

Ontario Normal College Monthly.

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Ontario Normal College Monthly

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"Remember well and bear in mind
A trusty friend is hard to find;
But when you've found one kind and true
Change not the old one for the new."

Weak and of craven heart would be the editor whose voice is not uplifted in the wordy strife now raging round the centuries, where some are striving to depose, others to retain in power, him who has held sway so long. From his kindly hand we have received both joys and sorrows, but with feelings of gratitude and trust we swear fealty to his sovereign power for yet another year.

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Now that the Literary Society is entering upon a new term with a new list of officers, we think it fitting to consider a few of the prominent features in the work of the Society during the last session.

The one who has undoubtedly contributed most to its success has been the President. From the day that he assumed office he has been faithful in attendance and in the performance, not only of his own special duties, but those connected with the general business of the Society. As a presiding officer he has shown himself to be courteous and fair, and willing at all times to be guided by the wishes of the members.

Most noticeable of all, perhaps, was the zeal he displayed in connection with the last concert, when in spite of the press of approaching examinations, he devoted nearly his whole time in an effort to bring it to a successful issue. And in leaving office he carries with him the good will of those he served. Closely associated with him in his work was the energetic Secretary who proved himself a capable and painstaking officer.

The work of the Executive Committee has likewise given cause for satisfaction. The programmes they provided from week to week were varied, interesting and instructive. The subjects for the debates were carefully chosen and good judgment displayed in the selection of speakers; due place was given to readings and vocal and instrumental music; and the addresses delivered by the staff and students could not fail to be of benefit to all. That the Society ends its first term with a deficit, cannot be attributed to those in charge of the entertainment through which this was incurred. There is good reason however to believe that the unsatisfactory state of affairs in this respect will not long continue.

* * *

IN looking forward to the session upon which we have just entered we hope that we will be favored by a frequent appearance of the Glee Club and Histrionic Society. Can they not aid now and then in the weekly programmes of the Society? Last

year a Mock Parliament was organized by the Literary Society, and the example might be followed again this year with advantage.

A subject which will undoubtedly come up for discussion will be the revising and final adoption of the Constitution left us as a legacy by former classes. As the Society stands at present it is absolutely without anything to guide it in the conduct of the meetings, a condition which can scarcely reflect credit on the "executive ability" of the coming graduates of the Ontario Normal College for the year 1900.

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To those engaged in any line of work there comes at some time or other the desire to climb upward in the ranks. And so in the teaching profession. Those who enter upon public school work have before them at least the prospect of a high school appointment as the goal of extra effort on their part, and the high school teacher may look forward to the occasion on which he may don the professor's cap and gown. This much at the beginning of their career.

After a few years, however, the many are content to drift slowly down the narrow stream of their daily routine, careless or, it may be, now grown unconscious of the broad sea to which they might be speeding. The result too often is that the feeling of "power," which it should be the highest aim of any educational institution to impart to its students, gradually dies out, for its very life is dependent on its exercise. To offset such a tendency it is necessary that the "potency of ideals" should be recognized and acted upon. This may be aided by holding before us

the lives of those who, starting from the point where we now stand, have won their way to a high place among the world's educators. In such a spirit, we append the following short sketch:

Dr. Stratton was born in Toronto in 1866, where he passed through the public and high schools and entered Toronto University, graduating in 1887 with honors in classics. He then attended the training school for teachers in connection with the Hamilton Collegiate Institute, and at the close of his course, January, '89, was appointed assistant master in Classics and English in the Collegiate. He afterwards taught for a year at Caledonia but returned to Hamilton in '92 to take the post of Classical Master. While here he commenced the study of Sanscrit, and soon after went to Johns Hopkins University where he continued his studies for three years, and was awarded the degree of Ph.D. During the past three years he was on the staff of Chicago University as lecturer in Sanscrit. Quite recently he was appointed principal of the Oriental College in Lahore, India, and registrar of the Punjab University, to succeed Dr. Stein, who stands in the front rank of modern scholarship. The Lahore University was founded twenty-five years ago to promote European knowledge and culture among the native youth of India, and the increasing number of young Hindus being brought under its influence is rendering valuable service both to India and the British Empire.

A series of disappointments seems to be in store for our hockey enthusiasts. During the Christmas holidays the managers of the Victoria Rink were approached and asked to give a special rate to all the students and hours for practice, but they would offer no terms. It is to be hoped that the negotiations with the Thistle Rink will be more successful.

"Look at This Picture and Upon That."

A great many of the magazine writers of to-day are devoting considerable time and space to the consideration of the true position of Scottish literature to-day, and a comparison between the writers of the end of this century as compared with those at the beginning of this or the end of last century. The general consensus of opinion tends toward the conclusion that the writers of to-day compare but feebly with the great fixed literary stars or even the brilliant literary meteors of a hundred years ago.

Without offering an opinion upon the merits of the discussion, it is only fair to the writers of the present day to say that their critics are too near to the times of which they write to judge them fairly, and that they are also liable to some extent to that familiarity that breeds contempt, or in other words, distance lends enchantment to the view.

As a matter of fact the older and the younger writers will hardly bear a fair comparison and they will bear less than a fair comparison if we accept the dictum of Dr. Vandyke, of New York, who has publicly declared that Scotland has no lasting literature properly considered as such, and that to-day she has no literary writers of more than very ordinary merit. The reverend gentleman's conclusions may be dismissed with the remark they do not find a responsive echo among the literary men of either Europe or America.

