

Ontario Normal College Monthly.

HAMILTON, ONTARIO, APRIL, 1899.

The Literary and Scientific Society.

THE Scientific and Literary Society met on the afternoon of March 10th with a most contorted expression of countenance. The spirits of the evil genii seemed to rend the air. For acoustic purposes half the space in the Assembly Hall had been shut off. The chairs resentful at the treatment which they had received in being crowded into one half their usual space made some of the late comers bear the brunt of their wrath, for in seeking to slip in quietly and grasp unto themselves a chair they at once found themselves at the mercy of a hopeless entanglement of five or six. But "we are digressin',"—to proceed. The writer had just had time to glance round and note that the ladies were conspicuous by their absence, when the President clutching nervously at a piece of manuscript which contained the items of a most excellent programme, called upon the Secretary to read the minutes of the last meeting. The spirit of restlessness still reigned supreme. The Secretary's voice rising and falling in accentuated cadence met response in the undercurrent of audible feeling which permeated the room. The President called for corrections; Mr. Martin looked round apprehensively but seeing that the Tiger was absent, he held his peace, and the President declared the Secretary's work immortal. Motions of which notice had been given were called for. Just as the President rose to pass onto the next order of business, an unwonted hush fell upon the assembly; the words froze upon the President's lips; the air cleared itself; an indefin-

able apprehension spread from face to face. A catastrophe was averted.

A man greater than all here assembled was seen to press forward from the rear entrance. Without pausing to take breath, and with short gasps which intimated that mayhap he had just hastened from the scene of greater triumphs, "ille suspirans, imoque trahens a pectore vocem," took up the thread of the story where he had left off a week previous, the "abolishment" of the office of critic. Impressively and in a voice in which modesty tried to gain the mastery over exultation and triumph, the speaker informed the Society that although the last turning down which his motion had received had well nigh strangled his courage, yet he came forward to-day confident of success, since his most violent opponent, Horace's disciple, had promised to second the motion. Uncertain as to whether the murmur in the room was one of applause or no, the speaker invited the assembly to draw a little nearer while he was speaking. The reasons for the "abolishment" of so important an office were so shrouded in vague generalities that they escaped the writer. The President prevented discussion on the motion by ruling it out of order. Overwhelmed, the mover sat transfixed. For some inexplicable reason Mr. Hinch failed to appear to move his motion re Mock Parliament. A sickening feeling of disappointment had begun to take possession of the Society when Mr. Hansford came to the rescue by moving the motion for him. Then followed an animated discussion. Prominent among the opponents were Messrs. Sifton, Tamblin and Carson, who urged among other things that the shortness of

the time at the disposal of the Society prevented the plan of Mock Parliament being a feasible one. Miss Briggs said the ladies wanted the Mock Parliament. Mr. A. W. Smith evidently does not believe in the public platform for women, for no sooner had Miss Briggs taken her seat than he arose to request the President "to have that noise stopped." It is true that from some of the adjacent class-rooms there were issuing contending strains of several musical instruments, but yet it is rumored that Mr. Smith has never satisfactorily explained his position. Mr. Marshall then urged his views in favor of the Mock Parliament and Mr. Hinch arrived upon the scene. Mr. Hansford here startled the President by wishing to withdraw his name from the motion. After a long wrangle Mr. Hinch's name was substituted. The motion to make Mr. Hinch leader of the Opposition was carried. At this juncture a genius of mathematical accuracy tried to delay proceedings by calling upon Mr. Hinch to make plain whether the object was to *form* a cabinet, or form a *cabinet*. The latter treated the question with withering contempt. After further wrangling the executive of the Society was finally empowered to form the government and make all necessary preparations for the ensuing Friday. At this point Mr. Martin arose to punish the slur that had been cast upon the College Monthly in one of the daily papers. The Society straightway proceeded to pass a vote of confidence in the editors. A second time a catastrophe had been averted.

Though it was almost 4 o'clock, the Society clamored for the programme. Miss Allworth's paper evinced a careful study and appreciation of Jean Blewett. Mr. Chase wished to decline but the ladies were inexorable. At this point the incoming masses from the Collegiate almost bodily ejected the sages of the O. N. C. and prevented a continuation of the pro-

gramme. It might have been mentioned that the machinery of the Post Office department at the rear failed to work with its accustomed efficiency.

