

# Ontario Normal College Monthly.

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## Ontario Normal College Monthly

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G. DOLAN, S. C. WEBSTER.

It is a besetting error of enthusiastic educationists continually to overestimate the importance of the school as an educational factor. From their long consideration of the problems of the school, perhaps, and the consequent exaggeration in their minds of the importance of such matters, they have come to imagine that the perfection of the national system of popular education is the panacea for all the social and industrial ills of a people. Give us but our ideal of school efficiency, they say, as it grows with the advance of mental science and the widening experience of the teaching profession, and we will answer for the progress of your nation in commerce and in the industrial arts as well as in the realms of science, philosophy and letters.

This is a common, but, we believe, extravagant position. Its fundamental error lies, of course, in the fact that it assumes the function of common school training to be all but coincident with the whole range of application of the term education in its widest sense. Whatever these enthusiasts over the glorious mission of the common school may in theory believe as to the relative importance of informal and formal education, in practice they come

dangerously near neglecting the former altogether. That such a position should be assumed and confidently upheld by thoughtful men who have had wide experience of the child mind and its development, seems incomprehensible. The opposite view which exalts the informal in education at the expense of the formal could, with much more justice, be maintained, and only the pronounced extremist here would fall into grievous error. The true attitude towards these two great educational forces is surely that which awards unhesitatingly the palm to the influences that operate on the child outside of school training, and which regards the school as an institution which at most is but an expedient designed to supplement the other, and, to counteract at times, as far as possible, its influences, if they threaten to become baneful to the young mind.

Such a definition of the function of the school, derogatory, as it may seem at first sight to the dignity and prestige of this worthy social institution, need not be so regarded. Any set of forces organized under what name you please, that systematically operates for good upon the mind of the child, giving it increased intellectual power and moral force, is worthy of every man's respect and hearty support. The school indeed may have virtually at its disposition the destiny of the child, for the principles of true conduct or the reverse that it inculcates may permeate the whole character of the impressionable pupil and

determine his attitude towards the other educational forces with which he comes in contact. While in our opinion the determining influences of this nature that flow from the school are vastly less important and less likely to attain a commanding influence than those that arise from home and social environment, yet, inasmuch as all the educational forces operating upon one individual are bound into an organic unity by that personality which is their centre, and each thereby more or less determines the others, we must therefore in justice do all honor to the teacher's influence as exerted in his official relation to his pupil.

To sum up our position: The true function of the school is but to supplement and direct into proper channels the natural and divinely instituted forces that operate upon every human being for the development of his powers. Its position in society while not pre-eminent must, however, be conceded to be important, inasmuch as it is permitted to leave its impress on the developing minds of the young individuals who are to make up society in the near future and carry it forward.

Such reflections as these we commend as a salutary antidote to the laudatory outbursts that are sometimes indulged in over the greatness of the teaching profession. True in the main they may be, but they had better be taken with the proverbial grain of salt. Let us not at any rate, as teachers, vaingloriously imagine that the school is greater than the home or even than the church.

THE action taken by the Literary Society recently in appointing a committee to investigate "ways and means" whereby greater union and co-operation can be brought about among the teaching profession, betokens an attitude on this important question that commends itself to all, in the abstract, at least. Whether or not the precise measures proposed by the speakers on the motion are feasible is not of moment just now. The Society need not consider itself as committed in any sense to a course of action in furtherance of the suggested reform, by the proposal and acceptance of the problem it offers as one worthy of the consideration of a body of prospective teachers. The whole question rests now with the committee to whose deliberative skill it has been entrusted. Should they evolve any policy or course of action that commends itself to the good sense and judgment of the members of the Society in general, we hope to see it energetically pushed forward by all who participate in its inauguration. Bright visions of the personal satisfaction and honorable distinction that will be theirs when this movement of which they are now the pioneers has been fully crowned with success, is now firing the hearts of the enthusiastic agitators. We would counsel them not to let their ardor cool, even if no immediate remedy for the evil which they are striving to redress, is found in response to their anxious quest. Even if the honor of initiating this reform must pass from the present O. N. C. class in its collective capacity, the conditions that now justify the attempt will still remain, and the

necessity for their amelioration will not have abated one whit because of the temporary failure of the advocates of a new regime to put into practical workable form their ideas and secure general acceptance for them. The agitation recently set on foot will be in no wise fruitless if it impresses on all the graduates of 1901 the urgent need for unity and organization of forces among teachers, as in other departments of social activity, commercial, mechanical and professional.

