

NORTH BAY
NORMAL SCHOOL
YEAR BOOK

1920 — 1921



THE
NINTH ANNUAL
YEAR BOOK

PUBLISHED BY THE
Students of North Bay
Normal School



JUNE, 1921

FORSITAN ET HAEC OLIM MEMINISSE IUVABIT.
(Who knows but some day this, too, will be remembered
with pleasure.) Vergil, Aeneid I, line 203.

THE ADVOCATE
PRINTERS



THE NORMAL SCHOOL



NORMAL SCHOOL STAFF

Standing—C. Ramsay, J. E. Chambers, H. E. Ricker, M.A.,
H. G. Lockett, M.A., H. Wildgust, L.L.C.M.
Seated—Miss Mayme Kay, A. C. Casselman, Principal; Miss Ellen
K. Ballard, Secretary; J. C. Norris, M.A., B. Paed.

NORMAL SCHOOL STAFF.

A. C. Casselman.....	Principal: History, Geography, Reading, Spelling.
J. C. Norris, M.A., B.Paed.....	Master: Mathematics, School Management, Science of Edu- cation.
H. E. Ricker, M.A.....	Master: Science, Agriculture, Hy- giene, Nature Study, Physical Culture.
H. G. Lockett, M.A.....	Master: English (Succeeded in November by J. A. Bannister, B.A.)
C. Ramsay	Instructor: Art.
J. E. Chambers	Instructor: Manual Training Writ- ing.
H. Wildgust, L.L.C.M.....	Instructor: Music.
Miss Mayme Kay.....	Instructor: Household Science.
Miss E. K. Ballard.....	Secretary and Librarian.

Foreword

(Principal Casselman.)

It is frequently said that one Normal School Class is much like another. While there may be a measure of truth in the statement, due largely to similar academic tests for entrance and the uniformity of age before admission, yet there are marked differences that serve to distinguish one class from another. One may show histrionic ability of a high order as was exemplified in the classes of 1914-1915 and 1919-1920; another, such as that of 1915-1916, may show marked musical ability, while other classes may be remembered for the high literary attainments or superior power of imparting knowledge of some of its members.

The class that has just passed into the history of the school is no exception, and has some characteristics that time may display in a more prominent setting than appears at present. Two of the members were violinists of high order. One sang sweetly the French Chansons of the sister province of Quebec. Others delighted us with their rendering of the folksongs of Sweden and of Finland.

Though the average age of the class was perhaps a trifle lower than that of any previous class, yet after the seriousness of the work of preparing for the high office of teacher had been fully grasped, the members of the class with but few exceptions, settled down with an earnestness and determination that was very gratifying to the staff.

When less than two weeks of the session had passed, Mr. Lockett, our English Master, who was with us for only a year, was transferred to Hamilton Normal School. Although Mr. Bannister, his successor, did not take up his duties until the tenth of November yet the class did not suffer materially by the loss of an English Master for perhaps the most important two months of the session. This was largely due to the wide experience of Mr. Bannister as to the imperative needs of the schools, an experience gained during his three years as Public School Inspector for the District of Temiskaming.

The class had the opportunity of hearing addresses from many visitors to the town. Inspectors Wilson, Scovell, and Walkom, paid the school a visit and addressed the students. The Women's Canadian Club met at various times in the Assembly room of the school, and on several occasions the students were invited to hear the addresses. These addresses were instructive and had a broadening influence that will be a pleasant and profitable remembrance in after years. Mr. Henry Esmond, and Mrs. Esmond, the noted English actors, gave short addresses. Mr. Esmond's rendering of "The Revenge" was a rare treat. Lady Harvey, another famous English actress, gave a talk on Red Cross work which was a splendid story of the altruistic work with which she was connected during the Great War. Dr. W. E. George, M.O.H. for the District, gave a profitable talk on the preservation of health that was of special importance to the prospective teacher. Rev. Mr. Morris, Secretary of the Trustees' Department of the O.E.A., also gave an address.

Miss Barry, of Montreal, who is engaged in Social Service work there, gave the students a very profitable talk.

We were all charmed with a reminiscent address by Dr. Goodwin, late of Queen's University, on the great teachers of England and Scotland under whom he had studied in his younger days.

The At Home was fully up to the high standard of past years. The Empire Day programme, which is fully described elsewhere in the Year Book, and which was prepared under the direction of Mr. Norris, was a marked success. The meetings of the Literary Society were an important part of the year's work. Not only did they afford instruction and entertainment for the student body, but they also served to develop initiative and to discover much latent ability.

And now, at the close of the year, as the class fares forth from the Normal School Halls to the wide field of usefulness which is awaiting them, they take with them the best wishes of the staff that they may prove worthy members of the great profession for which they have been trained.

THE NORTHLAND.

(J.A.B.)

I have heard the Northland calling with a clear, insistent call,
 I have seen her teeming thousands, I have heard their footsteps fall,
 I have seen the mystic curtain of the Future backward rolled;
 Mighty Northland! Land of Promise! I have seen thy wealth unfold.
 For I saw, as in a vision, not the blackened stumps of trees,
 But the fields ripe to the harvest, rustling in the passing breeze;
 Not the humble settler's cabin, half concealed amid the wood,
 But the fine, commodious farm house in a prosperous neighborhood.
 All the straggling trails had vanished but I followed in their stead
 Down avenues of commerce, echoing to a nation's tread.
 They passed between the smiling fields where happy children played
 In gardens where the roses bright a bower of beauty made.
 The cattle, sleek and glossy, strayed about the meadows fair,
 And the perfume of the clover gave its sweetness to the air.
 The spacious barns were bursting with the newly garnered grain,
 And Contentment spread her pinions over all the wide domain.
 Where of old the straggling village with its humble huts was seen
 Rose the towers of a city, fair and stately as a queen,
 With its boulevards and mansions, with its parks and thoroughfares,
 Its busy hum of industry, its mingled joys and cares.
 From the tall cathedral spire, like a finger heavenward raised,
 The mellow chiming of the bells came floating as I gazed.
 From the rocks which Time had whitened in the aeons as they rolled
 Flowed a rippling stream of silver, a resplendent tide of gold.
 All the varied wealth of minerals, hid for ages from the sight
 Burst the barriers of its prison to a wondering world's delight.
 Was it but a fond illusion? But a visionary's dream?
 Ask the settler in his cabin, ask the hunter by the stream.
 Nestling in the Northland's bosom till her heart-beats thrill them
 through,
 in the silences unbroken, they have caught the vision too:
 All their hardships are forgotten, and they sing in woe or wail.
 "Mighty Northland! We are helping—helping make the vision
 real!"

EDITORIAL.

(Lloyd Loveless, Editor-in-Chief.)

Again we are nearing the end of a school year—a year which we have enjoyed above all others. True, it has been a year of hard work, but that has only added to our pleasure. Many are the times when we have worked hard to carry out the instructions of our masters, when we have profited by the wise precepts of able speakers, when we have entered heartily into the enjoyment of our hours of relaxation and amusement.

Until that day in mid-September, that now seems so far in the past, when we gathered from East and West, North and South, we had been pupils, instructed by our teachers and exploring for ourselves various fields of knowledge. But on that day, our whole viewpoint changed. Henceforth, with an assumption of dignity and maturity which at first seemed strange even to ourselves, we were to be the teachers and to impart knowledge to others. Now we shall soon leave for our various scenes of activity, but we shall take with us new ideas, new methods, and new ideals, to bless the communities where our lot is cast. For this training which would transform us from pupils to teachers we have sought, and we trust our efforts have not proved in vain.

During the year we have received training and instruction from the various members of the Staff, but their chief aim has been to aid us so that we might become teachers fitted for the special requirements of the great Northland, requirements which are radically different from those of the older parts of the province. For upon us will fall, in large measure, the important task of laying broad and deep and firm the foundations of that Greater Ontario which must follow when the pioneer stage is past and the Land of Promise of to-day becomes the Land of Fulfilment of to-morrow.

To the members of the Model Staff, as well, a tribute is due for their helpful criticisms, their patience, sorely taxed by our many short-comings, and for the generous manner in which they gave of their time and energy that we might become worthy members of a great profession.

Nor must we fail to make mention of both Staff and Students who have aided the Editor and his able assistants by contributing the product of their pens to the pages of our Year Book. That there is among the Students some literary ability will be readily admitted. May they persevere until they bring honour to themselves and to the School, is the earnest wish of the Editor.

And now to East and West, to North and South, we scatter once again, no longer the careless girls and boys of a few months ago, but men and women, sobered by the thought of the responsibilities we are so soon to assume, our minds enriched by the knowledge we have required, our vision broadened by contact with our teachers and with one another, and carrying with us a store of happy memories of new and lasting friendships.

And whether we are called to teach in the modern, well-equipped school in town or city, or whether we take charge of the rude structure of unhewn logs that tells in its mute way of the educational aspirations of the pioneer settlement, let us be true to the ideals we have been taught. Not through delinquency of ours, be

it resolved, shall the fair name of our alma mater receive any stain,
for of her it may be said, as it has been said of the great schools
of the Old Land,

"This is the word that, year by year,
While in her place the school is set,
Every one of her sons must hear,
And none who hears it dare forget;
This we all with joyful-mind
Bear through life like a torch in flame,
And, falling, fling to the host behind,
'Play up! Play up! and play the game!'"



DUCHESNAY FALLS



YEAR BOOK STAFF

Back Row—W. Kent, Group 2 Representative; M. Hazelton, Associate Editor; L. Bradbury, Business Manager; E. Pugh, President, Literary Soc.; O. Robinson, Group 4 Representative

Front Row—J. A. Bannister, B.A., Supervising Editor; J. Pace, Associate Editor; A. Bell, Group 1 Representative; E. O'Hara, Group 3 Representative; L. Loveless, Editor-in-Chief

IMPORTANT NOTICE

Will you kindly acknowledge the receipt of this Year Book within one week, by dropping a card to Mr. Ricker at the Normal School. This will enable us to trace books that go astray in the mail, but we cannot locate a missing book if we do not know of its loss promptly.—Editor.

ST. JOSEPH'S ISLAND.

(Winnifred Kent.)

In the St. Mary's River, not far from the point where its waters broaden into the great Lake Huron, lies the Island of St. Joseph's. On the east it is separated from the rest of Algoma by a deep but crooked channel, while Mud Lake, on the west, forms the boundary between it and the State of Michigan. St. Joe, as it is often called, is twelve miles wide and its wooded slopes and rich farms extend for some thirty miles parallel with the current of the river.

Near the centre of the island a large hill, named "the Mountain", forms the outstanding surface feature. From its foot smaller hills ripple out to north and east, until, along the shores of Bear Lake and the Eastern Channel, they bristle into rocks, overhanging the water, and jutting up to form numerous small islands.

On the western side is a fairly level area of rich black loam, well suited for farming. The southern portion has a rolling surface, well-wooded, but rather sandy. On the southeastern shore, two long, slender promontories form the beautiful Milford Haven, into which a small river flows.

One of the points of interest on the island is the Sailors' Encampment, located at the upper end of Mud Lake, where the channel narrows rapidly until only half a mile of water separates it from the shores of the United States' island of Neebish. During the eighteen twenties, a number of boatmen making their way from Lake Superior, found themselves unexpectedly blocked by an early frost, and being unable to break the ice, they were obliged to spend the winter here.

But the object of great historical interest is the ruins of an old British Fort used during the war of 1812-14. Situated on the most southerly point of St. Joe, it commands an excellent view of the Detour passage. Half way up the stony slope is an old double-flue chimney of masonry, with a double fireplace, which marks the site probably occupied by a log cabin. From here an underground passage led to the fort on the top of the hill, but, unfortunately, both entrances have become blocked and its exact location is unknown. Though the fort was abandoned more than a century ago, the hill is still bare except for a few trees.

When Fort Michilimackinac, on Mackinaw Island, which had remained in British hands after the War of the American Revolution, was handed over to the Americans by Jay's Treaty, the garrison under the command of Captain Roberts, withdrew to St. Joseph's, where this fort was constructed. Captain Roberts was still in command here when the war of 1812 broke out, and it was from this fort that he set out on the expedition which resulted in the capture of Fort Michilimackinac and secured the adherence of the Indians to the British cause.

In 1814 the fort was captured by the Americans, though it did

not remain long in their hands. It was soon re-taken by the British but, owing to its exposed position, it was not thought advisable to put it again in repair. A little later a party of Americans landed and destroyed the few houses that remained.

Among the earliest settlers on the Island were a number of French-Canadians, who cleared small farms and built their log cabins on the sandy area to the south and southeast. But, as their principal occupation was timbering, when timber grew scarce, and their farms became somewhat exhausted on account of the sandy nature of the soil and their ignorance of farming, they moved elsewhere. The English-speaking settlers took up farms chiefly in the northern and western areas, and it is here that the best farms are situated at the present time.

When the writer's grandfather settled on the Island the primeval forest was broken only by the few scattered clearings of the early settlers. There were no roads except mere trails through the woods, and travel over them, especially with oxen, for there were no horses, was slow and difficult. To-day, St. Joseph's possesses some of the best roads in Northern Ontario and swift automobiles have displaced the clumsy ox-cart.

The hilly area is specially adapted to fruit growing. Large quantities of hay and grain are shipped from the north and west, while recently the farms abandoned long since by the French have been purchased by Norwegians, whose skill and industry are securing good results in spite of the lightness of the soil.

There are some twelve rural schools on the Island, most of which in point of qualifications of teachers and work done will compare very favorably with those of any other part of the Province. There is also a good Continuation School at Richard's Landing.

St. Joseph's Island is a well-known summer resort, and numerous cottages line the shores of both channels through which the hurrying traffic of the Great Lakes passes. There are two busy villages where the sound of lumber and grist mills may be heard. With lasting resources and ready access to good markets, our Island holds promise of a bright future.

AN APPRECIATION.

"A tribute is due to the teachers of the North. They are earnest and faithful, undaunted by the hardships of pioneer life, and are doing an excellent work. The high percentage of qualified teachers in this inspectorate is due to the North Bay Normal School. Very few of its graduates have failed to 'make good.' I find them well trained and, in general, imbued with the proper spirit and impressed with the seriousness of the work they have undertaken. They are enthusiastic and conscientious, and give unstintingly of their best energies in training the minds and forming the characters of those

who will so soon have to play an important part in the development of the Great Northland."