It is true there are not to-day, in the firmament of Scottish literature, such writers as Burns, Scott, Hume, Adam Smith, or such literary productions as the "Blackwood's" and "McMillan's." In the closing years of last century and the opening years of this, Scotland gave to the world a galaxy of writers who, while differing in degree and in character, yet so impressed themselves upon the

literature of the age as to render their effacement impossible. It is as absurd to make a comparison between the works of Scott and those of Burns as it is to compare the literature of the end of last century with that of the closing years of the nineteenth. Scott and Burns were masters of literature and yet appealed to humanity from entirely different points of view. Scott, the Wizard of the North, fired the imagination, captivated the fancy, painted the scenery and added a halo of glory to the troublous times of the Scottish Nation. Burns, on the other hand, sang the sweet songs of the common people, ennobled the mouse and the daisy in one breath, and in another fired the patriotic heart by the soul stirring chords of "Scots Wha Hae," touched the well of memory by "Auld Lang Syne" and painted the source of Scotland's strength, her God-fearing peasantry, by one swift touch of his magic pen, while he stirred humanity to its very depths by the song of the Humanitarian, which breathed the brotherhood of man in his immortal verses, "A man's a man for a' that."

Along entirely different lines Hume contributed his share to the sum of Scottish literature. Adam Smith and his Wealth of Nations gave the economist a text-book which becomes invaluable as the years roll on. What Jeffrey has done and Brougham and Christopher North, Hugh Miller, and countless others, need not be dwelt upon in detail; the mere mention of these names to the student of literature recalls work that has found a niche in the permanent records of good literature, wherever the English tongue is spoken.

The other picture is the writer of to-day. Robert Louis Stevenson, Andrew Lang, Dr. Macdonald, Annie Swan, and those great masters of the Kail-Yard school, Barrie, Crockett, and Ian MacLaren at once suggest themselves. It has become fashionable with a number of so-called critics

to speak sneeringly of the three last named. It is needless to say that Scotland has no sympathy with such sentiments. What Burns has done by his immortal song for the common people of Scotland, Barrie, MacLaren and Crockett are doing in prose. They have not perhaps the genius of the sweet singer

"Who gave mankind his sweetest song
And earth her saddest story,"

but they are portraying in homely "Westan Jingle" the every-day life of Scottish peasantry. They have proved beyond a doubt that the romance of the common people is as touching and as telling as that in which belted knights and landed squires have hitherto played so important a part.

They have been so successful because they have worked upon the every-day life of the common people and because they have observed and accentuated in these people the characteristics of the Scottish race, both in its strength and in its weaknesses. The characters drawn upon the wilds of Galloway are there to-day. There is a "Tammag Haggart" in Thrums to-day and there is a "Drum-sheugh" in Drumtochty. They and their kind have been there for generations but it required the genius of a Barrie, a MacLaren and a Crockett to reincarnate them, to give them an opportunity to tell the simple story to the world.

There is room for doubt both as to the quality and the effect of the literature of Scotland to-day as compared with what it was one hundred years ago, but there is no doubt as to its existence. It has left and it is leaving its impress, perhaps we should say its indelible impress upon the Anglo-Saxon people everywhere.

J. BRUCE WALKER.

Brantford.

All the students should endeavor to attend the illustrated lecture by Mr. Frank Yeigh, on Friday the 26th.

"Helluland."

"Ye Ancient and Loyal Colony," as the Newfoundlanders are pleased to call their home, is a very interesting portion of our empire. In all probability, five hundred years before the time of Cabot, adventurous Northmen touched the island and according to their Sagasthey named it "Helluland," or the land of naked rocks. A more fitting name it would be difficult to find, for from whatever side the triangle is approached these bald, bleak, barren rocks are the first, and in many cases the only, feature to be noticed; miles on miles of dark frowning cliffs, bold promontories and headlands, sculptured and mellowed into grim fantastic shapes by the ceaseless conflict with Atlantic billows—forms massive and awe-inspiring in their stern grandeur, and dismal because of the cowls of fog.

But within these repellent outworks, up the fiords with their many branches, along the banks of the rivers and brooks, among the great morainic hills and barrens, are scenes of rarest beauty. All over the interior hundreds of little gem-like lakes flash into view, many of them with moss-clad islets sleeping on the bosoms of their crystal waters which teem with "speckled beauties," to the delight of the sportsman. These lakes occupy every possible position—in the mountain gorges, in the depressions between the low hills, in the valleys, in the hollows near the tops of the highest eminences. Grand Lake, the largest, is sixty miles long and five miles wide. Its shores are densely wooded and in many points its scenery is very beautiful. From careful investigation geologists believe these lakes to be relics of the Ice Age. The basins of some were scooped out by glaciers when the island was loaded with its ice-mantle of two or three thousand feet in thickness. Others have resulted from unequal deposition of the glacier drift. The

writer saw in the interior some gigantic moraines, miles and miles in length and made up of boulders of all sizes.

One may ride for hours on the narrow guage Newfoundland Railway and never hear the whistle for crossings as in Ontario. There are no waggon roads except near St. Johns and from one "out port" to another. But along the shores of bays there are paths which now scale the lofty cliffs, then dip down into silent rocky dells. From time to time beautiful wooded ravines are crossed by means of odd rustic bridges with nearly always a gate at one end fastened by means of a piece of rope from some old sail, to keep "our goats" from wandering. In the distance may be seen the glittering ice-bergs sailing majestically past, or in some quiet cove one of the white wanderers lies aground with cascades pouring from its top as it melts under the rays of the summer sun. Everywhere some new form of cliff, or rich coloring of porphyry rock greets the eye, while the softness of delicate mosses contrasts at intervals with the ruggedness of bare rocks.