The originators of the scheme, it would appear, were somewhat doubtful of the reception that would be accorded their proposal, and consequently exercised not a little ingenuity in choosing the grounds on which to introduce it. The result of their little experiment would indicate that they very wisely gauged the feeling of the class in the matter. There can be no doubt that the prospect of an increase in salaries is one of the arguments which most strongly appeals to men and women in all callings in life, teachers not excepted, and there is strong reason to believe that the present class of teachers-in-training bids fair to follow its predecessors in that respect. Suffice it to say that they took the bait quite readily, and accepted the whole proposal almost without dissenting note. Now we are far from belittling the financial aspect of the teacher's lot,—it merits all the attention it receives; but is it not just to say that there are others which merit more? Man lives by bread, 'tis true, but not by bread alone; and is not that which is not bread after all a more important factor in his existence than that which is? By all means let

teachers employ all available legitimate resources to increase the financial remuneration that their services command, but let not such considerations be crowded into the fore-front of their effort. An organization of teachers that carries on its banner alone as its motto, "We demand more pay for our services," must inevitably lower the standing and prestige of the profession it represents. Talk as we will of the dignity and sanctity of all labor, there are certain callings that demand of those who follow them more devotion to results and less regard for pecuniary compensation than do others. Among the former stands the profession of teaching, side by side with the sacred office of the ministry. Those who discharge such functions as these in society must relegate the financial to a second place, else their influence and skill will immeasurably deteriorate. They do not traffic in or mould the material things of life, but they fashion that infinitely more subtle and impressionable commodity,—human spirits. We would therefore regard it as an unfortunate step that any movement should be launched among the teachers of our province on such a narrow and degrading basis as has been outlined for this.

Nor is it by any means necessary that the proposed union should be directed primarily toward the redress of the financial grievances of the profession. There are other features of present day pedagogical conditions that call just as loudly for reform, and the correction and readjustment of which would be more beneficial and far-reaching in their effects. We might instance here the low grade of

qualification, both professional and non-professional, that is demanded for our public school teachers. It is this more than anything else that crowds the profession with inefficient, amateurish members, lowering the salaries as a consequence and detracting from the respect with which the pedagogue is regarded by society at large. If the advocates of teachers' unions can adopt a comprehensive scheme of action that strikes at the root of the evils that infect their profession, and does not place them in a false and prejudicial light before the world, we would wish them every success in their enterprise. That such a scheme has been developed thus far in the discussion we strongly doubt; that it is, however, quite within the range of possibility to fertile intellects and energetic wills we feel confident. We are assured moreover that when laid before the teachers of the province it will not need the alluring bait of increased salaries to commend it to their attention and support.

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### *The Artist.*

Here shall we find him, up this narrow stair;  
 Look where he sits, close o'er his labours bent;

The hasting day in eager toil was spent,  
 And still the even lamp his task doth share.  
 To husband these prized moments is his care;  
 Keep silence, for he is but ill content  
 To passing mirth their profit should be lent,  
 Nor would for idle praise their briefest spare.  
 To what task-master hath his life been bound?  
 What Mammon greed upon his spirit rests,  
 That he no more must listen to the sound  
 Of festive lute, nor heed her mild behests?  
 That Truth and Beauty still with us may live  
 I oath he his hours to their loved service give.

S. A. MORGAN, B.A., D. PÆD.

### *The Craze for Specialization.*

One of the pressing educational problems which has to be solved, is to guide—and perhaps limit—the choice of studies to be taken up in our schools. The question is the outcome of that division and sub-division of labor, which is the result of modern economic conditions. No longer does the mechanic understand all parts of his work, as formerly. The factory system has revolutionized all our industries. The professions and ordinary callings in life have been multiplied to an extent not dreamed of in the early part of the last century. To get on in the world demands concentration of purpose, with increased skill; and, therefore, the man who rises above his fellows confines his operations within a narrow range. The democratic spirit of the age is in favor of giving every one a chance, and, therefore, the fight for standing room is more intense than when class distinctions were looked upon as inseparable from the race. The fact that knowledge is power is felt on every side, and the marvellous growth of knowledge has become a marked feature of our times. The aim of school and college has been to provide an education suited to the needs of students, and the variety of those needs is the result of the constant multiplicity of callings. The new departments of knowledge, and the new methods of enquiry, command public attention, and the universities regard it imperative to give such instruction as will meet modern requirements.

Elective systems, even to a limited extent, were unknown in universities seventy-five years ago. Optional courses have been multiplied in most universities, and had "specialization" been confined to colleges, the resulting evils would not have become so serious. The system of electives has taken strong hold of most of the American High Schools and to a less extent of those in Ontario. Oblig-

atory subjects have in the United States been reduced almost to a minimum, and the curriculum is framed with a large number of optional courses. The ostensible object is to allow every possible latitude and to encourage individuality. There are, however, unavoidable tendencies which must be reckoned with before the encouragement of individual traits can be regarded as advantageous. The ideals held before the student too often lead him in wrong directions. It is doubtless true that every student should as soon as possible have his attention directed to those branches which will best fit him for his course in life. It is almost self-evident, however, that the calling which pupils will eventually follow cannot be readily determined. An effort is made to give children some high aim and some professional pursuit is indicated as the goal to be reached by the aspiring youth. University matriculation is decided upon and work is taken up, which is far from that best adapted to the purposes of the great body of persons who are to fill the humbler positions.