All the morning of March 17th the air in the college was permeated by a weight of impressiveness. Groups glided in and out of the class-room in a desire to more thoroughly acquaint themselves with the speech from the throne. At two o'clock the hall outside of the Assembly was crowded with a hesitating mass of humanity. Some braver than others had already entered. At last the impetus came and all filed in and took their places. "A solemn stillness held the air." The transformation was so complete that the College Literary Society almost doubting her own personality sought for points of resemblance between the Mock Parliament and herself. She found them only in the prominent men who occupied the front row on either side of the house. A source of reality was given the proceedings by the portly form of the Sergeant in his military uniform, who came forward to lay the mace on the table and from time to time in a voice of resonant depth called the house to order.

The first work of the house was the election of a speaker. This honor fell to the lot of Mr. Meiklejohn, who was escorted to the chair by his mover and seconder, Hon. Mr. Fisher, Minister of Public Fisheries, and Hon. Sir Nicholas Hinch, leader of the Opposition. The Speaker in a few well chosen words made due recognition of the honor conferred upon him and proceeded to read the speech from the throne. An unwonted stir at the outer door of the House announced the arrival of the Governor General, Earl Thompson who preceded by Black Wand (in the form of Mr. Jewitt) and his innumerable bows, was escorted with all due ceremony by the Sergeant to his place beside the speaker.

Mr. Forrester in a speech of some

length made an eloquent reply to the speech from the throne and moved its adoption. He was seconded by Mr. Burnham. French slips off Mr. Burnham's tongue with almost the same ease that characterizes his speech ordinarily. Mr. Hinch now assailed the government, declaring that it was losing the confidence of the people and that the speech from the throne had grown almost ridiculous in the power it had attributed to the Minister of Agriculture. Mr. Martin in his usual ready style substantiated the views of the government in vague generalities concerning the prosperity of the country. Mr. Tamblyn on behalf of the Opposition made a spirited attack on the Act proposed by the government to prevent bicyclists from working behind the bar. Mr. Menger then rose to uphold the government. He had invoked the muse with thrilling effect, his whole speech bristling with pointed and witty quotations. Mr. Hansford then followed with a most eloquent attack upon the government. His whole address savoring of patriotism rung with a sincere appeal that the Opposition might be supported in its policy "Canada for the Canadians." In powerful terms he condemned the actions of the Commission at Washington accusing the government of swaying to the commands of the American Republic, to the detriment of Canadians. Mr. Wethey on behalf of the government had but begun his address when the Speaker announced that since it was "six o'clock" he would declare the House adjourned. Mr. Overholt had not yet spoken.

The President resumed the chair and called upon Dr. Montague who had come in early in the proceedings, to address the Society. Dr. Montague in opening said that he had been reminded of Goldsmith's Deserted Village and had likened his coming this afternoon to the case of those "who came to scoff but remained

to pray." He had been much pleased and interested in the proceedings as carried on. They would compare favorably with the proceedings at Ottawa. He had noted with particular pleasure the use of the mace, the black wand and the dual language. These he said were no longer important in themselves but had about them that air of tradition which lends a charm to proceedings of this kind. Dr. Montague then lent his kindly criticism to the proceedings. He concluded a splendid address with a spirited rendering of Kipling's "Widow at Windsor."

It is almost needless to say that the vote of thanks was carried unanimously. Mr. Hansford met the occasion admirably by proposing three cheers for Dr. Montague, which were heartily given. The first meeting of the Mock Parliament is pronounced a success.

The Assembly Hall on the afternoon of March 24th presented a pitiable appearance—the air without was bleak, the air within more so. Ruin was in the air. The examination fiend had been abroad striking terror into the hearts of many who up to this point had religiously attended every festival of the College. About six of the ladies were present and perhaps twenty of the gentlemen. Men who had sprung into greatness the preceding day looked sadly round on the scene of their triumph. Mr. Smith but increased the depression of the atmosphere by making in a broken-hearted voice an appeal on behalf of the At Home Committee. Mr. Carson moved that the Secretary take the names of those present. Some still smarting on account of non-attendance at singing, voted for this motion with two hands. Mr. Hansford's motion that the Literary and Scientific Society be continued till May 19th was amended to an adjournment of this meeting till April 21st.

SWINN.

Ontario Normal College Monthly

EDITORIAL BOARD.

W. F. TAMBLYN.	MISS L. GAHAN
A. M. OVERHOLE.	MISS M. M. GRAHAM.

THE At Home of the 14th should be well attended. The committee has worked faithfully to make the affair an unqualified success. Last year it is said that many students, for various insufficient reasons, stayed away from the conversazione. Let us all take a night off this year for the most enjoyable event of the season. Not only every man but every woman of the Normal College should come out and show the people of Hamilton what a good looking crowd we are. The price is nothing to the fun. Everybody should be on hand to dance or promenade or "whisper gaily" according as his soul listeth. Remember the 14th and forget the exams.