—Annual Report of Inspector J. A. Bannister, 1919.

"The graduates of North Bay Normal School have approached their work with an originality, ambition and child interest that differentiate them from the graduates of other Normals. They take hold, face hard conditions with a smile, and bring that cheer and support which is so much needed in pioneer life."

—Annual Report of Inspector W. A. Wilson, 1920.

THE VALUE OF SCHOOL ATHLETICS

It is an ³repeated assertion that our schools exist for the purpose of preparing pupils for citizenship, hence, each individual subject on the Course of Study is tested by that standard; in what way does Arithmetic or Geography or Science enable this boy or girl to live a fuller, happier life, and be a more efficient citizen of this country?

Too often it has been overlooked that Nature's way of preparing young folk for their adult life is by planting within them an instinct for play and the result is that only in recent years do we find athletics, that is, school play, receiving a place on our Courses of Study.

In what ways, then, can school athletics, supervised by the teacher, prepare boys and girls for the places they are to occupy in maturer years? Their value as Physical Training will come to the mind of all of us. The ancient dictum, "A sound mind in a sound body," expresses a condition recognized by all of us as being desirable, and, further, all agree that a sound body is impossible unless it be developed by suitable physical activity. Now, school athletics is undoubtedly the best form of exercise for boys and girls of that age. Better than calisthenics, gymnastics, and Strathcona exercises? Yes.—for at their best these are artificial, become monotonous, and fail to arouse that interest which is so necessary a factor in true education. Of course they are valuable and have their place in the school day. In no other way can a teacher so effectively correct the stooping back and rounded shoulders which result from long-continued desk work. In no other way can he so quickly arouse the mind which has become fagged by concentrated study, or give the needed physical activity on a stormy day. But after all, it needs no argument to prove the superior value of the hearty school yard game, from which the pupils return with lungs filled with pure air, muscles quivering and every sense alert, ready to attack the most difficult subject on the curriculum.

Supervised athletics has not its only value as a form of physical training, perhaps not even its chief value. The teacher has no finer opportunity for education in those moral attributes.—honesty, fair play, respect for the rights of others, co-operation, than is offered on the play ground. Precept in the schoolroom, supported as it may be by examples from biography or literature will be out-

weighed manifold by practice on the playground. The boy must learn honesty and fair play in his boyhood life. Think of the possibilities in a game of ball. The player must respect the rights of the other players by waiting his turn at bat; he must co-operate with his fellows by playing in his place on the field, and in playing that position for which he is best suited. He has abundant opportunity for developing his fair play and honesty as he handles the ball, puts out the base runners or acts as umpire. It is, however, the teacher's opportunity. A boy may usually be trusted to play, and get the physical training without supervision, but it does not follow that he will play fairly and get the moral training from the game.

Is it possible to teach the man honesty in business by teaching the boy honesty in sport? An illustration or two will answer the question. The manager of one of the largest departmental stores on this continent, it is said, absolutely refuses to employ young men from a certain section of his city, giving as his reason that that district has a reputation for unfairness in sport, and so he doubts the honesty of its young men in business dealings. On the other hand the well-known emphasis laid upon games in the large English Public Schools, and the equally well-known spirit of fairness and "good sportsmanship" shown by their graduates in after life are significant.

Another value of games which appeals to the business man particularly is that they train in making quick decisions. In our school work we continually tell the pupil to think the matter over, examine the problem carefully before beginning to solve it, in a word, to defer judgment. On the playground, however, he must decide at once, and, to be successful, decide correctly. With the ball coming his way there is no time to deliberate. He must judge at once what is the correct play, and act upon his judgment. So in many of the affairs of life, especially in business dealings, he must come to conclusions with little opportunity for deliberation.

Finally, school athletics afford the very best means of developing a spirit of loyalty and patriotism. We all know that the school spirit is best developed in those schools in which athletics are organized and carried on for their own sake, where the object is not to win at any cost but to play the game fairly, to win with undue elation or to lose without being downhearted. The graduates of such a school feel a just pride in and loyalty to her which feelings are easily extended to their country and nation so long as they too are worthy of loyalty and patriotism.

Teachers—do you wish to do more for your pupils than simply to train their bodies and minds? Then enter into the play side of their lives as well, being assured that you have here a means of education second in no respect to any other means you may employ.—H. E. R.

Mr. Lockett's Translation

When the school opened in September, our English Master, Mr. Lockett, was engaged in visiting some of the rural schools in company with Inspector Bannister. At the end of the second week he returned to his duties here, but he had scarcely finished registering our sporting pedigrees and taking our athletic measurements when the Department of Education ruthlessly snatched him from our midst and sent him to H—amilton.

We felt keenly his removal for we had heard much of his skill as a teacher and of his genial personality.

The one reason given for his translation was that Hamilton Normal needed the man.

As a sister institution we must not harbour ill feeling toward the Hamilton School but rather congratulate them on their good fortune in securing a Master so eminently fitted for the important work to which he has been called.

J. C. N.

THE LOG SCHOOL HOUSE.

(E. Cameron.)

As we came around a bend in the road that encircled a hill and a little patch of wood, we saw before us a valley in which a few wretched families lived their miserable lives. The houses, unpainted and rickety, surrounded by an accumulation of dilapidated belongings such as only the shiftless householder can collect, reflected the sullen hopelessness of the inmates, while, crouching at the foot of the hill just clear of the wood, was the little log school house. A well-beaten path led through a yard overgrown with weeds to a battered door, which, scarred with many a deep-cut initial and crude portrait, prepared one for the havoc which time and successive generations of pupils had wrought upon the interior. Some of the window-casings had become detached and many of the grimy little panes were broken. The plaster with which the chinks between the logs had been filled was falling away leaving openings of various sizes. From the rusty stovepipe which served as a chimney a thin line of smoke curled upward, lazy and lifeless as the group from the centre of which it emanated,



BOYS' VOLLEY BALL TEAM

Standing—H. Killen, H. E. Ricker, M.A., Director; L. Lawson,
Seated—L. Loveless, H. Crough, W. R. Smart, D. Kinahan,
J. Hayes

BOYS' SPORTING ACTIVITIES

J. C. Hayes

The boys, though few in number, took an active part in sports during the Normal Year. Many would think that their venture in competition with the girls would entail considerable risk to themselves, but despite many rumors to the contrary, they upheld the honor of their sex and suffered no bodily harm.

A volley ball schedule was drawn up and the boys promptly entered a team for the competition. Mr. Rexford Smart was manager and mascot. They entered the first game with considerable anxiety for much depended upon a proper start. A defeat at this stage might have seriously weakened their morale. The manager did his best to put them at their ease, and the boys really surpassed their own expectations in their efforts to win his approval. But when the game was over and they carried off the palm of victory their enthusiasm knew no bounds. All through the series they continued victorious and won the volley ball championship.

In the Spring, playground ball was popular with all, though no schedule of games was prepared. Girls and boys enjoyed many games together. The boys played baseball also, and were members of one of the town teams.

THE NIGHT BEFORE THE FIRST LESSON

E. Pugh

(With apologies to Dr. Drummond)

De moon she up, de star dey shine,
 De sky, it bright, bright, bright;
 But 'fore I'm long in bed, I knew
 It would be awful night.
 For I been give lecon for teach
 Ovair on Model School;
 I try an' try mak' it de plan,
 An' feel laq' wan beeg fool.

I was no sooner shut de eye
 For mak' de leetle snooze,
 When up I hear dat teacher speak,
 "Teach double 'o' in goose."
 I'm wide awake, I seet up queek,
 An' stare about de room,
 Dem double o's seem everywhere
 Lak' bright eyes in de gloom.

I settle me for wan more wink,
 An' tink I will forget
 I evair come on Normal School,—
 Mebbe I go home yet.
 De clock she strak' for ten, 'leven, twelve,
 An' den she strak' for wan;
 I turn once more an' go to sleep
 Wit' beeg inspeer-a-shun.

I'll tell it to dose 'tits garcons,
 Mebbe dose girls also,
 How round about dat pretty pond
 Dose lofley geoses go;
 An' when I see dem laugh wit' glee,
 I'll say, "Attention, tous.
 I want you look right straight at me
 Whenever I say 'goose'."



FALL EXECUTIVE
OF THE
LITERARY SOCIETY

Back Row—E. O' Harro, Vice-President; L. Loveless, Group 3 Representative; D. Kinahan, Treasurer; T. Gomoll Group 2;

E. Hambley, Group 2.

Middle Row—J. Milne, Group 3; C. Cameron, Group 1; A. Bell, President
M. Wocker, Group 4; Z. Lawrence, Group 4.

Front Row—L. Tanney, Secretary; H. Anderson, Group 1.

NORTH BAY NORMAL SCHOOL.

(M.O.N.J.)

N for the Northland that never seems cold,
 O for Ontario, the New and the Old,
 R for the railways that brought us all here,
 T for the training we got through the year,
 H for the heart-aches when everything's drear.

B for the baking we students can do,
 A for the after effects when we're through,
 Y for our "yarns" which are sometimes untrue.

N for the nothing we all seem to know,
 O for the often we're told this is so,
 R for the readers we all hope to be,
 M for the music of doh, fah, and me,
 A for arithmetic, adding, and such,
 L for the literature we all love so much.

S for the subject called Science of Ed,
 C for the courses by which we are led,
 H for the hours in study we spend, z
 O for the order we often could mend,
 O number two, for the object in view
 L for our love, which we all leave for you.

PIONEER DAYS IN KENORA.

(Jean Ferguson.)

In 1880, when the Canadian Pacific Railway was being built through a wilderness of rocks and forests between Fort William and Fort Garry, two of the Company's largest construction camps were erected at the head of Rat Portage Bay. The portage itself led from the Lake of the Woods to the Winnipeg River, and was made necessary on account of the Laughing Water Falls. It was called Rat Portage because this was the route followed by the muskrats in going from one water to the other.

Soon after the camps were built a Hudson's Bay store was erected, although the Company already had a trading post only a few miles down the Winnipeg River. A year later Rat Portage boasted two saloons, a store, and about thirty squat little cabins huddled together along the lake shore.

At this time Father La Combe, a Jesuit Priest, had charge of a parish which extended from Fort Garry to Fort William. None of the other churches had representatives in the locality, so whenever Father La Combe held services everyone attended no matter what his religious belief might be. The first Anglican Minister came in 1885. He used to preach each Sunday in the old jail. The Presbyterians held their services over the livery stable and here, on week days, their minister taught the twenty children of the settlement.

The main street of the town runs through an old Indian burying ground. Many skeletons and a number of Indian relics were unearthed when excavations were made for waterworks. The Anglican Church also occupies part of an Indian burying ground.

By 1888 Rat Portage had become an important place. Both Manitoba and Ontario claimed it. There were two mayors, two councils, two police forces, and two jails, one belonging to each province. Many a fight occurred between the Manitoba and Ontario police, each in turn trying to arrest the others. For a time residents in Rat Portage had the unique experience of being able to vote twice at elections, exercising their franchise as citizens of both Ontario and Manitoba. Mr. J. K. Brydon, who is now a prominent lawyer of the town, had just completed a jail for one province when he was arrested by the police of the other and was the first to occupy the new building. This comedy did not end until the town and the land for thirty-three miles to the west of it were awarded to Ontario.

Many pioneers of the early days have built homes for themselves up the lake. Among these are Jean Lepine and "Old Scotty." They never come to town, but are always pleased to welcome visitors. Scotty has a number of tame deer on his island, though they rarely show themselves when strangers are around. One of the queerest of the pioneers is an old negro. Although he is as black as coal he insists "dat he am de fust white man what ever shoved a paddle in dis heah lake." He and his Indian wife live on a little island and seldom visit the town more than once a year. Though ninety years of age he still uses a canoe for these trips.

There are three Indian schools in Kenora District. The Presbyterians maintain one on a reserve, on Shoal Lake, about forty miles from the town. This is the Cecelia Jaffray school. The Catholic school, on Lake of the Woods, is only about a mile from town. There is also an Anglican school at White Dog, on the Winnipeg River.

In 1900 the name of the town was changed to Kenora. The choice was the result of a contest and was secured by taking "Ke", for Keewatin, "no", for Norman, and "ra", for Rat Portage. Keewatin and Norman are small places near Kenora.

It is now one of the prettiest summer resorts in the west, and almost every island within ten miles has a number of camps upon it. These are not camps in the true sense of the word, but magnificent homes. One contains thirty-five rooms and many of them cost over \$30,000. The boating is unsurpassed. When the Duke of Connaught visited Kenora a motor boat parade was held, in which a thousand decorated boats took part.



WINTER EXECUTIVE
OF THE
LITERARY SOCIETY

Back Row—E. Jackman, Group 2 Representative; L. Bradbury, Group 1
J. Pace, Group 3; C. Kinton, Group 2; E. Pugh, President.
Middle Row—H. Killen, Vice-President; H. Montgomery, Group 1
D. Wiher, Group 4; M. Aubert, Treasurer; M. Crough, Group 4.
Front Row—D. Bell, Secretary; L. Avery, Group 1.



A RECENT APPOINTMENT

From "The School," December, 1920

Mr. J. A. Bannister, B.A., Public School Inspector for the District of Temiskaming, has been appointed English master in the North Bay Normal School. As pupil, teacher, and inspector, Mr. Bannister has become familiar with many phases of school life in Ontario. After a high school course in Port Dover he attended the Simcoe Model School and taught for some years in Norfolk and Haldimand Counties. In 1898 he graduated from Queen's University with specialist standing in classics. After a course in the Ontario Normal College came years of experience as classical master in Cobourg Collegiate Institute and as Principal of Chesley High School. Three years ago he was appointed Inspector of Public Schools for Temiskaming. The first task awaiting him here was to replace the schools destroyed by fire the previous year. In Northern Ontario spaces are wide and for two years the energetic inspector travelled over 15,000 miles a year, inspecting, opening new schools, and generally extending and improving facilities for education in the growing Northland. He has been rewarded by seeing rapid increase in the number of school sections and new class-rooms in the older sections. In two years thirty additional teachers have been added

to the roll of this inspectorate. Mr. Bannister has faith in professional training and can point with pride to the fact that when he left office every teacher in his inspectorate had had some professional training and nearly ninety per cent. held either first or second class certificates.

