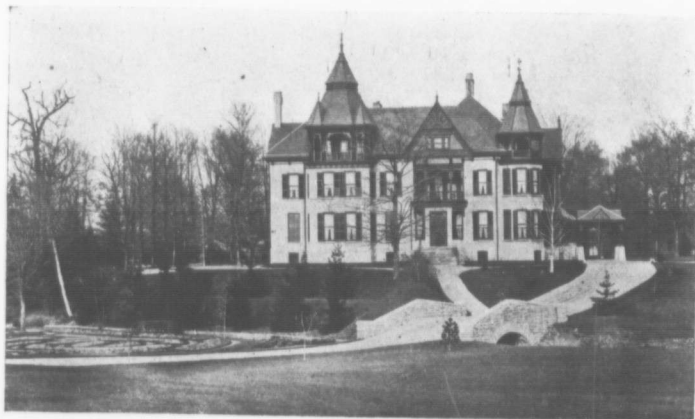
Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell
When I embark.

For tho' from out our bourne of Time and Place,
The floods may bear me far,
I hope to see my Pilot face to face,
When I have crossed the bar.

The profound and powerful application of ideas to life, which Arnold considers requisite in all true poetry, is beautifully brought out in the above poem. It is impossible to read it without experiencing the main purpose of all genuine poetry: the stirring of the emotions and the appealing to the sense of beauty and the imagination. One feels, on reading the above verses, that they have an indisputable right to be termed poetry—a work of art which implies two factors, the presentative or form and the content or internal applied meaning. As a full appreciation of the representative signification demands a knowledge of the external form, it will be well for us to consider the literal form of the poem in hand.

We have a description of a sea-coast scene at even-tide. The mariner is called to put to sea. In order to gain the open waters, he must needs cross a sand-bar which lies just outside the harbor, and causes, at low-tide, a turbulent and dangerous surf, rendering perilous the voyage. The sailor's expressed wish is that, when he sets out, there may be a tide sufficiently high to bear his craft over the reef into the placid undulating waters beyond.

In the second stanza he describes the high-tide on which he could, without fear, effect a crossing of the dreaded bar. Such a tide is seen to move, but



"WAVERLEY," RESIDENCE OF T. H. SMALLMAN

so tranquilly that it is aptly symbolized by "asleep." The reference to water returning home adds to the idea of peace and safety.

Stanza three announces the approach of night by "twilight and evening bell." Twilight has followed the sunset, and the bell—perhaps the curfew—closes the vicissitudes of the day. Here the sound element is introduced and enhances the picture as well as making more appreciable the effect of the succeeding darkness. The sailor has made ready to embark, and, as he does so, expresses his desire that no one will mourn his departure into the darkness whither his friends' sight cannot follow.

For those who still doubt, he gives further assurance by telling his hopes. But for this purpose, the picture, alone, cannot be made to fully represent the desired meaning. The poet introduces terms that make it evident, that, while he has been describing a beautiful picture he has been symbolizing an idea far deeper. He reveals to us that the land from which the mariner is about to sail is "Life," the "bourne of Time and Place." He also discloses the source of his confidence of safety. A "Pilot," unseen, is guiding his ship.

As we have seen in the last stanza,

this poem has an inner figurative force; referring to a phase of life which all true poetry must possess. The words of the poem give only the graceful, external form into which the sentiment alone can breathe life. Tennyson's imagination has supplied the sentiment. Many people have gazed on scenes similar to the one delineated above; but it remained for the mastermind of a Tennyson to see embodied in the landscape a deeper, spiritual significance. It is to this significance that our minds are really drawn in poetry. We see for a moment, indeed, the outward and visible form, the evening, the darkness and the sea; but this glimpse of the concrete form passes at once into the higher vision which fills the soul—the vision of faith, and hope, and victory through immortal love.

The sunset symbolizes the closing of life; thus is life likened to a day. The evening star reminds us that something follows the sunset: it is the star of promise, promise of more stars and a wider scope for imagination and reflection than the sphere bounded by our earth and sun. It shows us that, after we pass from the day time of this life, there are more universal experiences, nobler hopes and loftier aspirations in

store for us. Our life will be as much greater after death, as the myriads of the constellations of the universe are more wonderful than the sun. The star of promise also symbolizes Christ, who is our tangible evidence of the eternal life beyond the grave.

The conception of death which is given us in this poem is a most beautiful one, we might call it "An Ideal Death." He expresses the wish for "one clear call"—for a calm, peaceful close of life, one free from prolonged bodily pain and mental anguish. As we repeat the words "When I put out to sea" and "When that which drew from out the boundless deep turns again home" the thought in Wordsworth's beautiful poem floats into our minds:

Our birth is but a sleep and a forgetting :
The soul that rises with us our life's star,
Hath had elsewhere its setting,
And cometh from afar.

Both are equally sublime.

The relation of time and eternity is most suggestively illustrated by the tide. It rises out of the boundless sea of eternity, crosses the bar which separates time and eternity and, after a pause by the shores and estuaries of "Life" re-crosses the bar of death, freighted in each direction by mariners: "babes into life and from life," the same after their allotment of time is passed amid the joys and trials of mortality.