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THE decision of the Literary and Scientific Society to continue its meetings after Easter should be maintained by a full meeting of the Society on the 21st. That the attendance at the last meeting was ridiculously small is no sign of waning interest. Only the exams were to blame. The idea of taking a census was a good one. The two hours that we spend on Friday afternoons are as profitable to us as many of the College lectures. Attendance is therefore important and should be felt by each student as incumbent upon him. Surely the meetings of the Society should run on till the middle of May. President Mason and his able committee have arranged good programmes, some of which

owing to rush of business could not be carried out. They have given general satisfaction in the management of the contest preliminaries. They have earned a prolonged term of office. The first meeting of the Mock Parliament, a great success despite some gloomy predictions, only whetted the appetite of the representatives for office. Her Majesty's loyal Opposition on the eve of victory will not brook dissolution of Parliament. This paper which soon must sadly lay down its pen to grow gray beneath the dustflakes of time can not continue to record for posterity the heroic doings of the Society. But we are not working for fame. Teachers seldom do. Let the Society go bravely forward fulfilling the ends of its being without regard to the verdict of the world. To break up the Friday afternoon meetings at this point would be to wrench asunder the unity of our community. The last two months would be one weary drudgery, out of joint with the rest of the year. We must go on with the Literary and Scientific Society.

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A FEW of the ladies have, it is said, expressed themselves in favor of some continuation of the journalistic efforts of the Society in the shape of a weekly correspondence sheet. It is believed that a good deal of daily correspondence might be economized if we had a medium for the exchange of ideas on a less formal basis than the *Monthly* has been. A breezy *personal* column might be not the least important element in such a journal. The editor should possess a type-writer

and post up a few copies where all could read. If the idea were to be brought up in the Society and further developed it would probably meet with some consideration.

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THE MONTHLY ends its short career with this number. It has done its best to tell the students what they are doing and thinking about. It has been loyally supported by the college and encouraged even where it stumbled. The College Faculty has been always friendly and ready to assist. The editors have had no trouble in securing contributions from the brightest and best of our number. If their space had been less restricted they might have found room for much more material. The slight editorial notes have been of a scrappy nature, and no doubt, as a result, they have often a one-sided tone. No criticism of its utterances has been sent to this paper. It would have been gladly published.

Perhaps things have gone too smoothly with the *Monthly*. A few points however have occasioned some adverse criticism about the corridors. In the first place the "Side Scenes" may be mentioned as a constant source of difficulty for the editors. Passing that by as very unimportant, the *Monthly* wishes to say that it has no antipathy to Tennyson, as one or two have alleged. You may see the spots on the sun without denying its brightness. The reports of the Literary Society's meetings caused some talk. Some things no doubt found their way into those columns which the editors could wish omitted. But the *Monthly* has at any rate tried to adhere strictly to facts.

What was said in last issue on the inductive method seems to have been taken by some of our lecturers as tantamount to an attack upon their teaching and its results. Nothing of the sort was intended. Fair and open criticism of theories advanced in the amphitheatre will not be taken by reasonable men as equivalent to an arraignment of a lecturer's practical teaching ability. And nobody questions this paper's right to an opinion of its own, erroneous though it may be, on the work we are doing as students, many of us no longer in leading strings, but attempting to solve the problems of life for ourselves. Any glimmer of illustration from the class-room that may be detected in the article referred to, came from the writer's own sad experience, and not from his observation of older men's work. No doubt the tendency to an abuse of the induction method is stronger with the student of teaching than with the experienced teacher. The virtue of the master is often so exaggerated as to become the vice of the pupil. In a spirit of compunction, not of fault-finding was the article in question written.

It certainly would be absurd to make a general condemnation of induction in favor of an out and out deductive method. Good teaching should perhaps combine the two methods in proportions varying according to the subject and the class. This paper wished simply to protest against too great a preponderance of induction. In a short article it is impossible to cover a whole question even in sketchy fashion. All that can be done is to suggest thought by fastening upon some single aspect

of a case and developing it with only an implicit reference to a background of commonsense. One who himself possesses this background and presupposes it in others will not be too quick to condemn an apparent exaggeration of one side of a question as altogether fantastical and wrong.

