

Ontario Normal College Monthly.

HAMILTON, ONTARIO, FEBRUARY, 1901.

Ontario Normal College Monthly

EDITORIAL BOARD.

W. J. SPENCE, Editor-in-Chief.
D. A. MCKAY, }
MISS M. D. HARKNESS, } - - Associate Editors.
MISS A. G. W. SPENCE, }

BUSINESS MANAGERS.

G. DOLAN. S. C. WEBSTER.

THE month that has just passed has been fraught with changes. It has not only inaugurated in its earlier days a new century, which, we fondly hope, will top the cycles of the years, but it has witnessed near its close a sad event which has brought to an end the noblest era in our national history. The death of our long beloved and now lamented Queen has cast a shadow of grief and sorrow upon the hearts of Britons the world over, that utterances of regret and emblems of mourning can only faintly betoken. It seems futile to attempt to add anything to the sincere tributes of admiration and heart-felt expressions of sorrow that have issued in such profusion from pulpit and press since the announcement of the death of our late Sovereign. It would not be fitting, however to let such a nation-stirring event go by without voicing on behalf of the students of the Ontario Normal College their deep sense of the empire's loss, and their appreciation of the noble qualities of the departed.

That Victoria's name must ever be associated with the rise and expansion of Britain's world-empire, "the mightiest that has been", was never before so clearly seen as now when her death has given proof of the love and sense

of personal devotion that her subjects bore to her in all parts of her great dominions. No such demonstrations of loyalty could be evoked by an abstract principle, call it by what name you please,—the state, the constitution or what not; it was the personality of the sovereign, standing behind the machinery of government and representing the nation, that to a large extent won and retained the allegiance of so many distinct and widely severed states. It was the name of Victoria with its associations of true womanly purity, tender solicitude for the poor and distressed, firm adherence to truth and justice and simple faith in God, that made the name of Britain revered above that of other nations among the simple tribes who from the outskirts of civilization have so often paid their tribute to the "Great Mother," and that among the states of Europe won the respect and undisguised admiration of potentates and men generally whom national prejudice had not wholly blinded.

But now she is gone and only her memory abides with us. It will live long with her people, as an ideal of true womanhood, though her presence and commanding personality will be missed, and we cannot yet fully realize our loss. She has left the monarchy firmly established and her successor receives the crown without a dissenting voice or the slightest whisper of opposition. He has come into a noble heritage, but one that entails grave responsibilities. Prerogative after pre-

rogative has been surrendered by the sovereign, but, despite these constitutional limitations, the moral influence of the monarch no one can justly estimate. Let us hope that he who is to wield the sceptre of the mightiest of earthly kingdoms may follow in the footsteps of his mother and seek the guidance of the King of Kings. Long live King Edward VII. !

It was a worthy motive that actuated a few of our students at the opening of the term in taking counsel together and broaching the matter of the formation of a society for the fostering of spiritual aspirations of our men during the few months of their association together here. It merely required some one to take the initiative, for the need for such a religious organization had been widely felt. A college Y. M. C. A. has therefore come into existence, and a helpful programme of meetings has been arranged, extending over the next two months. We can heartily commend these meetings to the attention of all our men as a means of coming into closer touch with one another, and above all of coming into contact with the great Spirit of the Universe, who alone can communicate that genial warmth of soul so important to those whose work it will be to inspire the young with lofty and pure ideals.



THE competition in poetry, essay-writing and oratory that is being conducted by the Literary Society should be widely contested. It is not the value of the prizes offered, nor, indeed, the honor to be achieved, that should prove the strongest induce-

ment to compete. Though failing in both these, the individual who has put forth a painstaking effort in any one of the three directions has yet the reward that comes from a conscientious endeavor to master the difficulties of a situation and to give forth the very best that the resources at command can produce. Added power will surely accrue to each and all of those who will make an honest attempt to deliver the very best oration, or prepare the very best essay or poem that the concentration of all the faculties to that end renders possible. To the student mental activity, like virtue, is its own reward.

Some Features of the Educational System of the State of Iowa.

It may with truth be said that nowhere in the world, not even excepting Germany, has the education of any state become so systematized as that of the Province of Ontario. Certainly such supreme state control is not to be found in any of the United States of America. The educational system of the State of Iowa is to a very great extent typical of that of the other states, and here there is very little authority directly or indirectly exercised by the State Legislature over the educational institutions of the territory for which this body legislates. True, there is a State Superintendent, and there are institutions supported by the state, such as the State University, State Agricultural and Technical Schools, and many schools for defective persons, but there is no Educational Department with a Minister of Education in the Government, no central body of any kind by which the school system of the state is integrated and controlled. There can therefore be no such thing as uniformity in education such as we find in

Ontario, where the pupils throughout the province, from the time they enter the primary class in the public school until they graduate from the Provincial University, are prescribed the same course of studies, are examined upon exactly the same subjects, at the same time, and are required to come up to the same standard of perfection in the work as judged by an examining body directly or indirectly appointed by a state body, before they will be permitted to pass on to a higher course of study. Instead of uniformity of requirements, time and attainments, the greatest dissimilarity prevails. Instead of an educational unit for an entire state, there is unity in the town or institution alone; in fact, each town, school section, college or university has supreme control of its own educational system.

