

# The FIFTEENTH ANNUAL YEAR BOOK

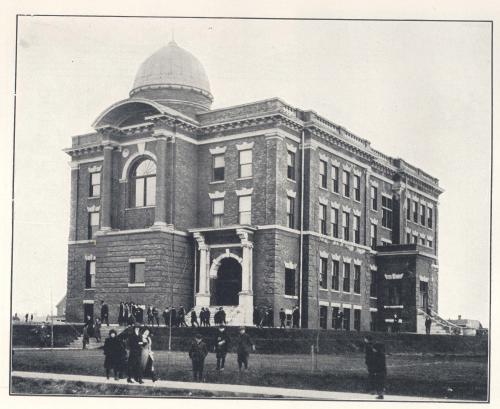
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STUDENTS OF NORTH BAY NORMAL SCHOOL JUNE 1927

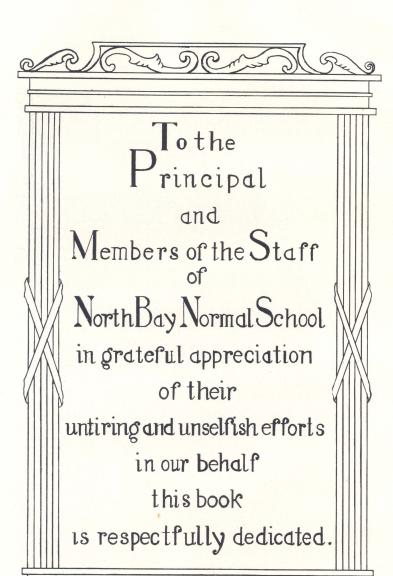
Forsitan et haec olim meminisse iuvabit. [Who knows but some day this, too, will be remembered with pleasure.]—Vergil. Aeneid 1, line 203.

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THE NORMAL SCHOOL







NORMAL SCHOOL STAFF.

Back Row—E. J. Johnston, B.A.; J. E. Chambers, C. Ramsay, J. B. Gatenby, A.T.S.C., Mus. Bac.; D. Stephenson, K. McCubbin.

Front Row—J. A. Bannister, B.A., D.Paed.; J. C. Norris, M.A., B.Paed.; A. C. Casselman, Principal; G. Morgan, B.A.; H. E. Ricker, M.A.

# NORMAL SCHOOL STAFF

A. C. CasselmanPrincipal: History, Reading.
J. C. Norris, M.A., B Paed
H. E. Ricker, M.A
J. A. Bannister, B.A., D.PaedMaster: School Management, Composition, Spelling.
Miss Grace Morgan, B.AMaster: Literature, Physical Training, Hygiene.
Miss Edna J. Johnston, B.AMaster: Grammar, Geography.
C. RamsayInstructor: Art.
J. E. Chambers
J. B. Gatenby, A.T.S.C., Mus. BInstructor: Music.
Miss D. StephensonInstructor: Domestic Science.
Miss K. McCubbinSecretary and Librarian.



Another term at the Normal School is nearing its end. In a few months you who have attended earnestly to your work will, in most cases, be awarded a certificate that will entitle you to take charge of a rural school or a room in a graded school in a town or village. Have you thought carefully of your duties and responsibilities? It is your duty to conduct the school in such a manner that the pupils under your care will develop into useful citizens of the Province.

Apart from instructing the pupils in their daily tasks as laid down in the Courses of Study there is a greater work to be performed. One phase of your work will be to create in the minds of your pupils respect for the law of the land, and a reverence for those in authority. It is quite possible for you to cultivate a habit of mind which holds in honour the authority of parents, teachers and public officers. By indifference you may unconsciously cultivate a heedless attitude in which resides a contempt for authority and a refusal to recognize the duty of deference to law.

It is our good fortune to be an important part of an Empire that holds the law in reverence. As a result of this reverence for law in Great Britain and France the amount of crime in these countries is exceedingly small in comparison with crime in the United States. Situated alongside this country and having intercourse with its people we are very likely to be influenced more by the free and easy habits of the undesirable elements of that country than by the habits of the better class of its citizens. To counteract this pernicious influence use all your energies to place before your pupils—
"The English honour, nerve and pluck, the Scotchman's faith in right,

The grace and courtesy of France, the Irish fancy bright, The Saxon's faithful love of home and home's affections blest,

And chief of all, our holy faith, of all her treasures best!"