Mr. Bannister's enthusiasm and energy, his varied experience in educational work, and his first-hand knowledge of the North give special fitness to his appointment to the North Bay Normal School.

W. E. M.

HALLOWE'EN.

(Nora Pace.)

The first social event of the term was a Hallow-e'en party. All week the students were astir making preparations and it seemed very difficult to concentrate upon our lessons.

When the eventful evening arrived at last, the students and their guests were met at the door by a witch who pointed the way up the stair. On each balustrade was a lighted Jack-o'-lantern. In the dim light witches darted here and there, meeting everyone in the most unexpected places.

In the Assembly Hall, amid weird-looking decorations and in the glow of coloured lights, the following program was rendered, Miss Ena O'Harro, the vice-president of the Literary Society, occupying the chair:—

Chorus—Love's Old, Sweet Song	-	-	Group IV.
Recitation—A Rat or a Mouse	-	-	Miss Agnes Depew
Vocal Solo—	-	-	Miss Jean Milne
Chorus—Juanita	-	-	Group I.
Violin Solo—Fifth Air Varie from Dancla,	-	-	Miss Adell St. Louis.
Recitation—Bill's in Trouble	-	-	Miss Gladys Schoales
Chorus—In the Gloaming	-	-	Group III.
Humorous Saying and Doings in the Old Land—	-	-	Miss Madge [Aubert.
Violin Solo—Souvenir	-	-	Miss Mary Wocker
Chorus—Camping on the Normal Grounds	-	-	Group II.

After the program there was a series of games in which Group II. were the winners. Then, divided into groups of four, all set to work to compose some Hallow-e'en verses. The decision of the judges was in favour of the group directed by Miss Ella Pugh, whose stanza read as follows:—

"Hallow-e'en comes once a year,
Then the witches hover near,
Frightening little girls and boys
With a queer and gruesome noise;
But they can't scare Normalites,—
First day got us used to frights."

The prize, a delicious pumpkin pie, was presented by Mr. Norris.

Refreshments were then served and the pumpkin pies bore testimony to the culinary accomplishments of the girls who had baked them under the efficient direction and advice of Mr. Casselman.

Then a parade was arranged. When all lights had been extinguished we were led down the front stairways, through the lower hall and into the Manual Training room. Over the chairs and among the tables we stumbled, knocking and thumping about in utter darkness, while ghosts were encountered at every turn. When the leader succeeded in finding the door we ascended the back stairway and entered the library. There a cardboard representation of a human skeleton dangled from the chandelier. We were then led to the Gallery Room, where a hidden ghost sprinkled us with water, our feet were entangled in a string of tin cans, and a ghost, lately arrived from Fort Frances, embraced us in a death-like grip. Our journey was completed when a witch had besmeared us with gory paste.

Some now went to the Assembly Hall to "trip the light fantastic toe," while the remainder indulged in suitable Hallow-e'en games. In the enthusiasm of "bobbing for apples" dignity was forgotten, and so absorbed were we in the pastime that the first intimation we had of the coming of a pail of apples was when they came tumbling over our heads into the water. Many of us consulted the witches who, by their mystic powers, were able to foretell for us our futures in the pedagogical profession, and the fortunes which we should some day amass.

Late in the evening all met in the Assembly Hall, where the witches were the centre of attraction, and evoked much merriment as, in their endeavor to dance they entangled themselves in their long trains. Then as midnight sounded, the strains of Home, Sweet Home were heard and in a few minutes the hall was deserted.



THE CITY AND COUNTY OF PETERBOROUGH.

(J. Hayes.)

Before the year 1818, that part of Ontario now known as the County of Peterborough was an unbroken forest in which the settler's axe had never been heard. But in that year a small number of emigrants sailed from England, came across Rice Lake, up the Otonabee River, and settled a little north of where the City of Peterborough now stands. The following year a party came up the Otonabee looking for a possible mill-site and found one where Peterborough is now. At this point a creek enters the river and they found that, by changing its course, and allowing it to come into the river over the high bank, they would have water power for a mill. A mill was erected by Adam Scott, and the settlement was called Scott's Plains. Such was the beginning of Peterborough.

Its development was greatly aided by Peter Robinson, a brother of Sir John Beverly Robinson, after whom the town was named. In May, 1825, about two thousand emigrants, under his leadership, sailed from Cork, in the south of Ireland. After a month upon the ocean they landed at Quebec, whence they proceeded to Kingston, and finally to Cobourg. From there they went twelve miles overland to Rice Lake. The road was barely passable; a mere trail through the forest, and the settlers suffered considerable hardship on the route. The journey across the lake and up the river was made in flat-bottomed boats.

Upon arrival at their destination, the men proceeded to select land and to erect houses for themselves. These shanties of rough logs were hastily made, but they furnished the needed shelter. Each family of five received, besides their land, a cow, potatoes, corn and some tools. But sickness was common, especially fever, and nearly every family mourned its dead.

When the town site was surveyed in 1825, the only buildings upon it were the mill and one or two log houses. But changes took place rapidly; more houses were built, and a church, several stores and a hotel were erected. The first schoolhouse, a log building, was erected in 1827 by a clergyman. The population at this time was five hundred, but it increased rapidly and Peterborough was incorporated as a town in 1850.

To-day Peterborough is a flourishing city with a population of about 24,000. Surrounded by a fine agricultural area and with abundant electrical power right at its door it has every chance of development. Several important industries give permanent employment to a large number of people. The Trent Valley Canal passes through it, and on this canal is the world's largest lift-lock.

Thus within a century the wilderness has given place to a prosperous and promising city.

GREATER ONTARIO

North Bay occupies a unique position on the threshold of that vast area, Greater Ontario, which stretches northward five hundred miles to the shores of James Bay, and westward for nearly twice that distance to the border of Manitoba, and which comprises within its irregular boundary line five-sixths of the entire province. At our very doors are the forest-clad hills and valleys, the crystal lakes and the sparkling streams of the Temagami region. Farther on is the world-famous silver camp of Cobalt, that, since its discovery less than two decades ago, has paid in dividends nearly a hundred millions of dollars.

Then come the fertile clay lands beyond the head of Lake Temiskaming, where the long, sunny days of a Northern summer produce a phenomenal growth, and fill the barns of prosperous farmers with an abundant reward for their labors. We drive smoothly along over the best of roads, past mile after mile of rich meadow and waving grain; past herds of cattle grazing, knee-deep, in the clover; past stately farm buildings where daily mail and rural telephones keep the settlers in constant touch with the world of business or of pleasure, and we have difficulty in realizing that but twenty-five short years ago this was an unbroken forest.

On again, and as we mount towards the Height of Land, whence mighty rivers roll for hundreds of miles to mingle their waters with those of Hudson Bay and the distant Atlantic, we reach an area rich in mineral wealth. Who has not heard of the silver of Gowganda, the gold of Larder Lake, Boston Creek, Swastika, Matachewan and Kirkland Lake? And who can speak of gold without calling to mind the wonderful Hollinger mine and its neighbors of the Porcupine area, round which have grown up towns that number their inhabitants by thousands?

Then there is the Great Clay Belt containing some sixteen million acres of the most fertile soil, a richer and more inexhaustible heritage than even the miles of precious ore. Within this area settlement is only begun, but every year sees new farms, new homes, new schools. The log cabin of today gives place to the commodious farm house of tomorrow, and the cluster of pioneer huts at the cross roads or by the river becomes the thriving village and the busy town.

Most of this area is still covered with valuable pulp wood which will supply wealth to the settler and material to the great pulp mills for many years to come. This industry is still in its infancy, but a lusty infant it is. One mill is producing each working day over two hundred and sixty tons of news print paper, and, when working at full capacity, will consume each year enough wood, if placed in a pile four feet wide and four feet high, to reach almost from Windsor to Montreal.

Northward still, through a forest-covered area, to the region bordering on James Bay, a region particularly rich in economic minerals that are waiting only for means of transportation to enter the markets of the world and contribute their share to the wealth of nations. Nor need we stop even yet. For six hundred miles we may coast along the shore of this great Bay before we come to the northern boundary of our great province.

In like manner we may go westward from North Bay to the nickel mines of Sudbury, the iron, the silver and the copper of the North Shore, the mills of the Soo, the overflowing elevators and the hurrying steamships of the Twin Cities.

Yet all of this is but a beginning. Who can say what the next decade will bring forth? Fortunate indeed is the young man or young woman who is now prepared to enter the teaching profession in this land of opportunity. Doubly fortunate are those who, trained at its very portal, have caught the Spirit of the North, its energy, its optimism, its ability to laugh at difficulties and hardships, its contempt for things traditional. For communities are clamouring for schools, and schools are clamouring for teachers; not the type of teacher who believes that the Golden Age lies in the dim and distant past, but who knows that it lies just ahead, and who is willing to do his part in making it a reality, who will give unstintingly of his time, his energy, his very self, to the task of making of this Mighty Northland a land that is worthy in every way of the wonderful dower which a benign Providence has bestowed upon it.

For such a teacher the reward is certain. In dollars and cents? Yes; but more in the opportunity for service, in the broadening of experience, in the development of initiative, in the consciousness of having had a part in the building of the banner portion of the banner province of our great Dominion.

Happy indeed are we if we can say, with one of old, "We are well able to go in and possess the land." And this we may truthfully say if we have taken advantage of the past year's opportunities, if we have profited by the instruction we have received at the hands of those who have been not only our "counsellors and guides," but who, while they sought to instruct us in the art of teaching have been less eager that we should excel as teachers than that we should have high ideals, noble aspirations, and a true vision of the importance and dignity of the profession which we have the privilege and the responsibility of entering.

TENTING ON THE NORMAL GROUNDS.

(Group II.)

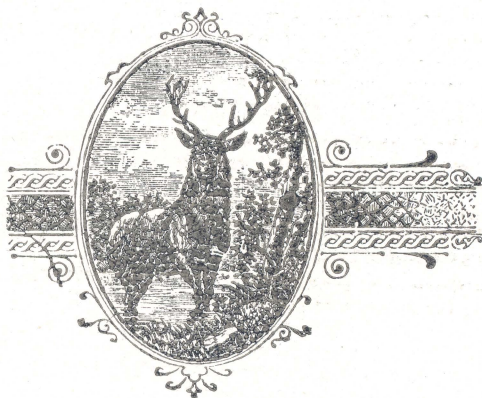
We are tenting to-night on the Normal Grounds,
For Hallow-e'en is here,
Oh! listen and you'll hear many weird, weird sounds,
For witches and ghosts are near.

Chorus:

Many are the hearts that are weary to-night,
Waiting for the term to cease,
Many are the hearts waiting for the night,
When we get our sweet release.

We are tenting to-night on the Normal Grounds,
Thinking of the days gone by,
Of the loved ones at home who gave us a hand,
And the tears when we said "Good bye."

We are tired of work on the Normal Grounds,
"Joseph" and "Science of Ed."
Of the "Big Round O" and the "Swing, 1, 2;"
And Bacteria and their spread.



ORILLIA, THE TOWN ON TWO LAKES.

(Lorna Brown.)

Perhaps no part of Simcoe County can lay claim to a more romantic historical past than Orillia. Beautifully situated on the two lakes. Simcoe and Couchiching, it has developed into a very popular summer resort.

The beauty of its situation is further enhanced by the added charm of its early history which cannot be separated from that of the township of South Orillia, because the early Hurons, the original inhabitants, were not confined to one Indian village but were scattered throughout the entire township. The Indians who lived where Orillia now stands were more than ordinary fighters; they were, so to speak, the select braves.

In 1615 when Champlain made his visit to them, he found among the Hurons of East Simcoe, a company of most loyal Indians. He is said to have landed for a short time at the "Narrows," where Couchiching and Simcoe meet and to have found here a very fine fishing station. In his journal he describes this, with its fence of stakes, or fish-wier. It is interesting to know that this fish-wier still remains at the "Narrows," and that at the Champlain Tercentennial in 1915, there was erected on the bridge at the "Narrows" a tablet to the memory of Champlain.

Nor was Champlain the only explorer to enter the Huron country. In 1680 La Salle visited the "Narrows." This, however, was merely a passing visit and had no effect upon the Indians.

There is little known of the Indians from this time until 1802, when Quetton St. George, a French exile, visited the "Narrows" and recognized in it an ideal situation for a trading post. He placed a post there and began a very prosperous trade with the Indians, who called him "White Hat." He became very popular with them and exercised a great influence over them.

From the first the more far-sighted traders and settlers saw in this post the nucleus of a coming town. In 1839 it was incorporated as a village, but the incorporation was not without its drawbacks. The white settlers petitioned for the removal of the Indians to the opposite side of the lake. The Government granted the petition and the Indians were dispossessed.

The most prominent Indian Chief in Orillia's early history was Yellowhead. In 1831 the Government built him a residence which later became the first St. James Rectory, and, in a greatly altered condition, is still in use as a private dwelling. The old Council-house was built at the same time, though the fact that it is now veneered with brick rather hides its identity.

"The memory of the Red Man,
How can it pass away,
While his names of music linger
On each mount and stream and bay?"

The "Memory of the Red Man" cannot pass away from Orillians.

There are too many evidences of his past life. So long as there is on the east Lake Couchiching, and the streets retain such names as Tecumseh, Brant, and Neywash, so long as the remnant of the once great tribe dwell just across the lake, Orillia cannot forget.

From a remote Indian village, Orillia has developed into one of the most flourishing towns of the province. Her industries are numerous and varied. Her "Couchiching Beach Park," with its well-kept grounds, its beautiful drives, its splendid bathing beach, its flower beds and arbours, is the pride of her citizens, who look backward to her romantic past and forward with confidence to a prosperous future.

BOOK REVIEWS.

The Normal School Cook Book; By Professor Eleanor Wood, Chief Dietitian of the North Bay Normal School. As the distinguished writer states in the introduction, this book, in words of one syllable, is prepared especially for Normal School students. Perhaps the most unique feature is the entire avoidance of fractions, experience having shown that these are particularly confusing to teachers-in-training.