Another instance of how an editor may be misjudged owing to the circumscribed space in which he is permitted to express himself, was the short note on the Ideal and the Real in last issue. The implicit background of those remarks coincides, as most of us are aware, with the general tenor of lectures which we have heard this year on the Psychology of Language. Perhaps the article was put in too condensed form to be quite clear in meaning. An explanation was demanded of the last sentence. It means just what it says. We all believe with Spencer in the economy of nature. Nothing beyond this economy of things was implied. There was no insinuation against anybody.

The ultimate basis of this brief article may be stated in the words of Dr. McLellan (Appl. Psych. p. 155), "The soul of a human being is not pure spirit." The ideal or spiritual is only one side of Being, and impossible without the correlative material side. To realize self through action is to be. But the ideal is the highest form of the real. The term Realism, e. g. in literature, has been greatly abused. Some writers who have tried to reflect in faithful detail the superficial or presentative in Nature, the lowest aspects of the Real, have been honored with the name of Realists to the exclusion of those greater masters

who seek to penetrate to deeper realities, to the representative element in things. As though a true idealist were not a realist of the highest order. The so-called realists should many of them be styled rather detail artists. They are good reflectors, but poor radiators. There is no Real without the ideal element, which interprets the Real to itself. Nor can the Ideal exist apart from the Real.

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THE *Monthly* has been asked by a student yearning like Goethe for more light, to develop the relation between the artificial and the natural hinted at in the third number. A whole book might be written on the subject, and by a well qualified writer. By the artificial should be understood in this inquiry no perverted product of human powers, but the true and permanent work of genius. Such work is the crystallized expression of the eternities of the human consciousness summed together in creative minds, and transmitted by them to all time. Because they store the power of a race whose origins Time has forgotten, the bridge that spans Niagara, the cable that like the Midgard snake enfolds the globe, the books that hold the hearts of men are greater natural forces than individual man himself. They embody the consciousness of a social organism. In the human race Nature has evolved the divine power of thinking on self. This self-consciousness is the highest of all forces. And it is the artificial, the work of man, that interprets Nature to herself, that deepens and perpetuates the self-knowledge of things that are.

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WITH one more word the *Monthly*

says good-bye to the class of '99.
 May we come through the exams.
 like Dewey's men at Manila. Let
 there be not even the smell of fire
 upon our clothes. Then will come
 the great Afterward. Whither arc
 we tending? Let it be where glory
 awaits us.

Observation :—A Soliloquy.

How slow the minutes drag around to-day,
 As on my wooden chair inflexible
 With tired eye and buzzing ear I sit
 Amid a crowd of noisy kids. Methinks
 Old Daddy Time is snoring by the way,
 With broken hour-glass and with scythe
 unsharped.
 And in an empty void of timeless sleep
 An atom helpless. I am mooning here.

The teacher talks, and eke the scholars all
 Converse in tones subdued among
 themselves.

Like to the rustling of a chestnut-tree,
 Whose falling fruit the rattle of the slate
 Doth vocalize. How truly was it said
 That life is but a vapor—would that now
 These benches and this blackboard would
 vamoose
 To other spheres of greater usefulness
 Than to my gasping corpse they e'er can
 have.

And can it be that once the mighty brain
 That works and seethes within this skull
 of mine

In mystic process psychological,
 Was trained in such a place as this?
 Gadzooks,
 What lofty works our public schools
 produce!

Full truly should I reverence after all
 The embryonic learning that pervades
 The atmospheric content of this room.
 Hallo! There goes the bell—recess at last.

(After recess: moral song by pupils)
 "And if I have a piece of cake
 And with the others play,
 I will not keep it all myself
 But give a part away."

Again the chair—and harder than before.
 With lusty lungs refreshed the children
 now

Spell o'er a list of words. Ahai! the crash
 Of letters shouted hardily, the crash
 Doth beat into my skull, the roll and crash
 Of breakers shattering on a stony beach,
 O'erwhelming me, a mute Demosthenes.

It ceases: but within the vaulty caverns
 Of my auricular anatomy,

A murmur, like the sea-shell's ghostly
 voice,
 Whispers and dies away.

Dictation now.

My jaded ear receiveth gladsomely
 The teacher's even accents. I am here
 To observe, to criticize, to catch the grains
 Of education falling from the board
 Where mighty Paedagogia slingeth grub.
 Hither, my note-book! Let me place in
 thee
 Some record of these precious hours. Of
 course

The chair is rigid and the hour is long,
 Of course my limbs are cramped with
 many cramps,—

Sed patendum est.—The sun is shining
 Full pleasantly outside the window there:
 I would 'twere summer.