There are other laws that teachers should strive to teach their pupils and also the other members of the community. These are known collectively as the Laws of Health. For the violation of many of these laws there is no statutory punishment. There is a punishment, however, known as the discipline of consequences. If you eat

improper food, wear unsuitable clothing, or fail to take the necessary hours of sleep, you will pay for such indiscretions directly by personal discomfort and loss of efficiency, if nothing more serious results. Your work in the subject of hygiene during the session should impress you with the fact that the federal and provincial governments consider the adherence to the laws of health of vital importance.

This year is the Diamond Jubilee of Confederation. The wonderful political and material development of Canada during the last sixty years was fittingly emphasized in your programme on Empire Day and in the booklets you received from the Department of Education and the federal government. Other improvements have taken place since confederation. The expectancy of life has been increased largely through the control of infectious diseases and a more general observance of the laws of health. The opportunities for the proper development of the moral and religious life of the country have been extended and the results have been gratifying. If the intellectual, moral and spiritual life of the nation is to expand in the future every agency for good must work efficiently. Not the least important agency in this grand work is the school teacher.

If you conserve your own health and do your duty well you will without doubt send forth in due time efficient, law-abiding, and Godfearing citizens that will be an honour to Canada and the Empire.

A. C. CASSELMAN.

#### WHEN THE NORMAL SCHOOL IS OVER

MRS. YOUNG.

When the Normal course is ended
And your mind from care is free,
When your books and homework all are put aside;
When you're leaving it forever
Won't you sometimes lonely be
For the friends who then are scattered far and wide?

When you've gone away from Normal
To a school that's all your own,
When your class is very far from being meek;
Won't you sometimes sadly ponder,
As you sit and dream alone,
How you used to dread one lesson in the week?

Oh! the Normal days are ending,
Examinations soon are o'er,
And from tests and kindred evils we'll be free;
But as days are swiftly passing
We shall love it more and more;
North Bay Normal School, we'll often think of thee!

#### **EDITORIAL**

HELEN WEBSTER, Editor-in-Chief

I N issuing the Normal School Year Book for 1926-27, we trust that we shall be successful in giving to our fellow students something which in the years to come will bring back treasured memories of the pleasant year spent in the North Bay Normal School.

What changes have been wrought in us since we first entered its portals in the sunny days of mid-September some eight months ago, with eager anticipation of the work that lay ahead of us! Our term will soon be ended, but for us it has been an eventful one, one which has broadened our outlook, not only upon our chosen profession, but upon life itself. We shall leave with a keener sense of responsibility and with feelings of gratitude to those who have helped us to realize this responsibility. May we go forward to our new duties with determination and courage,—courage to meet bravely the obstacles we are certain to encounter, determination to put into our work the very best that is in us, for, as Ruskin has said:

"We are not sent into this world to do anything into which we cannot put our heart. We have certain work to do for our bread, and that is to be done strenuously; other work to do for our delight, and that is to be done heartily; neither is to be done by halves or shifts, but with a will."

As the inevitable day of closing draws nearer, it brings with it a feeling of reluctance, a feeling of sadness, as we think of parting with friends who have meant so much to us, and many of whom we may not see again. We shall long cherish the memory of these days that we have spent together.

And now may I express to you the sincere thanks of my colleagues on the Editorial Staff, and my own appreciation of the hearty co-operation of the student body, which alone has made possible the preparation of this book. Space does not permit the inclusion of a great amount of excellent material, but it is hoped that the selection which has been made will suffice to recall the events of a very pleasant and helpful year. With the Year Book go our best wishes that success may crown your efforts in your chosen profession.

<sup>&</sup>quot;The best result of all education is the acquired power of making yourself do what you ought to do, when you ought to do it, whether you like it or not."

HUXLEY.