As in Ontario, in the school section or town, the Board of Trustees, the members of which are elected by the municipality, appoint the teacher. As soon as the appointment is made, the teacher then assumes full control of everything pertaining to the school. He arranges the curriculum, the timetable, the classes, marks the daily recitation and attendance, sets and examines the monthly and final examination papers, if such are held, a feature which depends entirely upon his own caprice, and passes the pupil from class to class or from the public school to the high school ill or well prepared, according to the amount of conscientious work done by, and the scholarship and ability of the instructor. In the towns there are graded schools, and the town pupils, while under the same kind of authority and conditions, have a better chance for doing more thorough work, for they must pass from one teacher to another in the different grades and the work of teacher and pupil is most carefully watched and criticized by the other teachers. Added to this, there is the close proximity of the parents, whose enlightenment and ambitions are much

superior to those of the parents in the country districts and whose watch over the work of their children in the schools is much more constant and careful, and there is the nearness of the City Superintendent, as well as the competition between teacher and teacher and among the pupils themselves. All of this exerts a direct influence upon the schoolroom, and results in the work being much more thoroughly done.

In the county, the rural teacher has only one inspection of his class-room to fear, that of the County Superintendent of Schools, an officer whose duties correspond to some extent to those of the Ontario County Inspector. This Superintendent makes semi-annual and in some places annual visits to all the rural schools of the county, and fills out reports containing information about the attendance, number of classes, number of pupils, etc., for the annual reports upon education. These are published along with weekly reports required from each teacher, in the county newspapers. The person chosen for this position need not be, and generally is not, a person of high scholastic attainments. Men and women are eligible for the position and are usually successful teachers taken from any grade in the country or city public schools. They are elected by the county. Each school section elects delegates, and at a convention of these delegates the Superintendent for the County is chosen. Unlike our County Inspectors, the Superintendent is responsible to the municipality alone, and to no inconsiderable extent his work is hampered and biased by this fact. Besides the work of supervision, such as has been described, the County Superintendent examines and licenses teachers for the county. The Model School of Ontario has its counterpart in the County Institute. This is a training school for teachers which meets in the summer and winter vacations for a week or two, and the instructors are well known public or high

school teachers, or professors from the colleges or universities, appointed by the County Superintendent. Throughout this short term lectures upon methods in teaching are given. There are no such requirements for teachers as second, third or first class certificates. In some places the candidate may be only a graduate of the public school; most generally, however, they are graduates of high schools or academies. Besides passing an examination in methods, the candidate is also required to go through a test as to his knowledge of the elementary branches, such as writing, reading, arithmetic, geography, grammar, etc. Should the County Superintendent deem this examination satisfactory, the candidate is then allowed to teach.

In the town or city, there is likewise a Superintendent of Schools, whose duties are similar to those of the County Superintendent in the rural or district schools. He is appointed by the Board of Education each year and is responsible to them. He arranges the course of studies, supervises the work of the whole city schools, public and high schools, and licenses and examines the city teachers.

The work of the State Superintendent is to appoint and distribute the money by the state for the support of schools; to hear and decide appeals in controversies involving school laws; to control and direct teachers' institutes; to supervise the State Normal Schools and to make a report to the Legislature at each session, giving all required statistical information and making such suggestions as he may think proper. There are two Normal Schools at present in the State of Iowa. They differ in many ways from the Normal Schools of Ontario. They combine both the teaching of the elementary branches and the work of a high school or academy, and the way to impart such knowledge in the school-room.

The examination system so familiar and necessary to the pupils of Ontario, is in Iowa almost unknown. Instead

of this, they have what is known as the credit system. In order to pass from one grade to another or from the public school to the academy or high school or from these in turn to the college or university, the pupil must have a stated number of credits, a number which has been arranged either by the County or Town Superintendent, or in the colleges and academies either by the Board of Trustees or the Governor of the institution, or by the members of the faculty themselves. These credits are gained by doing a certain amount of work each week for so many weeks in the term and so many times each week. For instance, if Latin is taken five times a week, once every day for the entire term, the pupil is entitled to five credits in Latin at the end of the term. If it is taken only twice or three times a week, the pupil will receive only two or three credits for the term's work as the case may be. The number of credits and the course of studies is so arranged that the average pupil will require a certain length of time in nearly all instances, three years for a high school or academy course and four years for a university or college course.

The difficulty in this method of grading does not become apparent until the pupil leaves one school to enter another or a higher one. In the high school or academy the studies and number of credits allotted for each study are arranged by the superintendent or faculty of each institution without reference to the course or arrangement in the various colleges or universities. The result is that when a boy or girl graduates from the secondary schools and desires to take up higher work, he is confronted with college entrance requirements, for which in some cases, he has been totally unprepared. He must have so many more hours in Latin or so many more credits in mathematics, or he may be required to have done some work in science or economics or some other branch which was never taught in the preparatory school,

the requirements of which he has fully satisfied. Sometimes and not infrequently pupils have done considerable work in branches of study which are not in the college curriculum. To obviate these difficulties in recent years, following the advice of the Committee of Thirteen, courses of study in various branches have been arranged which were considered fit for college entrance requirements, but there not being the co operation of a central state authority in forcing secondary schools and universities to adopt this arrangement, it has remained not much more than a suggestion. Two ways to meet these circumstances are open to college authorities. The first is to make compensation for any extra work, allowing such work to be substituted for that required, and the second to allow a student to enter the work of the freshman class on condition that sometime before he presents himself for a graduation diploma, he will complete this entrance work which was in arrears, either in academy or preparatory classes in the school year or during vacation, under recognized private tutors. Notwithstanding these compromises, this system has the glaring and serious fault of an almost entire lack of uniformity and equality of attainments of the students of the same class, a lack which is much greater than could possibly exist under the examination system and university entrance requirements, such as we have in Ontario.

