

Ontario Normal College Monthly

HAMILTON, ONTARIO, MARCH, 1899.

The Literary and Scientific Society.

ON the 9th of February, after a week's rest, the only Society met again for work. President Mason filled the chair. The late Secretary read minutes, ten minutes, lingering fondly by the seat of his splendors, and like the setting sun, "more glorious ere his course was run." Messrs. Hinch and Martin were away on a visit. No one knows where Mr. Davidson was. But nothing daunted the Society sighed and began to elect a Secretary. After a sharp contest, troubled by some protests against the scrutineers and possibly some corruption in the back of the room, Mr. G. F. Smith was declared the winner. It is said that Mr. Carson polled the next largest vote. Only six responded to A. W. Smith's last affecting appeal for support. Several elegant nominations for the office of Critic were reluctantly declined. And then the Society in a fit of rage almost decided to have no critic next day. But Mr. Stewart was elected. More important were the nominations to the offices of Treasurer and Councillor vacated by Messrs. Cooper and Sifton. The thirst for office manifested by certain individuals who figure in every election we have, made the list of nominees as long as usual. When, therefore, the President choked off this part of the programme, declaring out of order a man who wanted nominations left open, the Society did not demur. All this time Mr. Murray was looking as happy as an oyster with its shell opening, because he knew the Society was pleased with him and his work as Curator. During the discussion

on the class photograph Messrs. Burnham and Wethey interchanged frequent glances of defiance. Mr. Thompson came in and took a seat. Mr. Langford scored the photograph committee. Sifton, Allin, Tamblyn, Hansford and Elder dealt with the matter from different points of view. Finally nothing was decided upon.

The debate started at 3.40. Mr. Burnham and Miss Inson scouted the idea of woman's benefitting by the higher education. Mr. Wethey and Miss Iler proved the absurdity of their position. Still, Mr. Burnham's tongue was tipped with persuasion, and his side would doubtless have won had not Mr. Wethey shown how Higher Mathematics made his cookery what it is. After the critic Mr. Gillesby had performed his duty, the society adjourned with the song for the "Widow at Windsor."

President Mason stayed away from the next meeting and Second Vice President Walker took the chair with a firm resolve to clean out the caterpillars of the commonwealth. The re-appearance of Messrs Hinch and Martin made the Society's heart flutter with pleasure. Everybody knew there was a lot of business to be transacted, which only such experienced hands could expedite so as to leave time for an excellent programme. After the minutes were read and rather hastily approved, Mr. Hansford moved the abolition of the office of critic. The Chair tried to cut him short, but an audience enthralled by the subtle spell of golden speech refused to be balked of its delight. The orator was followed by several insolent objectors, Wethey, Martin and Tamblyn. It was Mr. Martin's greatest effort since he became ex-President. The Latin

quotation however need not have been translated. It is a pity this gem of eloquence was not enlisted in a better cause.

The Society sadly turned down the motion and from its lips escaped a groan. The election of the Treasurer and Councillor passed off with unexpected quietness. True, one A. W. Smith and a certain Sifton chattered angrily about something and endeavored to arrest the attention of the Chair. But that attention seemed for the moment to be lost somewhere in the trackless realms of space. Only when Mr. Tamblin appealed for a ruling against these turbulent interrupters on the ground that they should have protested when the minutes were read if they wanted to be in the election, then the Chair reached out and throttled them. Messrs. Hiltz and Bennett were elected in the face of a strong opposition. Those time-honored candidates, Martin, Hinch and Rowland were again "turned down." When Mr. Thompson came in, the Society retraced its steps a little and discussed the photograph. Mr. Thompson spoke at some length, and all the time Mr. Langford was impatient and uneasy. This subject is his specialty and he knew it was his turn to show off. But again his ideas failed to coincide with the general feeling. Mr. Balls' amendment swept through and the question of the photograph was finally settled.

A critic had now to be elected. It took some time. The Society had been awakened by Mr. Martin's impressive address to the importance of this office. The usual office-grabbers entered the lists and as usual fell down, before a new opponent. Messrs. Langford and Martin exchanged jokes. They both seemed to think they would get in if they ran. Miss Hutchinson was elected by a vast majority. The Society was now smacking its lips and looking round for Mr Mac-

pherson. But he was not in sight, and everybody slowly realized that it was 4 o'clock. We therefore adjourned.