YEAR BOOK



YEAR BOOK STAFF

Back Row—W. J. Fleming, Business Manager; Helen Webster, Editor-in-Chief; V. Chevis, D. McRoberts, R. W. Shultz, W. A. Wright, Associate Editor; M. Thompson, E. Mock.

Front Row—M. E. Neads, P. Wagg, J. A. Bannister, B.A., D.Paed., Supervising Editor; H. E. Ricker, M.A., Advisory Manager; R. Hough, Associate Editor; N. Egan.

#### DO YOUR BEST

Do your level best,
Always, everywhere;
Never mind what others do,
Just act fair and square.
Duty's call is urgent;
Life no empty jest;
Pull yourself together;
Do your level best.

Do your level best;
Honest work will tell.
Though the task be irksome,
Resolve to do it well;
Tinsel, though it glitter,
Will not stand the test.
Pull yourself together;
Do your level best.



EXECUTIVE OF THE LITERARY SOCIETY (FALL TERM)

Back Row—G. M. Evans, Vice-President, Section X; L. McCullough, W. Yeo, Vice-President, Section Y; J. T. Priest, Secretary, Section Y; M. Thompson, President; E. Fulcher.

Middle Row—I. Jamieson, Secretary, Section X; A. Smith, E. C. Rodman, Treasurer; B. Pentland, G. Hughes, K. Linghorne.

Front Row-G. Major, M. Donald, S. Tefft, F. Deguire, M. Ryan, R. McClelland.

# THE LITERARY SOCIETY

MARGARET THOMPSON, President, Fall Term. Delmont McRoberts, President, Spring Term.

The Normal School Year draws swiftly to its close and it is with mingled feelings of joy and sorrow that we watch it go. But before we come to the parting of the ways, it may not be amiss to endeavour to preserve in permanent form, the events of the past months. Though secondary, of course, to studies the Literary Society has played a prominent part in our school activities.

The age of oratory is not past—nor will it pass. "So long as there are human rights to be defended, so long as there are human interests to be guarded, so long as the welfare of nations is a matter for discussion, so long will public speaking have its place." So long too, must the schools and colleges of our country continue to turn out men and women practised in the arts of oratory and versed in the intricacies of parliamentary procedure. This fact was recognized by the educaYEAR BOOK

tional authorities of Ontario, when they determined that Literary Societies should form a part of the organization of every Normal

School "for general culture and professional advancement."

The chief benefit of such an organization is secured only by those who take an active part in it. Thus it has been the plan of the executives during the year that a large proportion of the membership take part. We believe that the results, as shown by the interest and initiative of the members, have justified this arrangement.

The organizing of the Literary Society gave an opportunity for student control of student activities. At the same time our thanks are due to those members of the staff, who have acted in an advisory capacity. The appreciation of the students is earnestly extended to them for we realize how much we owe them for their sacrifice of time and energy, and their unselfish endeavours on our behalf.

In the years to come, when once again we turn in retrospect, one of our fondest memories will be the Literary Society of the North Bay

Normal School.



EXECUTIVE OF THE LITERARY SOCIETY (SPRING TERM)

Back Row—B. Foy, B. Perkin, D. McRoberts, President; H. Linstead, Vice-President, Section Y; E. Robinson, Secretary, Section Y.

Middle Row—A. Ross, G. Busby, F. K. Creaton, Vice-President, Section X; B. McClure, M. Morrison, A. E. Scott, E. Boyer.

Front Row—M. Gillespie, D. McGauley, F. A. Davidson, E. C. Rodman, Treasurer; E. M. Baxter, Secretary, Section X; E. Langtry.

# A PARTING MESSAGE

Heartiest good wishes to all the students as they separate and

go their various ways to take up their new work.

Doubtless most of you will agree with the sentiments of Solomon, the reputedly wisest man of his day, who said, "of making many books there is no end; and much study is a weariness of the flesh," but when you commence your most important task of teaching the young of our country you will realize the need of much study, and will recognize with gratitude the worth of the all too short period of instruction you have had at North Bay Normal School. May God bless and guide you in your glorious work as citizen builders and give you strength commensurate with the task.

Yours most sincerely.

GILBERT OLIVER.