During the college course, the student is entitled to classification as a Freshman, Sophomore, Junior or Senior, if he has made the requisite number of credits. With the back work with which so many pupils enter, it is nearly always impossible for them to meet all the requirements of each term and get off this extra amount of study, so it has been necessary to make a further compromise and allow so much back work for each class, inclusive of the amount still required to be done in the entrance work. The only stipulation

is that all the required work and number of credits in it and the elective work must be completed before the student will be granted a degree and graduation diploma.

There are two classes of colleges in Iowa; denominational colleges supported by private subscriptions and endowment and state institutions supported entirely by state appropriations. Alden, in 1896, states that there were 32 colleges and universities in Iowa which were granting degrees. The majority of these colleges confer the following degrees: Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, and the Master's degree according to the same schedule.

The College curriculum is divided therefore into the three courses, classical, philosophical and scientific. In some of the more progressive institutions, a new department has recently been added, that of English and History, subjects, however, in which there is yet great room for development. The number of credits to be obtained differs in every institution. One hundred and ninety-two is considered a heavy exaction in one of the best colleges in the state. To accomplish the work, in nearly every instance four years is required; yet, if it can be done in less time, there is no regulation hindering it. Every class has certain prescribed studies. The work of the Freshman class is all required. In the Sophomore, Junior and Senior years, certain studies must be taken, but the students are permitted to elect others to make up a full schedule of work. The required studies are arranged according to the course and degree wished, while the elective work can be taken in any department. While the elective system is by far the best for a student who has reached a certain, by no means low, standard of perfection in general or required course of studies, it is undoubtedly the worst, where, as in these schools, such a basis of thorough general knowledge is lacking. It results in very evident

superficiality, for the student jumps from one subject to another, doing no good work in any one.

These are some of the features of the educational system of the State of Iowa, and to a greater or less degree, similar conditions will be found in every state of the Union. It is in just these existent conditions that the defects of the system are evident,—in the entire lack of central authority to supervise and control each step in the progress of the individual in the schools, to harmonize and grade the work in every institution, so that no time will be lost or nothing will be omitted or will clash in the advancement of the pupil, and so make as nearly as possible of the pupil who passes from the lowest to the highest grade under its supervision, a finished product.—MAUD M. CAWTHORPE SMITH, B. A., St. Catharines.

Teach them How to Breathe.

THERE are two ways of breathing—naturally through the nose and unnaturally through the mouth. Many children breathe a great deal through the mouth, and it would seem worth while for teachers to know something of the causes and results of such a habit.

The nose is not placed on the human face merely for ornament. Neither is the nasal cavity a simple passage for the air to the windpipe. It is much larger than one would think, has a partition in the middle, and has projecting into it on each side several scroll-shaped bones. It also communicates on each side with a large cavity in the cheek bone, and another in the frontal bone over the eye, to say nothing of the Eustachian tube leading to the ear. This whole cavity is lined with a highly vascular, moist membrane, the intricacies, the partition and the extra bones being for the purpose of providing room for more membrane. When we breathe, air is drawn in by the pumping action of the

chest walls, and circulates freely through every part of the nasal cavity. What is the result? The air is warmed to the temperature of the body by the highly vascular membrane; it is moistened by the secretions of the same membrane, and it is freed from dust and impurities by circulating among the intricacies of the nasal chambers. The lungs (which are inconceivably delicate in structure) are thus saved a good deal of irritation through the air being warmed, moistened and filtered in the nose before reaching them.

Now, if nature has provided such an important organ as the nose and teaches all young animals to use it, why do so many children become mouth-breathers? The immediate cause of mouth-breathing your physician will tell you, is that the nasal membrane has become hypertrophied, in other words, it has received an over supply of blood so often that it has actually become *over-grown*—and has partly blocked up the passage through the nose. Thus it is sometimes a physical impossibility for the child to get air through his nose as fast as he needs it. But we must go further and inquire what caused the obstruction to grow. The immediate exciting cause is frequent taking cold. The predisposing causes, however, are all important, and might be summed up as follows:

- 1.—Inherited tendencies.
- 2.—Improper clothing.
- 3.—Improper feeding.
- 4.—Improper exercise.
- 5.—Impure air.

6.—Mere habit has not a little to do with making children breathe too much through the mouth, and so predispose themselves to colds, by interfering with the circulation through nose and throat. The colds thus formed block the nostrils and cause mouth-breathing. So a vicious circle is established.