The story is told of one who enquired of his neighbor how he raised such excellent peaches? The explanation given was as follows:—"If I want prize peaches of any kind, I shake off all but a couple of dozen early in the spring. It is expensive, but I get my prize peaches, for all the strength goes into the few." The lesson for our High Schools is clear and the warning is one deserving the attention of educationists. It is a well-recognized truth, which every good teacher follows, that the backward pupils should receive most attention, the bright ones being able to look out for themselves. In our modern educational methods, teachers are exposed to the temptation of ignoring the rights of the many in the interests of the few. The teacher is applauded on Commencement Day for the prizes and medals won by brilliant students. If

a teacher is conscientious, his best work is that which he has done for the dull, the troublesome, and even perhaps for the vicious. To impart knowledge is not the highest work of the teacher. To make brilliant scholars is praiseworthy; to turn out good men and women is better. The boy who has not the ability or the means to go to the university is worth looking after.

The demand for greater flexibility in High School work comes from those who are interested in universities. The crowded nature of the High School curriculum is due to similar influences. The main work of secondary schools should not be to prepare students for the universities. The High School is rightly considered the people's college; and, therefore, the course of study to dominate should be one adapted to the needs of those who do not attend college or university. The greatest good for the greatest number should have weight with the High School teacher. Some persons would make matters worse and have urged the adoption of the German ideal in our schools. The German gymnasium, however, illustrates too fully the law of "the survival of the fittest", and is not suited to our conditions. The fact that so many fall by the way-side in their attempt to matriculate should make us ponder and lessen, so far as possible, the great waste of educational methods. To regard our High Schools as preparatory schools is misleading. A finishing course should be the one taken up by the majority of students. If the needs of the ninety-five per cent. were paramount, there would be less objection raised by the ratepayers to High School expenditure. A general course, with very few options, is urgently needed; and the temptation to take up special courses should be lessened. Conditions over which young persons have very little control, demand that they become bread-winners within a short time. A course which promises some practical help for the near and trying future when young

people must fight life's battle alone, should be the one encouraged in all our High Schools. At present the High School Master, without any fault of his own, urges his pupils to take up such subjects as will enable them to matriculate or pass the examination for teachers. It would be desirable if the Principal were most concerned to have every student well equipped for the humbler pursuits of life. He should not find self-interest standing in his way.

A reform in the direction indicated will have several advantages. It will show that the needs of the many have first consideration. It will give the smaller High Schools a better chance of doing good work, and will lessen the demoralizing results of competition among secondary schools. It will cause teachers to be less hampered in their efforts to look after the moral training of the students, and will bring into prominence character building, which should be the leading object in view. A change of this kind will convince the general public that the acquisition of knowledge is not the chief work of the student. Doubtless moral growth calls for intellectual growth at the same time. The impression that education and knowledge are identical is, however, too prevalent at the present day. So long as specialization has sway in the construction of school programmes, so long will there be difficulty in lessening the prevailing misconception. Apart from the objections mentioned, specialization encourages lopsidedness. The man whose training is only in one direction does not make the best citizen. The teacher who can give instruction in mathematics, or science, or classics, etc., but in no other department, is not the most desirable acquisition to a Collegiate Institute. Broadness of scholarship gives greater power in the formation of character. The good teacher in a High School is probably a Specialist. He is more. His general culture enables him to give in-

struction in several subjects. What is true of the teaching profession is applicable to other callings. The man whose range of observation is limited, is narrow in usefulness. The person who knows only one thing is often a failure in life, and generally makes a poor type of manhood. If men and women, in the best sense, and not mere scholars, are to be the products of our schools, specialization must be kept within bounds.

JOHN MILLAR, B. A.,  
Deputy Minister of Education.

### *Australian Bush Bards and "The Western Pioneers."*

Herder has said that poetry is the product of a particular soil, natural surroundings, national character, and social conditions. In the same sense, Goethe, in his evolutionary view of literary criticism, regarded literature as a set of phenomena parallel to the phenomena of nature.

When we look on literature in this way we cannot expect the highest or truest type to be evolved from cushioned parlors. Such literature would no doubt have a very harmonious air throughout, but would have too much of the cushioned tone to present things as they actually are. Such a tone pervades much of the literary products of to-day. Now this is all true enough as long as they remain in the parlors, but when the effort is extended beyond this, we have incongruity and half-hearted spirit in the work, though the coloring may be very beautiful.

There is much writing of this nature continually appearing in every land. In Australia this class of writers were called "City Bushmen" by Henry Lawson, the wildest of the Australian Bush Bards. Lawson meets them with a fierce satire, in which he asks:

Did you ever guard the cattle when the night  
was inky black,  
And it rained, and icy water trickled gently  
down your back,

Till your saddle-weary back-bone fell a-aching  
to the roots,  
And you almost felt the croaking of the  
bull-frog in your 'boots.

And again in a satire on the "Camp-  
fire's Cheerful Blaze," he says :

We have grumbled with the bushmen round  
the fire on rainy days,  
When the smoke would blind a bullock and  
there wasn't any blaze.

And we couldn't raise a chorus, for the  
toothache and the cramp,  
And we spent the hours of darkness draining  
puddles round the camp.