After two weeks the Society met with its machinery somewhat rusty and unresponsive from so long inaction. Only one nomination was made for the office of Critic, Miss Kirkwood going in by acclamation during a small disturbance among the ladies which distracted her attention. Mr. A. W. Smith made an able report for the Conversat. Committee. The most important item was that this committee had changed its name to the H. C. I. and O. N. C. At Home Committee. The name was accepted though the Orator made some objections, not so eloquent as usual, which were ignored by the President. There was a long and uninteresting wrangle as to whether Mr. Smith and his committee should be entrusted with \$15 or not. Messrs. Carson and Langford were both against such a reckless way of doing business, the former on the score of expediency, the latter on general principles.

After a while Mr Hinch's motion was rammed through authorizing the collection of a fee of twenty-five cents from each unfortunate member of the Society. This hasty decision was reconsidered and finally a decree of decidedly questionable taste was passed by a very questionable majority, fixing a tax of twenty-five cents on bachelors. As this measure is unconstitutional, a two-thirds vote of members present was required. Was it obtained?

There were two notices of motion, of which let us await developments. The Society allowed the President to put the closure on urgent business for once, and prepared for a great treat from Dr. Montague and Mr. Murray.

These two gentlemen, who had promised to address the Society, appeared about 3.15. But just be-

fore calling upon them, President Mason asked Mr. C. E. Race, President of last year's "Lit.," to say something. Mr. Race was well received and made a very neat speech, especially congratulating us on the improvements which have been made about the building since last year. His good wishes were with us, and so are ours with him. Mr. Murray, now no stranger to O. N. C., made a speech in his usual happy vein. It is always good to hear a man who has deep down in his heart an undoubting belief that life is worth living. Mr. Murray's rugged optimism is perhaps the most striking characteristic of a strong personality. Dr. Montague apologized for being unprepared to speak becomingly to a society of such weight. But his apologies were only less graceful than his address. Like Mr. Murray he believes in marriages. He even noted the suggestive coincidence that the Society can count itself by twos of unlike terms without any remainder. The only exact parallel Dr. Montague could remember was from some statistics which showed that the number of Doctors is just equal to the number of Life Insurance agents in this province. The speaker was a teacher himself when about 16 years old. But you can't remain a teacher if you want to be a statesman. Dr. Montague did not repeat the old platitudes about what paragons teachers ought to be. He knows how hard it is to keep prodigies of culture working on less per annum than a good singer receives in a single evening. Before closing his remarks he expressed his approval of the Mock Parliament idea. Last of all he hoped to be with us some time again. In this hope we all join him. Mr. Martin's motion for a vote of thanks was not put by the President for reasons known only to himself. Mr. Murray and Dr. Montague were thereby prevented from saying one more word to the Society. The criticism by Miss Hutchinson was

brief, but full of points. It was perhaps the best we have yet heard. Who says abolish the office of critic?
ADAM.

❁❁
Lines on My Cigar.

Thou ugly dusky Goblin Elf,
I prize thee only for thyself.
Thou nut-browne mayde!
Thou art not fair to look upon—
Not fair—but all a dusky brown,
A warm and comfortable brown,
My own cigar!

Beneath thy coat of sombre hue
I see enrolled
A fortune rich men never knew,
With mines of gold—
A treasure vaster there I see
Which even kings might envy me.
When worn with care, and tired of
glee,
I spend a happy hour with thee,
My own cigar.

Alas! thou liest there my friend,
Thou liest there.
Thy presence serves no more to bring
A thrill of joy—thou fragrant thing—
But blank despair!
For I have sworn the vow to keep
Which ends thy reign with charm
replete.
Thy throne is filled—Good-bye sweet
mate,
I yield to the decree of Fate—
My Jenny brooks no rivalry
And she and I are one you see.

A. W.

❁❁
Account Problem.

A liquor agent held the office for one year at the close of which he gave the following statement of his accounts:

Cash received on assuming office.....	\$ 32.17
Liquor at the same time.....	57.51
Amount paid for liquor bought....	59.91
Cash received for sale of liquor....	107.97
Value of liquor at end of year.....	31.37
Salary of agent.....	25.00

Does the agent owe the firm or does the firm owe the agent, and how much?

