

# Ontario Normal College Monthly.

HAMILTON, ONTARIO, NOVEMBER, 1901.

## Ontario Normal College Monthly

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It is always well to assume responsible and honorable positions in a spirit of humility, especially when predecessors have established a standard of excellence which can with difficulty be equalled but certainly never surpassed. Under these conditions, your success will stand out more brilliantly because you did not proclaim an ability which had been insufficiently tested. On the other hand, your failure will be robbed of disgrace since at the outset you made no vain-glorious promises.

Not only from policy but from a genuine feeling of the heart, we proclaim at the outset that we assume the arduous and responsible position of Editor-in-chief of this COLLEGE MONTHLY with fear and trembling. We are strengthened however by a three-fold inspiration: (1) The Associate Editors and Business Managers are all that could be desired. (2) The capabilities of the MONTHLY for influencing the highest element of educational thought and experience in a manner to be subsequently explained, are practically unlimited. (3) We have a deep interest in the work in all its fullness.

Our predecessors have begun wisely and well, the work which in our opinion the MONTHLY is designed to accomplish:

(1) The MONTHLY in the past has been a repository of articles of high literary merit. In most of the large colleges on this continent, it has been felt that really excellent papers and addresses should be preserved. The college paper historically had its origin in this good purpose, but at the same time other important ends are subserved.

(2) This periodical is also historical. The various positions held by the Normal College graduates are recorded step by step. This phase of the work is not the least important. We are led into grander and nobler achievements by the example of those whom we know and have learned to revere. Can anyone estimate the power of example? Extraordinary circumstances connected with the college, with the city and with intellectual thought generally are also recorded. Frequently a personal item reminds us that the night cometh when no man can work.

(3) The companionship of the MONTHLY prevents professional loneliness. Man is a social being and rises to his highest development under the most suitable environments. When a graduate of the Normal College enters upon his duties in practical life he finds that by reason of his past

experience and training, he stands almost alone. Few indeed can enter sympathetically into all his aspirations, thoughts and feelings. Christ was alone in these respects while upon earth, only in a more sublime degree. The *COLLEGE MONTHLY* is a medium by means of which this isolation and loneliness may to a large extent be prevented. The graduates and undergraduates are brought through it into sympathetic relation with their great work and with each other, each reciprocally inspiring and cheering the other through the matter published.

(4) The *MONTHLY* is a medium of expression particularly for graduates and undergraduates of the college for purposes already outlined. Each member of this educational circle should realize that he has definite duties to perform toward his fellow educationists. "Subscribe and contribute" is a very good motto for one and all.

In conclusion we submit that the success of the *MONTHLY*, in its fullest extent, will depend to a very large degree upon the response to the foregoing appeal.

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It is with very great pleasure that the present editor acknowledges the receipt of a fraternal letter from Mr. W. J. Spence, B. A., who was the distinguished editor of this periodical last year. Mr. Spence is at present lecturer in French and German at Wesley College, Winnipeg. Mr. Spence has sent us some items of personal interest for publication regarding graduates of this college. It is very desirable that all graduates of the Ontario Normal College should follow

Mr. Spence's example by sending us from time to time, items of interest for publication in this monthly.

The periodical is published on behalf of both graduates and undergraduates of pedagogy and can be made a medium of benefit to all. Mr. Spence enclosed in his very courteous letter 50 cents; his subscription to the *COLLEGE MONTHLY* for the current college year.

Normal College graduates in general are respectfully requested to follow Mr. Spence's example in this important particular also.

Let each graduate who reads these lines remember that he does not live to himself, alone, and that he has a duty to perform to his fellow graduates and undergraduates by giving to them the benefit of his wider and riper experience in any particular relating to education. The benefit will be mutual, one supplementing the experience of the other. The *MONTHLY* is moreover a medium of binding a large number of influential educational units into one sympathetic whole. Think the matter over, graduates, and do your two-fold duty to this phase of education by subscribing and contributing.

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With the present issue, this periodical enters upon the third year of its history. All our students, we believe, will be loyal to the *MONTHLY* in every possible way, particularly by subscribing and by supplying suitable material for publication. The editors and managers must obtain the co-operation and sympathy of the students in order to secure success.

In the past the students of the college have patronized those business firms in the city which advertised in

our MONTHLY. This is but fair. Let our patrons know that their support is appreciated, and tell them where you saw their advertisement. If this is not done, advertisers may conclude that our MONTHLY is not a profitable advertising medium. A deficit will speedily follow and this periodical will cease to be self-supporting.

Is it not to our own interests to give these matters due consideration?

### *The Royal Reception.*

Many a time and oft  
Have you climbed up to walls and battlements,  
To towers and windows, yea, to chimney-tops  
Your infants in your arms, and there have sat  
The livelong day, with patient expectation  
To see great Pompey pass the streets of Rome;  
And, when you saw his chariot but appear,  
Have you not made a universal shout,  
That Tiber trembled underneath her backs,  
To hear the replication of your sounds  
Made in her concave shores?

It may seem rather incongruous to associate the thought of the enthusiastic welcome tendered Their Royal Highnesses the Duke and Duchess of York, by the good people of Hamilton, with the idea of a Pompey's triumphal entry into Rome. And yet, the more one considers, the more one is convinced that in enthusiastic admiration and general spontaneity we are not so far removed from Shakespeare's respected mob after all. We find ourselves leaning back in our chairs and exclaiming once more with the whole, confident air of the profound and original philosopher, "Verily, there is nothing new under the sun!" There was nobody, to our knowledge, discovered on a chimney-top. But at least one young lady has confessed, after exacting an oath of harrowing solemnity, that she viewed the procession from the summit of a lamp-post. We are not aware that anyone passed the livelong day in the streets, but certainly a few, when lunch-time came, experienced pangs of the inner man. We had no Father Tiber to

repeat our cheers, but we felt a new-born respect for the reflecting qualities of Hamilton's mountain. We made what we could of a glorious occasion, and, if they call us a mob, we are ready to "stand for it."

Our friends, the ladies, found the day marred by one incident. The Duke wore his busby. We were not aware that His Highness was shy. He commands our entire sympathy. We sincerely hope that he may never have to conduct a school-management class. The gentlemen of our acquaintance are unanimously agreed that they have no legitimate grounds for protest. Everyone declares that the Duchess must be charming.

But if we admit that our "mob" was not so different from that of history, we must notice a difference of occasion. It appears dangerous to attempt a detailed contrast between Pompey's magnificent return from a bloody field and the future King's progress through loyal and peaceful states. We fear very much that our remarks might seem most brilliantly trite. As to Her Highness, too, it has been often and strongly emphasized that we are not to find in her the haughty and imperious beauty of antiquity, but a mother of her people, a womanly queen and a queenly woman. As elsewhere, so in Hamilton, she gave distinct evidence of her inherent and characteristic kindness and thoughtfulness. The incident of the fainting woman is too well known to need particular comment here. It is from no hearsay, then, but from the facts that happened in our midst, that we look to the future hopefully, and with complete confidence in those to whom fate has allotted the task of controlling the destinies of a world-wide realm.

And we shall need this confidence. "A main end of education is to train up good citizens". Pardon the ever-recurring tendency to "talk shop" but it would be an oversight not to suggest, at least, the more particular interest which we as embryo teachers must

have had in the event just past. Would it be at all possible to throw any spirit into the work of training up citizens loyal to a state in whose head we had no confidence? Could we display such vim in training citizens for a totally unknown sovereign as we do in inculcating loyalty to a ruler with whom we have had personal acquaintance, if only for a moment? Would children, themselves, be more apt to realize a duty to a sovereign whom they know merely by name or to a King, whose manliness, and a Queen, whose innate sweetness they have recognized with their own eyes?