These Australian Bush Bards never  
modify their feeling in expressing it,  
but present it in all its natural energy.  
Henry Lawson is a native born Australia-  
n and has grown up in contact with  
the wild life of the bushmen, and his  
pictures are true and vivid pictures  
that make you feel the actual experi-  
ence of these bush rangers. His  
description of their life on the Australia-  
n plains could not be produced but  
by one who had lived it :

"Desolation where the crow is ! Desert where  
the eagle flies !  
Paddocks where the lunny bullock starts and  
stares with reddened eyes.  
Where, in clouds of dust enveloped, roasted  
bullock-drivers creep.  
Slowly past the sun-dried shepherd dragged  
behind his crawling sheep.  
Stunted peak of granite gleaming, glaring  
like a molten mass  
Turned from some infernal furnace on a  
plain devoid of grass."

Mr. A. Patchett Martin in his work  
on Australian Literature says : "Australia-  
n Literature originated not in the  
student's library but the trooper's  
saddle." Of the writers he says "Adam  
Lindsay Gordon is the Pioneer Australia-  
n Bush Bard. A Scotchman by  
birth, he went to Australia through  
some trouble at school, and was in turn  
a drover, a miner, and a steeplechase  
rider, and finally closed a brief and un-  
happy married life by blowing out his  
brains at Brighton Beach near Mel-  
bourne."

Gordon is called the Burns of Australia  
and the tragic end of his life was  
but a fitting close to his whole path-

etic career. Two stanzas from "The  
Sick Stock-Rider", show us the  
peculiar trend of his unorthodox senti-  
ments and thoughts, which, like  
Burns, he poured forth in full as he  
felt them :—

I've had my share of pastime,  
And I've done my share of toil,  
And life is short, the longest life a span :  
I care not now to tarry  
For the corn nor for the oil,  
Nor for wine that maketh glad the heart of  
man.

For deeds undone and time misspent  
And resolutions vain ;  
'Tis somewhat late to trouble, this I know ;  
I should live the same life over  
If I had to live again,  
And the chances are I go where most men go.

A depth of feeling is expressed in  
this more than in many of the Bush  
Ballads, but our own Bush Bard, Mr.  
Clive Phillips Wolley of British Colum-  
bia, has the natural expression of  
the bard, the sportman's freedom and  
a pathos that is less tragic but equally  
touching.

Mr. Wolley, like Gordon in Australia,  
enjoyed a good English education  
before leaving the native land. But he  
had a still wider experience than  
Gordon, for he was British Consul  
at Kertch, and there came in contact  
with life in the East. Then after  
practising as a barrister for a time  
he retired and removed to British  
Columbia. In 1896 he was appointed  
sanitary inspector in the mining  
districts of that province.

His works show that he grasped the  
spirit of the different phases of life  
with which he came in contact. His  
stories, "Savage Svanetia," and  
"Sport in the Crimea and Caucasus,"  
are the outcome of his life in the East.  
Then from his life in the West we  
have "Trottings of a Tenderfoot,"  
"A Sportsman's Eden," and his novels  
"Gold, Gold in Cariboo" and "The  
Chicamon Stone." In them all his  
style is clear and simple and he shows  
that romantic spirit that gave life to  
the novels of Sir Walter Scott in his  
day.

But his poems indicate more fully his own personality and his position in the literary world. He is an Empire poet at the same time as he is the western pioneer. In his poems, "The Sea-Queen Wakes" and "Chain of Empire," the true spirit of England's sea rovers and colonists is manifested. The latter poem which was written over Ross Bay Cemetery, B. C., closes with the following stanzas :

What was it that you slew? An old world's gloom.  
 What won? A staunching of sweet woman's tears;  
 Bread for the children; for the strong men, room;  
 Bread for Britain; for your failing years  
 Rest, in the front rank of her pioneers.

O seed of Empire! Stones on which we set  
 That Greater Britain which is yet to be;  
 Here where the furthest West and East are met,  
 Sleep, while your old nurse croons for lullaby,  
 Thanks of a Realm, that owes you Unity.

But it is in his poems, "The Prospector," "The Western Girl," and "The Western Pioneer," that he shows more touchingly his naturalization with the Canadian West. No more vivid picture of the miner in the northern regions of our Pacific province could be drawn than that presented in "The Western Pioneer"

I can hear the willows whispering 'way down  
 the Arctic slope,  
 Every s'ring little leaflet grey with fear;  
 There's no color in the heavens and on earth  
 there seems no hope,  
 And the shadow of the winter's on the year.

An' it's lonesome, lonesome, lonesome, when  
 the russet gold is shed,  
 An' the naked world stands waiting for  
 the doom;  
 With the northern witch-fires dancing in the  
 silence overhead,  
 An' my camp-fire just an island in the  
 gloom.

When the very bears are hiding from the  
 terror that's to come,  
 An' the unseen wings above me whistle  
 south;  
 When, except the groaning pine-trees and  
 the willows, Nature's dumb,  
 And the river roadway freezes to its mouth,

But I cannot strike the home trail, I would  
 not if I could,  
 An' I want no other smok' across my sky;  
 When I drop, I'll drop alone, as alone I've  
 allus stood,  
 On the frontier where I've led, let me lie.

I wouldn't know men's language, I couldn't  
 think their thought,  
 I couldn't bear the hurry of mankind;  
 Where every acre's built on, where all God  
 made is bought,  
 And they'd almost make a hireling of the  
 wind.