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TEACHER—Where is the Rock of Gibraltar?

PUPIL (who reads)—In Hogtown, owned by the Boom and Bust Life Ins. Co.

 Ontario Normal College Monthly

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THE inductive method continues to be buzzed into the receptive ears of Normal College students. Pile up the examples, they say, and lead the pupil to make his own definitions. But surely this induction is often a sheer waste of time. When a pupil has reached the Second Form of the High School, he must have acquired, however vaguely, from years of conscious and unconscious induction, a stock of general principles from which he may directly deduce much that he is often required to induce from examples, the selection of which does not involve his own activity. Deduction is as necessary and as noble a process of thought as induction, and generally a more natural one. Besides, the continual plaguing of classes with graded examples, the alternate prodding and reining in, as the pupils flag or go off on a wrong tack, can not fail to take the enthusiasm out of their school life. The graded examples very often proceed by too short steps, so that the pupil, often with a half impatient smile, lets himself glide indifferently along the way prepared for him. And so he draws enforced conclusions which he forgets as soon as he can. Much of the lauded experiment work in the Natural Sciences will appear to be of the same character. The elementary experiments, cut and dried for the pupil, lead to such weighty conclusions as an intelligent chimpanzee may act upon, from an implicit knowledge. The upshot of all this petty

inductive work, which some educationists foster with might and main, is that the pupil often becomes a sort of jelly-fish, very responsive to the stimulus of question and example, but totally incapable of acting by and for himself. It seems possible that some good healthy deductive work, substituted for the perpetual nagging of questions and examples, might get more independent exertion out of the pupils.

Is the teacher's authority to be dispensed with? Why not tell a class, in many cases, instead of pricking them on with pre-arranged examples to an inevitable conclusion? Surely the pupil might better be told some things and then left to find out the reasons or make the applications for himself. Before he goes to school the child learns much on the authority of his parents. Their oracular responses furnish him with plenty of deductive and inductive work. The child is made to go to church and take part in a service which he cannot understand. But through the mere form he arrives in time by a sort of deduction at the content. No parent would try to lead a child by induction to the conclusion that it is expedient to go to church. In matters of taste as well as morality we are guided to a degree by somebody's *ipse dixit*. In thought, feeling and action, authority sets up a form to which we must mould ourselves resolutely until we lay hold of its inward essence. It is hard to see therefore why in the school education alone the method of induction by means of question and example should take such precedence over all others.

THE friends of Rudyard Kipling in this College were glad when the news came at last that he was beginning to recover from the attack of pneumonia which has been so nearly fatal to him. With a painful interest springing from a personal regard for one whom none of us have ever seen, but whom we know and love as the greatest and most thoroughly representative poet of our time, as the giant foreshadower of the British patriotism of a coming century, and especially as the friend of our Lady of the Snows, we have fearfully watched the daily bulletins that told of his battle with the last enemy. And now that the great author is himself out of danger, we learn with sorrow that his little daughter has succumbed to the same disease that threatened him. It is impossible not to feel a reciprocal interest in one who has so identified himself with the life and aspirations of his age. Kipling is no sunset poet, illumining with a saddened lustre the close of an epoch however splendid. He is not the last poet of a decaying age. His is the inspiration of the dawn. His sympathies are not with the past but with the living present and the unborn future. With a rugged, massive strength of purpose, he leads his contemporaries forward in the direction of their own blind instinct, interpreting to them the meaning of their vague strivings and half formed aspirations. It is this intuitive grasp of the moving forces of an age, this fineness of feeling rising almost to the vision of prophecy, that makes Kipling the leading factor in British Imperialism. Kipling's poetry has done more than anything else to knit

the British Empire and its peoples into a mighty unity, folded tight round old England, "the powerhouse of the line." We are living in an age of force such as the world has not seen. We aim not primarily at beauty, but at force. The powerful stroke of Kipling's hammer is helping to weld the British Empire into a mass that shall sway the world. The iron strength of Kipling's verse, surpassed only by the steel of Shakespeare, rings out the keynote of the approaching century. May Heaven watch over the yet youthful poet of Greater Britain and her Seven Seas, and keep him to complete the work he has but begun.