It is not to the mere facts of the royal visit that we would call attention. We have neither the ability nor the inclination to describe in detail the procession, the visit to the city hall, the luncheon, and the presentation of colours. If a preference might be expressed we believe it would be in favor of the latter ceremony, which, touching and impressive at all times, acquired a deeper tone from the participation of our august guests. We can only say that all the functions were carried out with that exactitude and hearty enthusiasm which we have already recognized as characteristic of Hamilton's good citizens.

It is not the mere external incidents we insist, which should be regarded or considered as important in themselves. It is to the inner significance that we would appeal. It is a wonderful and inspiring thought, that of an earthly prince's passing from city to city, from dominion to dominion, from hemisphere to hemisphere and of his being everywhere acclaimed with the spontaneous outbreaks of a people's joy. It is a striking and a lofty conception, that of the re-awakening and re-vivifying of an empire's inner life in its fresher and more ardent devotion to a sovereign, mild, beneficent, and just. It is a glorious prospect, that of a national horizon, not without clouds, it is true, but radiant, nevertheless, with the beams of loyal hope and confidence.

### *The Hamilton Post Office.*

A small company of Normal College students recently visited the Hamilton Post Office. Postmaster Brown, a characteristic Scotchman, received us very cordially. The internal management of the office was shown to our party in detail. Perhaps the electric stamping machine was the chief centre of attraction. The system adopted here for handling large quantities of mail matter is very complete yet very simple and shows what a maximum of result may be obtained through the minimum of effort by the application of the principles involved in the division of labor.

The Post Office staff numbers in all seventy-eight persons. Sometimes the mail-bags are so full and so numerous that the clerks are hidden from view, yet every article of mail will be distributed within two hours from the time of its arrival.

Mr. Brown has kindly volunteered to show our students through his office whenever they desire to present themselves. This genial man of the heather has discovered data through his researches which go to prove that our modern Post Office system was in existence 1520 years B. C. The data as supplied by Mr. Brown is as follows:

B. C. 1520—Now my days are swifter than a post. *Job ix. 25.*

B. C. 900—So she wrote letters in Ahab's name and sealed them with his seal and sent the letters unto the elders and to the nobles that were in the city, dwelling with Naboth. *1 Kings, xxi, 8.*

B. C. 726—So the posts went with the letters from the king and from his princes, throughout all Israel and Judah, and according to the commandment of the king. *2 Chron. xxx, 6.*

B. C. 510—Write ye also for the Jews, as it liketh you, in the king's name and seal it with the king's ring, for the writing which is written in the king's name and sealed with the king's ring, may no man reverse. *Esther viii, 10.*

B. C. 510—And he wrote in the King Ahasuerus' name and sealed it with the king's ring and sent letters by posts on horseback and riders on mules, camels and young dromedaries. Esther viii, 10.

B. C. 510—So the posts that rode upon mules and camels went out, being hastened and pressed on by the king's commandment. Esther viii, 14.

NOTE—Darius I (who died B. C. 484) caused couriers with saddled horses to be always ready at different stations throughout his Empire, at distances of one day's journey from each other, in order that there might be no delay in getting reports from the provinces.

*Thomas Huxley's Famous Definition of Education.*

"That man, I think, has had a liberal education, who has been so trained in his youth that his body is the ready servant of his will and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one, who no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself."

Few of the present class of Normal College students will ever forget Dr. McLellan's recent interpretation of this famous definition.

The present class at the Normal College numbers 114 and is the smallest since 1894-95. In 1894-95 the class numbered 107, and in 1897-98 it numbered 208. The average for the seven years dating from 1894-95 is 156. The 114 students in attendance this term may be classified as follows:

	Gentlemen	Ladies	Total
Toronto Graduates	13	12	25
Queens "	4	5	9
McMasters "	3	3	6
Trinity "		1	1
Victoria "	1	1	2
Mt. Allison (N. B.)		1	1
Senior leaving	26	44	70
	47	67	114
Specialists.	Gentlemen	Ladies	Total
History and Moderns	2	10	12
English	1		1
Mathematics	4	2	6
Classics	2	3	5
Science	3	1	4
	12	16	28

*A Pleasant Reunion.*

Mr. W. Wilson, B.A., entertained the male members of the "'01" Varsity class to a dinner at his home, Friday evening, Oct. 25th. After doing full justice to a tempting repast, the boys indulged in progressive euchre and incidentally in a chat over old times. The following gentlemen were present: Messrs. F. Armstrong, C. Barnes, Dan Keefe, Grainger, Sissons, H. Martyn, Macpherson, Hedley and Herb. Irwin. After passing a most pleasant evening, the boys dispersed, thoroughly convinced that a jollier fellow than their genial host couldn't be.

On August 10th, there died in a St. Catharines hospital, Miss Jessie P. Brown of Toronto University, Class '97, a graduate in the department of Classics, who spent a year at the Normal College, and subsequently devoted herself to post graduate study in history in the University of Pennsylvania.

### *Students Enrolled.*

LIST OF THOSE WHO ARE ATTENDING  
THE NORMAL COLLEGE, 1901-2.

The following list contains the names and addresses of the students enrolled at the Ontario Normal College for the present college year :

Ladies—C. E. Adams, Whitby ; E. M. Adams, Wales ; F. M. Allan, Ottawa ; J. Allardice, Hamilton ; M. M. J. Baird, Toronto Junction, B. A., Toronto ; M. I. Ball, Brantford ; C. M. R. Ballachey, Brantford ; Minnie Babe, Toronto Junction ; C. I. Barr, Renfrew, B. A., Toronto ; Ada M. Beattie, Guelph ; Aline Blanchet, Ottawa, B. A. Mount Allison ; S. Mabel Burns, Harriston ; J. H. Carswell, Renfrew, B. A. Queen's ; E. E. Conlin, Madoc, B. A. Toronto University ; J. C. Clarke, Strathroy ; E. M. Craig, Brantford ; E. Creighton, Toronto, B. A. Toronto University ; M. K. Currie, Crinan ; Elsie W. Davis, Lucan ; E. E. Delmage, St. Mary's, B. A. McMaster University ; E. R. Delmage, St. Mary's, B. A. McMaster University ; W. M. Dowler, Guelph ; Edith Drew, Brockville ; E. M. Fleming, Brockville, B. A. Toronto University ; G. Freeman, Freeman ; A. B. Francis, Mitchell, B. A. Toronto University ; A. L. Gallinger, Iroquois ; C. C. Grant, Orillia, B. A. Toronto University ; H. M. Gundry, Aymer, B. A. Toronto University ; M. H. Ilett, Barrie ; Stella N. Hamilton, Hamilton ; E. M. Henning, Jarvis ; H. Hollingshead, Dutton ; A. J. Johnston, Stratford ; M. J. Johnston, Islington ; J. A. Jepson, Niagara Falls ; M. Keen, St. Mary's ; E. M. Kirkwood, Brampton ; E. C. Leighton, Weston ; E. M. Leitch, Hamilton ; Ida Mara, Lucan ; F. E. Millen, Hamilton ; Irene Moore, Meaford ; E. M. Morrow, Peterboro ; M. B. W. Murray, Hamilton ; M. D. Myers, Welland ; D. M. McRae, Perth, B. A. Queen's University ; E. McNaughton, Cornwall, M. A. Queen's University ; E. D. Odium, St. Catharines, B. A. Trinity University ; M. E. Oliver, Palmerston ; L. G.

Orr, Fruitland, E. Phillips, Cedar Dale ; E. J. Rhynas, Goderich ; V. B. Rabb, Lombardy ; L. B. Rabb, Lombardy, M. Robb, Stratford ; C. A. Sanders, Tilsonburg, B. A. McMaster University ; H. H. Shaw, Owen Sound ; Alice Soper, Hamilton ; L. L. Staples, Bethany, B. A. Toronto University ; K. L. Stewart, Palmerston ; S. G. Story, Almonte, M. A. Queen's University ; Clara Ward, Cobourg, B. A. Toronto University ; Annie M. Watt, Barrie ; Ethel M. Wilson, Napance ; H. Mabel Wright, Renfrew, B. A. Queen's University ; F. H. Wylie, Niagara.