I've been allus in the lead since I grew grass  
 high,  
 Since my father's prairie schooner left the  
 Known  
 For a port beyond the sky line, never seen  
 by human eye,  
 Where God and God's creation dwells alone.

'Way back I heard men calling; one woman's  
 voice was fond,  
 An' the rich lands toward harvest mur-  
 mured "Rest",  
 But a sweeter voice kept calling from the  
 Unexplored Beyond,  
 A wild voice in the mountains callin'  
 "West".

I heard it in the foothills—then I climbed  
 the Great Divide;  
 In the canyon—then I faced the rapid's  
 roar;  
 In the little breeze at dawnin', in the dusk  
 at eventide,  
 The voice that kept a-callin' went before.

My crooked hands are empty, my six-foot  
 frame is bent,  
 There ain't nothing but my trail to leave  
 behind,  
 An' the voice that I have followed has not  
 told me what it meant,  
 An' the eyes that sought a sign are nearly  
 blind.

But I hear it callin' still, as I lay me down  
 to rest,  
 An' I dream the Voice I love has never lied,  
 That I hear a people comin', the Great People  
 of the West,  
 An' maybe 'twas His Voice callin' me to  
 guide.

No better picture of the northern  
 mining districts could be produced,  
 and further, this represents the actual  
 position of Mr. Clive Phillipps-Wolley,  
 in the field that he has taken for his  
 literary home.

S. L. MILLER, B. A.



### *Words of Advice to the Teachers-in-Training.*

I willingly comply with the request of the editor-in-chief to address "a few words of advice and counsel to the teachers-in-training" at the Ontario Normal College. If I may judge all Normal College students by those whom I have met, there prevails at the college a spirit of earnest devotion to exacting duty and high ideals; and this gives great assurance for the future of the teaching profession in Ontario. To persons of such character it is always a pleasure to speak; and if the counsel I give sound dogmatic and be unadorned, those who receive it will please believe that my spirit is, notwithstanding appearances to the contrary, that of fellowship rather than mentorship, and will understand that required brevity forbids adornment or amplification.

*Concerning motive.* The age is commercial. Many are studying in universities and professional schools that they may qualify themselves to make money. "What is it worth in dollars and cents"? is asked concerning subjects of study, courses of training, occupations. When this is the manifestation of a dominant motive, scholarship has lost its crown and toil its divine quality. Candidates for the teaching profession in Ontario are not so much exposed to this temptation as some others, because of the meagre emoluments in this profession. Unlike the monks of the middle ages, our public and high school teachers need not to take a vow of poverty; for the school boards will see that they are kept poor. But men may take a wrong attitude towards a small salary as well as towards a large salary. The prohibition against covetousness needs emphasis for the poor man as well as for the rich man. Gold, when it becomes the motive of our teaching, is a base metal. My first advice then relates to motive, and is an admonition: Take heed that money be kept

entirely out of the realm of motive when turning your face towards the divine vocation of teaching.

*Concerning method.* A thousand things, more or less wise, are taught in these days concerning method, and we must look sharply or we shall miss reality; for there is now a pedagogical cant as there used to be, and in some quarters is yet, a religious cant. It is not certain that we have caught a bird when we have put our hands upon a nest: some nests are empty. The teacher who thinks that because he has the mastery of his subject, and an intimate knowledge of all the approved theories concerning child-life, and of the methods which great teachers have used with extraordinary effect, he is sure to be an eminent, or even an average, teacher is quite likely to be mistaken. The one vital current which must flow through all his knowledge and his methods is love. There must be enthusiasm for his subject, and genuine, unaffected sympathy with those he teaches; not a perfunctory, professional, pretended sympathy, but a sympathy which is real, natural and constant. There is nothing of which the world is more ignorant than the meaning which the Christ when he gave the eleventh commandment, and Paul when he wrote the thirteenth chapter of First Corinthians, intended to convey. If a teacher really loves his subject, and the communication of knowledge, and the training of minds, and young people; he will not teach simply because the occupation is respectable and the salary enough to keep starvation at bay; nor will he content himself with the bare bones of method from which life, love and joy have departed. O. C. S. WALLACE, McMaster University, Feb. 1901.

Students who have not yet sat for their photos are requested to do so at once. The work so far produced has been most satisfactory, and reflects credit on the ability of Mr. J. A. C. Morrow as an artist.

### *Literary Society.*

MARCH 1ST.

The much abused question as to whether the much abused Queen Elizabeth was justified in putting to death the much abused Mary, Queen of Scots was discussed for the benefit of the Literary Society on March 1st, by Mr. Matheson and Miss McKenzie on the one side and Miss Rutherford and Mr. McEwen on the other. The appeals made by both parties were most eloquent, those of Queen Mary's supporters being particularly flowery and betraying an assiduous cultivation of the emotions. They failed, however, to move the judges who gave their decision in favor of Miss McKenzie and Mr. Matheson. A piano solo by Miss Patterson, a reading by Mr. Carpenter, and a vocal solo by Miss Baxter added zest to the weighty historical matter of the debate. The critic, Miss Bradley, failed to visit a just condemnation on certain individuals on the masculine side of the audience, whose remarkable antics in disturbing the furniture and incidentally also the more peacefully disposed auditors, materially detracted from the otherwise successful afternoon's entertainment.