SEEING that Force is the only thing that exists, what is the good of all this fighting over the Ideal and the Real? It is nonsense to say that the Ideal alone exists. We know that the Ideal is the highest form of the Real, distinguished from other forms or aspects of Being only in degree, or intensity, or complexity of Force. It is not necessary to consider in this regard whether Force is personal or impersonal, spiritual or less than spiritual. Mind is only a higher development or evolution of Force than what we usually call matter. Just as the artificial, the product of human work, is the highest form of the natural and not something different from the natural, so the Ideal is not different from the Real, but is its highest development. There are not two worlds, one spiritual and the other material. One world is enough to occupy the attention of students struggling with the problems of Pedagogy.

Critical Study of "In Memoriam," by
John King, M. A., D. D., Principal of
Manitoba College.

IN the preface to this neat volume, which all students of Tennyson will read with interest, is given the origin of the work. It is, Dr. King tells us, based upon a series of lectures delivered by himself to the ladies of his college in the far west. At the request of his friends, it is published with the purpose of helping its readers to a better appreciation and understanding of this noble poem, which has occupied the close attention of many of the most cultured minds of our day. Although the author has had recourse to other works upon the same theme, he has endeavored to exercise throughout an independent judgment and has not failed to call attention to what have appeared to be incorrect interpretations or misapprehensions.

As we might suppose, a critical work of this nature demands on the part of the writer careful study both of the poem and of the voluminous literature that has been produced by the deepest thinkers. According to the opinion of Dr. King, among the most helpful contributors to Tennysonian literature, to whom he himself is indebted for valuable suggestions, are the Rev. F. W. Robertson, whose titles to several of the cantos of the poem have been adopted, Dr. Gatty, author of "Key to In Memoriam," Mr. Thos. Davidson, who gave some attention to the philosophical and religious questions arising in the poem, and most important of all, Professor Genung and Stopford Brooke, whose works many of us have thoroughly enjoyed.

In the Introduction, of considerable ability, we are given the history of "In Memoriam." The young men, Tennyson and Hallam, who met for the first time probably in 1828, were for some years closely associated in col-

lege and university. Common ideals and common tastes laid the foundation for a friendship, which grew in closeness and tenderness until broken by the sudden death of the latter in Vienna in 1833. Consequently in 1850, Tennyson published 'In Memoriam' in honor of his beloved friend. It is a collection of short separate poems, one hundred and thirty-one in number, all full of "love and grief and aching sense of loss," yet each entirely different from those preceding, composed according as Tennyson's rich and varied imagination might suggest at the time of writing.

Beginning with the Prologue, the poem is carefully and logically analyzed, canto by canto, line by line, the difficult points being fully explained and welcome light thrown upon its many allusions. To make the meaning clearer and to stimulate the interest of the reader, the writer makes frequent use of quotation, and in special notes calls attention to marked figures of speech or particularly happy turns of expression.

"In Memoriam" naturally falls into three divisions. In the earlier poems we find sorrow and grief almost rebellious, being as yet untouched by hope, the sullen yew-tree symbolizing the hardness of the heart. In the poems forming the central portion, personal sorrow being more subdued, the poet finds himself free to discuss certain questions concerning the great Beyond, suggested by the death of the departed one. In the third division, beginning with LXXXV, grief, though not altogether absent, is more sympathetic. There is perfect resignation to the Divine Will. Triumph sounds nobly in the noble verse

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light:
The year is dying in the night:
Ring out, wild bells, and let him die.

Ring out the want, the care, the sin,
The faithless coldness of the times;
Ring out, ring out my mournful rhymes,
But ring the fuller minstrel in.

The sweetness of memory and the soothing of faith have dispelled bitterness from his soul. "It is a song of victory and life, arising out of defeat and death; of peace, which has forgotten doubt; of joy, whose mother was sorrow, but who has turned his mother's heart into delight."

It forms a most interesting study to note how Tennyson's sorrow passes from the particular to the universal. Dr. King in his work points out the various steps very clearly. The grief of the individual for the beloved Hallam becomes representative of the sorrow of the whole world. The poet felt the loss of his friend, then later, he learned to sympathize with all mankind bowed in sorrow. "This was Tennyson's first step into manhood as a poet; and the slow, sustained and yet impassioned march by which his character forced him to advance made it but natural for him to take seventeen years to realize and embody his progress in a work which is worthy of the time given to it," and which remains the mightiest in thought, the best in form, the most varied in feeling and the most finished of all Tennyson's longer poems.