The exciting cause of nasal obstruction, we have said, is frequent taking cold. Now, what does taking

cold mean? It is a perfectly intelligible expression, but one for which the doctors have not yet found a scientific equivalent. We usually associate it with a draught, but the draught is in reality the least important factor in the process. Perhaps we can come nearest an understanding of it by comparing the body to a furnace with a number of chimneys. If one chimney becomes clogged, there will necessarily be an extra amount of smoke in the others. In our human furnace, let a draught of cold air strike some part of the skin and chill it. Nature wishes to preserve a uniform heat throughout the body, and in order to protect the structures under the exposed part she contracts the little muscles controlling the blood supply and to some extent shuts it off. This contraction causes the "gooseflesh" we are all familiar with. It is evident that with a lessened blood supply in one place (one chimney closed, as it were), there must be an increased blood supply somewhere else. Wherever this increased blood-rush occurs,—and for certain reasons, climatic and physiological, it generally occurs in the air passages,—if the little blood-vessels are not healthy and elastic enough to stretch sufficiently, they burst, and we have an inflammation (which is essentially a bursting of capillaries and an escape of blood into the flesh), and the unlucky individual has "caught cold."

Now let us come back to our mouth-breathing child. His nose has been more or less completely blocked for months or years, and what is the result? The bones of the face have failed to develop properly, his mouth and throat are sore, and the secretions of his nose are decomposed. His teeth are decayed for two reasons: firstly, his saliva is altered in composition so as to form a breeding ground for those modern demons, bacteria; and secondly, the roof of his mouth is grown too arched, because the nasal and palatal bones have not developed properly owing to lack of use, and there is not

room for all his teeth. He is "pigeon-breasted," because of the extra labor involved in breathing, and the use of muscles for that purpose which are intended for something else. His parents will tell you that he snores and has nightmares. Lastly, and to the teacher perhaps worst of all, he not only looks, but he actually *is* stupid, for the circulation through the brain is much interfered with. This is not a list of symptoms from a patent medicine advertisement, it is a perfectly true, though by no means complete picture of the results of mouth-breathing in a growing child.

Thus we see something of the causes and results of mouth-breathing in children. The next question is,—What ought the teacher to do about it? His efforts must evidently be directed toward preventing mouth-breathing, with its train of dire consequences, and a consideration of its causes will enable him to act intelligently. In a word, he must prevent his children from taking cold. How? Since he cannot shield them from draughts, he must see that they are strong enough not to be injured by draughts. He must look to the predisposing causes. Let us see what they are again:

Heredity.—Since we cannot control a child's parentage, we can here do nothing. Josh. Billings says we ought to envy the healthy fool, and he is right, but the teacher may have to do with many a fool who is not healthy, and he must e'en make the best of it.

Clothing.—Try to see that their feet are warm and dry. Do not let them wear rubbers in school. This is, perhaps, as far as the teacher can go, though parents should know that wool is better than cotton next the body throughout the whole Canadian school year. That clothing should be loose and comfortable goes without saying.

Food.—Many children bolt their food. This can be prevented by compelling them to eat without drinking. The teachers could do something in

this lie with those who bring their dinners to school. For the rest, he must depend on precept.

Exercise.—Should be moderate and always out of doors. A good working rule for anyone is that he should never run so hard as to be compelled to gasp through his mouth for air. Another good rule is, that no one should study after his feet have become cold. A final summing up might be something like this: Exercise a great deal, but be sure to exercise a great deal of common sense.

Impure Air.—Get fresh air and sunshine into your school-room. Throw all your energy into a fight against the three D's—dirt, damp and darkness. Sunshine and fresh air are absolutely necessary to healthy animal life, much more so to good brain work, and dust is far more harmful than draughts. Walk fifty yards behind a man smoking a cigar and you get some idea of how far emanations from the body spread; then let your imagination dwell on fifty hot-blooded bodies in a closed space, each greedily robbing the air of its oxygen at every breath and polluting it with all manner of unnameable impurities. If you rightly grasp the situation, you will become a fresh-air fiend.

Habit—Here is a great field for the teacher. He has control over his children for several hours every day, and has—or should have—them under discipline. Let him see that they keep their lips closed. If he has a class in gymnastics, insist on all the evolutions being performed with closed lips. Let the breathing be not only deep, but in the proper channel. Do not let your children run so hard they have to pant. If you have a confirmed mouth-breather in your class, have him taken to the surgeon. When the surgeon is through with him your duty will begin, for, though the surgeon can do wonders he can not improve on nature, and the growths may recur, if not prevented by correct habits. In season

and out of season, a teacher should drill his pupils in proper breathing, and get them thoroughly imbued with the idea that it is good (for more reasons than one) to *keep their mouths shut.*

One word more. The healthy human body will stand almost incredible exposure to the exciting causes of colds. Nanson tells us how he used to crawl into his sleeping-bag and lie down on the ice when the thermometer stood at 40° or 50° below zero. His clothing was invariably frozen, and as it began to thaw with the heat of his body he would be damp and shivering for hours before he fell asleep. Yet he never caught cold. A moment's thought will show that Canadian children can not possibly avoid the exciting cause of taking cold. How can they avoid draughts? Do they not live in a circulating atmosphere? Hence the necessity of strengthening their bodies that draughts will not hurt them. The problem is an infinitely complex one, but the teacher's life is full of infinitely complex problems, and a little of the physician's special knowledge should be a help in this case.

Life is maintained only by a conflict between two sets of forces—one set tending to disintegrate and the other to build up. When a person "takes cold," the forces of disintegration have so far triumphed and a step is made toward death. The body is sometimes likened to a citadel attacked by enemies. The enemies are infinitely numerous, and are reproduced faster than they can be slain. We know that in the end they will conquer, but we also know that they cannot do so till the citadel walls have been weakened. Hence, since we cannot hope to exterminate the enemy, our great aim should be to *strengthen the fortifications*, in other words, to keep our vital energy at the highest pitch. To do this will be found to coincide pretty closely with an avoidance of the predisposing causes of "taking cold."