MARCH 8TH.

At the meeting on March 8th, a lively discussion over the desirability and possible advantages of a closer union among teachers was provoked by a motion dealing with the question introduced by Messrs. Webster and Rea. A great many opinions and ideas that were not opinions were expressed on the point and beside the point. Finally the motion was carried and the following committee of "Ways and Means" appointed: Messrs. Webster, Rea, Barnes and Gunn, and Misses Merritt, Guest, Bollert and Timberlake. The Vice President, Miss McKay, occupied the chair during the presentation of the programme, the main feature of which was an able and

valuable paper on "Evolution," read by Mr. W. H. Thompson. A few brief discussions on the topic of the essay and two musical numbers, a solo by Mr. Newcombe, and a duet by Misses Baxter and Merritt, brought round once more the hour for closing.

MARCH 15TH.

The Executive of the Society arranged for this afternoon a "Canadian Meeting," which, being interpreted, proved to be a meeting, the programme of which dealt solely with Canadian literature and Canadian writers. The attendance was not as large as is customary, owing, perhaps, to the stress of work that bears upon the faithful student with the approach of the dread exam. Those, however, who gave of their valuable time to attend the meeting, were fully repaid. Four excellent papers were given, excellent both from the standpoint of "interest" and that of "acquired knowledge." Mr. Shepherd's paper on Canadian writers was a comprehensive treatise on that side of our national progress, and opened the eyes of many to the fact that Canada, great in natural wealth, possesses also great possibilities in the sphere of literature and art. The sketches of the life and work of Chas. G. D. Roberts by Mr. Simpson and of Clive Phillips Wolley by Mr. Miller, were also very good, and were much enlivened by well chosen selections from the respective writers they dealt with. Miss Guest, in a talk on "Canadian Life as Treated by Canadian Writers" read illustrative extracts from "Sam Slick, Clockmaker," Gilbert Parker, Joanna E. Wood and others, which very effectually exemplified the style of workmanship and subject matter of these writers and formed at the same time an entertaining diversion. When the ladies' chorus, Mr. Pirie and Mr. Welsh had contributed of their musical talent, the programme was left to the mercy of Miss Dorrington who very ably and pertinently criticized its main features to the edification of all.

MARCH 22nd.

The business of the afternoon which related mainly to the conduct of the annual *Conver-azione* and the affairs of the MONTHLY involved the Society in a heated discussion, and it was at a somewhat late hour that the members adjourned to the amphitheatre to listen to a kindly talk from Dr. McLellan on "Articulation and Modulation in Reading," which he punctuated with many entertaining reminiscences from his wide experience.

### *Concert and Comedy.*

The septette of young men and ladies who gave such a clever and delightful exhibition of the histrionic art on Friday evening, March 22nd, in the Assembly Hall, are entitled to every credit for the expenditure of time and energy it involved at this late date in the term. Contrary to the precedent of last year a Dramatic Club was not formed but the matter was taken up by the executive of the Literary Society and carried to a successful issue, both financially and in every other way.

The piece chosen for representation this year was a three-act comedy, "Snowball," which turns upon a series of family complications arising out of a practical joke, and abounds in many ludicrous situations. It sparkles everywhere with many lively sallies of wit, and not a few maxims of worldly wisdom are intermingled in the dialogue. The merits of the little comedy were on the whole very satisfactorily rendered by the following cast of characters, under the direction of Mr. Martin Cleworth:

Felix Featherstone.....	Mr. J. A. Buchanan
Mrs. Featherstone.....	Miss L. McLellan
Mr. Thorneycroft (Uncle John, country gentleman).....	Mr. E. E. Wood
Ethel Granger (sister-in-law and ward of Felix).....	Miss E. C. Urquhart
Harry Pendergast (Ethel's lover).....	
.....	Mr. E. H. A. Watson
Penelope (maid).....	Miss E. M. Neilson
Saunders (butler).....	Mr. H. H. Smith

Mr. Buchanan's personation of the distracted Felix in all his nervous agitation when he learns that the little ruse he has planned to catch his wife has miscarried and the tables have been turned on him, was admirably sustained on the whole, though at times a trifle exaggerated. Miss McLellan carried the role of the self-confident, resourceful wife with a dignity and *habeur* that suited the situation exactly. Mr. Wood in the character of the rich old uncle from the country, who, with all his air of disinterestedness, is really playing upon Felix, to win the hand of Ethel for his son Jonathan, presented the typical English country gentleman, as to voice, gesture and costume, in an inimitable manner. Miss Urquhart and Mr. Watson were a staid, demure pair of lovers, who with admirable self-restraint abstained from all lover-like caresses before the eyes of the assembled multitude. Miss Neilson as Penelope the maid, who "wasn't curious, but just wanted to know," discharged her role of simplicity and incorruptibility with an ease and grace that left little to be desired. Of Saunders the butler (Mr. Smith) suffice it to say, that he was the Alpha and Omega of the whole. In spite of the lack of stage facilities the scenic arrangements were good, the costumes attractive and the illusion well sustained throughout. The intervals between the acts were filled up with musical and instrumental selections. It is rumoured that the troupe intend to arrange for a short tour, possibly extending as far as the metropolis of Dundas, in the course of which, with the assistance of the Glee Club, they will do something to elevate the tone of the stage in the fair Province of Ontario.