I know of no other lines, from modern pen, visualizing the spirit which should characterize the Citizen of this fair land of ours, especially in this our Jubilee Year better than these from Sir Henry

Newbolt:
"To set the cause above renown, To love the game beyond the prize, To count the life of battle good, And dear the land that gave you birth,

And dearer yet the brotherhood,

That binds the brave o'er all the earth."

What a land Canada would be, sixty years hence, if we could carry with us, and instill this spirit into the lives of those, coming under our influence?

J. R. SANDERSON.

It has been a pleasure to meet and associate with the 1926-27 Class of the North Bay Normal School. As you go out to take up the work of your chosen profession you carry with you my very best

wishes for very successful careers.

There is a Japanese proverb which reads:—"To the worker who can dream, and the dreamer who can work, life surrenders all things." It is a word that we can well study and remember. Work that is carried on without a vision of its possibilities is mere drudgery; and especially is this true in your profession. Nothing could be more monotonous than teaching where the teacher had no vision of its far reaching influences. But I am persuaded of you that you have caught the vision, and that your work each day and each year will bring you constant delight.

Yours sincerely,

J. MILTON PRITCHARD.

Written for the Normal School Year Book, 1927.

The world needs-Men of faith who dare To venture on the great Unseen: Who breast with spirit, strong and keen, The tides of doubt and grim despair. Who, back of clouded skies and grey-See beaming light, and sunshine's ray.

The world needs—
Hopeful souls, who reach
For nobler things that are to come.
Expectant hearts, who 'mid the dumb,
Sealed lips of earth, wait golden speech.
Whose hopeful eyes horizons scan,
And see the better day for man.

The world needs— Loving souls, who feel Compassion for the shoulders bowed With heavy burdens. Spirits cowed By baffling circumstance. Who heal The open wound, or bitter smart, With ointment of a loving heart.

Leave lesser things to smaller breeds— These are the men the world needs.

With best wishes for true success in life to every Normal Student and happy memories of our associations through the year.

J. C. COCHRANE.

"I can easier teach twenty what were good to be done," says Portia, "than to be one of the twenty to follow mine own teaching." And I think it is Mark Twain who says, somewhat ironically: 'To be good is noble; but to teach others to be good is nobler—and less trouble." The work of the teacher is not only to get so much knowledge into childish minds. It is to inculcate, if possible, the habit of study. It is also to train for good citizenship. And just because teaching by example is more difficult, it is more effective. Indeed, in these things of the spirit, practice is greater than all precept. My parting word to you soon to be teachers, is that you live as you would have your scholars live.

AUBREY W. SMALL.

# THE DEPARTURE OF REV. FATHER O'LEARY

FOR more than five years Rev. Father O'Leary conducted the weekly class in religious instruction for the Roman Catholic students of the Normal School, and during all that time endeared himself to succeeding classes by his pleasing personality and his devotion to their interests.

It was with sincere regret that the members of this year's class learned that this long and pleasant association was to be terminated. On the eve of Father O'Leary's departure for his new field of labour, his students, in appreciation of his kindness and untiring zeal, and as a token of their good wishes, presented him with an address and a substantial Mission Burse.

Father O'Leary's work has been ably continued by the Reverend

J. L. Kennedy.



NORMAL SCHOOL ORCHESTRA

Back Row—Jas. T. Priest, E. Fulcher, F. Deguire, B. Pentland, L. G. Downey, H. E. Ricker, M.A.

Front Row—J. B. Gatenby, A.T.S.C., Mus. Bac.; Jean T. Priest, K. Linghorne, C. Goltz.—Inset, G. Major.

#### THE ORCHESTRA

GRACE A. MAJOR.

THIS is the first year that the members of the Orchestra have had the pleasure of telling about themselves. There are eleven of us (when we are all there). We are a very happy little band (I mean we have been since the At Home). I do not believe that the audience really appreciated our efforts upon that memorable occasion, though for weeks before, we did our utmost to make the Poet and Peasant agree in that superb masterpiece.