Gentlemen—F. Armstrong, Iroquois, B. A. Toronto University ; W. H. Augustine, Aymer, B. A. McMaster University ; C. L. Barnes, Toronto Junction, B. A. Toronto University ; W. Baird, Brucefield ; J. A. Carlyle, Brantford ; J. H. Colvin, Toronto Junction ; M. E. Conron, Toronto Junction ; R. F. Downey, Castlederg ; George E. Ellis, Ellisville, B. A. Queen's University ; A. H. Fairchild, Brantford, B. A. McMaster University ; R. D. Feholey, Hamilton ; H. A. Grainger, Walkerton, B. A. Toronto University ; J. C. Hamilton, Hamilton, B. A. Queen's University ; W. P. Hedley, Denfield, B. A. Toronto University ; W. E. Hopkings, Eglinton ; R. L. Horning, Hamilton ; A. H. Hord, Mitchell, M. A. Queen's University ; R. H. Hutchison, Hamilton ; H. W. Irwin, Toronto, B. A. Toronto University ; G. M. James, Galt, B. A., L. L. B. Toronto University ; L. E. Jones, St. Thomas, B. A. Toronto University ; R. D. Keefe, Iroquois, B. A. Toronto University ; T. W. Kidd, Barrie ; J. G. Lowe, Welland ; J. E. Loucks, Frankville, B. A. Queen's University ; H. G. Martyn, Welcome, B. A. Toronto University ; W. C. Milburn, Owen Sound ; H. S. Mott, Lyn ; W. T. Mooney, Morpeth, B. A. Toronto University ; W. C. McKendry, South Gower ; P. C. McLaurin, Vankleek Hill, B. A. McMaster University ; G. A. McPherson, Smithville, B. A. Toronto University ; J. E. Neill, Arthur ; J. A. Osgoode, St. Thomas ; G. D. Ralston, Hamon ; N.

D. Reid, Gilchrist, B. A. Toronto University; H. E. Ricker, Dunnville; C. B. Sissons, Barrie, B. A. Toronto University; W. W. Snider, Guelph; T. N. Stockdale, Lang; R. M. Stevenson, Ridgetown; G. H. Steer, Hamilton; G. Summers, Winchester; W. J. Wilson; Hamilton, B. A. Toronto University, Henry Wing, Rodney; J. A. Woodward, Toronto.

*Literary Society.*

- Hon. Presidents { J. A. McLellan, M. A., LL. D.  
 { R. A. Thompson, B. A.  
 Patron—Henry New, Chairman Board of Education.  
 President—H. A. Grainger, B. A.  
 1st Vice-President—Miss L. L. Staples, B. A.  
 2nd Vice-President—Miss E. R. Delmage, B. A.  
 Recording Secretary—L. F. Jones, B. A.  
 Corresponding Secy.—Miss C. Grant, B. A.  
 Treasurer—R. F. Downey.  
 Councillors—Misses E. D. Odum, B. A.,  
 M. D. Myers, E. M. Morrow, Messrs. Mooney,  
 B. A., Ellis, B. A., Hedley, B. A.

The first regular meeting of the "Lit" took place on Friday, October 25th, with the President in the chair. After the adoption of the minutes, several business matters were attended to. On motion of Messrs. Hedley and Milburn Mr. Thompson and Mr. Parkhill were appointed auditors for the year. Miss Morrow was elected pianist by acclamation. Nominations were received for positions on the Color Committee. The choice of journals for the reading-room by the Curator was concurred in, notwithstanding a strong fight from Mr. Ellis to have the Kingston *Whig* included in the list. The merits of that paper seemed unknown to a large part of the audience. After discussion, it was finally decided that the Secretary forward a vote of thanks to those churches which had extended such hearty hospitality to the members of the Normal class. The report of the Reception Committee was promised for the next meeting.

The programme was now proceeded with. In an interesting address, the President outlined his plan for the society's welfare, and his ideas found

special favour with the audience. His usage of the word "extemporaneously" was much admired. Messrs. Mott and Loucks contributed vocal selections, the effect of which proved most exhilarating after the preceding formal business. Miss Murray favored with a recitation and Miss Burns with a piano solo, to which the three traditional objections were found: (1) That they were rather short. (2) That they were too brief. (3) That they weren't long enough. Acceptable five-minute addresses were delivered by Messrs. Hedley, Sissons, Downey and Keefe. Mr. Hedley dealt with the topic "Past Life in Hamilton"; Mr. Sissons spoke in the interest of the Athletic Association and Mr. Keefe on behalf of the paper. Mr. Downey dealt largely with the impressions that had been formed since our arrival in Hamilton. Mr. Keefe acted as critic in an able manner. The meeting closed with the singing of the national anthem.

NOVEMBER 1ST.

The second regular meeting of the "Lit" was held on the above date with the President in the chair. The minutes were read and adopted. The report of the Reception Committee was received and adopted. Mr. Ellis and Miss Rhynas were elected as a Color Committee. Miss Conlin, the President, and Mr. Steer were appointed to confer with the Lyceum Executive concerning the production of a play.

The programme was now proceeded with. Miss Morrow pleased the audience very much with her piano solo. Messrs. Ellis and Armstrong put up a strong fight for the affirmative in the debate "Resolved that the study of Mathematics is more conducive to a true education than the study of Modern Languages." The decision however, was awarded to the negative, represented by Messrs. Martyn and Irwin. Messrs. Loucks, Summers, Baird and Mott touched a

tender spot in the hearts of the audience by their rendering of the ever-popular "My Old Kentucky Home." Mr. Loucks followed up his vocal success with an entertaining recitation and Mr. Downey gave another of his inimitable addresses in which he summed up the reasons of his success in the late "Taffy-pull" with the words "Because they loved him best." Miss Fleming spoke a few words of kindly and most appreciate criticism after which the meeting was closed with the singing of the national anthem.

If a reporter may be allowed a few words of criticism, we would call attention to the acoustic properties of the O. N. C. Assembly Hall. It is a pity that such a fine, comfortable and cheery room should have such a bad effect on the speakers' voices. We are informed by the Science students that a simple remedy, such as the stringing of wires, might prove effective. We are not in a position to judge ourselves, but if any such remedy does exist, by all means let it be suggested in the "Lit".

### **Football.**

#### ATHLETIC ASSOCIATION.

On Thursday evening, the 3rd, the senior students of the H. C. I. met with the Normal College students and elected the following officers:

Hon. Presidents	{ Hon. R. Harcourt.
	{ Prof. Thompson.
President	—C. B. Sissons, B. A.
Vice-President	—J. L. Kapelle.
2nd Vice-President	—R. H. Paterson.
Treasurer	—J. A. Woodward.

#### *Committees.*

Association Football—Messrs. Wilson, Downey, and Turner. Rugby Football—Messrs. Ellis, Jones, Callahan. Basket Ball—Messrs. Steer, Montague, Constable. Tennis—Messrs. McPherson, Sissons, and Moore. Baseball—Messrs. Summers, Loucks, and Morris. Cycling—Messrs. Armstrong, Band, and Walker.

At a subsequent meeting of the football club Mr. J. A. Woodward was elected captain and Mr. A. J. Wilson business manager. Mr. Woodward is

an experienced player who has appeared in the Toronto Junction and Scots' teams, and is sparing no pains with his men.