Dr. King in dealing with the various cantos refers continually to the poet's habit of making the elements harmonize with his mood at the time of writing. Picture after picture of nature is presented in expressive and forcible language. What more beautiful than

Sweet after showers, ambrosial air
That rollest from the gorgeous gloom
Of evening—

or the poem beginning,

Sad Hesper o'er the buried sun
And ready, thou, to die with him—

the most finished piece of artistic composition in the whole poem? Again, we often find two poems placed side by side in direct contrast to each other. Calmness set over against gloom and sadness (XI and XV). Cantos LXXXIX and CI, like

so many others, bear testimony to Tennyson's close observation of and intense sympathy with nature. He shows himself a true master of poetic expression by the skillful manner in which he paints word pictures descriptive of natural scenery, filling in the details with all the deftness of the poet's art.


"In Memoriam" is subjective and distinctly theological. It deals with subjects of universal human interest—life, death, origin, nature, destiny, religion, science, social questions—all of which are touched upon by Dr. King in his criticism. Yet discussion and argument are of little avail, Tennyson has found, in consoling the broken heart. There must be sympathy and love within us if we wish to be happy in this life. "I see our labor useful and lovely when it is for others," the poet sings. The conclusion of the poem is a prayer that the whole world may conquer, as he himself has conquered, the powers of sorrow.

Judging from a hasty perusal of Dr. King's book, we conclude that it is not one that the casual reader would choose when seeking something to divert his thoughts. It is rather a commentary on the poem intended for students who desire a clearer insight into the workings of the great mind of the poet Tennyson. Taken as a whole, the work is a genuine and noteworthy contribution to Canadian literature, which is destined to take a high place not only as a literary text book, but as a volume that will be valued by all who are admirers of the late Poet Laureate.

ELLA BOWES.

On Sunday, March 5th, since the above notice was written, Dr. King ended a long and useful life. His death had been expected for some time, and now that it has come, Canada can hardly as yet appreciate her loss. For a good account of Dr. King's life, see *The Westminster*.

A Classic.

 UR acceptance of literature in the present day has become so much a matter of course that it seems well nigh impossible to bring men to a realization of the momentous force exerted by writers as "purifiers or poisoners of the public taste and morals." The world has at all times been slow to recognize genius and when we consider the many times that true and honest effort has been rewarded with poverty and death it is little wonder that so much of the world's intellect has enlisted in the cause of its corruption. If an age demands "intellectual monstrosities," a man, rich only in the riches of thought, is tempted to pervert his genius to please the general taste. Men characterized by strength of principle, by moral courage combined with genius, and who have striven to bring the actual world nearer ideal perfection, may well be designated intellectual heroes. The world breathes freer from knowing that such men have lived in the past, that such men live in the present: "Those gifted beings who have been the choicest companions of our best and happiest hours, who have kindled or exalted our love of the beautiful and good, who have given us knowledge and power, whose words rebuke us for our own moral as well as mental inferiority." These are the men whose works we term our classics. Time has thrown the light of concentration over their works. We see them now in all the radiance of their grandeur and beauty. It will be interesting to account for the high estimation in which we hold such works as these and to determine the requisites of a true classic in its double bearing, the writer's relation to his work and that work as a force in the world at large.

Any great work in literature is a noble mind product; in other words

"the spiritual and invisible is made flesh through expression." Any masterpiece in letters, therefore, will embody truth, beauty, and sublimity as its content and a conveyance of that truth to human consciousness by means of fitting and harmonious nobility of mind expression. The spirit of truth in any classic is perhaps its most dominant feature. It is this which is guarding and guiding the world in its faltering but onward march to knowledge and freedom. For ages men have been thundering rebuke to all that betrays freedom and virtue, to all that seeks to instil in us ideals other than those of moral justice and right. Evil and falsehood will receive no sanction in the work of a classic; there must be faithfulness to the facts of nature and life. In descriptions of nature not merely a complication of detail as it meets the eye must be given. The poet must touch on the reality of its being as a manifestation of a divine hand. In that which treats of human life, all that is noble and good and true must be exalted. We should be filled with a hatred for all sham, evil and falsehood. We should be taught to love truth for its own sake.