(Contributed by a physician.)

The Teaching of Morality and Patriotism.

THE question is frequently raised ; Should not morality and patriotism be taught in the schools? Indeed, in not a few quarters specific efforts are made to give instruction in these lines, particularly with reference to patriotism or loyalty.

What, then, is the significance of this question and of these efforts? To the question, Should morality and patriotism be taught in the schools? I should answer ; Most assuredly. To the further question, Should specific periods be devoted to the teaching of these subjects? I should reply ; Most assuredly not. My reasons for these replies may be briefly stated as follows:

Morality and patriotism are not properly subjects of study at all. Ethics and politics are subjects of study, and, for more mature minds, should have considerable influence in giving direction to the sense of moral responsibility or of public duty. But the sense of moral responsibility, or of public duty, is simply a spiritual attitude towards the facts of life. Like the sense of beauty in art, it can be awakened and developed only in connection with concrete experience. Hence, the teacher who would develop in pupil or student a high sense of moral responsibility, otherwise expressed as a sensitive conscience, or a high sense of social responsibility and sensitiveness to the national honor has a very delicate but never ending duty to discharge.

Such teaching, when effective, is almost always indirect. The object is not to force upon the pupils, in an external manner, a set of definite precepts, but to draw out by sympathetic appreciation, the earnest glow of admiration for noble and honourable actions, and a corresponding scorn for coarse and ignoble deeds or sentiments. But, as everything depends upon the naturalness and reality

of this training, the occasions for stimulating this spiritual attitude must be carefully chosen. They must be selected in connection with the regular course of school-life and studies, not artificially trumped up. Any taint of sham or cant is as fatal to the true spirit of moral and social honour as is a zero blast to a delicate plant.

Since every action has a moral aspect and, likewise, though often in a less obvious measure, a social aspect, it is not difficult to find natural opportunities for the stimulating of personal and national self-respect. This applies alike to the daily conduct of the pupils, and to the incidents in literature and history as they come up in the work of the classes.

If, then, morality and patriotism in their only worthy shape are expressions of a spiritual attitude, since the human spirit is, in its moods, of endless variety and combination, and, in its expression, of the subtlest depths and shades, it is obvious that a training in moral purpose and public spirit cannot be confined within prescribed rules, or appointed for set seasons.

But if this view of the matter is at all correct, then a good many of the well-meant efforts of the present, to promote morality and patriotism in the schools are sadly astray. In the case of patriotism, for instance, there is a distinct tendency in both the United States and Canada, to wither up by arid blasts from the parched desert of jingoism the tender verdure of a richer and nobler public spirit. It is truly pathetic to witness the efforts which are frequently made, and too often with success, to stir up in the hearts of the youth of the country, under the name of patriotism, the coarsest and most unchristian feelings of which humanity is capable.

True patriotism, as I understand it, is that personal sense of the national honor which cherishes as its ideal the freest and fullest realization of the national capacities, and which is as sensitive to the national shortcomings

as to the national achievements. And while intent on the accomplishment and expansion of the national aspirations, it is able to look forth with anxious but unprejudiced eye upon the efforts of neighboring nations to rise, each in accordance with its own peculiar conditions, to a higher standard of national life; knowing that civilization is not the interest of this or that nation, but of humanity. In the case of the school youth of the country this full conception is, of course, not yet realized, but, as with their other attainments, it should be in process of development.

But the type of patriotism which at present tends to be fostered on this continent is one of which a chastened aspiration towards a more civilized life is seldom a characteristic. Blind prejudice, bragging defiance, and a general sanctification under the waving of flags, of much of the primitive barbarism of human nature, are the characteristics of our popular loyalty.

The effect of this spirit upon the details of national life is everywhere visible. Loyalty tends to become the cry of cant and hypocrisy. The terms "unpatriotic," "disloyal" and "traitor" are frequently employed in even dispassionate controversy, while in the conflicts of party politics they are freely employed as political brickbats, convenient for hurling, with other terms from the vocabulary of abuse, at the heads of opponents. The same spirit runs through the minor regions of corporate life, and we all know what is meant, in common speech, by loyalty to one's clique or faction, to one's town, or village, or society.

Now, there is no place where a remedy for this unhappy state of affairs can be inaugurated with greater hope than in the schools. It rests with the teachers who are now passing into the profession to aid the important element already there who have not bowed the knee to Baal, in an effort to

impart a more refined and more Christian spirit of individual and national self-respect.

A. SHORTT.

Queen's University, Kingston.

Athletics.

A general meeting of the members of the Athletic Association was held on Wednesday, Jan. 16th, for the purpose of electing officers for the present term. A few changes were made in the list of officers, the following being elected:

Hon. President—Vice-Prin. Thompson.

President—G. Dolan.

Secretary—J. Pirie.

Treasurer—L. R. Whitely.

SUB-COMMITTEES.

Hockey—Messrs. Dobson, Phillips and Montague.

Gymnasium and Basketball—Messrs. Balfour, Morden and Fergusson.

Baseball—Messrs. H. H. Smith, Matheson and C. Morris.

Fencing—Messrs. Keith, Johnson and Hillman.

Tennis—Messrs. Morris, Elmslie and Spratt.

Cycling—Messrs. Steer, Hedley and Wade.