The third stanza shows the mariner nearer his embarkation. The sun has set and only the race of the meagre, brief twilight remains to be run. The hour of death is at hand. The poet's wish is, that no sad farewells may occur at his death. With his view of death surely it cannot wear a sad aspect. By a touching allusion to his trust in God he closes this highly idealized picture and gives further reason for refraining from mourning. Has ever the relation of immortality been more clearly put? Most allusions to death leave furrows of sadness on our hearts. But a study of this poem thrills us with new hope and aspiration. It comes like balm to our troubled hearts. His delicate touch strikes our nature so harmoniously and is so true to the aspirations of our souls that we feel no discord between his

sentiments and our own being. He has penetrated to "that some eternal passion in that heart of man where it seems we are all one." The poem has no trace of sectarianism or narrowness. We feel that the study of it has really added to our treasure, enriched our mind and has enabled us to take a step farther in progress. It has increased our desire to acquire wisdom, to love the beautiful, and to worship the divine.

SOMETHING OF A DIRGE.

Thou glimmering star whose lessening rays
Have greeted students in the morn,
Again thou rushest in the days
That we are from our comrades torn.
O Normal, unforgotten grade,
Where we have had no blissful rest,
See'st thou thy teachers newly made?
Hear'st thou the groanings of the test?

Those fateful hours can we forget,
Can we forget the hallowed Cove,
Where by the winding Thames we met
To live five months of growing love?
Eternity can scarce erase
Those records, dears, of transports past,
Associated Time and Space
Will keep them vivid to the last.

Thames, gurgling, kissed his pebbled shore
O'erhung with willows, thickening green,
While we, of times a trebled score,
Have wished so lucky to have been.
The lips that wanted to be pressed
There singing love-me's every day,
But too, too soon the knowing guessed
The tendency of modern way.

From wasting winter's fitful blasts
With city's sunken sidewalks fell
Till April's rain a beauty casts
O'er street and lawn, o'er heath and dell.
May changes winter's frowns and bites
To radiant smile and gay caress,
A vernal loveliness alights
Old Boreas' harshness to redress.

Still o'er these books my memory wakes
Nor fondly hoods its mis'ry's fear,
Time but th' impression stronger makes
That June's exams. will soon be here.
'Tis not the plucker's graceless pen,
Nor yet of honors not attained,
But to think that we'll be parted then
Is what our boding hearts have pained.

O, linger, stars! go slowly, sun!
Retard thy reckless speed, O moon!
Impede the Scythe its senile run,
To grant one day is gracious boon!
And yet, ye orbs, if we must part,
O, Hyades! Your floods unpent!
Our parting tears unbidden start,
As heart to heart we deep lament.

—BARDLY SCRIPPS.

THE BEST BOOKS FOR THE
NUCLEUS OF THE YOUNG
TEACHER'S LIBRARY.

The Editor sent the following question to the officers of the Normal College and the Normal Schools, Prof. Watson, Inspectors Waugh, White, Carson, Maxwell, Hughes, and to Principal Graham: "A young teacher proposes to invest ten dollars in professional books. What works would you advise him to select?"

PROF. WATSON, Queen's University, Kingston, Ont. :

17th May, 1900.

Dear Sir,

I fear you will think I have been very dilatory, but I have been much pressed

7. Matthew Arnold's Essays in Criticism, 2nd series (Colonial Edition) - - - - - 1 00

\$ 9 90

If your friend has any spare money I would add: Stanley's Life of Dr. Arnold, \$1.75.

These books I recommend on the principle that an acquaintance with educational practice, with the practical experience of great teachers, and with the main idea underlying all real education, are of more value than abstract methods or illusory psychological analyses. Arnold's Essays in Criticism, 2nd series, will be of great value to a young man, because they contain the



RESIDENCE OF VERSCHÖYLE CRONYN.

by work. I presume your "young teacher" wishes to get books which will really help him to a noble and enlightened view of his work. I should therefore recommend the following books:

- | | |
|--|--------|
| 1. Matthew Arnold's Reports on Elementary Schools; Macmillan & Co. - - - - - | \$1 50 |
| 2. Fitch on Teaching; Macmillan & Co. - - - - - | 1 00 |
| 3. Storr's Life of Quick - - - - - | 2 50 |
| 4. Stopford Brooke's Primer of English Literature - - - - - | 90 |
| 5. Salmon's Art of Teaching - - - - - | 1 50 |
| 6. Quick's Educational Reformers - - - - - | 1 50 |

best kind of criticism of great authors, while the extraordinary essay on The Theory of Poetry is a concrete instance of what education should aim at.

Yours truly,
JOHN WATSON.

DR. MACCABE, Principal, Ottawa Normal School:
Science and Art of Teaching—McLellan's Psychology; Fitch's Lectures; Elements of Pedagogy (White).
Methods—Methods in Teaching, edited by Tilley; A New Manual of Method, Garlick.
Object Lessons—Calkin's Object Les-

sons and Primary Teaching; Langman's (Salmon's) Object Lessons; Rick's Series of Lesson Books (3 books).

Nature Study—Object Lessons (Garlick & Dexter); Sharp Eyes and Eye Spy (Gibson); Life and Her Children (Buckley).

School Organization and Management—White's School Management; Baldwin's School Management; Miller's School Management.

I fear I have gone over the \$10.00.

I am,

JOHN A. MACCABE.

DR. MAXWELL, Windsor:

1. Psychology in the School Room, Dexter & Garlick.

2. Study of Children, Francis Warner.

3. Teaching and Class Management, Joseph Landon.

4. Methods and Aids in Geography, Chas. F. King.

5. Object Lessons, I. and II. Series, J. Walker.

6. Special Method in Science, McMurray.

7. Compayre's History of Education, W. H. Payne.

8. Psychologic Foundations of Education, W. T. Harris.

9. Language and the Language Arts, Hinsdale.

It is supposed the student or teacher is provided with all the texts used in the County Model and the Normal Schools, and with all those of the Teachers' Reading Course.