Closely allied with truth is a disregard for conventionalities. "There our minds have a free range, our hearts a free utterance." We feel when walking with these master minds of thought, as if our intellect, our taste, indeed our whole being had burst the fetters which long had held it in restraint. We make no use of enforced nomenclature. We respond only as our hearts are touched. We yield obeisance only to what is good and true. "We despise only the despicable, honor none but the honorable." The veil of rank and fashion is cast aside. Here at least it may not serve to shield a knave or dunce.

There are certain primary forces which necessarily influence a master mind in the production of his work—race, surroundings and epoch. There

is a system in human sentiments and ideas, this system has for its motive power certain general traits, certain characteristics of the heart common to men of one age, race and country."

We study the outer man that we may delve deeper to a study of the inner, invisible man. The thoughts and actions of the inner, invisible man find their causes in these general ways of thought and feeling. From this we see in how far a classic may serve as a national type. Environment, on the other hand, will evidence itself in a man's writings. A consideration of this fact in regard to Walter Scott and the lake poets of England will clearly show its force. Again, each epoch will leave its own imprint, as each works upon the already acquired momentum. A primitive era, for instance, has no model upon which to work. The succeeding era looks at things through the light acquired by the preceding epoch. The peculiar taste of a people over a given interval shows itself in certain dominant ideas that have held sway. It may be in an ideal type of man, as the knight and monk of the middle ages, the courtier of the classical age. This universal idea will display itself over the whole field of action and thought. Thus national genius and surrounding circumstances will impress on each creation the general bent of the public mind. This law gives a reason for the continuation of such master ideas as those of the Renaissance, the classical age, the Alexandrian era.

That a writer has left the stamp of his own age upon his works does not detract from their universality, but rather the reverse is the case. The very reason of his becoming saturated with the spirit of his own age is that that he sympathizes with humanity of all ages. His treatment will not be a surface one, he will have penetrated to the inner life of persons and things. In search for truth, this truth will appeal alike to men of all ages, of all nationalities.

Another important requisite of a

classic is individuality. When we consider the sacredness of a good man's book, the force of this is borne in upon us. It is not that a man's own personality must stand out luminously before us. His individuality will show itself rather in the special bent of his genius. His mode of treatment of life and nature will be peculiarly his own. "A good book is the precious life blood of a master spirit embalmed and treasured up on purpose for a life beyond life."

Every true classic must be the work of a genius. Talent alone will not suffice; practical skill and power of application fades before the superior power of invention and creative thought. Genius is one of the most vital of forces, its work of the past is the creation of the present, its work of the present is the creation of the future. It may be defined as vital energy of mind, or in other words, creative and original force of thought, capable of imprinting in words of fire its lessons of intellectual and moral life. "It leads and sways because it communicates living energy and strikes directly at the soul, searching out the very sources of our volitions, bowing our weak will before its strong arm, awakening, animating, forcing us along its path of thought or over its waves of passion."

Perhaps it is only when we consider what a true classic really embodies that we feel the depth of the inner light that a good man's book must reveal and are perhaps the more ready to appreciate Wordsworth when he says,

"Dreams, books are each a world and books we know
Are a substantial world both pure and good:
Round these with tendrils strong as flesh and blood
Our pastime and our happiness will grow."

J. M.



Teacher-in-training—Who is the Governor General of Canada?

Untutored Pupil—Mr. McKinley.

Women's Athletic Association.

ON THURSDAY, January 12th, 1899, the O. N. C. Women's Athletic Association held a meeting in the class-room for the purpose of appointing officers for this session. Our President, Miss Rosenstadt occupied the chair.

Great interest was taken in the appointment of an Hon. President. The favorite nominees were Mrs. Crawford, Mrs. Brown, Mrs. Doxsee, Mrs. Armstrong and Mrs. Turner. The choice fell on Mrs. Turner. Miss Rosenstadt was entreated to keep the position of President which she had so ably filled during the past session. Miss Rosenstadt declined the honor, but promised to be "assister" to us all. Miss Healy was then elected by acclamation. Another happy choice was the election of Miss MacDonald as Vice-President. The duties of Sec.-Treas. were assigned to Miss Gahan. The Councillors elected were Misses Jamieson, Northway and Kirkwood. The meeting adjourned after speeches from the retiring and newly appointed Presidents.