Arrangements have been made by the Hockey Committee whereby students of the O. N. C. receive a special ticket rate and special hours three times a week for practising hockey on the Victoria rink. Already some local challenges have been received, and this game promises to boom. Let every one that can turn out and practice.

The Basketball Committee have already started a series of matches on the basis of the different courses. A tournament has been arranged between two teams representing the O. N. C. and two the Collegiate. A small admission fee is to be charged, and a suitable trophy provided if finances will permit. The series will be continued during the next two months, the matches taking place in the gymnasium every Monday and Wednesday after 4 o'clock. Every student should consider it his duty to help these games along by practising and sup-

porting by voice and pocket those chosen to play.

WOMEN'S ATHLETIC ASSOCIATION.

The above Association held their election of officers and organized their basketball teams at a meeting on Friday, Jan. 18th. The officers are:

Hon. President—Mrs. Turner.
 President—Miss Powell.
 Vice-President—Miss McKenzie.
 Secretary-Treasurer—Miss Buell.
 Committee—Misses Thompson, Keddle and Craig.
 Captains—Misses Powell, McKay, Kraft and Good.

THE CHRONICLE OF THE LAST STRUGGLE.

And it came to pass in these latter days that all the people who lay around the city beneath the mountain, which in the vulgar tongue is called a bluff, determined to carry off the great drinking vessel that hath its abode in the halls of King James the Wise. So they assembled all their hosts in one place, and did pick out those who were stout of heart and strong of limb to do battle with the hosts who abide beneath the shadow of the great mountain. So they assembled their chariots and horsemen to the number of many score, and went into the land of those who cease not, night and day, to keep watch over the great drinking-goblet. And these people do call their city Water-down, famed for men, fleet on land, but swifter in the stream.

But the doings of these wicked men did not escape the watchful eye of the keen Prince Robert, who holdeth sway over these multitudes. So calling to himself the captain of his hosts, known among men as White-ly, the cunning and swift, unto him did the Prince make known the designs of those people who lusted after the wine cup. Then did the valiant captain give heed unto his words of warning, and did assemble the best of his host to encounter their enemies. And in the first line of battle did he place the flaxen-haired youth, the hory youth and him that is fair in

the eyes of the maidens, on the wings, to bear the battle. But in the centre did he set him whose strength is not in his hair, but in his headlong speed before which all men fall. And behind these did he place him, upon whose chin the down is first springing, and upon his left was he, who doth lay men low by his strength, and on his right, he who doth bring maidens to his feet by his eyes. And in the rear are three warriors known throughout that land: one whose curly locks and cunning speech doth win all maidens unto him: and the fame of the second for his straightness of stature and noble mein doth extend to the borders of that land. But the third doth excel in speed of foot and strength of arm, so that nothing can pass him, except when the eyes of the daughters of that land are upon him. And in this order did the two hosts meet beneath the brow of the mountain, in the great plain, where of old the stalwart men of the city did vanquish their enemies who ply the oar.

And many people from the country round about gathered near to see them fight. And foremost among them was Daniel, the prophet, whose understanding is great, and much heard of among his people. And about him were many who yearn after the nimble warriors of Prince Robert.

And as the sun sank over the mountain did the two hosts come near unto each other. And the great host from the hills bravely did set themselves in array against those who do give instruction and chastisement to the children who do err within the gates of the city. But when the great captain of this host did rush against those from the hills, they fled before his face and hid themselves within caves. But one man alone, known unto all men for his cut-away garment and wisdom of heart, who did not dwell with these people, stood steadfast nor did he flee when the hosts of Prince Robert came upon him. But him they spared, and led him to their feast. Then was there

much eating, drinking and rejoicing, inasmuch as they had vanquished all their enemies and preserved within their halls the sacred drinking vessel, handed down unto them through all generations. And the rest of the acts of Prince Robert and his men shall ye find in the O. N. C. Monthly, for which all unto their soul's good should subscribe at once with one shekel of silver.

Y. M. C. A.

Feeling the great need of organization along religious lines, a number of men assembled in the amphitheatre on Wednesday afternoon, Jan. 23rd, to consider the advisability of forming a Y. M. C. A. It was unanimously decided to do so, and the following officers were elected:

President - M. W. Shepherd, B. A.
 Vice-President - H. H. Smith, B. A.
 Treasurer - D. S. Jackman, B. A.
 Secretary - W. G. Anderson, B. A.
 Councillors - Messrs. R. Shaw, B. A., and D. Matheson.

At a subsequent meeting of the Executive it was decided to hold weekly meetings on Wednesdays and Thursdays alternately, beginning Jan. 30th.

The aim of these meetings, as voiced in the preliminary discussion, is three-fold—to promote a genuine Christian fellowship among the members, to deepen and widen individual experiences, to advance the interests of Christ's kingdom among the students generally. To further these ends the society needs and asks the earnest consecrated help of every true Christian student, as well as the moral support of all who may not as yet have decided fully to become followers of the meek and lowly Jesus.

At the Y. M. C. A. meeting on Wednesday, Jan. 23rd, about forty members were present, and listened to an address by Miss Little, B. A., of Toronto. Miss Timberlake sang a sacred solo, and the meeting was very enjoyable and helpful.

Literary Society.