### *Y. M. C. A.*

Our Y. M. C. A. met for the last time on March 20th. The concluding meetings were conducted as before by

the students and city clergymen, to whom we are indebted for their generous assistance in every way. Among the students we would particularly thank those who have so kindly assisted us in the service of song, thereby adding brightness and interest to our already earnest meetings.

To the casual observer our Y. M. C. A. is now a thing of the past, but to the one who looks at matters in their relation to life and destiny, our meetings were fraught with an influence subtle but real and potent in the formation of character all through our future. The earnest words to which we have listened exhorting us to the noblest and fullest manhood patterned after the life of Jesus Christ and perfected through like sufferings; the proposed solutions of existing social evils; and above all the portrayal of our duty as teachers, to set the standard of thought and action high, both by precept and example, will long live in our memories, and, we trust, be embodied in our future mental and moral growth with fruit unto eternal life.

### *Athletics.*

The Basket Ball Tournament closed as far as the College is concerned, with a fast and fierce fight between Whitely's Bloodhounds and Watson's Bulldogs. The latter came up to the final contest with no laurels from previous victories. They had fought hard, but in every case the prize had vanished just as they were about to clutch it. True to the traditions of their name, however, they came up doggedly and full of determination to their last encounter. Their sprightly canine antagonists, flushed with the glories of many a previous battle, came boldly forth, but alas, it proved their Waterloo. From start to finish the game was very speedy and showed marvellous progress on the part of both teams considering the length of time they have been playing the game

and the amount of practice given to it. The final score was 27-21 in favor of the Bulldogs.

The scores in the closing matches of the series were as follows :

	SCORE.
Senior Leaving vs. O. C. A. II. . . . .	27-19
O. N. C. I. vs. Junior Leaving. . . . .	21-20
Senior Leaving vs. Junior Leaving. . . . .	24-22
O. N. C. II. vs. O. N. C. I. . . . .	27-21

In summary it may be said that first place must be accorded to the Senior Leaving team whose superior combination and shooting skill gave them a possible 6 wins to their credit. O. N. C. I. follows with 3, Junior Leaving with 2 and O. N. C. II. with 1. The last mentioned team, while forced to decorate the foot of the list, is nevertheless entitled to great credit for the perseverance and spirit with which they followed up the contest and ultimately scored a victory over their closest antagonists, as recorded above.

### LADIES' BASKET BALL MATCH.

Often on Thursday evening have the fair lassies of our College been seen hurriedly stealing their march towards the "Gym." Often has the sound of pattering feet and rustling skirts, mingled with loud peals of laughter and shrieks of terror, emerged through the chinks of the closely-barred doors, and excited the curiosity of those without. Many a time would the rude passer-by have peeped into this mysterious privacy of sport, but a mystical voice whispered, "*Tibi non permittitur.*" With what joy then was the announcement heralded which stated that on Thursday, March 14th, the doors would be thrown open and a public exhibition of basket ball given by the Ontario Normal College ladies. Sharp on the appointed hour Captains McKay and Powell lined up their forces before a gallery crowded with a most enthusiastic audience, who waited with breathless suspense to see the issue of the conflict between the wearers of the gold and those of the purple. Referee Whitely stepped

boldly forth between the contending parties, exhorted them to play to the death, briefly outlined the rules of the game, warned them against rough and foul play and blew the whistle.

Then for twenty minutes the ball floated in restless motion between the baskets, often on the very verge, and occasionally dropping through the hoop. The checking and marking became extremely vigorous and close, while the plaudits from the gallery were uproarious. When the whistle blew for half-time the score stood 4-2 in favor of Captain Powell.

The second half was even faster than the first and the tide of fortune changed. The shooting was splendid and the whole game scientific in its precision. Captain McKay scored twice in rapid succession, but fouls happily converted by the true eye of the opposing captain left the final score one point in favor of the royal Purples.

The following are the teams and their score :

GOLD.	PURPLE.
Misses McKay,	Misses Powell,
Dorrington,	Craig,
Tucker,	McKenzie,
Merritt,	Bradley,
Neilson.	Urquhart.

The scoring was done by Misses McKay (2), Tucker (1) and Bradley (2). In addition Miss Powell converted three fouls, leaving the final score 7-6 in favor of the Purples.

#### ASSAULT-AT-ARMS.

The customary "round-up" to the gymnasium work of the Men's Athletic Association for the term took place on Friday evening, March 15th. The basket ball games which were the central features of the evening's sport were closely contested. The College boys showed a marked improvement in their mastery of the game over their work of three months before. The match between the teams representing the Senior Leaving element of the class and the Graduates was watched

with great interest and proved most exciting. The Grads. gained the lead in the first half, but the "Leavings" rallied and evened the score before time was called and the referee announced the result as 6 all.