M. H.

Athletics.

A GENERAL meeting of the Association was held on January 19th, President Logan presiding. Secretary-Treasurer Meiklejohn made his report which was received and adopted.

Election of officers for the present term resulted as follows:

Hon. Pres.—Hon. G. W. Ross. (accl.)
 President—W. M. Logan, M. A. (accl.)
 1st Vice-Pres.—A. S. Morrison, B. A.
 2nd Vice-Pres.—Mr. Hunt. (accl.)
 Secy.-Treas.—N. E. Hinch, B. A. (accl.)
 Collegiate Rep. on Ex.—Mr. McQuesten.
 Football Committee—Messrs Martin, Haunah, Pettit and Bell.

Basket Ball Committee—Messrs. Aberhart, McKinley, McMahon and Ballard.
 Gym. Com.—Messrs. Elder, Balls, Morrison and Balfour.

Tennis Committee.—Messrs. Cooper, Fisher, Cumeron and Ciappison.

Hockey Committee—Messrs. Bradley, Alexander, Locke and Johnston.

The Executive Committee arranged for a basket-ball tournament, and teams were entered from the College and higher forms of the Collegiate. The two teams chosen to represent the O. N. C. were the Hurons and the Shamrocks. Those who were of "sporting proclivities" picked the Hurons as winners, and the prospect was that their expectations would be fulfilled.

The first game in the basket-ball tournament was played at 4.30 p. m. Feb. 6th, and resulted in an easy victory for the Collegiate Senior Leaving Class. The score was 25 to 7. The Shamrocks seemed unable to play any sort of combination game, though one or two of them played well individually. The Senior Leaving team of the Institute played a splendid game.

On Wednesday, Feb. 8th, the Hurons (O. N. C.) met the Collegiate team from rooms 8 and 11, and the result was a win, but not such an easy one as was predicted and confidently expected by the Purple and Gold. The final score was 14 to 8 but it looked for a long time as if the Collegiate would beat the O. N. C.'s crack aggregation. Captain McMahon and every one of his team earned great praise, but especial mention should be given to Murphy who played centre and who easily marked his opponent Aberhart. The Hurons all played well and steadily except Elder who was not up to his form. The next beating the Shamrocks got was from room 8, but on the same day the Hurons extinguished the light of room 9 with a score of 23 to 15. And now, before the first round of the schedule had been completed,

a mass meeting of the O. N. C. students unanimously decided to withdraw the Hurons from the tournament owing to reasons which we shall not mention in this article. Up to this time the team had not been defeated and every one regrets their withdrawal as they were undoubtedly the best team entered in the tournament.

In order to keep up the interest in the game the O. N. C. students decided to hold a tournament among themselves, and accordingly four teams were chosen, Messrs Aberhart, Martin, McKinley and Cooper being chosen captains. These teams were entered in the tournament under the names of Beavers, Otters or Billy's Beauties, Stars and Tigers. A schedule calling for 12 games was drawn up and on March 4th, the first games of the series were played. The results of the games showed that the teams were evenly divided, and the prospects are that the tournament will be a success judging by the play and the general interest taken in the series.

On March 4th the Tigers defeated the Stars by a score of 11 to 9 while the Otters took the Beavers into camp to the tune of 14 to 13. On March 10th the second round was played, the Otters and the Beavers being winners.

On Saturday last the Tigers began to play rings around the Otters—ask Forrester for the joke. The Otters defaulted the game when Irvine got hurt. The Beavers evidently did not like the twinkling stars for they put them out of business by a score of 15 to 10. After this, games will be played every Friday and Saturday, two games being played on Saturday. We are pleased to note the interest that is being taken in these games and hope that every College student will turn out to see them. The teams are composed as follows:

Beavers—Aberhart, Hannah, Elder,

Bradley, MacDonald; subs—Tamblyn and Wethey.

Otters—Martin, Howard, Morrell, Sifton and Irwin; MacDonald and Rankin, subs.