Summer! I am sitting
 Upon the gunwale of a skiff that sails
 'Mid windy waters, heeling bravely over,
 And dancing swift along the white-capped
 hills

That lie between her and the distant isle.
 The sun of afternoon shines free, the splash
 Of parted waves sounds merrily 'neath
 the keel,

And ever blows the wind a muffled song.
 Full soon I'll lie upon the breeze-swept
 grass

Beneath a friendly tree, my haven won,
 And breathing deep and gazing at the sky
 Chew meditative straws. Blow, North-
 West wind!

Beat stormily against the stout old sail
 That's fought with me through many a
 wild adventure,
 That's been my comrade many a dreary
 day.

Roll the waves higher, higher still.—

"Clean Slates!"
Ting Ling! What here again?—The
 blackboard looms

Before my blinking eyes, and on my knee
 My note-book lies untouched. A sigh as
 deep

As Adam's at the clash of Eden's gates,
 And once again I turn to books, to methods,
 To finding new positions on my chair.
 And ever smuglier smiles the smooth-faced
 clock.

And ever slower crawl its sleepy hands—
 The longer hand a meditative tortoise,
 The shorter hand a dead one. I am here
 To observe, to criticize; and I shall do it.

With resolution stern my mind I bend
 To education's wholesome tasks, and see
 The wondrous patience and the foresight
 long

Of those whose silent, unrewarded toil
 Has given our children freedom. So I lose
 Remembrance of slow-moving Time, and
 come

To absorbing interest in the scene around,
 Still seeing dimly with my mental eye
 Like the last corner of a fleeting dream,
 Sunlight on rolling waves, blue sky
 above,
 The dim shore in the distance, and beside
 The silent friendship of the curving sail.

The Brush-Wood Boy Talks to Mrs. Plato.

So ere's to you Mr. Poet
 With your 'ayrick 'ead of 'air,
 An' 'ere's to you Mrs. Plato
 At your 'ome in Vanity Fair.

THOSE poets talk about the girls they love in a free and easy way, likening their loveliness to the bloom of the blazing rose or to the lily of the valley's unblemished purity. I am the Boy who had all the strange visions, and I have never yet been able to call her by any of those stock poetic terms. When I look into those deep, blue eyes, I see only the absolute, which cannot by any effort of my imagination be brought into relation with the conventional types of goodness and purity. There I get a glimpse of a dim infinity, with its inexpressible import of earnestness and truth. The quiet glow of an unfathomable beauty burns into my soul, like unto nothing of this world of change and shadows. The holy calm of Love, that soothes and purifies, cannot be measured in the sky above or the sea beneath.

The rich and peaceful music of her voice is not like anything that the poets talk about. It is a fragment of the everlasting music of the spheres, welling up from somewhere far below the crackling, jarring surface of things. Before the Absolute I cannot speak, but only fall and worship, and try to understand.

Some frivolous rhymer would liken the placid smile that lightens her holy face to the lifeless ripple of a wave. But I see only the ultimate, quiet joy that holds this happy world—a joy that is as different from a ripple or a sunbeam as from the

hysterical and unreal laughter of the common. For she is not vivacious, not piquant, not the actor of a part, but absolute queen in her tranquil power, related to nought but the eternal which is glad and sad at once, but mostly glad.

Her form and carriage which a long-haired trifier might compare half apologetically to the cold creations of the Greek masters—glorious creations as they were, at best they but imitated the absolute harmony of the Infinite—her form is an unsullied incarnation of that absolute, unspeakable Life. She lives and moves with Mother Nature.

Let no poet say that her soul is pure and delicate as the pansy, that her humility is like the daisy's, her truth and placid trustfulness deep as the blue of heaven. These are vain comparisons. Qualities that are attributes of the finite become aspects of the absolute.

Like the old philosopher I distrust the poets and so does she. Just in the same way the poets dislike us prosaic people. There are others who laugh at dreamers as neither poetic nor practical. But we dream and live and see; and our dreams are our substantial world. We bathe in the sea of the Infinite and reck not of the scoffers who flounder about between their jeers in the quicksands of the Earthly. Anon they will be the slaves of the Infinite. But when we have crossed the Bar, we shall dwell with Him, and we shall be like Him, for we shall see Him as He is. We shall be one being. Completing each other we shall live, and know "those angel faces, seen long since and lost awhile."

This joy is forestalled when I look into those eyes, where present, past and future meet in the eternal mystic light of Love. In her face and form is Law nobly incarnate. I have found the meaning of Life and Ecstasy and Freedom. So hands off her you earthly poets of the earth.