The election of a new Executive to control the destinies of this important organization during the present term was held on Friday, Jan. 18th. The Hare-Spence system of voting was adopted as an experiment, and during the appointed hours the masses poured into the polling booths to register their votes for intellect, feeling and will. An expectant throng came to the meeting in the afternoon to hear the announcement of the results of the contest, but delay was occasioned by the complicated system of voting. In the meantime a programme was presented under the direction of the retiring president, Mr. Keith, and the retiring vice-president, Miss Weaver. The octette, with its soothing strains, quieted the throbbing pulses of the members so that they were able to compose themselves to listen with attention to an address from Miss Raw, who holds a travelling scholarship from Cambridge University, and has come to Canada to examine the workings of our educational system. She found many things to criticize, notably the too great uniformity that prevails in text-books and methods. She was able incidentally to give much valuable information regarding the English system, which she regards as on the whole superior to ours.

The elections resulted as follows:

Hon. President - R. A. Thompson, B.A.
 Patron - Dr. Montague.
 President - W. H. Thompson, B.A.
 1st Vice-President - Miss E. M. McKay.
 2nd Vice-President - Miss M. H. Merritt.
 Recording Secretary - W. L. McDonald.
 Cor. Secretary - Miss D. E. Taylor.
 Treasurer - D. W. Gunn, B.A.
 Curator - Miss E. C. Urquhart.
 Councillors - Misses E. M. Neilson, Hall and Ball, and Messrs. Hesley, A. Smith and Dickenson.

The officers elect paid their respects to the Society in highly original and varied flights of grateful eloquence.

The new Executive presented the first product of their effort before the meeting on Jan. 25th, and the Presi-

dent's comprehensive forecast bids fair to be realized.

The procuring of additional literature for the reading-room elicited much discussion, and incidentally provoked some levity. The Society, we are sorry to say, showed a shocking lack of taste and discretion in classing with the Hamilton dailies such progressive journals as the *Delucator* and the MONTHLY, and in placing the ban upon all alike.

Musical numbers from Miss Balfour, Miss Bolle-t and Mr. Phillips, a carefully prepared paper from Miss Bowman on "Shakespeare and the Drama," a reading from Mr. Watson, and a speech from ex-President Keith, in which he mingled congratulation, warning and reproof from a mind stored with the wisdom of experience, prepared the way for the President's speech above referred to, and a criticism from Mr. Webster, in which brilliant natural wit vied with advanced intellectual development, keen aesthetic sensibility and intense volitional earnestness.

Now that the work of the year has reached an advanced stage, and the problems of the science and practice of education have been opened up and their importance impressed upon us, we would like to remind the members of the present O. N. C. class that the columns of the MONTHLY are open to receive discussions, whether in the form of letter or formal article, on any of these live pedagogical topics that are before us. So far we have received but few voluntary contributions from the teachers-in-training, and have in consequence been obliged to have resort to members of the staff, graduates and other prominent educationalists. Much as we prize the contributions of these men, we feel that our journal exists primarily as an expression of the thought, activities and interests of the students who gather at the Normal College from year to year. Let us

then have a series of lively discussions of educational matters during the next three months, and not only those who participate, but all the readers of the magazine, will profit by the new ideas developed and the play of mind involved.

The following have been appointed by the Educational Council as examiners for the Normal College May examinations, 1901: G. H. Reed, B. A., Markham; S. C. Silcox, B. A., St. Thomas; A. W. Burt, B. A., Brantford; E. Coombs, B. A., Newmarket; J. H. Brethour, B. A., Mount Forest; C. J. Logan, M. A., Galt; J. Jeffries, B. A., Peterborough; A. Stevenson, B. A., Woodstock; J. A. Houston, M. A., Smith's Falls; R. Gray, B. A., Toronto; W. C. Ferguson, B. A., London; Miss E. Balmer, B. A., Toronto; E. L. Hill, B. A. Guelph; J. A. Fife, B. A., Peterborough.

A free sample test will be given any Saturday of the new remedy called "Formozone," used by inhaling from the palm of the hand; an immediate relief for the eyes, enables one to breathe freely through the nostrils; the vapor is a germicide, killing the bacteria of la grippe, cold and catarrh; the latest scientific treatment. Call and test it. GARLAND & RUTHERFORD, Druggists, 9 King street east.

Personal.

Miss Amy Wilkinson is teaching in the Alma Ladies' College, St. Thomas.

A. G. Walker is principal of Alvington P. S.

N. S. Macdonald holds a similar position in Richmond Hill.

A. C. Bernath is engaged in Public School work in Palmerston.

E. E. A. Gibbs presides over a class of Public School pupils in London.

Miss Minnie Shawcross has been teaching for several months in the Paris High School, during the illness of Science Master Mr. Wilson.

Just Among Ourselves.

PATRONIZE OUR ADVERTISERS.

Wanted—fifty young ladies with sweet voices. R. J. Sp-tt, Mus. Doc.

Dr. McCabe.—“Look down my throat and tell me what you see.”

Bayne.—“I see a vague whole.”

We welcome Mr. C. H. Barnes to be a sharer of our woes and tribulations.

We regret that illness has made it necessary for Mr. R. H. Johnston temporarily to abandon his work.

Simpson has recovered from his “moving” accident of last term, and displays once more his usual vigor and aplomb.

Query: Why did R-e remain in his cold quarters in the city before Christmas, a day after the other students had departed?

H-dl-y.—“That’s what I say. There’s nothing like taking a good plain *commonsensical* view of the matter.”