Not many years ago all that was known of this most beautiful and picturesque island was summed up in Burns' lines in his "Twa Dogs":

"Some place far abroad
Where sailors gang to fish for cod."

Mark Twain says that during his stay on the island he saw but *one* fog—it was there when he arrived and was still there when he left. But there are parts of the island where fogs are as rare as in Ontario. During the summer from June to October the climate is magnificent, the thermometer only occasionally reaching 85° F. The country is then most beautiful. The "barrens" are carpeted with rich moss of every shade and color, the banks of rivers are fringed with wild strawberries, raspberries, currants, blueberries (or "horts" as the people call them) and

adorned with many kinds of lovely ferns and wild flowers. St. Johns' Island on the western coast shows the snap dragon purple in color up to the 700 ft. line; from that to 1000 ft. in altitude it is yellow; above that the same flower is white.

Bay of Islands on the west coast is a paradise to the artist as well as to the geologist. The scenery along this bay and along the Humber River that flows into it has become so well known that the region is now a favorite resort for American tourists, especially the New York Yacht Club. Several parties of sportsmen anchor at the head of the bay each summer and enjoy the shooting and fishing so abundant along the Humber. Among the points of attraction are Blomidon Mts., Mt. Moria, Breakfast Head, Devil's Dancing Point, Steady Brook Falls and Deer Lake.

But after all the most interesting point about the whole island is its people. In this time of talk about Imperialism it may be not out of place to mention that Newfoundland is Great Britain's oldest colony. The first colonists were brought from Devonshire, the district that produced Sir Walter Raleigh, Sir Humphrey Gilbert, and Drake and Hawkins. Later was added some of Ireland's best blood. This mixture of Saxon and Celtic has produced the stalwart, hardy, energetic, self-reliant race of fisher folk who draw their subsistence from the stormy ocean. These people are peculiarly religious and remarkably kind to the poor and unfortunate among them.

One of the first questions that a stranger is asked is: "Are you from *up-a-long*?" By this is meant either Halifax or Boston. These are the only places on the mainland that are at all well known. One hears many peculiar expressions and names that are bothersome for a short time. Every one says "good evening" immediately after noon, and "evening" lasts from 12 o'clock till dark. Small boys are not heard saying "the

governor" or "the boss" or "the old man" but always "the skipper." Similarly the fish wives never say "my husband" but "my skipper." The word "handy" is used in the sense of "nearly," *e. g.*, "We see *handy* as much Canadian money as we do of our own." The inhabitants are nearly always spoken of as "liviers." There are many other peculiarities of speech and custom.

Much could be said about the operations and means employed in the sealing, cod, herring and lobster industries, but space will not permit more.

H. F. COOK.

The Workman and His Creation.

This Christmas I received a rather unique gift from a little boy whom I know. It was a very tolerable pen-and-ink sketch of a donkey grazing in a field (no insinuations) I was so pleased with the child's kindness that I determined I should be very warm in my admiration of his artistic skill. So I praised the donkey's tail, legs and neck, I said the eyes were especially natural, and I spoke quite enthusiastically over many other points in the picture. When I had given expression to almost all my admiration, and had exhausted my store of choicest adjectives, I was surprised to find that the child's face wore a decidedly crest-fallen and disappointed look. "Why, what's the matter, Tommy?" I asked. Choking down a sob of wounded pride, he answered: "You didn't say anything about his ears, and they're the best of all."

Never, from that moment forth, I swore, would I speak to an artist about his work, no matter of what kind, until I had carefully and conscientiously examined, studied, and thought over it. It is an extremely delicate matter. You make a wretched blunder if you grow eloquent over the wrong point. If

you are not sure just what is the salient point, you may, of course, avoid showing your ignorance by expressing your admiration with adjectives of widest application. You may tell the model teacher that his lesson was "excellent" and the artist that his picture is "beautiful." You may tell the singer that his song was "splendidly rendered," and to the architect you may say that the building he has erected is "beautifully conceived." To be sure, they will then not think you altogether dull and unappreciative, but they will know that you do not really understand their work, and do not appreciate what you should. To show him that you have a sympathetic conception of his work, the artist demands that you be able to tell him just in what aspect of his creation its excellence, beauty or splendor lies.

Every man loves very much his own creation, the products of his own labor and genius. It might be said, with reverence, that God loved the world and "saw that it was very good," because it was the creation of his own conception. The workman loves his work because he sees all its points, because he sees the toil and thought behind them.

In the youthful workman this love for his own creation is characterized by an extreme sensitiveness. He expects the world to pay as much reverence to the product of his genius as his own heart does. He has not yet learned that observers see only one-half of what the workman sees; and that while the artist sees every detail that produces his total result, the world sees only its general effect. He finds men indifferent and is pained at their lack of sympathy.

But years of experience and of jostling with the world take this sensitiveness, egotistic, but almost pardonable out of us. We soon find out that the world's admiration for our work will never be so exaggerated as our own. We become used to the

world's indifference and lack of sympathy and, contented and resigned, work only "for the love of the working."

When Tommy is fifty no blundering criticism such as mine will be able to ruffle him.

MAY CANADA.

The U. E. Loyalists.

(From a recent lecture by Sir John Bourinot).

When the American Colonies claimed their independence, many hearts remained true to the mother land and forty thousand loyal subjects crossed the border and settled in Nova Scotia, New Brunswick and Ontario.