Seasickness, its symptoms and treatment; Though the authorship is not given, it is supposed to be the joint effort of some thirty Normalites, and is based upon their experiences in crossing the bolsterous waters of Lake Nipissing in the gale of June 3rd.

The Art of Hanging Pictures; by Miss Dorothy Bell, Consulting Specialist in Picture Hanging to the Normal Schools of Ontario. An admirable little work, designed to teach Normal Students what to do with pictures when they return them to the school. For obvious reasons Miss Bell favours the low-hanging method.

Perfection, Where it may NOT be found; By Miss Eva O'Harro. The writer has very decided views on the subject, and proves beyond contradiction that it is useless to look for this quality in that portion of the human race which has heretofore usurped the title of "Lords of Creation."

Spasmodic Contractions of the Optic Muscles, Can they be controlled? By W. Rexford Smart. The writer once suffered from such contractions, and incurred the anger of a learned Judge through this affliction. He felt in duty bound to make a careful investigation of the matter. His many friends will be pleased to know that he has entirely recovered from these embarrassing attacks.

Why I prefer the Winters of the North; by His Honour, Judge Loveless. An able defence of his preference by this noted jurist. While we may not agree with all the learned writer says, we must bear in mind that his first acquaintance with his subject was a very impressionable age.

Food values; by Dr. Michael Crough, Physician and Surgeon, etc., includes a chapter on cements and adhesives. It will be noted that, to avoid the possibility of future trouble, the Author has skillfully removed the appendix.

ALLIGATORS.

(W. R. Smart.)

"Last July," Tom began, "I was crossing Rainy Lake on an alligator—"

"An alligator?" interrupted Bill in surprise. "Do you mean to tell me that there are alligators in the lakes of Ontario, and that you have ridden on one of them?"

"Yes," replied Tom, "there are. To be sure they are not very numerous yet, for it is only a few years since the first specimen was introduced. But they are increasing in numbers."

"But I have never heard of any in our part of the province," said Bill.

"No. They prefer a wooded country and do not long survive the removal of the forests. That accounts for their not being found in the older parts of the province. Now, as I was saying, I was crossing Rainy Lake—"

"But where do you find them?" asked Bill.

"Their chief haunts are the streams and smaller lakes of Northern Ontario, though they sometimes venture into the wider expanses of water. There you may see them on a summer day basking in the sunshine or moving noisily about from place to place. They glide through the water rapidly and with some grace, but all their movements are accompanied by a peculiar puffing sound which is quite characteristic, and enables one to detect their presence at a considerable distance. If you are especially fortunate you may see one of them approach the shore, poke its ugly nose out of the water, and, when satisfied that the coast is clear, proceed to crawl slowly and awkwardly over the land. Soon it disappears among the rocks and trees, but if you follow it cautiously and at a safe distance, you will see it make its way to an adjacent stream or lake, into which it plunges with evident satisfaction. But I started to tell you—"

"How big are they?" interrupted Bill.

"There are two species. The smaller measures about twenty-five feet in length. Individuals of the larger species sometimes reach a length of forty feet. They are possessed of surprising strength and endurance. Lumbermen take advantage of this and use them in moving large quantities of logs and pulpwood, which they are anxious to get to the mills. Even a small alligator, when properly handled, will tow a boom containing two million feet of logs, and it is a most amusing sight to see one of them back up to a boom, wait until a lumberman has attached a cable to it, and then, at the given signal, start sedately off, puffing loudly and uttering a kind

of purring sound, as if it really enjoyed the work. But, as I was going to say—”

“But how do they manager in the winter, when the lakes are frozen over?” inquired Bill.

“I have never seen them abroad in winter. It is not at all probable that they go south like the birds, for they do not travel rapidly enough to undertake so long a journey. It is equally certain that they cannot remain under the ice. It is my opinion that they seek some sheltered spot on the shore of a lake or river and hibernate there.

“But I started to tell you about the day I was crossing Rainy Lake on one of them. Just as we were sitting down to dinner there was a terrible commotion in the engine-room, and the engineer stuck his grimy face into the cabin and called excitedly, ‘Cap’n, the crank-shaft’s busted.’”

“Engineer! Cabin! Crank-shaft!” cried Bill in amazement. “Are you crazy?”

“Not at all. They all have them. Well! the Captain—”

“But what are these alligators anyway? You talk as if they were some kind of boat.”

“Well, so they are. Didn’t I tell you that at the beginning? Now when the Captain—”

But Bill had vanished.



VOLLEY BALL.

(Margaret Gordon.)

"That's the way to put it over, Group One!" "Good return, Group Two!" "Now's your chance, Group One!" These were the shouts heard throughout the halls of the Normal. No one stopped to as what was going on, but all ran to the gymnasium. The Volley Ball series had begun.

The schedule was drawn up by a Games Committee composed of the following:—

Group One—Miss Agnes Depew.

Group Two—Miss Elsie Hawkins.

Group Three—Miss Muriel Montgomery.

Group Four—Miss Rose Taylor.

Group Five—Mr. Lloyd Loveless.

Each captain selected the players from his group. Every team was to play four games, and the winning teams were to meet in the final contest.

The first game was between Groups One and Two. They were very evenly matched and for some time the result was in doubt. But at last Group Two began to creep ahead and the final score was in their favour.

The next contest was between Groups One and Four. This time Group One was more fortunate and succeeded in defeating their opponents. Then Group Three came on the scene. They easily defeated Groups One and Four, but they finally met their Waterloo at the hands of the boys' team.

The other games were played with varying results, till at last the day arrived when the winning teams, Groups Two and Five, were to play the final game. The whistle sounded. The ball was in play. Each player was on the alert, and at the end of the first half, Group Two were leading. Hurried conferences were held on both sides. Once again a shrill whistle rang through the room and brought every player to his place. Excitement ran high, but each side held its ground. Several times the ball flew back and forth. Would it never fall? Yes, it is down on the boys' side! No, it rises again in an instant. Will it be returned? It is a critical moment. Their opponents make a desperate effort, but too late—the ball is out of play.

The tide of battle continued to sway, giving the advantage now to one, now to the other. But at last victory rested with Group Five. The game was over and the boys had won.



VOLLEY BALL TEAM
GROUP TWO

Standing—T. Gomoll, H. E. Ricker, M. A., Director; E. Hawkins,
E. Jackman.

Seated—E. Harris, M. Gordon, O. Keetch, B. Jackman,
V. Keetch.

JUST CAKES.

(Ethel I. Richards.)

Preparations for the "At Home" were in full swing when a cry went up for cakes. Who was to make them? No one seemed anxious to undertake it, so, of course, Group Four took the job. Now, I do not mean that you should infer from this that Group Four always does what no one else wishes to do. Rather, they do what none of the others can do.

"We buckle in, with a bit of a grin,
To the thing that cannot be done,
And we do it."

The time to begin our self-imposed task arrived, and, with smiling faces and snowy aprons, we wended our way to the kitchen. Everything was in readiness. An innocent-looking recipe was staring at us from the blackboard, laughing, no doubt, at the practical joke it was to play upon us. The ingredients, including two perfectly good cans of molasses, were at hand so we set to work without delay, just as our teachers instruct us to do.

When the first cakes were ready for the oven they did look a little thin, but we thought they would improve with the baking. Three-quarters of an hour later we discovered that the joke was upon us in earnest. Those cakes persisted in clinging to far more moisture than cakes of their proportions require, and all our efforts failed to drive it off. Very sticky moisture it was, too, as anyone in Group Four can tell you.

But how did it happen that the entire Group knew this so well? To be sure they were not all in the kitchen, for Mr. Wildgust had entrapped twenty-three of them whose assistance was not urgently required, and, in the gallery room just below, he was insisting on their singing to him. But they were in no mood for song, and to humor them, he came to the kitchen in search of something good to eat. He appeared just as we were holding a council-of-war over the results of our efforts, and before we could prevent him, he seized an entire cake and carried it off to our unsuspecting classmates. What thoughts passed through their minds I am in no position to say. The cake disappeared, but the singing lacked the usual energy and enthusiasm. For they had "inside information" of dreadful things to follow.

Nor were they long in coming. Mr. Casselman paid a visit to the kitchen and was induced to try a sample of the second cake. I shall not tell you just what he said, but he promptly sentenced the luckless twenty-three to the hard fate of eating the remainder of the cake. Fortunately the results were not fatal, though some were absent from class for a few days.

But nothing daunts Group Four. And so we set to work again.

In a short time we had so many cakes of such excellent quality that we simply had to stop to admire them, and special precautions had to be taken to prevent them from disappearing before the eventful evening should arrive.

Students and teachers, too, have enjoyed many a hearty laugh at our expense, but the joke has not been without its compensation. We learned a lesson in fractions that we shall never forget. If one puts a whole cupful of molasses into a cake instead of a quarter of a cupful, it wastes the molasses and spoils the cake. Chief among those who made life miserable for us in the days that followed was Mr. Norris, who lost no opportunity of teasing us. But—let me whisper it so that he will not hear—at the “At Home” I saw his plate piled high with samples of our final achievement, and I fancied I could hear him saying to himself that they were the best cakes he had ever tasted.

HYDRO-ELECTRIC DEVELOPMENT.

(M. Burns, O. Robinson, G. Schoales.)

On the afternoon of February 21, the students gathered in the Assembly Hall to listen to an illustrated lecture on Hydro-Electric Development.

Invariably the world has laughed at the dreams of great inventors, but it is to their untiring perseverance that we owe the progress that has been made. The early struggles of the pioneers in the field of Hydro-Electric development have all the fascination of romance, but their energy has made this one of the most important factors in modern civilization.

As early as the times of the Egyptians and Romans men tried to make use of that most unique of a country's resources, unique in that it is not diminished by use nor conserved by non-use.

The first views showed the early type of breast wheel, the undershot and overshot wheels, and the impulse wheel, each an improvement on its predecessor. Then came Ben Tyler's improved turbine which was the forerunner of the highly efficient turbine of to-day.

But the value of waterfalls was still purely local, for as yet there was no means of transmitting their energy to any distance. But with the invention of the electric dynamo, and the discovery of means of transmitting the resulting energy over long distances the power became available at far distant points.

It is doubtful if any country in the world is so abundantly supplied with water powers as Canada, and the importance of this natural asset of the Dominion has come to be recognized only recently. The first successful transmission in Canada was at Three Rivers, where electricity at 110 volts was transmitted a distance of twelve miles. From such a small beginning has come the wonderful development of the past few years. The Hydro-Electric Commission

of Ontario has covered the southern part of the provinces with a net-work of wires, and is now transmitting power from Niagara Falls to Windsor, a distance of 242 miles.

Many benefits have resulted from this distribution of electrical energy. Electric locomotives are used in mines and tunnels, the pulp and paper industry is directly dependent upon electrical power, electric motors are used for running the machinery of factories, while on the farm, in many places, electricity threshes the grain, fills the silo, cuts the wood and pumps the water. In the dairy it operates the cream separator and the churn, while in the house it furnishes light, and relieves the farmer's wife of much of the old-time drudgery.

Electrical Engineering is a development of the last fifty years and is full of promise for the future. We shall doubtless see many new applications of this wonderful and convenient power.

DO YOU KNOW BEANS?

(Jessie Pace.)

One Friday afternoon in February, mysterious odors came floating to the lower halls of the Normal School. There was a general air of expectancy. But those who were in possession of the secret would make no explanations, and the curious were bidden to restrain their curiosity for the time and return later in the evening.

When seven-thirty arrived there was an eager gathering of students, but instead of being allowed to trace the tantalizing odors to their source, they were divided into two parties, one of which was sent off to the rink, and the other, amply provided with sleighs and toboggans, was directed to a convenient hill. For a time their curiosity was overcome by the joys of skating, and the pleasure of coasting. Merriment ran high and both parties had a most enjoyable time.

But as ten o'clock drew near, they turned their foot-steps again towards the Normal School, with appetites whetted by their exercise. Again those mysterious odors! But now the famished revelers were led to the Assembly Hall. Then, to their delight, came plates of the most delicious beans, in true Boston style, prepared by Group III. under the careful supervision of Mr. Casselman. This stage of the life history of the bean is usually short, and the present occasion was no exception. The rapidity with which the plates were emptied, replenished and emptied again, was the best compliment that could be paid to Group Three's skill and foresight.

After full justice had been done to the repast, some attempted to dance, but their performance lacked the usual sprightliness and vigor. This was attributed to the fact that they were wearing moccasins, but, while we do not care to mention what we believe was the real cause, we venture to suggest that the first letter of the word was—beans!

Satisfaction was so manifest on the countenances of all that it seemed almost superfluous to add the final "Hurrah for Group III. They know beans."



GROUP ONE

Back Row—M. Donnelly, L. Bradbury, A. Deloughery, N. Bailey, H. Anderson, A. Bell.
 Second Row—K. Dinner, L. Brown, G. Cooke, T. Brown, F. Cooke, J. Carter, M. Burns, A. Depew, M. Drew, O. Cooper.
 Third Row—M. Chandonet, J. Cameron, E. Cameron, M. Aubert, C. Cameron, D. Bell.
 Front Row—B. Barker, M. Donegan, L. Avery, E. Charlton, L. O'Sullivan.

THE DEBATE.

(Grace Sayer.)

The main feature of the programme of the Literary Society held on January 24, was a debate—"Resolved that the teachers of Northern Ontario have greater advantages than those of Southern Ontario." The affirmative was taken by Misses R. Taylor and E. Runciman; the negative by Messrs D. Kinahan and L. Loveless.

Miss Taylor pointed out that the pioneer conditions which exist in Northern Ontario provide a greater field for service than is to be found in the South. There was a need also for creating a proper community spirit, and this the teacher could do as no one else could.

Mr. Kinahan claimed for the South more congenial social conditions, better equipment, making possible better work, more regular attendance of pupils, and better organization, giving the teacher time for such subjects as Agriculture, Manual Training, Domestic Science, etc.