Our Football Club has had the good fortune to open the season with a victory. The first match took place in the Victoria Ave grounds on Saturday afternoon, the 19<sup>th</sup> inst, with the Hamilton team as antagonists. The result was a win for O. N. C. by a score of one to nothing.

The boys are to be congratulated. Omens, however, had a weighty influence on 'men's actions, so weighty, in fact, that good omens are generally half the battle. A defeat in the first game has a most dispiriting effect while success is correspondingly exhilarating. True, it was not so much of a victory, but the play was more one-sided than the score would lead one to judge. Nearly all the time, the ball was in the Hamilton end of the field, and our goal-keeper had to keep warm as best he could. Hamilton showed up well in scrimmage, but poor in dribbling and shooting. Several times their forwards got possession of the ball but never were able to do anything with it. Perhaps the play of the College full-backs was too good for them.

College played a fair game, but a couple of times bungled what seemed certain chances for scoring. The other side played fast ball, but the first game is never so good as succeeding ones.

The attendance was fair, or rather the greater part of it was. In other words, the O. N. C. ladies turned out in proportionately greater force than did the men. It is to be hoped that the team for the remaining games will be encouraged by the presence of as many of their fellow students as can attend. We must make a point too of turning out to practice after four o'clock. Unless enough men show up to enable the team to begin the necessary work our boys will lose the cup. Every man should do the best he can to keep this trophy with the College.

The team representing the O. N. C.



was as follows : Goal—Loucks. Backs—Downey, McPherson. Half Backs—Summers, Sissons, Stockdale. Forward—Armstrong, Hord, Woodward (Capt.), Keefe, Baird. W. J. Wilson, B. A., Manager ; J. J. Crawford, B. A., Referee.

#### WOMEN'S ATHLETIC ASSOCIATION.

Honorary President—Mrs. J. B. Turner.  
President—Miss E. E. Conlin, B. A.  
1st Vice-President—Miss E. B. Disher, H. C. I.  
Secretary-Treasurer—Miss M. W. Dowler.  
Councillors—Miss E. D. Odium, B. A., Miss H. T. Job, H. C. I., Miss E. J. Hess, H. C. I.

### Glee Club.

A Glee Club was organized on the afternoon of Oct. 23rd, 1901. The following officers were appointed :

Honorary President—Prof. Johnson.  
President—J. Loucks, B. A.  
Vice-President—Miss M. Burns.  
Secretary—Mr. S. Mott.  
Treasurer—Miss H. Hollingshead.  
Committee—Misses Johnson and Murray, Messrs. Kidd, Ellis, Ricker.

### Personals.

Miss H. Alexander, B. A., ('00) is teaching in Elora High School.

George Dolan, B. A., ('01) is at Renfrew High School.

Duncan McDougal, B. A., at Dutton High School.

Miss Libby McLennan, B. A., at Avonmore, Stormont County.

Miss J. Taylor, B. A., at Dutton, Ont.

A. Dunkley, B. A., at Orangeville High School.

H. W. Kerfoot, at Prescott High School.

A. C. Newcombe, B. A., Classical Master at Deseronto.

D. W. Gunn, B. A., at Waterdown High School.

Parker Bayne is teaching at Gourock, Ont.

J. J. Simpson, B. A., ('01) at North Bay.

Miss E. Kraft at Tavistock, Ont.  
G. M. Langford at Walkerton, Ont.

Miss G. M. Tucker at Ruscombe Station, Ont.

E. E. Wood, B. A., ('01) is Mathe-  
matic master at Niagara Falls.

Robert Shaw, B. A., at Elora, Ont.

J. S. Wren, B. A., ('00) at Dundas,  
Ont.

Miss Lizzie Laidlaw, at Durham,  
Grey County, Ont.

Miss M. Bollert, B. A., has been  
appointed to a position on the staff of  
Alma Ladies' College, St. Thomas,  
Ont.

E. H. A. Watson, B. A., is junior  
English Master in Woodstock Colleg-  
iate.

P. C. Dobson, B. A., is assistant  
Master in Caledonia High School.

M. W. Shepherd, B. A., is Prin-  
cipal in a village school near his home  
at Riceville, Ont.

W. G. Anderson, B. A., is Classical  
Master in Iroquois High School.

P. G. Might is Principal of Eglinton  
Public School.

Miss A. G. W. Spence is a student  
in the Victoria University.

W. Rea, B. A., has been appointed  
to the staff of Edmonton High School,  
Alberta.

A. T. Hawley, M. A., is lecturer in  
Classics in Wesley College, Winnipeg.

Miss Ida Norton is teaching in the  
Public Schools at Oil Springs, Ont.

The majority of those referred to  
above are graduates of last year. We  
have a large number of personals still  
on hand and these will be published in  
subsequent numbers of the Monthly in  
the order received. Let ever graduate  
and student make an effort to contribute  
under this head. Send all personals to  
the editor.

Mr. Hedley compares the acoustic  
effects of the assembly hall O. N. C. to  
a man shouting in a barrel down cellar.

### *The Place of Facts in Literature.*

The editor of the MONTHLY has asked me to put into the form of an article some ideas on the above subject. I may state the two questions involved as follows: (1) How much of Literature is Fact? (2) How far in Literature may truth of Fact be perverted without interfering with the truth of Literature or with our appreciation of it?

In the first place we must agree on what is meant by *fact*. It is impossible to define any class-word so that there shall be no doubt as to what objects come under it. Different classes of objects, even the most opposed, shade into one another and have no absolute division. Night differs from day but no two would agree as to when one ceases and the other begins. By *fact* I mean, broadly, the facts of physical nature or even those beyond physical nature that are verifiable by observation and experiment.

Quick's statement that the necessary qualities of Literature are individuality and permanence supplies a convenient starting point, and only the first of these needs to be emphasized. Individuality of conception implies the personal element which is inseparable from literature. Every person has his own way of looking at things, not necessarily opposed to that of others and not necessarily more or less true because different from other ways. It simply means that we consider objects as related to ourselves, to our idea of a perfect self, and though a dozen people may be looking at a single object, e. g., a fine building, no two will have the same conception of it. This difference, without tracing it back further, is caused by the operation of the imagination and thus the first question resolves itself into a discussion of the nature and office of the Imagination. Such a discussion is too great to come into the limits of a brief article, and I shall

speaking only of the selecting and combining power of the mind which is included in Imagination. A poet wishes to convey to others a truth which has impressed him and to do this he selects only those facts which suit his purpose and neglects all others, no matter how true, and adds to them

"The light that never was, on sea or land,  
The consecration and the poet's dream."

As good an example as I know of is supplied by Tennyson in *Lancelot and Elaine*:

"And all night long his face before her lived,  
As when a painter, poring on a face,  
Divinely, thro' all hindrance, finds the man  
Behind it, and so paints him that his face,  
The shape and color of a mind and life,  
Lives for his children ever at its best  
And fullest."

Tennyson states here the sharp distinction between a portrait, the product of the imagination, and a photograph, the mere transference of actual features and expressions to paper. What the painter wishes is to represent the real man, the man "at his best and fullest." To do this he disregards the varying expressions of the face, the "hindrances," and fixes on his canvas an expression which perhaps was never actually seen but which, nevertheless, is a better revelation of the person's real character than any fleeting expression could be. For the expression is just the work of a passing emotion and that one which would reveal the sum of the character would be visible only at some great crisis of life, if at all. The same selective and creative act is seen in all work of art. What the artist desires is to fix the attention on some one feature of beauty, whether of form or of idea, and to do this he omits all irrelevant facts and inserts others, not present in reality, in such a way that it may be said that in no great poem can a word be found which does not relate to the central idea, and in no great painting a line or a color which cannot justify its presence by the same reference.