D. A. MAXWELL.

INSPECTOR CARSON, London:

1. Outlines Psychology, Sully.

2. Outlines Physiological Psychology, Ladd.

3. The Elements of Ethics, Muirhead.

4. Manual of Ethics, Mackenzie.

5. Elementary Lessons in Logic, Jevons.

6. Elements of Botany, Atkinson.

7. Natural History, (Concise Knowledge Library) Lydekker and others.

Yours respectfully,

W. J. CARSON.

PRINCIPAL GRAHAM, London Model School:

I do not know the exact cost of the following books, but would recommend them all:

1. School Management, White.
2. Hinsdale's Language Arts, Hinsdale.

3. Methods, by J. J. Tilley and others.

4. Psychology of Number, McLellan.

5. Logic, Jevons.

6. Ethics, Hyde.

7. Psychology for Teachers, D. E. Morgan.

Reading, Corson.

Talks to Teachers, James.

Pedagogy of Herbart, Adams.

Method (Normal), Brooks.

Educational Laws, Hughes.

Bargaining might bring these to within ten dollars.

R. M. GRAHAM.

VICE-PRINCIPAL DEARNESS, London Normal School:

Assuming that the teacher possesses the texts prescribed for the Training Schools including Methods in Teaching, Tilley; McLean's How to Teach Arithmetic; Fitch, Quick, etc., he may profitably add the following:

Psychology in the School-room, Dexter & Garlick.

Herbartian Psychology Applied to Education, Adams.

Principles and Practice of Teaching and Class Management, Landon.

New Manual of Method, Garlick.

Theory and Practice of Teaching, Thring.

Life of Arnold, Stanley.

How to Teach Reading in the Public Schools (for second and more advanced classes), S. H. Clark.

Teaching the Language Arts, Hinsdale.

Nature Study, Jackman.

One of the following recent books on Botany: Coulter's Plant Relations; Bailey's Lesson with Plants; Atkinson's Elementary Botany, or Barnes' Plant Life. Each of these gives more or less attention to the experimental and ecological phases of the subject.

The ten-dollar bill is exhausted, but I should like to add Morrison's Ventilation of School Buildings, and, if there is a microscope in the school, Clark's Practical Methods in Microscopy.

NOTE.—In 25 years' inspection of rural schools, I am not able to state that I have become acquainted with a teacher who appeared conscious of a vital con-

nection between the methods and management he practised and the psychology he learned at the training schools, or who turned to his psychology for assistance in his pedagogical difficulties. The heresy therefore settled into a conviction in my mind that measured by the cost of the time and effort involved, the value of the gallop through this abstruse subject during the short training terms has been enormously overrated. The subject could, doubtless, be made more useful by sparing some of the time now devoted by intending teachers to the memorizing of foreign words in their academic course and devoting it to the study of the ele-

reading. I should have liked room to name four instead of two in the above list. The two named are easy reading; Adams' short work is really entertaining.

J. DEARNESS.

PRACTICAL ENGLISH AND MANNERS.

Under the heading, "A Word of Kindly Criticism of Public School Work in Ontario," President Mills, Ontario Agricultural College, writes: "I have always placed a high estimate upon the work of our public schools, and I have been in close touch with it for the last



RESIDENCE OF JOHN LABATT.

ments of mental science by the proper method. To be able to state clearly in one language what a thing is is better than to learn its name in three or four tongues. Psychology, like botany or physics, is a science; mere book-psychology is about as useful as mere book-botany. An hour's reading in the former subject usually requires several hours' reflection, introspection and observation for its assimilation. I believe, however, that a few well-chosen, studiously perused books on mental science offer to the teacher in actual service an excellent course of post-graduate professional

thirty years. Two lines along which, in my opinion, improvement can and should be made are practical English and manners. The crudeness and incorrectness of the conversational English of Canadian boys—boys who have passed the High School entrance examination—surprises and annoys educated people. 'I'm getting along *pretty good*,' 'What *will* we do now?' 'it's *me*,' 'them books,' 'let him and *I* go,' 'he's *laying* on the lounge,' are samples of expressions heard daily. I am sure that teachers, if they set about it in the right way, can do much to improve the English of the conversa-

tion and of the familiar written composition of their pupils.

"Parents seem to be handing over to the public and Sabbath schools the duty of the moral culture as well as the mental training of their children. . . . Need I say that there is widespread complaint of the rudeness of manners of the rank and file of school children? Certainly, many of them are not what they should be in regard to politeness and refinement. Lacking in kind and respectful attention to old people; deficient in the ordinary courtesies of manner and address in the presence of ladies, strangers and superiors; proficient in slang; unintentionally curt and brusque in their answers—they produce an unfavorable impression upon observers and critics of our young people. Primarily and chiefly, parents are to blame, but the teachers of our high and public schools are responsible to a very considerable extent."

ACTIVITY.

"Most people do not know precisely what they want, and among the few who do nine-tenths or more fail through lack of energy."

—Quick.