She is like no flower that blows. That mouth shows forth the divine steadiness of purpose which kept her firm and true through years of dream and waiting. Surely the creation of worlds from nebulous nothing must come about in some such way as our common spirit has been kindled. Let no one therefore (a word hateful to poets,) compare her mouth to coral in its redness. Her white teeth are not like pearls, her cheeks not like roses. These shabby comparisons made to please children are out of place for one who has seen the ideal Absolute.

But the greatest thing is her sublimity of expression. There is limned a miniature of that gigantic self-sacrifice, that chastened joy of realizing self through suffering, which is the sum of Nature's character. Herein is Duty and Love, the unflinching onward and upward toil of the ages. Can an incarnation of this movement be demeaned by comparison with the things of a lower order in existence? The absolute unselfish, free from the disturbing force of passion, an unruffled peace far removed from the bustling, nervous flurries of those not true to themselves, marks her whom I lost and found again, as distinct from the trifles of a creator's handiwork. I may not understand her yet, but a day will come, shining in a greater light than our frail, ephemeral sun, when we shall know and tell. And now I worship, not as those poets, but with the reverence of silence, in spirit and in truth.

OVERHEARD IN ARCADY.

CHECKERS.

The Checker enthusiasts of the O. N. C. met on March 1st, and decided to have a tournament, limited to amateur players of the Scottish game. The following signified their intention of entering—Messrs. Barker,

Hiltz, Colquhoun, N. S. MacDonald, Marshall, Mark, Gordon, Rankin, Irvine and McCracken. The two last named were only able to play the first evening and withdrew from the contest. On three successive Saturday evenings the mimic strife was waged with all the skill the players could command, and the result was in doubt until the leading ones had completed their games. Barker won first place with Hiltz a close second and Colquhoun third. The other scores are incomplete owing to a few postponed games.

The playing took place at the rooms of Messrs. Hiltz, Gordon and Barker, which gentlemen deserve credit for the splendid manner in which the players were entertained. The tournament will long be remembered as one of the happy incidents of the college year. T. A. C.

DAN GODFREY'S BAND.

On April 20th Dan Godfrey and his famous band will visit Hamilton. Godfrey has been called the Napoleon of bands from his powers as an organizer and leader. His career of forty years as bandmaster of Her Majesty's Grenadier Guards has been one long triumph. In 1887 he was accorded an honor to which no other bandmaster in the British service has ever attained. He received a commission in the Guards, taking the rank of lieutenant. All the great military heroes of Britain, such as Roberts, Wolseley, Kitchener, have marched to Dan Godfrey's music. Last year in America the progress of the band was a whirlwind of success. It will be the same this year. Dan Godfrey has nailed the dual colors of the Anglo-Saxon world-empire to his mast. Not only love of music, but love of country should crowd the Drill Hall, afternoon and evening, on April 20th, with cheering thousands.

Some Examination Papers.

The following are the Normal College examination papers of last May on which all students wrote :

SCIENCE OF EDUCATION.

Examiners : {T. Carscadden, B. A.
J. Waugh, B.A., B. Paed.

1. Discuss, from the standpoint of mental discipline, the relative values of the abstract sciences and of the experimental sciences.

2. (a) Enumerate the merits and defects of the "discipline of natural consequences" as a system of moral training.

(b) Show to what extent such a system of discipline may be safely used by the teacher.

3. "The development of intelligence is from the presentative to the representative"

"The development of intelligence is from the sensuous to the ideal."

"The development of intelligence is from the vague to the definite, and from the particular to the general"

(a) Explain and illustrate each of these propositions.

(b) Give rules, based on these principles, for the guidance of the teacher in the work of education.

4. (a) Give Spencer's views on the education which prepares for citizenship.

(b) State his views (i) on the way history is generally taught. (ii) on the way it should be taught.

5. (a) Define the term art education.

(b) Show how the æsthetic sentiment can be cultivated by the study of natural landscapes.

(c) Show the special importance, in this age, of cultivating the sense of the beautiful.

HISTORY OF EDUCATION.

Examiners : {C. L. Crassweller, B. A.
T. A. Kirkconnell, B. A.

1. (a) Describe the provision made for the physical training of the young in Athens and in Sparta.

(b) Discuss the advantages and disadvantages of their methods as compared with ours.

2. "Then (during the Renaissance) it was that the latest *bend* was given to the Educational ideal of the civilized world."