Miss O’C-m-r, waxing ecstatic.—“In the soft light of the moon how we enjoy the scene with only ourselves there and as few others as possible!”

Thrilling scene! Great crashing in the underbrush—spectators gaze with horror and uplifted hair. No cause for alarm—only Arthur striving for utterance.

One of our lecturers has plainly forgotten the days of his courtship when he makes the statement that no one can truthfully say, “This proposition has changed my life.”

Dr. McL-ll-n—“The fact that you’ve not provided yourself with copies of these books betokens a lack of interest.”

“A lack of *principal* perhaps,” suggested one irreverent student.

Open for engagement—Morrison’s troupe of specialty artists and enter-

tainers—guaranteed to convulse any audience with their impromptu sallies. For terms apply to the Manager.

“Sr. I.” teaching notes:

W— — d (with oratorical frenzy strong upon him)—“I wish you to direct your attention—that is—I mean, I want you to look at this.” And even the children smiled.

W—l—n (having explained a literary gem)—“What criticisms would you offer regarding this?” No answer, the stimulus was too strong!

A-d-rson, discoursing on psychology.—“The next group is that of uncontrolled trains of ideas.”

Sh-w, as W— —d takes the platform.—“Now he’ll hitch his old logic engine to some of these trains and then they’ll be uncontrolled.”

Dr. Morgan’s young hopeful of four came to his mother the other day with the following inquiry: “I went out into the yard, and the little next-door boy was there, and I took off my hat to him, and he hadn’t any hat, and he pulled his hair to me. Mother, was that *good English*?”

Problem: It is required to prove that the angle of depression of W—hst-r’s nether lip increases at a uniform rate during the days of waiting, and that subsequently the area of a transverse section of his smile bears a constant ratio to the length of the missive received.

The impromptu tributes of admiration and respect to the memory of our late Sovereign, paid by the individual members of our class, and the few unstudied words of our esteemed Principal, all the more impressive because coming almost unbidden from a heart filled with grief, made Dr. McLellan’s lecture hour on the morning of Jan. 23rd a memorable one. Few of the more elaborate panegyrics we have had the privilege of hearing were so deeply impressive as this simple memorial tribute.

Finch Bros.

are now ready with everything in Ladies' Wear for the Fall season and Christmas wants, and will be pleased to have the ladies pay them a visit whether buying or not. We make to Order

- Ladies' Dresses. Ladies' Costumes.
- Ladies' Jackets. Ladies' Skirts.
- Ladies' Gowns.
- Ladies' and Children's Millinery.

The heads of all our departments are thoroughly experienced—the very best that can be had, and we can guarantee perfect satisfaction in every way. Try us and see.

FINCH BROS.

18 and 20-King St. West, Hamilton, Ont

Trousers.

This store has the kind for dressy young men. "New Standard" make in all sizes and shapes \$2.50 to \$4.50, or made to your order \$3.50 to \$9.00.

Glad to give you Samples for the asking.

F. R. SMITH,

5 King Street East.

THE REASON WHY

we are always up-to-date for stylish and durable Footwear is because we buy only from the leading Canadian and American makers. See our Gents' \$3.00 Goodyear Welts in Tan and Black for street wear. You will say they are the best selections in the city; also our 400 Patent and Enamel. They are made from the very best German, American and French leathers. Open every evening until 9 o'clock.

R. WILSON, 17 King St. East.

E. J. BREHENY,

* TAILOR *

No. 214 King Street East



Up-to-Date Overcoats from \$12

Nice Tweed Suits for \$11.

Others for \$12, \$14,

\$15 and \$16.



For
Good Work
and***
Prompt
Delivery**

SEND YOUR LINEN TO

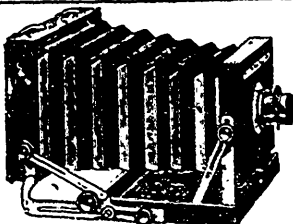
The Parisian Steam Laundry Co

Of Ontario (Limited).

No. 134 King Street East.

Phone 85.

W. GRAHAM,
Manager.



J. A. C. MORROW,

High-Class Photographer

Wholesale Amateur Supplies.

Pictures Framed.

Agent for
EASTMAN
KODAKS.

King Street, opp. Post Office.

Hardware, Sporting and Athletic Goods

FINE CUTLERY, SILVERWARE, ETC.

Hockey Supplies
Skates
Fencing Goods
Single Sticks, etc.
Exercisers

Indoor Base Balls
Basket Balls
Footballs
Dumb Bells
Indian Clubs



Golf
Tennis
Cricket
Baseball
Goods

FRED. HAMILTON

Opposite the Post Office.

65 King Street East.

*Special Sale of . . .
Black Dress Goods.*



We are holding a Special Sale of all our Black Dress Goods, reducing every piece from the good-wearing Serge at 35c. for 25c., to the lovely silk-figured goods at \$2.50 for \$1.50.

This is a rare chance, especially when Black Goods are so much in demand.

R. MCKAY & CO.
Headquarters for stylish Gloves and Millinery
55 and 57 King Street East.
Hamilton's Reliable Housefurnishers.

Bews Bros.

For an Up-to-Date Overcoat
in all the latest shades in greys.

**Merchant
Tailors**

91 King St. East.

Our
Confections
: are :
High-Grade



Our
Chocolates
: are :
The Best.