Everything having life seems to be endowed with activity, and each life, large or small, has some object in view which gives direction to the line of action. We see this exemplified in vegetation, insect and animal life, but greatest of all in man. The flower roots are busy extracting nourishment from the soil and pushing their way down deeper into the earth, that as the plant grows they may be strong enough to support it. The busy bee works on, gathering its sweets, that it may have a winter store. Animals are active in providing food and homes for themselves, or in ministering to human necessity. The little child grasps his playthings, creeps, and in time, after many struggles, takes a few steps. Thus his muscles develop and he gains strength through activity. He may burn his finger by touching the hot stove, but this is only one means of awakening a slumbering 'something' within his nature which says, "Do not touch the stove again."

We watch a boy start out in life. If he is active we must keep him busily

employed or he will get into some trouble, and yet, who does not admire the active, mischief-loving boy? It seems to me there is always a monotony about the child who is so inactive as to never get into any trouble. It stands to reason that one who never does anything, can never do anything wrong.

When I see a bright boy full of life and animal spirits, I say to myself, "If he lives the world will be either better or worse for his having lived in it. Life for him will not be an existence, but a Power."

"What kind of a power?" you ask. I can only reply by asking another question, "What kind of home influence has he, and what kind of early training is he receiving?" It is true that even after the most careful training he may drift away from it, and resolutely turn his face against home and mother; but he cannot forget and in some hour of sorrow, it may be, he will let (perhaps unconsciously) some of his early lessons mould his actions. Thus time goes on, and some day, when the pages of life are unfolded, we will see how home activity has been the means of moulding and directing the world.

The man who would make a success of any particular branch in life must make that the central point of his activity. He may be engaged in manual labor to gain a sustenance, but all the time have his activity pointing to something higher. He may study numerous books and have as his goal the "perfecting of an invention." It is said that many people are failures because they attempted to be successful along too many lines.

E. J. R.

Whose music do we like the best?
The Bird's.

Centre of attraction for our Scotch?
The Heath.

What line of kings have we represented?
Stewart.

We of the L. N. S. are characterized
by our Curtis (see?).

When is the student of psychology
satisfied? When he Hassett.

What prominent Canadian statesmen
are represented? Harcourt and Ross.

HISTORY OF W. N. L. S.

BY THE HISTORIAN.

Although our fair province already had two progressive Normal Schools, the increasing demand for more professional Public School teachers led to the establishment of another Normal in the western peninsula. Much discussion arose as to where such an institution should be located. In this particular, Col. Leys, M. P. P. for London, and the present Premier, Hon. G. W. Ross, took a prominent part, and so forcibly did the worthy member extol the advantages of his native city as a favorable as well as central position that his labors reaped the harvest which the citizens of London so much desired. So amid the sylvan groves of the Forest City there now stands the most modern Normal School in Canada.

That the right city was chosen in which to erect such a magnificent building no one can dispute. The site of the building is certainly a beautiful one, and when time permits of the united labors of man and nature, the grounds also shall be a type of the symmetrical and beautiful.

The building was opened for work on the first day of February, in the year nineteen hundred. This was more than two weeks after the regular date fixed for the opening, and even then the students had to have their entrance examination in the Assembly Room of the London Collegiate Institute. How many were successful at this examination our teachers alone can say. It suffices the students to know that all, numbering 101, were allowed the privilege of becoming the foundation stones of The London Normal.

Here the students assembled on the following Monday morning, to begin their short term as Normal students. When I think of the many who appeared as "strangers in a strange land," I feel that I was one of them. There were present students from all parts of this western peninsula. Some came past the doors of our elder sister, another saw fit to quit a Normal College to join us, while yet another comes from the missionary fields of darkest Africa. They have all found it good to be here.

Two students, however, on account of sickness, were compelled to give up their profitable studies. We were sorry to have

them leave, but we were pleased when news reached us that both had regained their former strength and were coming to Normal in the near future. We wish them all possible success and a pleasant time.

Before commencing the work in which we found ourselves so far behind, we were greeted with addresses of welcome in neat and appropriate language by our Principal, F. W. Merchant, M.A., and our Vice-Principal, J. Dearness. They welcomed us as friends, and assured our nervous beings, for many appeared to be so, that we would find them and the citizens of London ever willing to make our short sojourn both pleasant and profitable. The Principal and his excellent staff of teachers have spared no time or pains to be of service to us, and to make up for all the time we lost owing to the non-completion of the building and its necessary equipments.

More than once the kindness of the citizens has been remarked by the students, and we take this opportunity of thanking them, one and all. Several of the churches have given us special receptions, and in many private homes we have been welcomed and treated as honored guests. To these social gatherings we are chiefly indebted for acquaintances formed among ourselves as well as among the younger people of the city. Among the many forms of amusements provided—the excellent programmes, the short addresses, and the delicious refreshments—I feel that special reference should be made to the very interesting and profitable address on "Education," delivered solely for our benefit, at the London South Baptist Church, by Professor Farmer, of McMaster University. For forty minutes every Tuesday afternoon, Revs. Stuart, Holmes, Walker, and Davis taught their respective denominations, keeping ever before us our higher duties as teachers. For these and many other favors we desire to thank the citizens of London, and trust that our successors may carry away as pleasant reminiscences of the city and its citizens as we do.

Soon after the commencement of the term we felt that an "up-to-date" educational institution must have some special means for training the literary faculties of the mind. Before long our feelings

were transformed into actions and steps were taken to form a society whose aim was to be the cultivation of art, oratory and science.

On February 13th the students met for this purpose. Principal Merchant was appointed to take charge of the meeting, while Mr. McKinnon was elected secretary *pro tem*. The Principal gave a short address, in which he briefly outlined the benefits to be derived from a properly-managed Literary Society, and expressed his desire to see the organization proceed as quickly as possible. The term, he said, was short and no time should be wasted.