Amplify this statement and estimate the present influence, whether injurious or advantageous, of the Renaissance ideal of education.

3. (a) Give Locke's ideas on:—

- (i) The object of education,
- (ii) The subjects to be taught,
- (iii) The methods to be used.

(b) How far was he at issue with his own age?

(c) To what extent did his ideas influence English practice?

4. Describe Pestalozzi's attempts to put into practice his educational theories. Account for any failure that attended his efforts.

5. Describe the work of the Philanthropinum and the Kindergarten, accounting for the failure of the one and the success of the other.

PSYCHOLOGY.

Examiners : {T. Carscadden, B. A.
J. Waugh, B.A., B. Paed.

1. (a) Define Psychology.

(b) Give an account of its method.

(c) Discuss its value in Pedagogics.

2. (a) Define Apperception.

(b) What are the processes involved in it?

(c) Clearly discriminate these.

(d) What is the function of the will in Apperception?

3. Give a summary of a pedagogical method adapted to the training of imagination. Supply the psychological basis of your method.

1. "Each higher psychical process returns upon and enriches the lower."

(a) Which is the higher, Judgment or Conception? Why?

(b) Is the relation between Judgment and Conception as stated in the quotation? Exemplify.

(c) What pedagogical maxim or maxims arise from this?

(d) What is the function of language in thought processes?

5. "That man has had a liberal education . . . whose intellect is a clear cold logic engine . . . whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience."

(a) Re-write in precise scientific language.

(b) What erroneous presuppositions seem to underlie the present statement?

SCHOOL MANAGEMENT.

Examiners : {C. L. Crassweller, B. A.
T. A. Kirkconnell, B. A.

1. "Written Examinations properly conducted are not an evil but a benefit."

What is meant by "properly conducted," and in what ways are such examinations beneficial?

2. "The highest aim of education is the formation of character."

Show clearly how the every-day work of the school affords opportunities for this moral training.

3. "No incentive can be good that may not serve as an incentive to those who lag behind."

Discuss this statement, and show how, if accepted, it would discredit many incentives commonly employed.

4. (a) What are the advantages and disadvantages of the various methods of class-questioning in use?

(b) How may the disadvantages be minimised?

5. How would you deal with:—

(a) Lateness.

(b) Frequent absence.

(c) Non-preparation of lessons?

6. (a) How may pupils be trained to self-government?

(b) How far may the principle of self-government be safely adopted in school discipline?

METHODS IN ENGLISH.

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

1. Passing of Arthur, ll. 278-315 (So spake he, clouded with his own conceit, etc.)

Give a Third Form class a lesson on the above lines, to show your method of bringing out the following points:—

(a) The meaning of the following words and phrases: Conceit, lapping, washing, unknighly, authority—will (289-91) latest—left (292), In whom—all (293), giddy pleasure, prosper (298), spare (299), whirl'd in an arch, northern morn, shock (308), mystic (312), lightly (315).

(b) The purpose of King Arthur's question (line 282) and the inference that he drew from Sir Bedivere's answer (lines 284-5).

(c) The expansion of the metaphor—"clouded with his own conceit"—into its simile.

(d) The fitness of words to thought in lines 280, 284-5 and 315

(e) The reason for the personification of *Excalibur*.

(f) The justice of Carlyle's declaration that poetry aims not at furnishing a languid mind with fantastic shows and indolent emotions, but at incorporating the everlasting Reason of man in forms visible to his sense and suitable to it. (Limit your answer to the following:—The King's constancy in duty; his regal magnanimity; the enhancement of the main thought by the poet's choice of time and scenery, and his use of the supernatural.)

2. Give to a Second Form class a lesson on:—

(a) The various uses of the Objective Case.

(b) English Inflections.

3. Give in outline, to a Second Form class, a lesson on the reign of Henry VII., showing clearly what you consider to be the most important points of the reign.

METHODS IN LATIN.

Examiners: {H. J. Crawford, M. A.
E. O. Sliter, M. A.

1.—*Caesar II., 11.*—Hac re—ponerent. Your Third Form class has prepared this passage.

(a) Teach the lesson, giving special attention to the differences between Latin and English as to sentence-structure.

(b) What syntactical points would you select for detailed consideration, and how would you treat them?

(c) Translate the passage.

2.—*Verg., Aeneid I., 275-283.*

Conduct a Third Form class through this passage, making special reference to its bearing on the purpose of the *Aeneid*.