Miss Runciman cited the higher salaries of the North as an evidence of greater appreciation of the teacher's work. The lack of congenial social conditions was more than offset by an abundance of interests and activities which refreshed the teacher's mind and gave an opportunity of being really helpful to the community. She claimed closer co-operation between teacher and parents, while the necessity of adapting oneself to conditions that are out of the ordinary has its compensation in developing initiative and originality in both teacher and pupils.

Mr. Loveless argued that on account of better means of communication, there were greater opportunities in the South for teachers to meet and discuss educational problems. Buildings were generally better, as were also the lighting and heating, making it possible to accomplish more with less effort and fatigue.

The debate was well conducted and at its close the judges, Mr. Ricker and Misses A. Bell and E. O'Harro, gave their decision in favor of the affirmative.

ACTIVITIES OF GROUP 2.

The Scotchman's prayer was, "Lord, gie us a guid opinion o' oorsel's". For group Two that prayer was never needed, but there is some room for doubt whether the other Groups really appreciated our extraordinary ability.

To begin with, who could make sandwiches, delicious combinations of bread and ham or salmon, or other ingredients, as well as our Group? Few would have survived the strenuous evenings of the "At Home" and the Hallowe'en party if we hadn't supplied them with plate after plate, heaped dangerously high with the "staff of life" and traces of "fillings."

Group Two will also be remembered as having produced the best team of volley ball players for the year 1920-21. That team of ours won so many games that we really felt sorry for the other Groups. We had the brawn, if we didn't have the brains. But our prowess is not to be wondered at when it is recalled that we had our two Elsie to keep the ball moving.

What we did during the year was topped with our programme at the meeting of the Literary Society. The shadow play was an innovation of which we were very proud. And with reason, too. With our Evangeline and the Notary we couldn't have failed. We have heard it said that in pioneer days men and women grew tall and strong, but surely they did not lengthen and broaden with the rapidity displayed upon the screen by our actors. Despite all our difficulties in lighting and costuming, that shadow play was entertaining and educational. Group Two did so well on this occasion that it spurred the other groups on in an effort to surpass us.

On that programme there were but two musical numbers. The reason was this. Being all good singers—"the best in the room" as Mr. Wildgust says, we took our musical abilities as a matter of course, and, with abundance of talent in other lines, we forgot to plan for music too. Then Mr. Wildgust protested, and besought us not to hide this candle under a bushel. Naturally we relented. Who wouldn't?

Yes, our Group was decidedly active throughout the year, and other Groups striving to imitate our virtues and emulate our industry found their energies severely taxed to keep even measurably near to us.

LITERARY PROGRAMME, GROUP II.

(Madeline Ferguson.)

It was with some curiosity and much interest that the other Groups awaited the commencement of the programme given by Group II. In the darkened Assembly Hall a light was suddenly switched on at the back of the stage, and threw upon the curtains a series of shadows. Miss Flaherty's voice was heard repeating the betrothal scene from Longfellow's *Evangeline*. The stage was arranged to represent the humble cottage of *Evangeline's* father.

The character of *Evangeline* was skilfully taken by Miss Verna Hawkins. As Gabriel, Miss Gomoll made a most delightful suitor, and as such was looked upon with great favor by *Evangeline's* father, whose part was acted by Miss Haslehurst. Miss Elsie Harris, as Notary Public, ably carried out all the details of the legal transaction. Miss M. Ferguson, as Basil, the blacksmith, was a typical Acadian.

The shadow play was followed by a reading on Kenora, by Miss J. Ferguson, which was especially interesting because of the humorous manner in which the early history of her home town was described. A poem of Dr. Drummond's was read by Miss Dufault, who admirably reproduced the habitant dialect.

The musical part of the programme consisted of a piano duet by Misses E. Hawkins and E. Hambley, and a chorus by a number of the girls.



GROUP TWO

Back Row—M. Hazelton, J. Ferguson, C. Laviolette, T. Gomoll, E. Jackman, C. Kinton, E. Hawkins, E. Hambly.
 Second Row—R. Gaffney, M. Ferguson, B. Jackson, H. Hoover, H. Haslehurst, L. Hall, E. Graff, H. Dufault.
 Third Row—C. Emiry, E. Harris, M. Gordon, V. Hawkins, V. Keetch, A. Flaherty, F. LaBow.
 Front Row—W. Duff, O. Keetch, W. Kent, E. Froud, M. Hall.

AT HOME.

(Lillian Hall.)

Undoubtedly the most important social function of the Normal School year was the "At Home", which took place on the evening of the fourth of February.

The preparation of a suitable programme required considerable time and energy, but all set to work with a will, and the results did credit both to those who took part and to those who directed the training and supervised the arrangements.

Probably the most interesting and most educative phase of all the preparations was in connection with the selecting and providing of refreshments. Each group had charge of some particular part and was responsible for its success. There are some who will not soon forget the practical lessons in Domestic Science which they learned during the periods that were devoted to this work.

By eight o'clock the Assembly Hall was well filled with the students and their guests. Miss Ella Pugh, the President of the Literary Society, extended a hearty welcome to all. The following programme was then given:—

Chorus—My Sunshine	-	-	The Students
Instrumental Duet—Sunflower Dance,	Misses L. Bradbury and C. [Cameron.		
Reading—One of Mrs. Caudle's Curtain Lectures,	Miss E. [O'Harro.		
Violin Solo—See de Ballet	-	-	Miss M. Wocker.
Vocal Solo—	-	-	Mrs. Kadwill.
Quartette—Knights and Ladies,	Misses Burns, Batten, Robinson [and Wilkins.		
Dutch Folk-Dance—	-	-	Twelve Girls
Chorus—Medley	-	-	Sixteen Girls.
Violin Solo—Fourth Air Varie from Dancie,	Miss A. St. Louis,		
Vocal Solo	-	-	Mr. Wildgust
Piano Solo—Tarantella	-	-	Miss M. Aubert.
Chorus—Where the Milestones End, it's Home,	The Students.		

At the close of the programme, refreshments were served, and the group which had this in charge won special commendation for their promptness and skill in serving. The remainder of the evening was spent in dancing or in games, and everyone pronounced the function a very decided success.



DUTCH FOLK DANCE

Back Row—R. Taylor, V. Hawkins, C. Cameron, L. Bradbury,
T. Brown, O. Keetch.

Front Row—D. Wiber, A. Depew, D. Bell, C. Laviolette,
E. Runciman, M. Hall

SCHOOL DAYS OF LONG AGO.

(E. M. Harris.)

"Remember, Bill, the old red school house we went to years ago?"

"Yes" replied his friend, Jim, better known in the old days as Reddy. "And the day we went swimming in Noghie's Creek?"

The men were silent. Into the memory of each came shadowy forms from the distant past. The room in which they sat became the red brick school house, and these shadowy people from the far away were the school boys. This is what had happened.

"Please, Teacher, may I leave the room?" said red-haired Jim. Having secured permission, Jim arose with a broad grin at his fellow-pupils and sauntered out. A few minutes later a lad with assurance on his face but doubt in his heart asked, "May I go out and get a drink, please?"

Would she refuse? A slight shake of the head; then she saw the disappointed look and answered, "Yes." Bill was free for a few minutes, but in those minutes the dreams of the last hour were to be fulfilled. Meeting Jim in the yard, he said, "Say, Jim, let's go for a swim! What yo' say?"

"The very thing! We can hurry. Sure teacher will be so interested in Tom Smith she will not miss us. Let's go." (By the way, Tom was seventeen years old,—and she was nineteen years young.)

So red-haired Jim and fair-haired Bill hurried to the creek which was well hidden from the school. In a minute they were there. In less than another minute Jim ran up the spring-board, and dived into the water. As soon as his red head appeared Bill shouted, "Oh! Jim, your hair!" The joy left Jim's face; he ran his fingers through his wet hair, and said with a queer smile, "I'll get it,—but the water's fine!"

A few minutes later Bill said, "We had better hurry. Teacher will be wondering what's keeping us."

"I'll be ready in a minute," said Jim.

Just a trifle more slowly the boys started back to the school. Jim's hair hung wet about his face and his eyes had lost their merry twinkle. Bill could not refrain from smiling at him at times, but away deep down in his heart he felt sorry for him. When they reached the school, the teacher was helping Tom, just as they had thought. Quickly and quietly they slipped to their seats; but as soon as the other boys saw the wet hair they laughed. The teacher turned, looked at them, but saw nothing amiss, and went on with her work. Jim shook his fist at the boys, and, in an audible whisper, said, "You'll not get off with it. We'll meet you at noon."

Jim kept his word, though not in the way the other boys were expecting. When the lines began to enter the building for the afternoon session, Bill and Jim were not in their places. But from the top of the stairs two pails of water came tumbling over the boys below.

Slowly the shadowy forms from the distant past faded into the night, the school room which their memories had pictured so vividly grew dim and disappeared, and the two men, who for a brief time had been schoolmates again, smiled understandingly at each other.



GROUP THREE

Back Row—M. Murray, V. Pace, B. Quirt, N. Pace, C. McLean, J. Pace, J. MacDougall
 Second Row—D. McLean, V. Mastin, Z. Lawrence, M. Mooney, B. O'Connell, M. Montgomery, G. O'Neill, V. Morris.
 Third Row—S. McDonald, V. Miller, C. Redmond, J. Milne, J. McIntyre, M. Lee, E. Pugh, K. McDonell.
 Front Row—E. Murphy, M. Parker, E. Quinn, I. Murray, V. Lee, E. O'Harro.

THE VISIT OF THE P. S. INSPECTORS.

(M. J. McDougall.)

On Monday, March 10, Inspectors Scovell, Wilson and Walkom, who were in town arranging matters in connection with their work, paid an informal visit to the school. Many of us who knew inspectors only through their official visits had never realized that any-one could be really pleased to see them.

Principal Casselman extended a hearty welcome to them on behalf of the Staff and the students, and told of the benegts to the Staff through contact with the Inspectors, to the Inspectors through a closer acquaintance with the work of the Normal School, and to the students through becoming acquainted with the Inspectors in whose territories they were about to teach.

Inspector Walkom, recently appointed to the newly-formed inspectorate of Northern Temiskaming, was already known to a number of the students as their former Science master at the Soo High School. He spoke of the extent of country he would have to cover, from the Height of Land northward, of the possibilities in that new land, and of the opportunities it offered for real service in the teaching profession.

Inspector Wilson, who has charge of the schools in the Southern part of Temiskaming, told in a very interesting manner of the conditions and schools in his inspectorate. He spoke in highest terms of the graduates of the North Bay Normal School, whom he described as superior to others in their initiative, earnestness and devotion to duty, and expressed the hope that many of this year's class would secure schools in his territory, which he described as "God's Country."

Inspector Scovell quite lived up to Mr. Casselman's description of him as a "genial man." His descriptions and stories were amusing, and, not to be out-done by Inspector Wilson, he described his inspectorate in Muskoka as the "Paradise of the North."

The students were impressed with the earnestness and sympathetic attitude of the Inspectors, and those who secure schools in any of their inspectorates will not look upon them as strangers, but will look forward to their visits as a source of inspiration and help.

GROUP THREE

(Catherine Redmond.)

Let us vision the future a moment or so
 To see our fair Group as the years come and go;
 Group Three of the Normal, nineteen-twenty-one,
 And the way they have taken a "place in the sun."
 There was Zaida, who once as Britannia held sway
 Over millions. She's swaying but one man today.
 Bright Mary Lee was Mr. Norris's scribe;
 Now she is teaching a whole Indian tribe,
 Velma Lee! Oh, she's married and happy, you know,
 She sings in Toronto and plays music too.
 There were Verna and Helen and Gertie O'Neill—
 Millionaires now, through a wise mining deal.
 You remember Jean Milne, who could fox-trot so well,
 I know where she is, but I don't care to tell.
 And Muriel who made such an excellent pal,
 Is Pilot-in-Chief on French River Canal.

Violet Mastin's a writer of no mean renown,
 Jean McDougall, in tennis, is champion of town.
 Ida Murray's a widow, but if I'm not mistaken,
 She'll again change her name and a third will be taken.
 Then Sadle and Kathleen to Kingston have travelled
 And the mystery there of the "trade winds" unravelled.
 You remember Miss Mooney, that bright little pearl;
 She's married in Bracebridge to a genuine Earl.
 Dorothy's now drawing pictures of "togs"
 For Eaton's to place in their new catalogues.
 Jessie Pace has returned to the African shore
 With Nora and Vera, and never before
 Of that wonderful land could it truly be said
 That it was 'mongst the nations, three Paces ahead
 Mary Parker's a book agent, full of all wiles.
 Let us hope that she doesn't get kicked that three miles
 Ella Pugh follows now Mr. Ricker's desire
 And is "chicken inspector" down in New Hampshire.
 With Betty in singing but few can compare.
 Of her glory her teacher deserves a good share.
 In the North a rich farmer was happy to win,
 As the queen of his shanty, our friend Ella Quinn.
 In pills and in potions who was e'er so expert
 As that famous physician, our own Dr. Quirt.
 Jessie no more spells her name McIntyre,
 To similar change does our Cora aspire,
 And safely enthroned as a genuine Queen
 In a pioneer school you will find Victorine.
 Over Patricia efficiency rules
 Elizabeth Murphy, Inspector of Schools.
 The series of books by Miss Ena O'Harro,
 All bound by herself, would fill a wheelbarrow.

Editor's Note:—As Miss Redmond has modestly refrained
 from mention of herself, we venture, though laying no special
 claim to the gift of prophecy to add—

And Catherine Redmond has captured the prize
 As the very best teacher of all—for her size.



EMPIRE DAY TABLEAU

Australia, C. Kinton, E. Hawkins;
 India, A. Deloughery;
 Britannia, Z. Lawrence;
 South Africa, E. Pugh, B. O'Connell;
 Canada, M. Robertson, E. Tanney.

EMPIRE DAY.

"Then bind our realm in brotherhood,
 Firm laws and equal rights,
 Let each uphold the Empire's good
 In freedom that unites."

Empire Day is one of the most important days in the school year, for while the earnest teacher will take advantage of every occasion to inculcate patriotism and a genuine love and respect for the great Empire of which we form a part, this day gives a special opportunity.