A committee was immediately appointed to draft a constitution. Then followed, at an early date, the election of officers for the society. Those elected for the first half of the term were as follows :

Honorary President,	Mr. F. W. Merchant, M.A.
President,	Mr. J. Curtis.
Vice-President,	Miss J. K. Mowbray.
Secretary,	Mr. Chas. McKinnon.
Treasurer,	Miss L. Rife.
Poet,	Mr. S. D. Pepper.
Historian,	Mr. L. T. Miller.
Executive Committee,	
	Misses O'Meara, O'Brien, Field.
	Messrs. Ayers, Heath.
Critic,	Mr. J. Dearness.

After conferring with the Honorary President, the Society decided to hold its meetings every second Tuesday evening, at 3.30, in the room chosen for that purpose. Here I might again refer to the inconvenience the Society encountered, as they were unable to use the large Assembly Hall. Before the term closed the Society held meetings every Tuesday, instead of every second Tuesday as at first arranged.

On April 24th we again assembled for the purpose of electing new officers for the remainder of the term. This time the election resulted as follows :

President,	Miss J. R. Mowbray.
Vice-President,	Mr. W. Taylor.
Secretary,	Miss N. McLaren.
Treasurer,	Miss L. Rife.
Poet,	Miss Allin.
Executive Committee,	
	Misses Gray, Murdock, Lowe.
	Messrs. Staples and Sharpe.

Our Honorary President, Critic and Historian were re-elected, it being thought that they were well able to discharge their important duties for another term.

Shortly after this the Society decided

to publish a paper, and Mr. M. H. Ayers was unanimously chosen as Editor, and the able way in which he has filled the office would do credit to any editor of long experience. Mnemosyne tells the tale in words more forcible than mine.

Throughout the whole term the Society had the hearty sympathy and co-operation of the Principal and his staff. They were always ready to offer valuable suggestions, which we so often needed, and to lend a helping hand when called upon to do so.

The meetings were all spent pleasantly as well as profitably, and all students looked forward to them as a treat. At first they were of the usual literary nature, but ere long the untiring efforts of the officers and committee led to the introduction of much variety into our programmes. All the officers took great interest in the welfare of the Society, and to them is due the credit for the success of our meetings.

Throughout the term the enthusiasm of the students was very marked, even the "shadow of the examinations" did not in any way mar the proceedings of the Society. Many students took an active part in the programmes. Impromptu speeches, songs, readings and recitations were given by different members. The meetings brought forth the musical ability, which proved to be of no mean order, as our worthy musical instructor can testify. The vocal talent possessed by some of the ladies displayed voices of exceedingly pure tone and great compass. The gentlemen excelled on wind and string instruments, and among the gentler sex there proved to be skillful musicians and violinists who frequently favored the Society. By the way, we must not forget the orchestra, which did much efficient work under the able instruction of our First President. The orchestra proved itself equal to all occasions, and we hope to hear of them again. Our musical instructor greatly assisted in the musical part of the Society's programme. Through his instrumentality we were favored with cornet, violin and 'cello solos by members of his own Musical Society, which contains the best musicians of the city and the most renowned 'cello soloist of Canada, Mr. Saunders.

Again special reference must be made to the ladies of the city who so kindly assisted with the programmes. Some of London's best and most popular singers favored us with well-rendered selections. Their singing simply charmed us, and we only regret that they were not of ourselves, that we might have the privilege of hearing them more frequently. Words will not express our gratitude to those who assisted at our meetings, and we regret that we have not the opportunity of returning the compliment.

During the term the Society has listened to two very valuable debates, "The object of education is mental culture rather than a training for special pursuit," and "There should be definite ethical training in school." The subjects, although exceedingly deep in their meaning, were well handled, and the speeches delivered went to show that among the graduates of this Normal we are certain to find some eloquent speakers and weighty debaters.

Among the chief educational features of the meetings, special attention must be called to the many addresses delivered by men of educational repute. Mr. MacPherson, Chairman of the Board of Education, addressed us from the standpoint of a trustee. The City Inspector of Public Schools, Mr. Carson, delivered an address on the nervous and mental growth of the child. Mr. Barnes, Inspector for East Lambton, spoke on the subject of the teacher's equipment, and our much-esteemed Model Master, R. M. Graham, favored us with a talk on that subject in which he revels, "The Psychology of Number." They called our attention to many fundamental truths which we hope not to forget.

At each meeting of the Society we were favored with selections of beautiful verse from the pens of our poets. They have more than distinguished themselves, as the poetry published in another part of these columns will testify. In our ranks we have seen many poets bloom, and we will look forward to seeing them in the near future as representatives of Canadian verse. We leave each reader to judge for "thouself."

Our critic was present at all meetings, ever ready to criticise, both favorably and adversely, the doings of the Society. He

wielded a powerful weapon, but his blows fell amid such shores of wit and humor that all members anxiously awaited his coming to the platform. His suggestions were always very beneficial, and his encouraging remarks made the faltering student feel like trying once again.

Before closing, it might be well to note that the Society performed Missionary and Patriotic Work. To the Home Colleges' Missions they contributed a handsome sum of money. To the Patriotic Fund they gave more freely and expressed their high appreciation of the work being done by the loyal sons of Canada. In respect to the latter the Society regrets that among that noble body they have no representative.