The U. E. Loyalists were descendants of the Highland Scotch, Irish, and English, and a small number were Germans and French, but they were all united by the one great bond of union, loyalty to Great Britain, and in them we find examples of noble self-sacrifice, for they knew not the hardships they must encounter, they knew not the character of the country which was to be their home. But their loyal hearts did not waver and they proudly proclaimed themselves the champions of British freedom.

When they crossed the border into Canada there were but few English inhabitants there, so that the Loyalists really laid the foundation of Canada as a nation, and the national growth of Canada since then, can be traced back to the progressive spirit of these U. E. Loyalist forefathers.

Aside from her great strides in material prosperity, Canada also stands to the front in her educational advancement, and why? Because in the founding and executing of her educational systems, names of men appear who have brought down to us the noble traits of character of their Loyalist ancestors. The name of Dr. Ryerson stands out prominent and above all others, and in our educators of to-day the following

names appear, all descendants of the U. E. Loyalists: Chancellor Burwash, of Victoria University, Dr. Parkin, of U. C. College, Prof. Bain of McMaster University, Dr. McDonald, of McGill University, etc.

Among the names of our Canadian writers the following claim U. E. Loyalist ancestry: Sangster, Dr. Gilbert Parker, Archibald Lampmann, Chas. Roberts and Bliss Carman.

In Canada's political life we have such names as Harcourt, Hardy, Tupper, Cartwright and many others who have and have had a direct influence over our country and embody in themselves many characteristics of our first national laws.

Although the U. E. Loyalists were not great in numbers their influence was widespread and their spirit has permeated the whole national life of Canada and will continue to do so as long as Canada is a nation.

Although England owes a deep debt of gratitude to the U. E. Loyalists, surely Canada owes one nearly as great. Every Canadian, whether a descendant of them or not, will cheerfully own his debt to a people who laid the foundation of our Canadian nation and have aided the national and intellectual growth till Canada stands to the front and holds her own against other countries in the world of progress.

M. E. B.

An Observation Lesson—Manual Training.

Only those who have been through the ordeal of observing for the first time a lesson taught in the Collegiate, which they were expected to criticize, can appreciate the feelings of one who was ushered into a certain form of the Hamilton Collegiate Institute to observe, and this is what he saw:

The room was filled with students who were busily engaged in startling and novel tasks. Some were hunting up logs from which tables were

made, while others were forming the proportional parts from them. One boy was diligently planing a surface quite regardless of the sines which were being exchanged from corner to corner by people of both secs. In a distant part of the room exercises were being worked at. Arms were revolved, extended, lowered and raised to alarming degrees, and though all seemed decidedly over-heated, no one dare remove his cot, for fear of being tanned.

To the right an angular maiden with a voice of small compass was describing the properties of $x^2 + c^2 = r^2$ and at a certain point on the edge of the shining surface a boy sat and angled with a rod and line, using a locus for bait, while an arc came circling round towards the board and drew up near a figure who was extracting roots which were to be placed in chords in the arc.

The half hour bell recalled the observer to his Normal condition and he hastily put down these notes:

Lesson: Manual training.

Matter: Material prepared and worked up by the students.

Method: Analytico-synthetic. Parting in dividing the logs; hole-ing in extracting roots.

Results: Good. Lesson psychologically complete, showing development of intellect, will and emotions.

In regard to the intellect—Dates were arranged in classes.

As to the will—things were made to be right, square and upright—everything was on straight lines and nothing crooked was allowed. And as to the emotions—even the seats were in tiers.

First Impressions.

The "Georgian" had passed Holyhead in the afternoon, then steered straight for the Mersey in the gathering darkness. We had retired early. About midnight I was awakened by a

touch on the shoulder. Will said, "Wake and come out to see the lights of Liverpool." I went on deck. Never shall I forget the sight which presented itself to me. The effect was intensified by the fact that the last ten nights had been passed on a dark and cheerless ocean. But now the seven miles of docks were all ablaze with electric lights Liverpool on one side and Birkenhead on the other had trimmed their lamps seemingly to greet us. We seemed to have come from a starless sea, into the very heart of the Milky Way. The busy ferries, tugs, and the river-boats with their lights at the mast head gurgled and panted to and fro, while the Great Brighton Tower rose up with its tiara of sparks as if despising the lower lights, like a finger to welcome us to the Gates of Commerce. Our engines far below the deck were giving groans of exhaustion after the long race. We realized that at last we had arrived in the Old World.

Daylight soon came. Some American cattle in a neighboring vessel gave frequent bawls as they whiffed the English turf. Alas! poor beasts, doomed to come under the red hand of the slaughterer. Their dewy noses never more shall smell the long grass, their soft eyes never again shall see the shaded wood, the running brook, or the fleet collie at the milkmaid's heels. The cruel goad, the rough yell of men whose vile throats exhale the fumes of liquor and tobacco, mingled with curses, forced them struggling up steep gangways, round devious windings, while at every turn they received a blow to quicken their timid steps. Then they were massed in dense droves in high fenced market pens. To us at that moment, beast and brute were on a moral equality.

We doffed our sea apparel, and prepared to disembark. Lew and Jimmie shaved, so did we all, but especially Lew and Jimmie. Oh! what a change was there my countrymen!

Many friends met us on the landing stage, or rather we were eagerly greeted by a fraternity of hotel agents, who vied with one another in soliciting our patronage. We at last confined our attention to two of the sleekest talkers, and eventually cast in our lot with the oilier of the pair, to the apparent chagrin of the other. But to shame our discrimination, we discovered a little later that they were cousins and represented a common Treasury.