The individuality which marks good literature implies also the existence of emotion. Every personal reference implies feeling. No mere statement of fact can enter into literature until, by such personal reference, feeling is aroused. Even in descriptive poetry, where there seems to be the least feeling, the aim of the poet is to place the picture in which he has found delight before others in the hope that the same delight may be given to others. When an artist calls attention to a moss rose or a brilliant sunset he does it because he finds that it satisfies some part of himself. But descriptive poetry, where facts seem to be predominant, is not the highest kind of poetry. Let me state the highest kind in Lowell's words :

" They tell us that our land was made for song,

With its huge rivers and sky-piercing peaks,  
Its sea-like lakes and mighty cataracts,  
Its forests vast and hoar, and prairies wide,  
And mounds that tell of wondrous tribes  
extinct.

But poesy springs not from rocks and woods;  
Her womb and cradle are the human heart.  
And she can find a nobler theme for song  
In the most loathsome man that blasts the  
sight

Than in the broad expanse of sea and shore  
Between the frozen deserts of the poles."

Besides the feeling of personal interest in the writer, there is needed the personal element in the subject before poetry finds its proper level. It is quite true that there is a poetry of science as when the contemplation of nature causes Thomas Hardy's young astronomer, looking through his telescope at the immensities of the heavens, to feel his own utter littleness in comparison with their greatness and the greatness of the human intellect that can dare to explore them and discover the laws of the planets. But man is, above everything else, a social being and finds his best life in his relations with his fellows, and the one aim of the poet is to gain an insight into these relations.

As to the quarrels between extremists in poetry and science, nothing

need be said. Keats and Lambe, when they drank confusion to the memory of Newton because he had destroyed the beauty of the rainbow, were just as far astray as the scientist of Balzac who thought he had disposed of the whole matter when he analyzed tears into phosphate of lime, chloride of sodium, mucin and a little water. Even if, as some say, poetry feeds on mystery, yet surely there is mystery enough left after all the discoveries of science, and moreover, there are ever recurring mysteries, mysteries which no progress in science, no accumulation of facts from generation to generation, will ever take away, which each individual must rediscover for himself. Psychologists may talk till doomsday about the emotions, about physical expression, afferent nerves, nerve centres and the like, but every one must learn for himself what it is to hate or to love, to be merry or to be sad. It is with these forces themselves that the poet has to do, not with any of the facts observed about them.

The poet, however, does not despise facts; he merely uses them for a purpose. There is scarcely a scientist of them all that could excel Wordsworth or Tennyson in accurate observation and clear description. The poets, however, were not observing and describing with that as their end, but they understood that the scientific or intellectual element must not be neglected in their building up of "a final beauty—the unity of the whole."

Yet another point in this connection. A poet is compelled to express his thoughts in words. A little investigation will show that a great many of our most abstract words were originally used of material things and owe their present force to the power of comparison. Trace a few such words back to their origin and be convinced. A poet is compelled to dress his thoughts in words and facts that are intelligible to the world, if he can find them. Sometimes he has a thought,

a feeling which he "cannot all express" because the language of fact is limited. In an essay on *The Imagination*, George Macdonald puts this clearly. "For what are the forms by which a man may reveal his thoughts? Are they not those of nature? But although he is created in the closest sympathy with these forms, yet even these forms are not born in his mind. What springs there is the perception that this or that form is already an expression of this or that phase of thought or feeling. For the world around him is the outward figuration of the condition of his mind: an inexhaustible storehouse of forms whence he may choose exponents—the crystal pitchers that shall protect his thought and not need to be broken that the light may break forth." These forms of nature, or facts, are therefore the vehicle for expression by the poet of something which is not fact.

Our second question presents no difficulty if the views already expressed are received. Truth of fact may be perverted provided that such perversion serves the central purpose of the artist. The "facts" in *Æsop's Fables* are not true, because animals do not utter human speech; but *Æsop* has a purpose. The "facts" in *Lewis Carroll's* stories are the opposite of true but he turns his world upside down for a purpose. A perversion of fact is wrong only when it cannot be justified by reference to such purpose. There are writings where such perversion does not seem to be justifiable in this way but we allow such fairy stories and mythologies to pass because, though men have lost belief in them, their origin is well known and we consider them merely as the body which contains a soul. We accept a *Caliban* as well as a *Prospero*. When there is no such truth to be expressed, perversions of fact are not literature; they are lies. 'Baron Munchausen' is not literature.

The whole trouble with those who

insist on slavish fidelity to fact in art of any kind is their lack of the artistic faculty, arising from a misunderstanding of what the imagination is. They forget that without imagination there would be no knowledge possible, that the imagination lifts us above what we know to what we may know; in short they forget that faith, not knowledge, is the highest act of reason.

F. F. MACPHERSON.

### *The Canadian College's Mission.*

That spirit of self sacrifice and devotion which leads men to do valiant deeds and give generous gifts was the spirit which led the students of the University of Toronto to unite their efforts in the support of Mr. James S. Gale, a recent graduate as their representative in missionary work in Corea in 1888. It was the same spirit which inspired the medical students of Toronto to send out Dr. Hardie two years later to represent them in a medical missionary service in the same country. In 1892, the University men, having lost the services of Mr. Gale, cast in their lot with the medicals to assist in supporting Dr. Hardie's enlarging work. Thus the nucleus of the Canadian College's Mission was formed and the subsequent development has been quite natural and persistent. The other non-sectarian colleges and universities of Toronto and throughout Canada became affiliated, and the work has steadily grown until the C. C. M. now claims as its home constituency also the Normal and Model Schools of Ontario and together with these the leading Collegiate Institutes and High Schools of the Province.

The C. C. M. is essentially a student organization and since 1898, when Dr. Hardie went over to the Methodist Mission Board of the Southern States on account of larger opportunities, it seems to have found its own peculiar work in the support of a Y. M. C. A.

Secretary among the throngs of English and Hindu students of Calcutta. When we realize that every year over ten thousand candidates present themselves for examination for the twenty-four affiliated colleges of that city, and that only the students of the second and fourth year are required to present themselves; when we consider that there are also great numbers of others in the secondary schools, and in government institutions, we have some idea of the vast population that may be reached by means of these students. Moreover, they represent the highest and most cultured classes and scatter to all parts of India to become leading men in their own hamlets. The great aim of this work in Calcutta is so to prepare the way for a complete spiritual revolution among the student classes, that they may in turn, go out among the millions of Hindus and make India in the near future the light of Asia. It is encouraging to know that these students avail themselves, in large numbers, of the many opportunities offered them by the Y. M. C. A., but the work is great and much more could be done in the way of personal work among them if there were more helpers.

The representative of the Canadian College's Mission has been Mr. J. Campbell White, B.A. This year, the International Committee has asked Mr. F. W. Anderson B. A., '09, Toronto University, who addressed us at the Normal College for a few minutes on Oct. 11th, to take up Y. M. C. A. work in India, and the Canadian students are now hoping to undertake the support of one of their own graduates. To Mr. Anderson's culture, tact and knowledge of character, those who knew him at college can testify and all will agree in saying that his call to a field among students is of God.

The aims of the Y. M. C. A. are twofold: to foster the missionary spirit in Canadian students and to spread the gospel among the students of India. How better can the mission-

ary spirit be fostered than by thoughtful provision for other students and what greater field than British India! Not one of us is so base or so selfish as to be aiming for self-advancement but how could we better advance ourselves than by supporting the project of sending the gospel to our fellow-men! Let us then show a lively interest in this mission carried on without reference to denomination but in hearty co-operation with all churches, and while we give our humble offering with willing heart let us daily remember the work of the C. C. M.

"For what are men better than sheep or goats,  
That nourish the blind life within the brain,  
If, knowing God, they lift not hands of prayer  
Both for themselves and those that call them  
friend?"