I feel safe in saying that the meetings were all up to the highest standard, and reflect credit on the Society. The meetings have proved exceedingly useful, and we all feel quite confident that when we go out from these walls of learning, we shall be able to take our part in the meetings of any literary society or social gathering with a gracefulness and dignity which become one of the many blessings of the student who has been a member of the "Western Normal Literary Society."

Throughout the entire term the spirit of friendliness has permeated all the actions of the students, both within and without the School. The private rooms of our Principals were always open to us, and we took advantage of the kindness and willingness to advise us. They felt that we were surrounded with disadvantages, and endeavored in every possible way to make up for these many drawbacks. Our Model Master, R. M. Graham, and his able staff of teachers, we found were our staunch friends. Although they at times criticised us apparently severely, we recognize it was for our good. In all their dealings we have found them frank and considerate, and we regret that our final practical work is not left to their charge.

After many years, when we recall this "Landmark of Our Life," it shall be a never-to-be-forgotten picture. With the name of the London Normal we shall always link those of our worthy teachers and the Western Normal Literary Society, which has made the five months spent here one continuous round of pleasure.

Vive ! Valeque !

OFFICIAL CALENDAR OF THE EDUCATION DEPARTMENT FOR THE YEAR 1900.

(The *Italicized portions* in parentheses give the wording of the law and regulations as the authority for the dates.)

May, 1900:

- ARBOR DAY. (*1st Friday in May.*)
Annual Examinations in Applied Science begin.
Notice by candidates for the Public School Leaving, Junior Leaving, Senior Leaving, University Matriculation, Commercial Specialists, Commercial Diploma, and Kindergarten Examinations, to Inspectors, due. (*Not later than the 24th May.*)
Empire day (first school day before 24th May.)
24. QUEEN'S BIRTHDAY.
 25. Examination at Ontario Normal College, Hamilton, begins. (*At close of session.*)
 26. Inspectors to report number of candidates for the Public School Leaving, High School Leaving, University Matriculation, Commercial Diploma, Commercial Specialists, and Kindergarten Examinations to Department. (*Not later than 26th May.*)
 31. Close of session of Ontario Normal College. Reg. 74. (*Shall close on 31st May.*)
Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 51 (1).] (*Before 1st of June.*)

June:

1. Public and Separate School Boards to appoint representatives on the High School Entrance Board of Examiners [H. S. Act, sec. 38 (2).] (*On or before 1st June.*)
By-law to alter School boundaries—last day of passing. [P. S. Act, sec. 38 (3)] (*Not later than 1st June.*)
8. University Commencement. (*Subject to appointment.*)
12. Senior Matriculation Examinations in Arts, Toronto University, begin. (*Subject to appointment.*)

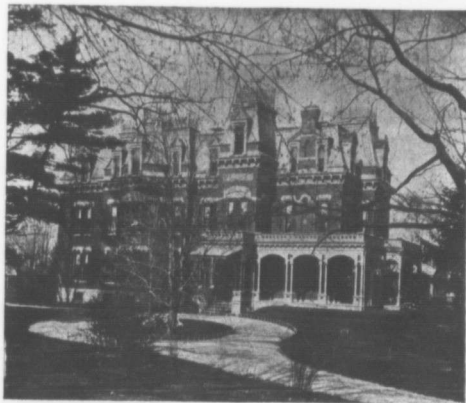
13. Written Examinations at Provincial Normal Schools begin. (*Subject to appointment.*)
Practical Examinations at Provincial Normal Schools begin. (*Subject to future arrangement.*)
15. Provincial Normal Schools close (First Session.) (*Subject to appointment.*)
21. Kindergarten examinations at Hamilton, London, Ottawa and Toronto, begin. (*Subject to appointment.*)
27. High School Entrance Examinations begin. (*Subject to appointment.*)
29. High, Public and Separate Schools close. [H. S. Act, sec. 41; P. S. Act, sec. 89; S. S. Act, sec. 81.] (*End on 30th June.*)
Legislative grant payable to Teachers. [E. D. Act, sec. 6 (1).] (*On or before 1st July.*)

July:

2. DOMINION DAY (*Monday.*)
Trustees to report to Inspector regarding Continuation Classes (1st July).
3. Public School Leaving, High School Leaving, University Matriculation, and Domestic Science Examinations begin. (*Subject to appointment.*)
4. Commercial Specialists Examinations begin. (*Subject to appointment.*)
10. Inspector's Report on Continuation Classes due. (10th July).

August:

1. Inspector's report on School premises due. (*Not later than 1st August.*)
Notice by Trustees to Municipal Councils respecting indigent children, due. [P. S. Act, sec. 62 (8); S. S. Act, sec. 28 (13).] (*On or before 1st August.*)
Estimates from School Boards to Municipal



RESIDENCE OF F. E. LEONARD.

August :

- Councils for assessment for School purposes, due. [H. S. Act, sec. 14 (5); P. S. Act, sec. 62 (9); S. S. Act, sec. 28 (9); sec. 33 (5).] (*On or before 1st August.*)
- High School Trustees to certify to County Treasurer, the amount collected from county pupils. [H. S. Act, sec. 14 (9).] (*On or before 1st of August.*)
20. Rural, Public and Separate Schools open. [P. S. Act, sec. 89; S. S. Act, sec. 81.] (*3rd Monday in August.*)
21. Provincial Normal Schools open (Second Session). Reg. 66. (*3rd Tuesday in August.*)
25. Application for admission to County Model Schools to Inspectors, due. Reg. 59. (*Not later than 25th August.*)

September :