The city of smoke and stone began to reveal itself to us. The old-fashioned smoke-begrimed buildings, the solidly paved streets, the bus with its peopled top and winding steps, together with the study of a slightly different type of face and accent, were all fresh to us. The personal appearance of the citizens disappointed us. Many were stunted and pale. We missed the familiar trimness where the clerk vies with his employer in dress. Here the women—owing no doubt to a difference in fashion—had a bedraggled, nay, a slovenly appearance. When we did pass one more presentable man her sisters, someone remarked "she must be an American visitor." The men moved with a free easy gait, wearing square-toed shoes and wide, windy-legged trousers. We did not persist in the error of mistaking these for representative Englishmen, however, for a traveller had informed us that "Liverpool is often the last stopping place of the ocean vagrant."

We secured lodgings at a hotel, and took our meals at a restaurant. The landlord informed us, on the first evening, that he could accommodate us for breakfast at nine pence apiece, till we had made arrangements elsewhere. We desired to know what he included in the bill of fare. "Oh," said he, "some people like bread and cheese to begin the day with." We quaked internally, for the salt air on our late passage had helped us cultivate appetites unsurpassed, if indeed ever equalled, by Siberian wolves.

"Still," he continued, "there are some people, who like a *lot*." We promptly assented. "Some," he concluded, "like ham and eggs, accompanied by a pot of tea with bread and jam." Our fears were allayed, and we enjoyed our meal as well as Canadians of Scotch tenancies can, without "porridge." Of course it was not to be expected that any Englishman—one of whom by the way was of our party, and whom for various reasons we had dubbed "Minister of the Interior"—after eating four or five meals a day, could rise the next morning with as keen an appetite as we Canadians, who had always lived on three. Yet "mirabile dictu" in a few days we found that the English custom suited us to a T.

Every sight and personal characteristic was new to us, and if not attractive, was to say the least, interesting. On returning from a walk one day I found several of my companions giving the results of some of their observations. The "beggar" was the point in hand. One had been at the station. "I noticed," he said, "that the guard had sometimes to be tipped for unlocking the carriage door, and others would tip him for locking them into a car, and thus securing them privacy. The porter always expected a fee if he touched hand to your luggage. There was a third and more interesting beggar. It was a sleek-coated mild-eyed collie, which kept walking up and down the platform with a tin box with a slot in it strapped to his neck, and a sign "For orphans" printed on it. He came to me wagging his tail, put his cold nose into my hand, as if to say, "Please do." To this meek mute one, who did it all for love, I contributed."

Another had had some experiences in the street. "I met another class of beggar—", he said. "He was a man who had a family of six, who three months previous had moved from another town, and had not yet found work. At every corner, again, I was assailed by several match sellers,

who clamorously begged of me to "buy, buy." "I never was a smoker" said he, "but if I were, this sort of thing would cure me of the habit in a week." I myself again had often seen a ragged urchin, barefooted and bareheaded run beside a train for half a mile or more, turn handsprings and then listen and look for a penny. You keep a tight fist at first, but his perseverance touches you, and like your companions, you drop a penny on the stones for the pleasure of seeing him smile. Lastly, there is the ordinary highway tramp. He has a piteous tale, but wearied with assisting so many of his brethren, a person must be excused if he shrugs his shoulders and mutters that "this parish must support its own poor without the assistance of its visitors."

On a Sunday we attended a Non-conformist chapel. The preaching was the most important part of the service. When the collection was taken up I was surprised to see every member of the congregation place a copper penny on the sounding wooden plate. I fell into conversation afterwards with the old janitor. "Yes" he said, "we put most emphasis on the discourse." Happy clergyman! thought I, were you a Canadian we would demand of you, that you would be a good pastor as well as a good preacher. I drew the old man at length to the subject of the different coinage, and as he locked up the chapel he dropped a few thoughts on the English penny. "Yes" he said, "pay it to the priest and he'll shrive your soul, pay it to a cobbler, he'll mend your sole. It will carry a letter nearly around the globe, will buy half a pint of drunkenness, or a trap for a church-mouse. In the contrivance-lock it will deliver to hand a stick of gum, or will register your weight. To the urchin the standard tip, for it the barber will smooth your lip. Did you say that the dollar rules in America? Well England is the footstool of the almighty penny."

We returned in time to the better land, after sojourning among people hospitable, sincere in speech, though very conservative, especially in the matter of caste. On reaching our own shores we felt that every Canadian possessed a golden heritage in liberty, equality and a wide field for labor. We could not love England so much did we not love Canada more, for the fields were broader and the grass just as green here to our eyes, all because in the dear land was Home.

We had gone to see lofty mountains, but our own peaks seemed tall and jagged enough for us to climb. We had travelled to see the mighty ocean, but when we had seen the blue waves of Burlington Bay fretting under the Ontario sun we saw them glance under a sun which shines down upon fields as fertile, barns as full and hearts as true as are to be found anywhere else in the whole world.

LEGE.

Echoes of the Elections.

However the gentlemen may have regarded the subject, only a stern sense of duty impelled the ladies to appear in the amphitheatre on Friday afternoon. The room, however, became sunny with the joyous radiance from the land of smiles, when an inspired youth proposed that the elections should proceed without delay.

At first business was carried on with all due dignity while Patron and Honorary Presidents were voted on. Then come nominations for President and all went merry as a marriage bell. Some regret was felt, however, that two gentlemen, well fitted for the office, should decline the nomination. The speeches of the candidates were short and to the point.

The process of elimination, in voting for the other officers became so wearisome, that a faint sweet voice

raised quaveringly the dear old song,

"Mid pleasures and palaces,"

Throughout the elections the gentlemen's songs proved a source of diversion. We advise them, however, to add "Soldiers of the Queen" to their repertoire, as they already sing Pete Moodie's Boer song with much spirit.