### *The At Home.*

Since October the first, the Ontario Normal College students have been endeavoring to carry out the maxim, "From a whole to its parts," but not till Friday evening, October 18th, was the vague, indefinite whole, so often studied, analyzed into its parts. On that evening, the occasion of the first At Home of the Literary Society, the whole was resolved into its parts, to assume henceforth a definite reality. At the east door of the assembly hall of the Collegiate Institute, Mrs. Thompson, with Mr. Grainger and Miss Staples, the president and vice-president, welcomed each new-comer with a smile and a kindly word, while the executive as reception committee did their best to make all feel at ease. Indeed, one could hardly help throwing off all "pedagogical cares" and growing amiable under the influence of the brightly lighted and prettily decorated hall. Here, groups of maidens, looking their best in pretty muslins and silk waists were soon joined by the sterner sex and ere long the dainty programmes were filled.

About nine o'clock Mr. Grainger in the name of the Literary Society,

welcomed the faculty, their wives and the other guests who had so kindly accepted our invitation, and promenading then began, during which refreshments were served. Till the orchestra sounded forth the noble strains of "God Save the King," shall we tell how we walked, how we talked and laughed! Much regret was expressed on all sides at the absence of our esteemed principal, Dr. McLellan. Among our guests we were pleased to meet many graduates of the college, including Dr. Fields, Mr. Charters, Mr. Meiklejohn and Mr. Wren of Dundas, and Mr. Gunn of Waterdown. Much of the success of the affair is due to the energetic efforts of the decoration committee who gave so much of their time to the work. This committee consisted of Misses Morrow, Blanchet, Keen, Story and Murray, and Messrs. Mooney, W. J. Wilson, Barnes, Louckes and Armstrong.

### *The Pan-American Exposition.*

We who live in the first years of the twentieth century are all aiming at an advance over previous centuries, and naturally so. In some ways, at least, the Pan-American Exposition has far outshone all others: certainly the illuminations showed marvellous progress in electrical display. From a glow that is scarcely perceptible the lights increase in energy until the extreme of brilliancy softened yet bright is reached. The method of outlining the buildings is new and when the full power is on, their perfect grouping with the colonnades leaves the impression of one continuous line broken only by the blaze of light from the tower. Though not all the electrical designs have succeeded, the fairy-like effect of the tower, its falling water and the lights of the fountain below which are circled the colored leaves, suffice for ordinary mortals. While riding about in a gondola, under bridges, into caves, now in full view

of the tower and central avenues, now with but a glimpse of a single building, one may give himself wholly to the magic influences of the hour and wandering from the landing to the triumphal causeway—which is as fine as its name—come back from fairyland only when jostled by another sightseer who reckons or presumes or guesses or calculates, that there must be ten millions of lights on those buildings. If you once ventured the information that there were just two hundred and fifty thousand you did not do it again; the look from the other man was too scornful.

When seen by day, as the average visitor first sees the buildings, the view is equally intoxicating, and in the opinion of some connoisseurs the architecture and decorations have not been equalled in previous expositions. Some have criticised the crowding together of so many fine buildings as many of them would have been seen to much more advantage with more space. But in only three hundred and fifty acres of ground what else could be done? Fortunately the Renaissance style in which the buildings are designed admits of great variety and while perfect symmetry has been preserved the buildings were adapted as much as possible to their respective exhibits. Much has been said of the coloring, and while some may agree with Eugene Field when he says:

Any color so long as it's red,  
Is the color that suits me best;  
Though I will allow there is much to be said  
For yellows and greens and the rest,  
But the feeble tints which some affect  
In the things they make or buy  
Have never, I say with all respect,  
Appealed to my critical eye.

The coloring, although it may not have appealed to all, struck "my critical eye" as exceedingly beautiful.

What shall be said of the exhibits? Taken as a whole they were neither as comprehensive nor as numerous as at the World's Fair at Chicago. Most of us come away bleary-eyed, weary in brain and sole, with very hazy ideas

of cases of fish, the Tiffany fountain, the seats, the petrified woman, the soldiers of various American wars, pictures, Indians, minerals, wild animals, electrical machines and ethnological displays. Well, each has his own concept of the parts and the whole, even of the Quaker oat bags and of tastes of new kinds of biscuits.

But the Midway—somehow we all object to be swindled without knowing it, but there we all seemed to expect it. From the biggest of the shows, that of the Indians, "who have come with the express purpose of educating us all," to the scenic railway, all is fun, "not quiet but thoroughly sporty" (in the parlance of one of the managers of the Midway). If you have walked down the Midway by night and patronized all the free "shows" and a few others, you know why we all came home penniless—certainly not a marked advance to chronicle of the twentieth century.

### *Just Among Ourselves.*

W. G. Armstrong, B.A., of the Collegiate Staff left recently to teach in the Ottawa Collegiate Institute. Mr. Overholt, B.A., of Woodstock succeeds Mr. Armstrong. Frank Armstrong, B.A., Normal College student, took charge of Mr. Overholt's work here for one week.

Mrs. Knox-Black will not give her course of lectures on "Elocution" to the Normal College students this year. Mr. McPherson of the College Staff will have charge of this department.

The genial President of our Liteary Society entered a Chinese Laundry in this city recently, and after leaving his work was thus interrogated by a Celestial "Is there no school to-day?" Our President really has a youthful and innocent demeanour.

The sympathy of all the members is extended to Miss Orr in the loss of her sister, who died on Oct. 12th.

Faint heart never won fair lady; faint heart never won the taffy either; come to the front door next time gentlemen.

Miss E. Odium, B.A., went home to St. Catharines for Saturday and Sunday recently but had to return early as the Normal College students were anxious to hear her views on "Punishments."

We are pleased to announce that a new school management by Mr. Sissons will be ready in a few days.

Our esteemed Principal, Dr. McLellan spent the last two weeks of October lecturing in the United States. His lectures at Scranton on *Imagination in Literature* and the *Interpretation of the Skylark* and *Excelsior*, were to large and refined audiences. The Doctor's efforts were highly appreciated and are described by the press as brilliant, eloquent and masterly.

Messrs. Fairchild, Baird and Thompson are the authorized committee to arrange for the class picture.

Mr. F—c—d (to class)—Who was the first woman mentioned in the Bible? Small Boy—Adams!

Miss Q—(at the window during the promenade)—What is that large star in the south this evening, Mr. Y.?

Mr. Y.—Why that isn't a star at all, that's the electric light on the mountain.

The kindergarten teacher was telling the children about the coming visit of the Duke and had just told them that his Royal Highness was going to lunch with Mayor Hendrie, when a small voice piped out—"Please will he take it in his dinner-pail?"

It was the lesson on "The Camel," and the class were very much impressed at the amount of water the camel could drink and store away.

Teacher—Why does the camel hold his head so high?

Bright Boy—To keep the water down.

Miss Baird, B. A., went over to Toronto for the Duke's visit and was presented to their Highnesses at the royal reception.

Miss E. Creighton, B.A., also went to Toronto for the Duke's visit when she was admitted to convocation among the undergraduates by wearing cap and gown.