Our programme was prepared to show just how the day may be celebrated in the public schools, and how profitable it may be made to both teacher and pupils. Much serious work was necessary to collect and arrange the information that was presented, and this was found a valuable exercise for all the class. Care was also taken to have those take part who had not taken part in previous

programmes during the year, and a number of students of real ability were found who had previously remained in the background.

After the opening exercises, conducted by the Principal, Mr. Norris gave a short address upon the purpose and value of Empire Day in the schools. He pointed out that while there is a place for that kind of patriotism which manifests itself in flag waving, the foundation of all true patriotism is knowledge. Particularly in the case of those children who come to us from foreign lands it is necessary to give some grasp of what the Empire means if we are to help them to become real Canadians.

Each Group had made a special study of one of the four leading colonies of Great Britain. Group One told of the history of India, its importance to the Empire, and how it had profited by British rule.

Group Two added variety to the programme by their presentation of Australia. Nine girls, tastefully dressed in white middy suits, and each wearing the initial of that particular feature which she was to present, gave many interesting facts about the colony. The letters, arranged in order, spelled the name, Australia's armaments, by Miss Harris, deserves special mention.

After a short intermission, Group Three continued the programme with a very able presentation of South Africa. Miss Jessie Pace, as a Boer woman, gave an interesting account of the history of South Africa up to the time of the Boer War. Others followed until we were brought face to face with the South Africa of to-day. Their part closed with a tableau in which Miss Lawrence took the part of Britannia.

Group Four, in song and story, presented the place and value of Canada in the Empire. Then followed a tableau showing Britannia surrounded by the standard bearers with the flags of each of the colonies, while Miss Tansey recited "All in One."

The afternoon programme was intended more for entertainment than for information. The several songs were very much enjoyed. Everyone appreciated Miss Chandonnet's vivid picture of our French-Canadian neighbours, and we were very proud of "Our English Girl" when she recited. Was there anyone who was not stirred by Miss Barker's rendering of Mr. Bannister's splendid poem, "Peace without Victory?"

The English man in his swallow-tail coat, was a striking figure and we greatly enjoyed his spirited presentation.

The preparation for the day entailed a good deal of work, but the time was well spent. It showed us how we may spend Empire Day, and the memory of this day will remain with us as a standard by which to judge the work we do when we are in charge of our own schools.



GROUP FOUR

Back Row—H. Killen, D. Kinahan, W. R. Smart, L. Loveless, J. Hayes, L. Lawson, M. Crough.
 Second Row—E. Winters, M. Robertson, J. Robinson, E. Richards, M. Wocker, E. Williams, E. Shanahan, J. Walsh, N. Shier, E. Urry,
 Third Row—E. Runciman, D. Wiber, G. Schoales, E. Wilkins, O. Robinson, R. Taylor, C. Regan,
 Front Row—E. Wood, L. Samson, G. Sayer, L. Tannet, J. Shiel, A. St. Louis.

BREACH OF PROMISE SUIT.

(Cecilia R. Regan.)

The programme at the final meeting of the Literary Society was given by Group IV., and contained several unique features. An afternoon tea at the home of one of the students gave an opportunity for some clever acting and afforded an occasion for an excellent duet by Misses Winters and Sayer, a reading by Miss Wilkins, and a violin solo by Miss Wocker. In the course of the conversation mention was made of a breach of promise suit in which the plaintiff claimed \$50,000 damages.

After a reading by Miss Shields, the curtain rose revealing all the solemnity of a court room. Court was opened, and the Clerk announced the breach of promise suit as the first on the list.

The chief witness for the prosecution gave a very interesting account of the courtship, the numerous visits of the defendant, the engagement, and the heartless abandonment of the plaintiff. Cross-examination brought out the admission that there had been engagements to several other young men, which had been broken for various reasons.

The lawyer for the defence admitted that his client had broken the engagement, but claimed that he was justified in doing so because the plaintiff had endeavored to do him serious harm through trying to induce him to partake of a certain cake which she had compounded. The recipe for this cake was produced, and an eminent specialist in dietetics who was asked for his opinion upon it mistook it for some new brand of cement. When told that it was a recipe for a cake he was horrified and declared that the defendant would be justified in breaking not only the engagement, but the furniture and several of the commandments.

Finally the defendant was placed in the witness box in his own behalf. He was very becomingly dressed for the occasion and made a very favourable impression upon several of the ladies of the jury. He told the story of the leap-year engagement, of the purchase of the ring at Woolworth's, and of the disastrous cake of which he might have partaken had it not been for its resemblance to one which had been made by Group IV. while he was at Normal, and which he had good reason to remember. He had taken the precaution to procure a sample of the cake, without the plaintiff's knowledge, and this he now produced in court.

The cake, duly labelled "Exhibit C", was passed to the jury for examination, while the witness was severely cross-examined by the lawyer for the plaintiff. In the midst of the questioning the court was startled by the Sheriff calling excitedly, "Yer Honour, the jury has eaten Exhibit C." Confusion prevailed until the Judge had sent a messenger to recall the physician, who had left the room after giving his evidence.

On his arrival he proceeded to administer first aid, and in a short time he told the Judge he thought it safe to proceed with the case, if he might stand by with the stomach pump.

The lawyers then addressed the jury, the Judge made his charge, and the jury retired, to return in a short time with a verdict of guilty. The damages were fixed at one dollar and ninety-eight cents, and when the defendant boastfully interrupted with, "All right, your Honour, I have it right here in my blue jeans," the Judge completed the sentence—"and ten days! Have you that in your blue jeans"

GROUP FOUR.

(Eleanor Wood.)

Group Four—One! Two! Three! Four!—last but by no means least. What group could, or would, submit to that descriptive “least”, that held before it, through study and strife, that motto which none but Group Four can flaunt. “Be Smart and ‘Urry!”

Smart we are and do we ‘Urry- Yes! Group Three took one whole day to prepare a few baked beans, but Group Four spent only a short ten hours to make enough delicious cake to feed half of North Bay. And such cake! Is it any wonder that we have the reputation of being the best cooks? What other group has been brilliant enough to correlate Arithmetic and Household Science and even that difficult topic, Fractions?

Group Four excels also in Music. If this is not so why did Dr. Morgan choose to hear us rather than the others? And not only do we sing. We have the honour of possessing the only violinists of the entire student body.

Last again, but not least, were we in the presentation of the programme for the Literary Society. What other Group has shown such dramatic ability as that which Group Four displayed while the other three groups gazed, spellbound, upon the mysteries of court proceedings, heart trouble, eye trouble, and skilled surgery?

On Empire Day, also, our maxim “Last, but not least” was upheld. We must all admit, and we make the admission with some pride, that Canada is the rising star of the British Empire. Canada was represented by Group Four.

Observe the background of Group Four’s class picture. No group boasts such a line-up, and,—may we whisper it?—we have been envied more than once. Group Four is the proud possessor of the pride of the entire Normal—our seven boys.

And now as we close,

Need we say any more?

Last, but not least,

Accomplished Group Four.



THE FRENCH.

(C. Kinton.)

If there is one day which, more than any other, deserves to be considered a red letter day in the calendar of the North Bay Normal School, it is assuredly the day of the annual excursion to the French River. On the bright morn in mid-September when we assembled for our first look into the unknown, this trip was held up to us as the great panacea for all the ills of the year. And during the shortening days of Autumn many an earnest gaze was directed over the waters of Lake Nipissing to the wooded islands that lie in the pathway and to the distant hills that mark the further shore. Ever and anon, throughout the winter, some enthusiastic member of the Staff, with joyous countenance, dilated upon the wonders of that never-to-be-forgotten trip.

But when, in the Spring, the ice had left the lake and its blue waters sparkled once more in the rays of the sun, how eagerly we watched for signs of activity on board the Northern Belle, and how

gladly we greeted the Principal's announcement that the boat had been chartered, and that we were really going.

Those who were early astir on the morning of June 3rd—and who was not?—saw leaden skies and sullen clouds and occasional drops of rain. But being optimists all, they proceeded to pack their lunches and await the whistle of the Northern Belle, the signal by which it was to be made known that the long-talked-of trip to the French was about to begin. Eight o'clock came, but no sound from the Northern Belle broke the stillness. Joy was beginning to give way to gloomy forebodings, when Principal Casselman arrived upon the scene, and learned that there was not sufficient steam to operate the whistle. Some claim that he clambered to the upper deck and started the echoes on Thibeau's Hill by announcing that the boat was about to proceed.

Be that as it may, the news soon spread, and a long procession began to arrive at the dock. "Is that all the lunch you have brought?" was the customary greeting. Boxes and parcels of varying shapes and sizes were to be seen and it was evident that no one intended to go hungry, not even the two girls who staggered aboard under the weight of a well-filled bushel basket.

When all had arrived and "Dan" had delivered the piano the lines were cast off, there was a sharp tingle of the engine-room bell, and the boat, backing slowly from her moorings, headed for the islands and the distant shore. Meanwhile the sun had broken through the clouds and the day was ideal. On the upper deck some watched the changing scenery of land and water, wooded island and rocky point and sheltered bay, as the boat glided swiftly along. Some sat about in groups discussing a variety of topics, and some remained apart, selfishly clinging to their all day suckers.

Then came the dinner hour. The baskets and boxes that had seemed so heavy while they were being carried to the boat, now seemed disappointingly small, and there were grave fears that some would return home hungry. But the fears were groundless. There was an ample supply for all. Under Mr. Casselman's careful supervision the tea had been prepared and was deftly and speedily served by the boys.

Meanwhile the steamer had entered the upper waters of the French River. For some time it was difficult to realize that this was really a part of the River. Islands lay on every side, and every now and then, as we passed, what at first appeared to be the entrance of some little bay proved to be a winding channel that led off for miles to left or right amid other islands that lay in the distance. On many of the vantage points summer homes had been erected, notably among them, Solid Comfort Camp, which each summer is occupied by a large number of wealthy Americans.

At last the landing place was reached, and as the eager crowd ran down the gang plank no one could have guessed that these were soon to be dignified teachers. Over the rocks we clambered, where three centuries before Champlain and his dusky companions

had made their toilsome journey, and where, in the years that followed, many a devoted Pioneer of the Cross made his way to the distant mission fields among the Hurons, to undergo toil and privation, and, in some cases, to suffer martyrdom. New Ontario, indeed! Half a century before the whiteman had looked upon the waters of Lake Erie this was the recognized highway for the commerce of the west. How long ere that it had been trodden by the silent feet of the native trader who can say?

Flowers were there in profusion, and many new ones were discovered as we made our way over the rocks towards our objective the Chaudiere Falls. Beside this splendid fall we paused to rest, to enjoy the rugged scenery, and to have our pictures taken. But the afternoon sped rapidly away, and, before we had finished our explorations, we were obliged to hasten back, bearing with us our trophies of ferns and flowers.

As we moved swiftly out of the river, the baskets were again produced and little was left when we had satisfied the appetites which our exercise had given us. Then as we entered the lake, and the boat began to roll uneasily in the waves, a sad expression was noticeable on many faces. Mr. Wildgust, in his inimitable manner, gave a very realistic representation of the symptoms of seasickness, and some were so impressed that they hurried to the lower deck to show their friends how he did it. Some of us were cheered by jokes and stories but in many cases the effort to appear amused produced only a ghastly smile. Some sat "in silence and in fear," while others devised new forms of dancing on the unsteady deck in their effort to appear unconcerned. Even these grew more sober as the afternoon wore away.

Just as the sun was setting we reached the dock, and as the deck grew steady once again, there was a look of relief on many faces. Diligent inquiry has failed to discover any who will admit being seasick, so we must conclude that those who gave such a convincing imitation were really better actors than we had ever suspected.

THE FUTURE OF GROUP ONE

(M. A. J. Chandonet.)

Who has not heard of the feats of Group one,
 Foremost in study, athletics and fun?
 Roll back the curtain of years yet to be,
 Here is a record of what you will see.
 Miss Anderson's teaching and living alone,
 But someone is shortly to call Hermione.
 Madge Aubert's a millionaire. Isn't it funny
 How soon she got used to Canadian money.
 Lottie Avery now is a writer of plays
 For her friend, Nora Bailey, of Normal School Days.
 Out in the garden, with rake and with marker
 Whom should you find but Miss Beryl Barker.
 If your'e wanting a dress made exceedingly well
 You should visit the shop kept by Miss Anna Bell.
 In the Normal School halls, on the ladder's top rung,
 Miss Dorothy Bell shows how pictures are hung.
 In a neat little manse, as its joy and its crown,
 Is she who was once Miss Lorna M. Brown.
 Mary Burns, Ph. D., so deserving of praise,
 Is teaching the difference 'twixt bluebirds and jays.
 Marie Amanda Josephine Chandonet
 Is teaching her pupils des chansons Francais.
 In the Charlton Cafe all the hungry are fed
 On Ethel's own puddings, "made out of her head."
 Olive Cooner's librarian, and since they have had her
 They've added a step to the Library ladder.
 Christine is in charge of the Cameron College.
 With Jean and Elizabeth doling out knowledge.
 Katie's pupils of learning are having a feast,
 While she teaches they're sure of one Dinner at least.
 Florence and Gladys have given up books,
 And though they are cooking, no longer are Cookes.
 Lucy Bradbury and Agnes Depew
 Are primary specialists up at the Soo.
 Anna Deloughery is happy though wed,
 Lillian O'Sullivan in music has led.
 Monica Donegan says she'll retire
 As soon as her forty years' teaching expire.
 Jean Carter considers her chiefest of joys
 That she got back her health and her avoirdupois.
 Adelaide Batten,—we'll never forget her.—
 Are selling the pictures that Muriel Drew.
 Long since changed her station "for worse or for better."



JOHN
OUR OLD FRIEND

We may forget our Science of Ed. We may not remember how to spell, and our handwriting may deteriorate as the years go by. Our treacherous memories may fail to recall the principles of Agriculture and the parsing of words. Failure to practise may even make us merely passable musicians and artists. The well-known features of many of those who have been our class mates may fade from our memories. But who can forget the genial face of our old friend John?