We may here mention that the student body in general hope that those who left the path of rectitude, to stuff ballots, have, ere this, repented. We know they could plead extenuating circumstances, so no doubt it is the case of "lapsed but not lost." General satisfaction seems to prevail concerning the results of the elections.

L. E. M. R.

Election of Officers.

LITERARY SOCIETY.

The nomination and election of officers for the Literary Society for the present term was held on Friday, January 12th. Many of the contests proved very exciting; the election of President, where Mr. Reid and Mr. Munro made a close run, required three ballots, first Vice-President, four, and second Vice, three. For the other offices the majority vote elected. Messrs. Carter and McKenzie and Misses Kyle and Reynar were scrutineers.

Honorary Presidents—Dr. McLellan and Mr. R. A. Thompson, B. A.

Patron—Dr. Woolverton, Chairman Board of Education.

President—E. J. Reid, B. A.

1st Vice-President—Miss G. M. Wat-
terworth.

2nd Vice-President—G. L. Macdougall,
B. A.

Recording Secretary—Miss M. A. Smith,
B. A.

Cor. Secretary—E. Carter, B. A.

Treasurer—T. Kennedy, M. A.

Councillors—Misses H. B. Alexander, B. A., K. Elmslie, E. M. Sealey, B. A.; Mes-
srs. A. W. Dunkley, M. A., B. R. Simpson,
B. A., G. W. Umphrey, B. A.

Y. W. C. A.

The Y. W. C. A. of the Ontario Normal College and Hamilton Collegiate Institute, held their first meeting for 1900, on January 16th for the election of officers. The following were elected:

Honorary President—Mrs. Davidson.

President—Miss E. W. Gould.

Vice-President—Miss Waters.

Recording Secretary—Miss Stone.

Corresponding Secretary—Miss Allen.

Treasurer and Curator—Miss Maude
Norton.

Councillors—Misses Hamilton, Dickson,
Taylor and Tasker.

Convenors of Committees—Membership
Miss Tennant; Missionary, Miss Forfar;
Musical, Miss Maude Reynolds.

Conductor of Missionary Study Class—
Miss Smith.

A new feature of the work has been started, for the first time, in connection with this Y. W. C. A., in the form of the "Missionary Study Class," which promises to be of great interest.

ATHLETIC ASSOCIATION.

A meeting of the Athletic Society was held in the Amphitheatre on Monday, January 15th, for the election of officers; the following being elected:

1st Hon. President—Dr. Woolverton,
Chairman of the Board of Education.

2nd Hon. President—R. A. Thompson,
B. A.

President—A. W. Dunkley.

Vice-President—W. J. Jolly.

Secretary-Treasurer—W. K. Saunders.

Committee—P. T. Jermyn, E. H. Young,
B. R. Simpson.

At a meeting of the Executive, held on Thursday last, the following committees were appointed:

Hockey—Messrs. Simpson, Young, Don-
nelly.

Gymnasium—Messrs. Jermyn, Saunde-
s, Powell.

Basket Ball—Messrs. Jolly, Kennedy,
Wren.

WOMEN'S ATHLETIC ASSOCIATION.

On January 12th, 1900, a meeting of the Women's Athletic Association was held in the class-room of the

College, the new President, Miss Mitchell, taking the chair.

The question of the time that the Captains of the basket-ball teams were to serve came up for discussion, and it was decided that those elected before Christmas should continue to hold office.

A short discussion followed, and resulted in its being moved by Miss Sealey, seconded by Miss Allan, and carried, that the first game of the tournament take place on the first Thursday of February; ladies to be admitted to these games upon payment of a small admission fee.

This closed the actual business program of the meeting, and shortly afterwards an adjournment was moved and carried.

The following were the officers elected:

President—Miss Mitchell.
 Vice-President—Miss Allen.
 Secretary-Treasurer—Miss Tennant.
 Committee—Misses Sealey, Briggs, Anderson, Dowler, Bulmer.

The Captains appointed for the basket-ball teams are: Misses Bauer, Shepard, Henderson, Briggs, Elmslie, Mitchell. Three of the Normal College teams with two teams from the Collegiate will play in the tournament.

HISTRIONIC SOCIETY.

The Dramatic committee met on Tuesday, January 9th, in the amphitheatre. Mr. A. K. McKenzie, the convenor, occupied the chair. The feasibility of reorganizing the club was discussed with the result that it was unanimously decided to elect the proper officers, thus forming a new association under the name of the O. N. C. Histrionic Society.

The election of officers resulted as follows:

Hon. Presidents—Mr. Thompson and Mr. MacPherson.
 President—Miss M. H. Kyle, B. A.
 Vice-President—Mr. E. H. Young.
 Secretary-Treasurer—Miss J. M. Dowler.
 Committee—Misses Anderson, Elmslie, Evans and Bailey; Messrs. Cook, Coons, McKenzie and Eagle.

The Histrionic Society intends giving a dramatic entertainment on Friday evening, February 23rd. This will consist of three parts, namely: (1) Admission fee, 10 cents. (2) Scene from Shakespeare. (3) Farce.

As the proceeds are to be devoted to the fund for the Canadian Contingent everybody is expected to avail himself of this opportunity of contributing to so patriotic a fund as well as enjoying this rare dramatic treat. The cast of characters will be published later; at present we can only assure our readers that those engaged in this work are true artists and have rare dramatic attainments.

Gleanings From Last Year's Minutes.

The following information from the minutes of the Literary Society of '98-'99 may prove of service in the event of similar action being taken during the present session.