### *Football at Waterdown.*

When the sun was slightly past the meridian on Nov. 2nd, two loads of lighthearted college students left our beloved Alma-mater for the sleepy little village of Waterdown. One contained our invincible football team, while the other, a spacious tally-ho, was filled to overflowing with their enthusiastic supporters. The drive out in the bracing November air was thoroughly enjoyed by the students, who passed the time practising the College yell, and viewing the beauties of the autumnal landscape. The residents of the little inland village were aroused from their lethargy not only by sensations of sound hammering loud and long at the doors of their consciousness, but also by the reflection of vivid yellow and purple images upon their retinas. This was the signal that the O. N. C. team had arrived. Soon a level plain in the suburbs was fringed, on one side by the College team in their beautiful regalia, and on the other by the motley eleven from Waterdown. It seemed as if all the natives, sanguine of success, had come from their domiciles to cheer their sturdy sons on to victory. Meanwhile the College supporters were making themselves heard so that the air was musical with feminine voices. At the shrill sound of the referee's whistle a Zipety hoop! etc., smote the heavens, and the ball sped like lightning towards the Waterdown goal. Notwithstanding the fact that in the first half the College team was playing with the sun in their eyes, the ball

penetrated the Waterdown flags. At half time the score stood 1-0, and it was conceded on all sides that our team would treble it in the last half. But to the astonishment of the spectators the score was 4-0 when the whistle finally sounded. The boys agree in saying that the presence of the ladies contributed in no small degree to the magnitude of the score. *The game was interesting to the spectators inasmuch as it clearly demonstrated the superiority of combination to individual play.* At the conclusion of the game the ladies and their escorts returned to Hamilton, while the conquering heroes partook of a sumptuous repast at the Kirk House.

The reception held in the First Methodist Church on the evening of Thursday, Oct. 24th, was attended by the Normal College students en masse. The Sunday School room was tastefully decorated with the national colors, banners and ferns. The cordiality of the pastor and the young people of the church was quite as refreshing as were the ice-cream and wafers served in the fourth apartment. Many mirthful speeches were evoked by the frantic efforts on the part of the students to arrive at correct solutions of the three unique problems. (We know of one young man who is still studying the Canadian coat-of-arms to find an answer corresponding to the question "Who is the nicest person in the room?") Sunny memories of this social evening will linger with us when we shall have left Normal College and Hamilton.

Many of the Normal College students utilized their complimentary tickets for the "Dairy Maids" Concert, in the Emerald Street Methodist Church, and sincerely commiserated the poor unfortunates who didn't go. The intricate drill, gracefully performed by the Dairy Maids' brigade, was the most captivating feature of the program. Several choice selections



were recited by Miss Phillips and little Miss Mills, and were received with hearty applause. The solos and instrumentals, interspersed throughout the numbers, were highly appreciated. The entire meeting was most enjoyable, and the Normal College students gratefully acknowledge the cordiality of the Hamiltonians.

*College Girl.*

It is doubtless expected that this column will be filled with witty and wise sayings and philosophic remarks, but be warned in time for your editors can neither discuss school management or Psychology and are hence incapable of anything but news. One thing, however, has perplexed our dreams; pray tell us, worthy sages, the reason! Wherever we go into a bookstore or furniture department, grocery store or candy stall on King street or James street and all other streets wherever we may appear, the same query greets us: "You are at the Normal College aren't you?" It is a matter of general remark and congratulation too, among ourselves that our class this year, should contain so many splendid girls. Even before the ordeal of getting acquainted was over, this opinion was formed by many and we trust that on further knowledge of each other not only all the members of the class but those who meet us here and in the days to come may voice the same thought of us. At a mass meeting of the girls of the Normal College and the Collegiate Institute, the aims and scope of the Young Women's Christian Association were explained and an association formed with the following officers:

- Honorary President ..... Mrs. Davidson
- President ..... Miss Robb
- Vice-President ..... Miss Fleming, B.A.
- Recording Secretary ..... Miss E. Davis
- Corresponding Secretary ... .. Miss Job
- Treasurer and Curator ..... Miss Breckon
- Councillors .... Misses Page, Hess, M. Oliver, L. Robb.

Since October 10th, meetings have been held each Wednesday at 4.05

p.m. On October 23rd, the President, Miss Robb, in a very earnest talk urged the girls to decide as to their stand for Christ, and some further thoughts were added by different members. Dr. Marion Oliver of Indore, India, spoke to us on the 30th, and after calling the attention of the girls to the words "ye are not your own, ye are bought with a price," spoke of the various forms of mission work carried on in India by women. On November 6th, Mrs. Davidson, our Honorary President, won her way to the hearts of all the girls by her earnest and practical suggestions as to carrying on the work. The membership is large and we hope the attendance and interest will increase. A Missionary Study class has been formed and some are talking of a Bible Study circle to meet on Sunday afternoons.

In the College, six teams for basketball have been organized and though practice has not regularly begun, a few interesting games have been played. Very great interest is being taken in the fencing classes under Mr. Parkhill's instruction. The fine weather has favoured lovers of tennis, and doubtless many interesting jottings might be furnished by the players, only they are not forthcoming.

From first to last the Waterdown trip was most enjoyable. A vivid picture of last Saturday's football match is that of the Waterdown's trying to get the ball, for

"As they were chasing the ball round the field,  
They were chasing the ball round the field,  
And as they were chasing the ball round the field,  
They were chasing the ball round the field."

but they never succeeded in getting it. The O. N. C's got it every time and scored 4-0 to the vociferous cheering from the improvised O. N. C. grand stand. Mrs. Turner made an ideal chaperon and did not object to the young ladies exercising their lung-power in the excitement and fervor of the moment. The drive home was

merry and considerably enlivened by apples and hot peanuts. In the evening all met at the Hamilton home of one of the party to congratulate the gentlemen of the football team on their victory and to have a merry wind-up to a jolly afternoon. A pleasant evening was brought to a close by all joining hands and singing "Auld Lang Syne," after which all dispersed with the college yell ringing in their ears:

Zip-a-de hoop, Zip-a-de hoop, cis-boom-bah,  
O. N. C., O. N. C., Rah-Rah-Rah!

#### HALLOWE'EN.

"Upon that night, when fairies light,  
On Cassiles Downans dance,  
Or owe the lays, in splendid blaze,  
On sprightly coursers prance;  
Some merry, friendly, country foiks  
Together did couvene,  
To burn their nits, and pow their stocks,  
And hand their Hallowe'en."

On the evening of October 31st, the merry girls of Ontario Normal College met in large numbers at the home of Mr. and Mrs. Thompson, to celebrate Hallowe'en in the good old-fashioned way. Upon their arrival at the house, the lights were turned off and as they entered the hall, an immense and benevolent-looking pumpkin grinned a fantastic welcome. Sounds of mirth and jollity were soon to be heard, on every side. While some of the girls repaired to the kitchen, and presided over the making of the taffy, the remaining number beguiled the time with games and music.

"Wi' merry sangs and friendly cracks,  
I wat they did na weary."

Nor were "the luggies" forgotten, and great was the merriment at the expense of whose hands were guided by a mysterious power, to the empty glass. While the pulling of the taffy occupied all hands, a detachment of roguish and gallant boys from the Collegiate came to serenade the principal. Mr. Thompson very hospitably pressed them to come in and join the festivities. When refreshments had been enjoyed by all, the girls assembled on the parlor floor, round an "alcohol

bon-fire," and in the weird light of its flames listened to the "unco' tales" of the mysterious and awful inhabitants of the spirit world. After singing, "Auld Lang Syne," "For She's a Jolly Good Fellow," etc., the girls went home delighted with their evening's amusement, and also with the refreshing hospitality of Mr. and Mrs. Thompson.

#### Hallowe'en.

The taffey-pull was the only event of this festive occasion. Messrs Armstrong and Summers and the ever genial Dan Keefe gave their friends an opportunity of bemoaning their hard luck together. After spending several hours in recounting the Hallowe'en experiences of by-gone days and recalling with respectful awe the superstitions that cluster about the evening of October 31st, the boys sat down to a toothsome repast. Mr. Macpherson was despatched as envoy extraordinary to bring back returns of the opposition "shine" on the mountain; but for some reason, unknown as we go to press, his return was unavoidably delayed. A rescue party was contemplated, but the idea was abandoned. Among those who enjoyed the hospitality of the popular hosts were Messrs. Baird, Ellis, Loucks, Jones, Barnes, Grainger, Hedley, Wilson, Macpherson and Herb. Irwin.