Faithfully did he minister to our comfort when, rising early, he saw that the school was in readiness to receive us. Faithfully throughout the day he busied himself in his many duties, ever ready to return a prompt answer when the appealing call, "John," sounded through the halls. And as faithfully did he minister to his own comfort when, at five o'clock showing a frowning face at the door of the room where we were wont to congregate, he rattled

his keys, and, with a voice of authority, called out, "Come, girls, git out! I want to git home."

Vainly did we entreat him to allow us but five minutes more to complete some very urgent task. Pleading words, tearful voices and enchanting smiles were alike unavailing. John, the inexorable, had spoken, and we must go.

Yet while we complained of what we were pleased to call his harshness, deep down in our hearts we honored him for his faithful performance of the duties with which he was entrusted. Long may he live to endear himself to succeeding classes of the North Bay Normal School.

Extracts from the Society Column of "Everywoman's," June 16, 1935

(Cordelia Laviolette.)

Miss Jean Ferguson is spending her summer vacation at the information bureau conducted by Miss Dufault. It is hoped that Miss Jean will remind Miss Dufault to "open her mouth."

Miss Verna Keetch has just published her latest volume, "Hints to Inexperienced Candidates for Literary Society Positions." It is understood that this work is to be authorized by the Minister of Education for the use of the Normal Schools.

Miss Alphonsine Flaherty was brought before Judge Haslehurst this morning, charged with throwing a rolling "Pin" at one of her pupils.

Marjorie Hazelton, the clever editor of the Fireside Companion will lecture before the Women's Canadian Club next Wednesday on "How to manage a husband." A cordial invitation is extended to all Normalites.

Miss Winnie Kent, Minister of Education, has just issued a regulation which directs that no boy or girl shall attend school hereafter for more than two hours in any one day.

The Misses Madelene Ferguson and Eva Jackman have recently returned from a concert tour in Europe, where they startled the courts with their splendid singing.

Miss Fanny LaBow, the militant suffragette leader from Saskatoon, on her recent visit to the city was arrested for throwing a brick at the Feronia Collegiate. Her aim is evidently improving.

Miss Bella Jackson, the celebrated botanist, has just returned from Timbuctoo, where she has spent some years investigating the habits of the *Taraxacum officinale*. For the benefit of those who have not kept up their familiarity with the flowers, it may be added that this rare plant is frequently called the dandelion.

The Annual At Home of the North Bay Normal School is to be held tonight. Many of the old graduates are wondering if the Household Science teacher, Miss Christine Kinton, has given John the knives to sharpen.

Dr. E. M. Harris absconded last week with a bag of charcoal

which she had borrowed from a Bobcaygeon jeweller, presumably for experimental purposes. It is believed that she will endeavor to find a means of circumventing the high tariff on diamonds for the benefit of the other members of the group who are awaiting superannuation.

"The New French Method," by Miss Lillian Hall is meeting with a very gratifying reception. We can heartily recommend it to those who are desirous of acquiring a speaking knowledge of the language. The writer gratefully acknowledges her indebtedness for a suggestion received while at Normal which led to the discovery of the method.

Another new book which has just reached the Editor's desk is "How to calculate your exact age," by Miss Tillie Gomoll. The writer was instructed in this method while at Normal and found her age decreasing so rapidly that she had to stop for fear of finding herself too young for a certificate. The work is complete in three volumes, and should find a ready sale, particularly among prospective teachers-in-training.

OUR NORMAL SONG

As you wander, left or right,
Just you keep the N. B. N. in sight;
It's the best of training schools,
Where a proper spirit rules,
Not a better place you'll see;
For John guards with lock and key
And stays till five at night;
At our work where'er he finds us
He comes chasing up behind us
And he puts us all to flight.

Chorus:

You should see our Normal colors fly,
As we pass the other Normals by,
You should hear us North Bay students cheer
For the Staff we have this year;
And where'er we students go,
We shall tell the whole world so,
For they were always showing us
A better way to go.

There are groups one, four, three, two;
We are ready aye to die or do;
May our lives forever show
To what Normal we did go
And what knowledge we acquired.
Though we teach until retired
In school-rooms far or near,
Still no matter where you find us
We'll be looking back behind us
To the 1-9-2-1 year.

GROUP THREE

Vera Pace

Though third in group number we are not third in ability. Where do we stand? Three Paces ahead of any other group.

The ability of this group was shown when the literary vice-president for the fall term and the president for the spring term were elected from among us. We have among our numbers the fairest of the fair, Britannia, to whom representatives from all the other groups paid homage. Our poets are second to none, for was not the prize for the best Hallowe'en verse awarded to a member of our group? And when has the Normal been more highly praised in verse than in the Normal song composed by Group Three?

You will recall that the student taking highest marks in teaching for the fall term belonged to us. And was it not whispered that Group Three had the highest average in the School Management examination?

When have greater powers of originality and initiative been shown than when Group Three combined education and amusement in the presentation of the "Mock Trustee Meeting"?

We have led not only in intellectual but also in sporting activities. Among us are found the organizers and enthusiasts in both baseball and tennis. In volley ball we graciously permitted Group Two to carry off the honors as we didn't want to claim all the glory.

Nor are we deficient in the culinary arts, for Mr. Casselman, a recognized judge of baked beans, declared ours to be the best he had ever tasted.

Our great executive ability was displayed in the smoothness, quickness and ease, with which the serving was done at the "At Home."

Thus in these many ways, Group Three has most nobly played its part in raising the standard of the educational, social and recreative activities of Normal life.

THE CLOSING

The final At Home was held on the evening of June 16. Examinations were over. Our trunks were packed—with our books at the bottom. The year which had seemed so long as we had looked forward to it in September had sped swiftly by, and we were gathered once more in the Assembly Hall for our last evening together before we should say farewell.

The President of the Literary Society, Miss Ella Pugh, who had so ably presided on various occasions during the Spring term, surpassed even the high standard which she had set, and did honor to herself and credit to the school by the splendid manner in which she performed her duties.

Miss Jessie Pace gave an interesting summary of the events of the year, and this retrospect was followed by a glimpse into the future when Misses Chandonet, Laviolette, Redmond and Schoales, by some occult power, withdrew the curtain and permitted us to see ourselves as we shall appear in the years yet to be.

The address of the evening was given by the Principal. He referred to the feeling of sadness which is inseparable from the parting of those who have been so intimately and so pleasantly associated, but maintained that this sadness should be more than counter-balanced by the joy of entering upon a career where we have the opportunity of service and the possibility of rising to eminence in our chosen profession. His address was of a very practical character, and we cannot fail to profit by following the excellent advice he gave.

The valedictory by Miss Lorna M. Brown was a very fitting close to a year to which we shall always look back with very great pleasure.

At the close of the programme refreshments were served. Later in the evening the dancing was interrupted while we listened to several French songs by Miss Chandonet, who had frequently entertained us in the past by her delightful rendering of the "chansons." Miss Samson sang for us in Swedish and Miss Dufault in Finnish. Miss Aubert gave a recitation in Welsh. Then all joined in singing Auld Lang Syne, farewells were said, and the Normal School Year of 1920—1921 was at an end.

PROGRAMME, FINAL AT HOME

June 16th, 1921

Chorus. The Cheery Song	The School
Violin Solo	Miss St. Louis
Reading	Miss O'Harro
History of the Year	Miss J. Pace
Violin Solo	Miss Wocker
Class Prophecies	Misses Chandonet, Laviolette, Redmond and Schoales.
Solo	Mr. Wildgust
Address	Principal Casselman
Valedictory	Miss Lorna M. Brown

THE STORY OF THE YEAR

(Jessie L. Pace.)

It hardly seems possible that it is only nine months since first we set foot upon the station platform at North Bay. Our first day at Normal was one which we shall all remember. It was then, more than at any time perhaps, that we felt we were a long way from home, and in the midst of strangers. Our first week was spent in getting acquainted with the staff, the Normal building, and the work in general of the Normal course. That we might become familiar with the town, and incidentally not get lost on our way to the school, Mr. Ricker took us on our first excursion.

As we grew accustomed to our new surroundings, our work became more interesting. To initiate us into the art of teaching, we had the privilege of observing capable teachers managing their respective classes. Then came our actual teaching experience, which necessarily involved the writing of lesson plans with which all Normal students are so familiar. The tedium of strenuous work was relieved by a Hallowe'en social which proved a most enjoyable event. Toward the end of the term came four final examinations, followed closely by a social evening with the members of the Normal staff and the teachers of the Model School.

When school re-opened on the morning of January 4th, there were a few vacant chairs, but these vacancies were filled before a week had elapsed. Everyone seemed to have a more serious attitude towards the work, and put forth greater effort to obtain the best of results. The chief social event of this term was the annual At Home. Here the students met a number of the graduates of former years and many of their North Bay friends. Later in the term, Group III, very generously treated their fellow students and the staff to a bean supper. This group performed like real Bostonians.

By the close of this term we had become so attached to the Normal that many decided to remain here during the Easter holidays, and incidentally, to learn and make History, to pursue the steps of the learning process, and to study the art of so managing a school that it may become safe for democracy.

Immediately after the opening of this, the third and last term, we were confronted with a series of examinations, which somewhat cleared the atmosphere, and "the winter of our discontent" became glorious summer.

During this term the work of gardening was added to our studies. Some of the results of the student's arduous labor will be sampled at the conclusion of this part of the program. Another new factor of the course, was the continuous teaching during the first week of June. Many of our Saturday afternoons have been spent in viewing such beauty spots as Trout Lake, Duchesney Creek, and First and Second Rocky. Our excursion to the Chaud'ere Falls, June 3rd, afforded us various experiences.

which have been denied many of the former students. Our games of baseball, volley-ball, and tennis have also formed a part of our recreation.

During the year we were privileged to listen to many educational and extremely interesting lectures. A number of these were given by the Normal masters, and were illustrated by lantern slides. Others were given to us under the auspices of the Women's Canadian Club. Our course in Religious Instruction included twenty-four lectures, given by Rev. Messrs. Kenney, Johnson, Balfour, Allan, and Rev. Father Maloney. Our Literary meetings held every two weeks, discovered much latent talent and ability on the part of the students who spared neither time nor energy in making the programs a success.

Our last two weeks here have been spent in writing the remainder of our final examinations. So ends a busy, profitable year,—a year which we trust has greatly helped to equip us for the great field for service which lies before us.

VALEDICTORY

(Lorna M. Brown, Valedictorian.)

Members of the Staff, Model Teachers and Fellow Students:

I appreciate very highly the honor conferred upon me, in asking me to give on behalf of the student body, the valedictory of the class of '21.

On this the eve of our departure from this school, we are conscious of feelings strangely mingled. We may perhaps be pardoned if we confess that we experience a feeling of joy and of relief, as we realize that, at last, the difficulties of the year, the misgivings with which we entered upon our work, the practice teaching and the criticisms are behind us, and that within a few hours, at most, we shall be once more amid the familiar scenes of pre-normal days. But, rising above all other feelings, is one of sadness at parting with those with whom we have been so intimately and pleasantly associated for so many months. During this year we have made friendships which we shall ever cherish. We feel with Omar Khayyam that,

"He who has a thousand friends
Has not a friend to spare...."

We can ill-afford to lose any one of the friendships made during this year.

In our teachers we have found persons of high and noble ideals, who were always ready to be helpful, who saw what was best in each of us and strove to develop our latent ability, who were at all times kind, thoughtful and considerate. We cannot help but profit from our association with them. We, as pupils of yours, wish each and every master and instructor on the staff to accept

our most heartfelt thanks for the way you have helped us during the year just closed.

In our Principal, Mr. Casselman, we have found a man who has the interests of each individual student at heart. Throughout the year, he has given us many talks which we will always remember with grateful appreciation. When we get into our own class room, (if we are successful) I am sure we shall find many situations where the advice so kindly given will save us from making serious mistakes or discouraging failures.

We do not forget the teachers of the Model School. We thank each one of you for your kindly criticism of our work in your classes, for we feel you were but helping us up the Ladder of Success.

While in attendance at this institution we have had our concept of service extended in no small degree. We have been shown what real service is. We have seen that real service in a community consists not merely in teaching what is required of us by law during the legal teaching hours, but rather in grasping every opportunity, in and out of the class-room, to help any who need help. We have learned the true meaning of "Service to Others."

"Some are young in deeds till the frame decays,
And some die old at a span—
For Life is not measured by length of days
But by service to God—and man."

We have found in the people of North Bay, friends whom we shall always hold dear. These friendships have been made possible by our attendance at this Normal School. The Normal School has been a very important factor in the widening of our circle of acquaintances.

When we think of the privileges we have had! Who among us is not the better for having come in contact even for a brief time with the genial, scholarly, whole-souled Dr. Goodwin? We have had the opportunity of hearing the speakers who addressed the Canadian Club, and from their addresses we have gained much valuable information.

Now as we leave the Normal School we feel that we are being given an opportunity to give to others with whom we come in contact, the benefit of what we have enjoyed during this year.

As we go out from this the scene of many happy times, we shall remember, with such pleasant recollections, our year at the North Bay Normal School.

GROUP FOUR PROPHECY

(Gladys Schoales.)

Fairylend, June 16, 1941.

My dear Reader:

I am one of Sir A. Conan Doyle's fairies and have just returned from a very enjoyable trip to Canada. I am sure you would all like to hear about your old friends of twenty years ago, and what they are doing.

Do you remember W. Rexford Smart—but of course you do—who used to be so popular with the Group Two girls? He is the editor of the Matrimonial Gazette, which has a wide circulation in the Fiji Islands. You will be pleased to know that he no longer suffers from those involuntary contractions of the optic muscles which so nearly got him into serious trouble in the old days.

Ethel Richards is agent for the De Laval Cream Separator in the Great Clay Belt, while Margaret Robertson has taken charge of the Experimental Farm at the O. A. C., and is making extensive changes. Her friend, Edith Runciman, the prominent primary teacher, has left the profession and is starting a Kindergarten of her own.

Lloyd Loveless administers justice in the court of Feronia and is one of the most capable judges of the King's Bench. He finds the summers rather trying, but is as fond as ever of the winters. Duncan Kinahan has given up the practice of law, and is the coming Prime Minister of the Dominion. Gladys Schoales, Professor of Poetic Interpretation at Powassan College, is making a serious study of Shipbuilding in the British Isles and the Polyp Industry. Jennie Robinson, who left teaching for railroad work and is now a Conductor of "Ephemeral Trains," is associated with her in the research.