At the meeting held on February 3rd, a committee was appointed to make arrangements for a conversation.

At a later meeting it was decided to hold contests in oratory, essay writing and poetry. Five prizes were given in oratory and in essay writing ranging in value from \$15 to \$3; and three for the best poems, \$10, \$6 and \$4, making a total of \$100. A committee was appointed to get subscriptions towards this amount. Three judges from outside the College were appointed for each department. The oratorical contest was made an open meeting and a small admission fee charged.

The following are the additions to our numbers for this term: Miss F. J. Close; Messrs. L. D. Sanderson and S. J. Courtice, B. A. To these new members the class extends a hearty welcome.

Gleanings from a Public School "Observation Note Book."

She was just a little mite, and became intensely interested as she listened to the story of that wonderful Mississippi, the great, rolling river, with its miles upon miles of majesty and beauty. When the teacher concluded the lesson with, "And we call the Mississippi the Father of Waters," the rapt, little face took on a thoughtful, puzzled air, and a childish voice piped out, "Why don't we call Mississippi the Mother of Waters? I should think the Father of Waters would be Mr. Sippi."

One of our Public School teachers having laboured for some time to impress on her class that simplicity and precision were admirable literary qualities, asked for a composition on "A Cow." Thereupon ensued the usual amount of lofty meditation directed at the ceiling, knitted brows and spasmodic scribblings. A final sigh of relief mingled with satisfaction announced to everybody within ear-shot that one boy, at least, had brought forth his first literary production. The young author was asked to read his essay. I transcribe it word for word. "A cow is an animal with four legs, one at each corner, and a tail to switch off the flies."

A well-known Public School History has in its account of King John's reign some reference to "first fruits and appeals." A boy in from the country, and evidently intent on encouraging "home industries," read from his history the startling announcement that John had transactions concerning "first fruits and apples."

The children were studying history, when Quiz, the embryo logician, asked the apparently irrelevant question—"What does espouse mean?"

"It means marry," answered the patient teacher, who had long since

given up attempting to follow the intricate workings of a child's mind.

Quiz was hardly yet sure of his conclusion. "Well then, did the Pope want to marry Elizabeth? The history says, 'The Pope tried to get her to espouse his cause.'"

A Good Beginning.

The first meeting of the Literary Society, under its new officers, was held in the Assembly Hall on the afternoon of Friday, January 19, with the President, Mr. Reid, in the chair. Mr. Stickle was appointed critic for the afternoon, and Mr. Courtice for the following week. Miss Baker was elected pianist for the term.

Before opening the regular programme the President made a few remarks, which, in vulgar parlance, would be called an inaugural address. He spoke of the hesitancy with which he assumed the duties of the office in which he had been placed, but, he felt reassured when he thought of how smooth his path had been made by the retiring President; while still greater courage was afforded by the thought that there was associated with him an excellent executive committee. He closed his address by making a stirring appeal for the hearty support of the whole body of students.

Mr. Willis followed with a piano solo, which he styled, "The Dirge of the Defeated Candidates." There seemed to be some doubt as to the candidates to whom this requiem was intended to apply.

Mr. D. McDougall, who during the past term had so ably filled the President's chair, was then asked to make a speech. He preferred that his utterances should be called "a few remarks." He congratulated the society on the selection of the present staff of officers. Speaking from his own experience he wished specially to mention the cordial support that had always been given himself and the executive committee in carrying on

the work of the society. He then briefly referred to a few matters which must be attended to during this session.

Then followed a reading by Mr. Ramsay; a vocal duet by Misses Dowler and McLellan, who, in response to a hearty encore, sang the old favorite, "Annie Laurie," with guitar accompaniment.

Dr. McLellan then gave an interesting and instructive address on "Faults in our Reading and Methods for overcoming them." The chief defects in our reading are the incorrect vocalization of the vowel sounds and the indistinct utterance of certain consonants, resulting from too rapid reading.


As critic, Mr. Stickle gave an especially thoughtful and comprehensive review of the afternoon's proceedings. The meeting closed with the singing of the National Anthem.

Open Discussion.

The editors believe that it would prove helpful to have a free expression by the students on some subject of general interest. They ask that this take the form of brief articles containing arguments for or against the topic chosen. For the current month they submit the question of "CRAMMING: ITS USES AND ABUSES."

A classification will be made of the arguments received, and published in next month's issue. It is requested that these be handed in by Feb. 3rd.

All will learn with regret of the painful accident which befel Mr. Kennedy while practising basket-ball in the gymnasium last Friday afternoon. This will prevent his taking part in the game this session and thus be a loss to the College team.

 Subscribers may secure extra copies of the Monthly for five cents each.

Mrs. Agnes Knox Black's Recital.

In spite of the examination work which confronted the students, and of the heavy snow-fall which closed the door against the general public, a very fair audience gathered in the Assembly Hall on the evening of Thursday, December 14th, to enjoy the concert given under the auspices of the O. N. C. Glee Club and Literary Society. That those who overcame the obstacles to their attendance were more than repaid for their trouble, was shown by the appreciation with which the various numbers were received.

The program was as follows:

- Chorus—"Let the Hills and Valleys Resound."
O. N. C. Glee Club.
Reading—Selections from *Barrie and Kipling*.
Mrs. Agnes Knox Black.
Song—"The Flight of Ages."
Miss A. Lick, B. A.
Reading—"A Forgiveness."
Mrs. Agnes Knox Black.
Violin Solo—"Air Varié."
Miss Edith Spring.
Chorus—"Where Are You Going My Pretty Maid?"
O. N. C. Glee Club.
Reading—"Confessions."
Mrs. Agnes Knox Black.
Song—"Sons of the Sea."
Prof. Johnson.
Reading—"Ode to the West Wind."
Mrs. Agnes Knox Black.
Violin Solo—"Lullaby."
Miss Edith Spring.
Reading—Selected.
Mrs. Agnes Knox Black.