1. Last day for receiving applications for admission to the Ontario Normal College. (*By the 1st September.*)
3. LABOR DAY (*1st Monday in September.*)
4. County Model Schools open. Reg. 58. (*2nd of September.*)
- High School first term, and Public and Separate Schools in cities, towns and incorporated villages, open. [H. S. Act, sec. 41; P. S. Act, sec. 89; S. S. Act, 81.] (*1st day of September.*)

October :

1. Notice by Trustees of cities, towns, incorporated villages and township Boards to Municipal Clerk to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 58 (1).] (*On or before 1st October.*)
- Night schools open (session 1900-1901.) Reg. 16. (*Begin on 1st October.*)
- Ontario Normal College opens. Reg. 74. (*1st October.*)

December :

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 21 (1); S. S. Act, sec. 28 (5).] (*On or before 1st December.*)
11. County Model Schools Examinations begin. (*During the last week of the session.*)
14. Local Assessment to be paid Separate School Trustees. [S. S. Act, sec. 58.] (*Not later than 14th December.*)
- County Model Schools close. Reg. 58. (*Close on 15th day of December.*)
15. Municipal Council to pay Secretary-Treasurer of Public School Boards all sums levied and collected in township. [P. S. Act, sec. 67 (1).] (*On or before 15th December.*)
- County Councils to pay Treasurers of High Schools. [H. S. Act, sec. 30.] (*On or before 15th December.*)
19. Written Examinations at Provincial Normal Schools begin. (*Subject to appointment.*)
- Practical Examinations at Provincial Normal Schools. (*Subject to future arrangement.*)
21. High Schools first term, and Public and

December :

- Separate Schools close. [H. S. Act, sec. 41; P. S. Act, sec. 89; S. S. Act, sec. 81.] (*End 22nd December.*)
- Provincial Normal Schools close (Second Session). (*Subject to appointment.*)
25. CHRISTMAS DAY (Tuesday).
26. Annual meeting of Public and Separate Schools. [P. S. Act, sec. 13, sec. 57 (1); S. S. Act, sec. 27 (1); sec. 31 (1).] (*Last Wednesday in December, or day following a holiday.*)
29. Report of Principals of County Model Schools to Departments, due. (*Before 31st December.*)
- Reports of Boards of Examiners on Third Class Professional Examinations, to Department, due. (*Before 31st December.*)
31. Protestant Separate Schools Trustees to transmit to County Inspector names and attendance during the last preceding six months. [S. S. Act, sec. 12.] (*On or before 31st December.*)
- Trustees' Reports to Truant Officers, due. [Truancy Act, sec. 12.] (*Last week in December.*)
- Auditors' Reports of cities, towns, and incorporated villages to be published by Trustees. [P. S. Act, sec. 62 (11).] (*At end of year.*)

January, 1901 :

1. NEW YEAR'S DAY (Tuesday).
2. Polling day for Trustees in Public and Separate Schools. [P. S. Act, sec. 57 (3); S. S. Act, sec. 31 (3).] (*1st Wednesday in January, day following if a holiday*)
- First meeting of rural School Trustees. [P. S. Act, sec. 16 (1).] (*Wednesday following the annual meeting.*)
3. High, Public and Separate Schools open. [H. S. Act, sec. 41; P. S. Act, sec. 89; S. S. Act, sec. 81.] (*3rd day of January.*)
13. Annual Reports of Boards in cities and towns, to Department, due. (*Before 15th January.*)
- Names and addresses of Public School Trustees and teachers to be sent to Township Clerk and Inspector. [P. S. Act, sec. 18 (3).] (*Before 15th January.*)
15. Trustees annual reports to Inspectors, due. [P. S. Act, sec. 18 (6); sec. 109.] (*On or before 15th January.*)
- Application for Legislative apportionment for inspection of Public Schools in cities and towns separated from the county, to Department, due. (*15th January.*)
- Annual Reports of Kindergarten attendance, to Department, due. (*Not later than 15th January.*)
- Annual Report of Separate Schools to Department, due. [S. S. Act, sec. 28 (18); 33 (9).] (*On or before 15th January.*)
- Appointment of High School Trustees by Municipal Councils. [H. S. Act, sec. 12 (1); Mun. Act, sec. 587.] (*3rd Monday in January.*)
- Provincial Normal Schools open (First Session). Reg. 66. (*3rd Tuesday in January.*)



Students & Teachers

WE invite you and your friends
to call at our Studio when
requiring

PHOTOGRAPHS

All the latest styles in Photographs and Portraits. Large composition groups a specialty (see our specimens). The engravings of the students and faculty of the Normal that appear in this number are from our work.

Carson,

MAKER OF
ARTISTIC PHOTOGRAPHS,
180 DUNDAS ST.

*P. S.—Students can obtain duplicates of their photographs
by writing the above address.*

DR. S. P. REYNOLDS DENTIST

CROWN, BRIDGE WORK AND REGULATING.

Telephone No. 1131.

207½ Dundas St., London, Ont.
Next door west of Kent's Confectionery.

DR. JNO. HUTCHISON Dentist...

MODERN DENTISTRY. FEES REASONABLE.

Telephone 1872.

214 DUNDAS STREET.

Tender sentiment? Love.

What nation is represented? French.

Why need we never hunger? We have a Miller to supply us?

What can we do when we are tired standing? We Con-sitt.

In what mode of expression do we excel? In S(cripps).

What are the colors of our school? Black, Gray and Brown.

When are the hearts broken? After the Ball.

Why have the ladies no fear? We always have a Mann with us?