Tigers—Cooper, Balls, Finch, Smith, McCracken, Gundy and Carson.

Stars—McKinley, Hiltz, Morrison, Watt and Forrester; subs—Allin and Davidson.

H. & F.



The Ladies' Basket Ball Tournament

The tournament opened on Tuesday Jan. 24th, with two teams from the College playing against two from the Collegiate. The College teams were composed as follows:

1.—O. N. C. Blondes,—Forward, —Misses Healy, Northway and Jamieson. Centre,—Miss Mitchell. Defence,—Misses Gahan, Tremeer and Moffat.

2.—O. N. C. Brunettes,—Forward, —Misses Macdonald, Lea, LaChance, Centre,—Miss Lynde. Defence,—Misses Harvey, Hutchinson, Taylor.

The College girls were greeted with hearty cheers as they trooped in, wearing uniform sailor collars and belts of the college colors, purple and gold.

The O. N. C. Blondes vs H. C. I. Junior Leaving made a capital beginning, with a score of 3-0, in favor of the Blondes.

The game between the O. N. C. Brunettes and the H. C. I. Senior Leaving resulted in a victory for the latter of 6-0.

Great enthusiasm was shown by the gallery, in the vigorous practice both of the Collegiate "Rizzle Sizzle!" and of the College "Zippity Hoop!" As they filed out, each party firmly resolved to eclipse the other in this art, at the next game.

To help things, the Collegiate girls, on Thursday, brought the megaphone. Not daunted by this the College girls made some megaphones from stiff paper and besides, they distributed among their party wands decorated with purple and gold flags,

and with these they audibly punctuated their yells, which according to previous instructions they "brought with them."

The game between the O. N. C. Blondes and H. C. I. Senior Leavings was "hard and fast," and ended in a score of 4-4. (Voice from the gallery in the heat of the game, "mark your—Zippity Hoop!")

The splendid play of both teams was due, no doubt, to the fact that, among the excited spectators in the gallery was Trixy, "the dog that thinks in images," (and further, Trixy did us the honor to wear his purple and gold collar.)

For the final match on Jan. 31st, both teams were in rare trim. It may be said to the credit of the Blondes, that "the farther they went the better they became." Their good combination play was remarked. This game closed the tournament with a score 6-0 in favor of the O. N. C. Blondes, all three baskets being shot by Miss Healy. We extend hearty congratulations to the Blondes as champions.

"Your College n'er will doubt you.

She cannot do without you.

So bravo, Blondes!

Long life to you and joy!"

M. E. M.



To the Editor of the Monthly :

SIR:—It was with great satisfaction that I heard of the decision of the grads. to wear their gowns for the class photo. We shall know which is which. I like a man to show everything he has to show. But why should the winners of just one kind of distinction have a monopoly in such display? There are doubtless among us those who have won medals or trophies in the field of sport. For example I have a prize for a race at a Sunday School picnic. Others may have got acquainted with fame at school, earning medals for conduct, attendance, or even

intellectual attainments. The Christmas tree has surely furnished a number of us with trophies inscribed "For a good boy" and it may be that some have even like Tom Sawyer, won Sunday School prizes for learning verses.

I don't know whether any of our soldiers have yet been honored with the Victoria Cross. But any one who has taught school in the country, where they have fights, will doubtless own a Referee's badge. Another may have acted as judge at a poultry or baby show. There is no end of variety in the rewards for different kinds of merit. And what I have to propose is that we all exhibit all our trophies, academical and otherwise, in this class photo—even if we have to show a Grand Piano won in a bicycle race. I am for display all the time. We S. L's ought not to let the grads. get ahead of us. Hoping that I have not used up too much of your splendid paper's valuable space,

I am yours etc.,

READER.



Side Scenes.

What has become of the projected Apostles' Whist Club?

Lecturer—"And now to sum up—"

Listener—"Never mind, I have summed up and it's 96.

In the question of how to deal with fights, some recommend the Olympian pancration, while others favor the total extermination of the antagonists. Perhaps both theories amount to the same thing.

Normal College students are cautioned against dropping letters in any slots or boxes other than those appointed by the Post Office authorities. Be sure you see over any slot the word "Letter Box." Beware of worthless imitations.