All these numbers were heartily received, and response was made to many encores. At the close of her song Miss Lick was presented with a beautiful bouquet. Another pleasing feature of the meeting was a presentation made to Mrs. Black by Miss Dowler, on behalf of the students of the College. The gift consisted of a couple of handsomely bound volumes of Kipling's works. Mrs. Black was taken by surprise, but in a few appropriate words acknowledged the kindness of the students who had taken this means of showing their appreciation of her efforts among them during the session.

May Examinations, 1899.

METHODS IN ENGLISH.

(For Pass Candidates.)

Examiners: { J. Marshall, M. A.
T. H. Redditt, B. A.

1. "While yet he loitered * * *
* * * * held the flower."

Scott's Lady of the Lake, Canto II, Stanza VI. (32 lines).

Outline a lesson on the central thought of the above passage and the means used by Scott to develop it.

2. Teach a grammar lesson on the *perfect verb phrase*.

3. Prepare a class for an essay on Roderick Dhu.

4. "It is melancholy to think with what ease Elizabeth might have united all the conflicting sects under the shelter of the same imperial laws and the same paternal throne and thus have placed the nation in the same situation, as far as the rights of conscience are concerned, in which we at last stand after all the heartburnings, the persecutions, the conspiracies, the seditions, the revolutions, the judicial murders, the civil wars of ten generations."—*Ma-caulay*.

Consider, with a class this criticism of Elizabeth's ecclesiastical policy.

METHODS IN MATHEMATICS.

(For Pass Candidates.)

Examiners: { J. H. McGeary, M. A.
J. G. Witton, B. A.

1. Teach a lesson on the meaning and mutual relation of the terms *magnitude, quantity, unit, number, measurement of a quantity*.

2. "An agent charges twice the rate of commission for selling that he does for buying. He sells a consignment of goods for \$6030, deducts \$90 for his two commissions and invests the balance. Find the rate of commission he charges."

(a) Teach (i) the arithmetical solution, (ii) the solution by an equation, of this problem.

(b) Contrast the solutions as to educational value.

3. (a) What aims would you keep most prominently in view in teaching mensuration?

(b) Outline a lesson on the formula for the area of a circle, assuming previous lessons on that for the circumference.

4. Teach a lesson on the relation $ab=ba$.

5. Teach a first lesson on equations, and outline your method of pursuing the subject.

6. (a) Teach Euclid I., 2.

(b) Present the objections to Euclid's method of dealing with this proposition and his defence.

7. Teach a lesson on Euclid I., 29.

METHODS IN SCIENCE.

PRIMARY PHYSICS AND BOTANY.

Examiners: { J. A. Fife, B. A.
G. A. Smith, B. A.

1. (a) State, with reasons, the object you would aim at in the first eight or ten lessons in Botany. (b) State fully how you would accomplish it.

2. The study of Botany is eminently suited to the education of perception and thence of conception. (a) Illustrate this by outlining a lesson on fruit in such a way that pupils shall make their own definition. (b) When would you teach the terminology of Botany? Give your reasons.

3. Having neither the facilities nor the mechanical skill necessary to make a thermometer, but with both centigrade and Fahrenheit instruments convenient, teach a class: (a) How a thermometer is made. (b) How each kind is graduated. (c) How to obtain the expression $c = \frac{5}{9} F - 32$

4. To one class of pupils you make the statement, "the boiling point of water depends on pressure." You then illustrate the truth of this. In another class the pupils are led to discover this truth for themselves. (a) Give your plan for teaching both lessons. (b) Discuss which would have the greater educational value.

METHODS IN FRENCH AND GERMAN.

(For Pass Candidates.)

Examiners: { J. D. Christie, B. A.
J. Houston, M. A.

1. "You cannot speak in French or German while thinking in English." Give in detail a method by which the desideratum indicated may be gained.

2. French extract of eleven lines given.

(a) To what extent, and for what purposes may "transliteration" be used in teaching this extract as a translation lesson?

(b) Use this extract for a lesson in inductive grammar on those points of French syntax for which it is suited.

(c) Whether should the class read the French before translating or after? Give reasons for your choice.

3. Teach a Form II. French class how to express and to ask the time of the day and the day of the month.

4. Teach, with detail in each case sufficient to show your method, the distinct uses of

- (a) *en* and *dans*,
- (b) *pendant que* and *tandis que*,
- (c) *aber*, *allein*, and *sondern*.

5. Extract of ten lines given.

Make use of this extract for a lesson in German conversation.

6. Give a lesson on the construction used with verbs of naming and verbs of appointing (typified by *nennen* and *machen*).

Religious Services.

A religious movement, which has for its design the familiarizing of the students with the substance of the New Testament, has been started by the English church. In this connection the Rev. Canon Bland addressed a large number of the students in the class-room on Wednesday, January 10th, and again on the 17th. He will deliver four more lectures. From the attendance we may conclude that this movement meets with the approval of the student body at large.

E. C., Sec.

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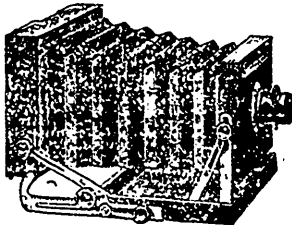
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