Dr. Crough, M.D., F.R.C.S., P.Q.Z., etc., the eminent specialist in dietetics, cosmetics and hieroglyphics, has added a department of phrenology and has popularized the reading of heads. Our old friend, H. Killen, claims to have been the first to have his head read. The Doctor's efficient assistant, Cecilia Regan, has made herself indispensable to him.

Eleanor Wood is dietitian in the Cemetery Avenue Hospital, where viscous molasses soup is a staple article on the daily menu. She has won fame for herself by the publication of her Non-fractional Cook Book. Julia Shields, Matron of the Orphans' Home in connection with the Hospital, sings her charges to sleep every evening with a quaint French-Canadian chanson.

Enid Urry, R. A., has just completed a unique portrait of Dame Olive Robinson, the noted opera singer, who has just returned from a record season in the Metropolitan Opera House, Timmins. Nellie Shier gives private instruction to very young infants in the art of speaking correct "baby talk." Her classes are very popular.

Evelyn Shanahan, who caused so much heart trouble in the old days, is securely stationed in a cheery kitchen, where she spends the better part of the day preparing delicious meals for the owner of the second-hand Ford, and six rosy-faced cherubs. Justine Walsh, Specialist in Classics, and Mae Wilkins, Specialist in English and History, command \$5000 a year for their valuable services at the Ferris Academy. They are rejoicing over the fact that they have only twenty years more to teach before superannuation.

Mary Wocker has recently completed a successful concert tour of the continent. Adell St. Louis is on the staff of the Toronto Conservatory of Music.

Edna Williams, who filled the role of Bridget so well at Group Four's famous entertainment, has succeeded Mary Pickford as America's most beautiful and accomplished actress. Dorothy Wiber is almost as successful and popular in the teaching of music as Mr. Wildgust used to be. Rose Taylor is designing uniforms for the Normal Students. Her training as assistant to Monsieur Killen, the Parisian designer, is of great value to her now.

Lillian Samson, the brilliant young linguist of the Group, is instructing a class of teachers-in-training, whose ambition it is to Canadianize the new citizens of the country. Edna Winters is a missionary among the Eskimos, while Grace Sayer is a teacher of elocution in the great centre of learning, North Bay.

James Hayes is following in the footsteps of Mr. Norris and is passing on to the rising generation of teachers the secrets of the Science of Education and the wonders of Arithmetic. Lillian Tanney has recently published a very important educational work, "Art for Young Canadians." Last, but not least, Langman Lawson, Professor of Zoology, who, like some of the others preferred fishing to automobiling, has made the important discovery that fish swim.

And now, good friends, adieu, I must hurry off and chase dull care away from some poor old philosopher.

Your loving friend,

Ariel

EMPIRE DAY PROGRAMME
MORNING SESSION—STUDY OF BRITAIN'S
OVER SEAS DOMAINS.

Scripture Reading—Deut. VIII. Mr. Casselman
Empire Day Prayer.
Doxology.

Importance of Empire Day Mr. J. C. Norris

1. INDIA: GROUP I

- (a) How it became British..... Miss Drew
- (b) Its importance to the Empire..... Miss F. Cook
- (c) How it benefits from British Rule.... Miss L. Brown

2. Chorus—John Bull's Children..... The Students

3. AUSTRALIA: GROUP II.

- A nnals Miss Emiry
- U niversities, etc Miss M. Ferguson
- S urface Features Miss Gaffney
- T rade, etc. Miss Froud
- R esources Miss Haslehurst
- A rmaments Miss Harris
- L ife Miss Kent
- I mportance to Britain Miss Jackson
- A ttitude to Britain Miss Dufault

4. Chorus—"Hearts of Oak" The Students

5. SOUTH AFRICA: GROUP III.

- (a) Reminiscences of a Boer Woman Miss J. Pace
- (b) Boer War..... Miss I. Murray
- (c) Development of this Colony Miss Morris
- (d) Cecil J. Rhodes..... Miss O'Connell
- (e) Louis Botha and Gen. Smuts Miss N. Pace
- (f) Pantomime and Chorus The Students

6. Chorus—"Red, White and Blue."..... The Students

7. CANADA: GROUP IV.

- (a) How it became British Miss Sayer
- (b) Canada's Value to the Empire Miss Shields
- (c) Song of Canada..... Miss O. Robinson
- (d) Reasons for remaining British Mr. Crough
- (e) Canadian Flag Song

Misses O. Robinson, Sayer, Winters, Wood

(f) All in One.

AFTERNOON SESSION—PATRIOTIC EXERCISES.

- 1. Chorus—"The Empire is our Country" The Students
- 2. Recitation—"Britannia" Miss Mastin
- 3. Reading—"The Future of Canada"..... Mr. Kinaham
- 4. Recitation—"Our Native Land"..... Miss M. Charlton
- 5. Chorus—"God Preserve Our Native Land"..... The Students
- 6. Recitation—"The English Girl"..... Miss Aubert
- 7. Reading—"The Work of the Empire" Mr. Loveless
- 8. Recitation—"A Reckoning" Miss Bailey
- 9. Chorus—"My Own Canadian Home..... The Students
- 10. Reading—"The Habitant" Miss Chandonnet
- 11. Recitation—"Our Dead" Miss Urry
- 12. Reading—"Triumphs of English Language"..... Miss M. Lee
- 13. Chorus—"Scots Wha Hae"..... The Students
- 14. Recitation—"Peace Without Victory" Miss B. Barker
- 15. Recitation—"The Englishman" Mr. Smart
- 16. Chorus—"The Land of the Maple"..... The Students

MODEL SCHOOL STAFF.

J. B. Stewart.....	Headmaster.				
Miss V. White.....	Assistant:	Queen Victoria School			
Miss M. Collins.....	"	"	"	"	"
Miss B. Smaill.....	"	"	"	"	"
Miss B. McLaughlin.....	"	"	"	"	"
Miss M. Thomson.....	"	"	"	"	"
Miss N. V. Keetch.....	"	"	"	"	"
Mrs. D. C. Tilley.....	"	"	"	"	"
Miss N. Deneau.....	"	"	"	"	"
Miss R. Kay.....	"	"	"	"	"
Miss M. A. Forder.....	"	"	"	"	"
Miss A. Armitage.....	"	"	"	"	"
Miss O. Johnson.....	Assistant:	King Edward School			
Miss M. G. Kelsall.....	"	"	"	"	"

RURAL AFFILIATED SCHOOLS.

Miss V. Fennell.....	S. S. No. 1 (b)	Ferris
J. B. Marshall.....	S. S. No. 5,	Widdifield

1920-1921.

- 1 Anderson, Hermione.....Fort Frances.
- 2 Aubert, Madge.....Englehart.
- 3 Avery, Lottie I.....Armow.
- 4 Bailey, Nora J.....Sault Ste. Marie, 208 Albert St. N.
- 5 Barker, Beryl, F.....Chapleau.
- 6 Batten, Adelaide Y.....Lakefield.
- 7 Bell, Anna P.....North Bay, Box 214.
- 8 Bell, Dorothy W.....Petrolia, Box 359.
- 9 Bradbury, Lucy.....Sault Ste. Marie, 166 Andrews St.
- 10 Brown, Lorna M.....Orillia, 100 Brant St.
- 11 Brown, Thelma A.....Thessalon.
- 12 Burns, Mary W.....Englehart.
- 13 Cameron, Christine M.....Beaverton, Box 102.
- 14 Cameron, Elizabeth.....Beaverton, Box 102.
- 15 Cameron, Jean P.....Dobbin-ton, R. R. No. 2.
- 16 Carter, Jean E.....Kagawong, Manitoulin Island.
- 17 Chandonet, Marie A. J.....Kenora.
- 18 Charlton, Ethel.....Tara, R. R. No. 4.
- 19 Cooke, Florence.....Bardsville.
- 20 Cooke, Gladys A.....Bardsville.
- 21 Cooper, Olive I.....Cookstown.
- 22 Culhane, Anna.....Peterboro, Mt. St. Joseph.
(Sister M. Verona)
- 23 O'Sullivan, Lillian.....Eganville, Box 78.
- 24 Deloughery, Anna M.....Pembroke, Box 231.
- 25 Depew, Agnes.....White River.
- 26 Dinner, Katie.....Ziska.
- 27 Donegan, Monica.....Pembroke, Box 815.
- 28 Connelly, Madeline C.....Phelpston.
- 29 Drew, Muriel M.....Merlin, R. R. No. 5.
- 30 Dufault, Mary H.....Port Arthur, 76 Peter St.
- 31 Duff, Wilma M.....Bruce Mines, R.R. No. 1.

32	Emiry, Cora M.....	Massey Station.
33	Ferguson, Jean E.....	Kenora, Box 234.
34	Ferguson, Madalene E.....	Fort William, 209 St. Marks St.
35	Flaherty, Mary A.....	Massey, Box 36.
36	Froud, Enid N.....	Delhi.
37	Gaffney, Rita.....	Pembroke, Box 288.
38	Gomoll, Tillie.....	Powassan.
39	Gordon, Margaret.....	Fort Frances.
40	Graff, Emma E.....	Powassan, R. R. No. 4.
41	Hall, Edith L.....	New Liskeard, Box 388.
42	Hall, Mary N.....	Phelpston.
43	Hambly, Eleanor M.....	Copper Cliff, Box 255.
44	Harris, Elsie M.....	Bobcaygeon.
45	Haslehurst, Harriet.....	McKellar.
46	Hawkins, Elsie J.....	Blind River.
47	Hawkins, Verna A.....	Schumacher, Box 98.
48	Hazleton, Marjorie M.....	Fort William, 130 N. Franklin St.
49	Hoover, Hilda M.....	Craigvale.
50	Jackman, Eva P.....	Stayner.
51	Jackson, Bella.....	Kenora, Box 277.
52	Keetch, Olive.....	Thessalon.
53	Keetch, Verna M.....	Thessalon.
54	Kent, Winnifred.....	Kentvale.
55	Kinton, Christine.....	Huntsville.
56	LaBow, Fanny J.....	Pembroke, Box 560.
57	Laviolette, Cordelia M.....	Pefferlaw.
58	Lawrence, Zaida M.....	New Liskeard.
59	Lee, Mary E.....	Pembroke, Box 222.
60	Lee, Velma.....	North Bay, Box 471.
61	Mastin, Violet A.....	Providence Bay.
62	Miller, Verna.....	Ophir.
63	Milne, Jean.....	Port Arthur, 280 Argyle St.
64	Montgomery, Muriel A.....	Oshawa, 264 Jarvis St.
65	Mooney, Mildred.....	Bracebridge.
66	Morris, Victorine.....	Sheenboro, Que.
67	Murphy, Elizabeth.....	Mattawa.
68	Murray, Ida.....	Downeyville, R.R. No. 5.
69	Murray, Helen.....	Lindsay, R. R. No. 5.
70	MacDougall, M. Jean.....	Carleton Place, Box 593.
71	McDonald, Sadie E.....	Tomstown.
72	McDonell, Kathleen T.....	Barrie, 130 James St.
73	McLean, Cora E.....	Thornton, R. R. No. 1.
74	McLean, Dorothy I.....	Owen Sound, 997 5th Ave. E.
75	O'Connell, Bessie.....	Thornton, R.R. No. 1.
76	O'Harro, Ena M.....	Beachburg.
77	O'Neill, Gertrude.....	Bobcaygeon, R.R. No. 2.
78	Pace, Jessie L.....	Bruce Mines, R. R. No. 1.
79	Pace, Nora R.....	Bruce Mines, R. R. No. 1.
80	Pace, Vera G.....	Dunn's Valley.
81	Parker, Mary E.....	Cookstown, R. R. No. 1.
82	Pugh, Ella L.....	Thessalon, R. R. No. 1.
83	Quinn, Ella M.....	Eganville, R.R. No. 2.
84	Quirt, Bessie S.....	Orillia.
85	Redmond, Catherine C.....	Douglas.
85a	McIntyre, Jessie.....	Eganville.
86	Rogan, Cecelia R.....	Madawaska.

87	Richards, Ethel L.....	Bracebridge, Box 573.
88	Robertson, Margaret.....	Ice Lake, Manitoulin Island.
89	Robinson, Jennie L.....	Bruce Mines, R. R. No. 3.
90	Robinson, Olive I.....	Port Arthur, 309 St. Vincent St.
91	Runciman, Edith.....	North Bay, Box 1082.
92	Samson, Lilly C.....	Sault Ste. Marie, 60 Cathcart St.
93	Sayer, Grace A.....	Bobcaygeon.
94	Schoales, Gladys F.....	Fort William, 127 Leith St.
95	Shanahan, Evelyn M.....	Shanty Bay, R. R. No. 1.
96	Shields, Julia.....	Pembroke, Box 1011.
97	Shier, Nellie.....	Sault Ste. Marie, 146 Pim St.
98	St. Louis, M. Adell.....	Fort William, 122 Leith St.
99	Tanney, Lillian.....	Pembroke, Box 976.
100	Taylor, Rose A.....	North Bay, Box 456.
101	Urry, Enid M.....	Port Arthur, 98 Rockwood Ave.
102	Walsh, Justina M.....	Loretto.
103	Wiber, Dorothy.....	Sault Ste. Marie, 41 Hughes St.
104	Wilkins, Ethel M.....	Fort Frances.
105	Williams, Edna M.....	Midland, Box 222.
106	Winters, Edna.....	North Bay.
107	Wocker, Mary E.....	Fort William, 238 S. Archibald St.
108	Wood, Eleanor E.....	Guelph, 20 Yorkshire St.
109	Hayes, James C.....	Peterborough, R. R. No. 8.
110	Kinahan, Duncan C.....	Rydal Bank.
111	Lawson, Langman J.....	Elmvale.
112	Loveless, Edgar L.....	Sault Ste. Marie. 34 Grosvenor Ave.
113	Smart, W. Rexford.....	Barwick.
114	Crough, Michael.....	Ennismore.
115	Killen, Harold.....	Peterboro, R. R. No. 1.