Hurray! we're champions again and the cup is still ours, but space will not allow a detailed account of the game. The Hamiltons were met on the 11th and beaten by the decisive score of 3-0, the O. N. C. forwards playing their combination game to perfection while the opposing line was unable to do anything with the superb defence of the Collegians. Three wins and no goal scored against them, is the record so far this season for the College. The team was the same that defeated Waterdown and Hamilton, with the exception that Keefe and Woodward changed places, the former playing centre and the captain inside right. One game yet remains to be played out; it has no bearing on the championship, still, here's that you win, boys!

**December Examinations, 1900.**

**METHODS IN MATHEMATICS.**

Time 1 ½ hours.

1. State the true purpose of mathematical teaching. Enumerate fully the advantages presented by a good method of teaching geometry.

2. In teaching the first 26 propositions to a Form I class, what use would you make of (a) the text book, (b) review work, (c) deductions.

3. Give an outline of your method of teaching each of the following: (1) That the straight line drawn from the vertex to the middle point of the base of an isosceles triangle, bisects the vertical angle. Prop. 2. Draw a perpendicular to a given line from a given point in the same.

4. Teach Euc. I, 16. If one side of a triangle be produced the exterior angle is greater than either of the interior opposite angles.

**METHODS IN GRAMMAR AND RHETORIC.**

Gladly at this moment would MacIvor have put their quarrel to a personal arbitrament; his eye flashed fire, and he measured Edward, as if to choose where he might best plant a mortal wound. But although we do not now quarrel according to the modes and figures of Caranza or Vincent Saviola, no one better knew than Fergus that there must be some decent pretext for a mortal duel. For instance, you may challenge a man for treading on your corn in a crowd, or for pushing you up to a wall, or for taking your seat in a theatre; but the modern code of honour will not permit you to found a quarrel upon your right of compelling a man to continue addresses to a female relative, which the fair lady has already refused. So that Fergus was compelled to stomach this supposed affront, until the whirligig of time, whose motion he promised himself he would watch most sedulously, should bring about an opportunity of revenge.

1. Shew what use you would make of the above extract in developing: (a) The definition of a paragraph; (b) The law of continuity.

2. Outline briefly the conditions under which you would begin the rhetorical study of the sentences.

3. Give your matter and method in the teaching of the objective predicate.

**HISTORY OF EDUCATION.**

Time 1 hour.

NOTE—Only two questions to be taken.

1. Discuss data for estimating the worth of any reformer's educational system.

2. Give Quick on the Renaissance. Comment on these views.

3. (a) Give Quick's views upon Locke (1) As a trainer. (2) As a utilitarian.

(b) How far does Ratke's Latin Method correspond with Ascham's?

4. Give the substance of Spencer's discussion of Data for the solution of the problem of his first essay.

**DRAWING.—Time 1 Hour.**

1. State, and illustrate by drawings of each shape mentioned, the course you would take in teaching rounded objects. Give also a list of the more common natural or manufactured objects you would teach in connection with each shape.

2. Show by means of drawings of the cube, different positions in which the whole class of straight-edged objects may be placed. Give a list of common objects of which the cube is the type-solid.

**METHODS IN HISTORY. Time 1 hour.**

1. Give to second form High School class a lesson on one of the following subjects:

(a) Conquest of Ireland by William III.

(b) Robert Walpole.

(c) The French Revolution.

**METHODS IN ENGLISH LITERATURE.**

Time 1 ½ hours.

1. "Facts have no place in poetry till they are brought into relation with the human soul."

Examine this statement: (a) in relation to the content of Literature. (b) as to the purpose of the study of Literature. (c) as to the stress to be laid on facts in the teaching of Literature.

2. What qualities and acquirements do you consider necessary for the ideal teacher of Literature.

3. **CROSSING THE BAR.**

1. 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.

2. 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.

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

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

Give an analysis of the poem that would be of use in teaching it to a 3rd or 4th Form Class. State the development you would bring out and the impression you would wish the class to have at the end of the lesson.

#### SCHOOL MANAGEMENT.

Time 1 hour.

1. Discuss fully :
  - (a) Character building. (b) Punishments.

#### SCIENCE OF EDUCATION.

Time 1 hour.

NOTE—Take the first question and any two of the remaining three.

1. The end of knowledge is not theoretical but practical : Discuss this proposition, finally deducing a preliminary definition of Education.
2. Explain and illustrate fully : "The Development of Intelligence is from the sensuous to the ideal."
3. The fundamental principle of the Synthetic Method is, "Teach in a connected manner." Show clearly what this demands.
  - (a) of the teacher ; (c) of the pupil.
4. Give Spencer's argument for the superiority of science to language as a means of both intellectual and moral discipline.
 

Comment on this argument.

#### PSYCHOLOGY.

Time 1 hour.

NOTE—Take the first question and one of the remaining—illustrations necessary :

1. (a) Give Stout's views of the nature of perception, and of the function of attention in perception.
  - (b) Discuss apperception and retention.
2. (a) Give after Warner a brief description of the brain ; and comment on the statement ; "All expression of the action of the mind is by movement."
  - (b) Discuss "Counting is the fundamental numerical operation."
3. (a) "The so called faculties are the results of the progressive growth of intelligence in representative, ideal and related character."
 

Explain and illustrate this statement.

  - (b) Discuss : "Quantity is limited quality ; and number is the definite valuation of a given quantity."

#### METHODS IN PHYSICS.

Time 1 hour.

- (1) State and discuss reasons for the teaching of Physics.
  - (2) Show how to teach a lesson in which you introduce the terms velocity, final velocity, average velocity and acceleration.
  - (3) Show how you would make clear to a class the difference between density and specific gravity.

#### METHODS IN BOTANY.

(1) "Science is organized knowledge." From the standpoint of the teacher of a class of beginners in botany criticize fully this definition of Science.

(2) Discuss the Scientific Method in Education under the following heads :—(a) What it is. (b) How it originated. (c) The influence it has exerted on educational methods.

(3) Outline the plan by which you would teach what a compound leaf is and also how you would make clear to your class the different kinds of compound leaves. Name the leaves you would require for your work.

#### METHODS IN MODERNS.

Time 1½ hours.

1. Illustrate, in detail, your method of teaching to a Junior Leaving class either (a) or (b).
  - (a) The agreement of the past participle of verbs conjugated with "avoir." Give the examples you would make use of.
  - (b) The distinction between weak and strong verbs in German. Give sentences.
2. Discuss the following statements :
  - (a) The harder the task the better the training, consequently Greek is a better training than German and Latin than French."
  - (b) "The tendency of the age is for the study of the Moderns to supersede that of the Classics."

3. Outline in detail a lesson on one of the following extracts and give an acceptable translation. These extracts will be posted up in a suitable place at the Normal College—Editor).

4. (Extra for Specialists). Teach to a Senior Leaving Class the idiomatic constructions with "devoir."

#### METHODS IN SCIENCE (Science Option.)

Time 1½ hours.

1. Outline the steps that must be taken in the progress towards a Scientific generalization and illustrate your answer by referring to a particular case.
2. Outline a plan of a lesson for a Fourth Form class on the relation between venation and the form of leaves. Name the specimens you would use to illustrate the various points of your lesson.

3. With a class of beginners in Chemistry you have reached the point where it is necessary to take up the preparation of Oxygen. What instructions would you give your class and what precautions would you require the pupils to take in the preparation and collection of Oxygen? Give your instructions in full and assign reasons for the precautions you would require your pupils to take.

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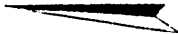
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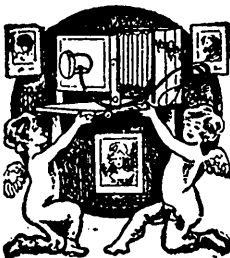
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