What hostile Highland clans are represented? The Campbells and McDonalds.

What Atlantic steamship line represented? Allin Line.

What saints are present with us? Augustine, Lawrence and Francis.

What are our military firearms? En-Field Rifle-les.

Upon what does the success of our paper depend? Upon its Ayers.

What scales do we know best? The Sharpes.

FRANK COOPER

Artistic
Photographer.

SPACIOUS STUDIO OVER
169, 171 & 173 DUNDAS ST.,
LONDON.

The reputation of this old-established studio is provincial, and productions from it are always up-to-date, artistic and catchy.

Special attention and special rates given to pupils attending the Normal School.

Business and Shorthand

Course Completed and Employment Secured.



YOUNG people of good education cannot do better than acquire a knowledge of Business and Shorthand as imparted at the

Forest City Business & Shorthand College,

LONDON, ONT.

There is a steady demand for young men and women who are proficient in Shorthand, possess a working knowledge of Bookkeeping, Business Paper, Business Arithmetic and Rapid Calculations, and write a good business hand.

Catalogues of our courses free.

J. W. Westervelt,
PRINCIPAL.

OUR COLLEGE HOME IS IN THE Y. M. C. A. BUILDING.

(CUT SHOWN ON PAGE 31)

Sifton & Co.

BOOKS,
BIBLES,
PERIODICALS,
FANCY GOODS,
STATIONERY,
SPORTING GOODS.

ALL THE LATEST BOOKS
AND MAGAZINES.

168 Dundas St.

TEL. 660.

Forest City Steam Laundry,



NO. 74 KING STREET,
LONDON, ONT.

LAUNDRY

OF ALL DESCRIPTIONS DONE
ON THE SHORTEST NOTICE.

Time Orders a Specialty.
A Trial Solicited.

Jarmain & Co.

'Phone 1048.

**Gold and Silver Spectacles
Medals and and
Badges Eyeglasses**

FOR CLASS REWARDS AND ATHLETIC
COMPETITIONS.

Original designs and estimates of
cost furnished upon application.

fitted with the greatest care by
skilled opticians, graduates of
Canadian and New York Optical
Institutes.


Dentists' Prescriptions filled, and repairs of all kinds intelligently
and promptly made.

Sole Agent for "Empire" Watches.

MAIL ORDERS RECEIVE OUR SPECIAL ATTENTION.

JOHN S. BARNARD,

170 DUNDAS STREET,
LONDON.

 **Jeweler.**

ANDERSON'S

183 Dundas St.

Keep constantly on hand and sell
at close prices full lines of

**Normal
School**

**Text Books,
Drawing Books,
Scribblers,
Exercise and
Note Books,
Foolscap Paper,
Examination
Pads,**

and every requisite the student wants.
Books not in stock procured on short notice.

Headquarters for School Supplies

**Guns,
Bicycles,
Fishing Tackle,**

BICYCLE SUNDRIES,
POCKET KNIVES,
RAZORS and STROPS,
SKATES,
ARTIFICIAL BIRD and
ANIMAL EYES,
RUBBER STAMPS,
SOCIETY and
NOTARIAL SEALS,
WAX SEALS,
NICKEL PLATING,
GUNSMITHING and
GENERAL REPAIRING.

W. A. Brock,
192 Dundas St., London, Ont

W. McPHILLIPS

Music House and Piano Warerooms,

229 DUNDAS ST.

LONDON.

The Celebrated Gerhard Heintzman Pianos.

Every instrument fully warranted.

Strictly high grade Pianos.

ALL THE NEWEST MUSIC AND SONGS.

Also, a full assortment of Violins, Guitars, Banjos, Mandolins, Flutes, Band Instruments, Strings, Fittings, Etc.

SATISFACTION GUARANTEED.

WRITE FOR CATALOGUE.

Columbia and Hartford

Bicycles

BASEBALL and FOOTBALL SUPPLIES,

GUNS,

LAWN TENNIS RACKETS,

BOXING GLOVES,

BALLS, etc.,

STRIKING BAGS,

FISHING TACKLE,

SKATES.

and Sporting Goods of all kinds.

WM. GURD & Co.

185 DUNDAS ST.

LONDON, ONT.

3 Things

CANADIAN
TEACHERS
SHOULD KNOW:

- 1st—That total abstinence pays from a health standpoint, as total abstainers on the average live much longer than non-abstainers.
- 2nd—That total abstainers should have lower rates on "Without Profit" Policies or separate classification for profits.
- 3rd—That they can get all the advantages they should have by insuring in

THE TEMPERANCE AND GENERAL LIFE ASSURANCE COMPANY.

which has a larger body of total abstainers classed by themselves than any other company in America.

HON. G. W. ROSS, President.

H. SUTHERLAND, Man. Dir.

Head Office: GLOBE BUILDING, TORONTO.

POCOCK BROS.



Boot and Shoe LEADERS

THE BEST SHOES AT THE LEAST
COST.

MEN'S SHOES: THE "HAGAR,"
"J. & T. BELL'S," "SLATER'S,"
AND "CLOUGH'S."

WE have the exclusive sale of the above well-known makers. In all medium grade Footwear, in Men's, Women's and Children's, WE LEAD. All goods guaranteed, or your money refunded.

A Woman's Footing

Is firmly established if she wears the

SHOES

bought at POCOCK BROS.' We offer Footwear which will please while they last: and that is a long time.

POCOCK BROS.

ALL KINDS OF

TRUNKS and VALISES

FOR SALE, CHEAP.