3. Show how you would introduce a class to the Ablative Absolute construction.

4. Teach a grammar lesson on the chief uses of the Gerund and the Gerundive, emphasising the differences between these two parts of the verb.

5. Outline a Second Form lesson on Final Substantive clauses, illustrating by sentences for translation into Latin.

6.—*Caesar V., 37.*—Ibi L. Cotta—faciunt. Work through this sight passage with a Second Form class.

METHODS IN SCIENCE.

Examiners: {W. Lothead, B. A., B. Sc.
G. A. Smith, B. A.

1. "A pupil may work conscientiously in the laboratory and study his text-book thoroughly and yet receive a very inadequate training."

(a) If the teacher is the agent necessary to ensure to the pupil an adequate training, point out his true function in experimental work.

(b) To illustrate this function, teach a lesson on the cause of hardness of water found in a limestone region, and lead your class to arrive at the cause of the deposit in vessels in which such water has been boiled. (You are to assume that you have proper laboratory equipment and that your class has reached the stage for such a lesson.)

2. "Laboratory work in Physics should be largely of a quantitative character."

(a) Why?

(b) A group of pupils have a dish of mercury and a graduated glass tube about 85 centimeters in length, closed at one end. Lead them to discover the principle of the barometer.

(c) When the tube is filled with mercury and inverted in the dish, a pupil thinks that the space above the mercury in the tube is filled with air. How would you convince him of his error?

(d) Your class being now familiar with the principle taught in (b), outline your method of teaching the relation between the volume of a gas and the pressure to which it is subjected, so as to lead to a generalisation. (Select your own apparatus.)

3. A class is to have a first lesson on the nature of a fruit.

(a) What work in Botany should the pupils have already done, and why?

(b) What material would you place in their hands and on what grounds would you make your selection?

(c) Indicate your method of leading the class to distinguish between a true fruit and a pseudocarp, selecting your own material.

4. (a) What microscopic work would you take up with a Fourth Form class in Botany, before making use of prepared slides and why?

(b) What educational value do you attach to making accurate drawings of microscopic objects?

(c) You are about to prepare a set of botanical slides for use in class work from year to year. Give what you consider a suitable list with reasons for your selections.

5. (a) Assuming that fishes and batrachians have been studied, outline your plan of conducting the study of such a type as the turtle or the snake.

(b) Specify the drawings you would have the class make while engaged on the type you select, and also what you would consider the best method of indicating or describing in a sketch-book the important points or features in a drawing.

(c) What use would you make of plates and figures from text-books in class work?

METHODS IN MATHEMATICS.

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

1. Teach the following problem as an application of the principles of fractions:

A and B have $7\frac{1}{2}$ acres to plough. After working $1\frac{1}{2}$ days A leaves and B finishes in $3\frac{1}{2}$ days more. If B had left

instead of A it would have taken $1\frac{1}{2}$ days to finish. How long would it take each to plough the field alone?

2. Teach a first lesson in Stocks.

3. How would you lead a class, from the consideration of simpler solids, to the determination of the expression for the volume of a cone of given dimensions?

4. Show how you would introduce the subject of negative quantities to a class of beginners in Algebra.

5. " $f(x)$ is divisible by $x-a$ if $f(a)=0$."

Give your method of teaching both the above principle and its application to the solution of equations.

6. Teach a lesson on the extraction of the square root of expressions of the form a plus or minus sq. rt. of b .

7. Outline a review-lesson in Euclid to show the purpose served by the definitions, postulates, and axioms, and their relation to propositions.

8. (a) How would you deal with a pupil's statement that the diagonal of a parallelogram bisects the angles through which it passes?

(b) If two parallelograms are on the same base and between the same parallels, their areas are equal. (Euc. I., 35).

Teach the above proposition.

ASSAULT AT ARMS.

ON Monday evening, March 13th, the O. N. C. and H. C. I. Athletic Association held an Assault at Arms. R. M. Chase won the fencing bout. Hinch and Martin were victors in the pick o'back contest, though McKinley and Sifton gave them a good rub. "Varsity" (Davidson, Balis, Fisher, Sifton, Martin) pulled the S. L. team (Holmes, Morrell, Aberhart, Watt, Hiltz) in the tug. Room 9 defeated the Senior Leavings in a game of Basket-Ball for the Championship of the Collegiate. The affair was a great success and established a good precedent.

Little Willie from his mirror.

Sucked the mercury all off.

Thinking in his childish error

It would cure his whooping cough.

At the funeral, Willie's mother

Smartly said to Mrs. Brown

'Twas a chilly day for William

When the mercury went down.