GRADS.	SENIOR LEAVING.
Watson,	Church,
Keith (1)	Phillips (1 et 2 fouls)
Elmslie,	Feheley,
Whitely (2)	Matheson,
Fergusson,	McDonald (1)

The other game between the Collegiate Senior Leaving team and the city Y. M. C. A. H. was a fast and brilliant exhibition, which was made all the more exciting by the closeness of the contest, the final score standing 24-22. An exhibition fencing bout between Messrs. Keith and Hillman was declared a draw. The College boys displayed their strength and agility in erecting several pyramids of living flesh to the awe and amazement of the spectators. Constable was declared the winner of the cock-fight and Keith and Hedley finally vanquished all competitors in the pick-a-back contest. On the whole the Association provided its patrons with a solid two hours of exciting entertainment which was enjoyed by all.

### Y. W. C. A.

It was with a feeling of genuine sorrow that the little band of Y. W. C. A. members met for the last meeting of the year on March 25th. The meet- was in charge of Misses Johnson, Strohan and Breckon, of the Collegiate, who gave three very interesting papers on "Working, Watching, Waiting," as our farewell watchwords.

During the month Mrs. McQuesten, Rev. Mr. Hoyt and Rev. Neil McPherson, of the city, gave very earnest and helpful talks which were much appreciated by the Society.

It was decided to continue the Monday morning prayer meetings throughout the balance of the term.

### *Just Among Ourselves*

Watson, absent-mindedly, drenching his cabbage copiously with vinegar, — "I always take my 'Kohl' with a relish."

Miss McK—will liberally reward anyone who will adequately describe to her the gyrations of Misses—who departed for F. M. Church at 5.45 p.m. Sunday, March —; also why they sat near the register.

Miss S—at Rink to W. L. McD.—I saw Mr. Watson's basket ball team down at Morrow's getting photos taken.

McD.—Indeed; I wasn't there.

Miss S.—Oh no! and Mr. Whitely was there too; it couldn't have been the basket ball team after all.

Who is it sails his *Brig* out west,  
When all his cares are laid to rest,  
And stays till half-past one, when pres't?  
Our Watson.

Who is it turns up home so true,  
With mud upon his trousers blue,  
And says it is not yet quite two?  
Our Watson.

Who is it makes a party call,  
And takes his boots off in the hall,  
Lest he should wake the boarders all,  
Our Watson.

#### NEWS FROM THE CAPITAL 1909.

Feb. 18th.—Premier R—e receives a message of congratulation from His Majesty for the brilliancy of his speech on the Zulu question.

Feb. 19th.—Senator D—bs—n, after a long and severe struggle, succeeds in pushing through his bill for the removal of the tax on chewing gum.

Feb. 20th.—Messrs. B—yn— and Ph—ll—ps celebrated their coming of age by *sterling* their first votes.

Feb. 21st.—Alfred, Lord M—rr—s—n, created Poet Laureate.

Feb. 22nd.—We hear on good authority that the celebrated actor, Uncle John, intends to give up his histrionic career to contest the elections in his native town.

Suggestions for a paper on "Science of Education":

1. Discuss the relations of knowing and doing as applied to gestures, *et al.* in amateur comedy.

2. Apply the fundamental mathematical ideas of space and time to the popular conception of a "line to Dewey." Show that in your case it would be *timely*, and that if ever you receive it, it will require a *spacious* hat to hold you.

3. Estimate the relative importance of subject matter and method as they affect the enthusiastic onlooker cheering on his basket ball team.

4. Answer any other question that you may happen to know.

The longer I live the more convinced I become that our educational system will never be satisfactory until we undertake in a scientific manner the education and examination of examiners. A school for examiners ought to be established, and no one should be allowed to conduct an examination or set a paper who has not graduated with honors at this establishment. The idea that because a man has been through the mill himself, or has written books, or given other proofs of learning, he is therefore competent to examine his juniors is quite a fallacy, as may be seen from half the examination papers with which the rising generation is afflicted. Examiners may be divided into three classes. There are, first, those whose object in setting a paper is to display their own knowledge or air their pet theories. As it is easy for coaches and candidates to find out what the examiner prides himself on knowing or what are his pet theories, this class of examiner only tests the skill of the coach and the "slimness" of the pupil. Secondly, there are the examiners whose primary idea is to bowl out the candidates. These are chiefly occupied in discovering what the candidate does *not* know. Properly speaking, they are not examiners but cross-examiners. Lastly, there are the examiners who seek to ascertain what the candidate really *does* know. These are the examiners who know their business and do it. Roughly speaking, examiners are about equally distributed between these three classes. It follows that only about one-third of them are really fit for their positions.—LABOUR-CHEER in "Truth."

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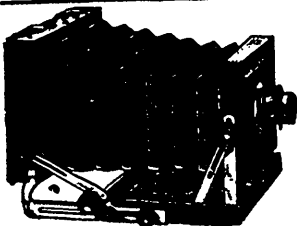
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