Occasionally we forget our instruments or a string breaks or, as sometimes happens, the handle comes off our saxophone case. But such trivial matters do not disturb the jolly fellowship which exists in our little family. Mr. Gatenby, the leader, is most patient and helpful. It is he who mends the strings, tunes the violins and guides us safely through many dark and foreboding passages. Our kind friend, Mr. Ricker, is always with us in victory or defeat and ready to help at all times.

The long suffering public has been rigidly excluded from our weekly practices. Some few of the students who delight to linger after hours may occasionally have overheard the droning of the saxophone, the blare of the cornet, the shrill scraping of the violins, or the bellowing of the viol. They perhaps wondered whence the weird sounds

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were coming but, having been warned not to interfere in quarrels of any kind, either at their boarding places or at school, they discreetly withdrew and did not investigate. They would have been amazed if anyone had told them that these discordant sounds were associated in any way with the melodious strains which delighted their ears when we presented the finished product of our labours upon the stage.

One of the notable events of the year was the construction of a beautiful case for the bass viol. The services of John and the step ladder were secured to apply a resplendent varnish finish. Only one circumstance prevented our complete triumph and the successful culmination of our efforts and deprived us of the glory which should have been ours when, with appropriate music, this splendid addition to our equipment should have been borne in state to a place upon the stage. Unfortunately the silver plated handles failed to arrive in time, and the honour of carrying it to and from its resting place in the dark room had to be left to our successors from whom the necessary number of bearers will be chosen.

Bourre, selecting nouns—"Shall I take "Miss Jones" together or apart?"

Miss M.—"How do you feel when I stand up after a student has been teaching?"
Miss Tooke—"Relieved."



HAWAIIAN ORCHESTRA

# THE FIRST DAY AT NORMAL SCHOOL

DOROTHA MCGAULEY.

I T was the opening day of Normal School and the members of the 1926-1927 class were scattered about the building in a confused state of mind, not knowing where to go first. Those who were previously acquainted formed little groups and talked among themselves, while others wandered about alone or attached themselves in desperation to newcomers as bewildered as they.

There was every type of student that could be imagined. There were tall ones and short ones; thin ones and stout ones, and they had assembled from every direction. Some were friendly, some held aloof, but almost every one had the same appearance of lonesomeness. Those who arrived first were directed to the assembly hall on the third floor, and others followed as they came. To reach it however, was a task that was not easily accomplished. There were so many halls and classrooms to examine along the way. And what a number of stairways! It seemed that around almost every corner was a flight of stairs leading either up or down.

The bewildered students moved slowly upward, stopping frequently to satisfy their curiosity. At last the Assembly room was reached, and oh! what a small room for so many people. It seemed that many would be left standing. But everyone found a seat and in time order was restored. Then the Staff filed in and occupied chairs upon the platform. The buzz of conversation suddenly ceased, as the Principal, coming forward, introduced himself and those behind him, and announced that the first procedure would be registration. The names were to be taken in alphabetical order. Time was when I could recite that alphabet backwards or forwards without a single error. But now I could not have told what letter my own initial followed, not if my life had depended on it. After several unsuccessful attempts to find my place in line, and as many failures, I was finally placed between two persons whom I had never seen before, and marched off to have our names, our ages, our birthdays and all our personal and family history recorded.

There were many in line in front of me and it seemed that my turn would never come. But at last it did and I too, like those before me, was registered and, to my great joy, I learned that I was free for the remainder of the morning.

What a long period of time that had seemed! But it was over and I had had my first view of Normal School life.

Stranger entering the Normal School, to student—"Could you direct me to Group Two?"

Student-Oh, yes. Just follow the noise. You can't miss it.

Stranger-But I am deaf.

Student-Then follow Mr. Casselman.

# THE FIRST RECEPTION

LILA CUDDY, VALENTINE BRUNELLE.

I T would be difficult to say how delighted we were at the very beginning of the term when our Principal announced a social gathering for Friday evening, September 24.

Four days had passed with a sea of strange faces round about us, and in our new environment we had felt rather bewildered. True, we had begun to recognize one here and there amid the throng. But we realized that unless something were done we should for many months be little more than strangers in a strange land. This social evening would give the needed opportunity for enlarging our circle of acquaintanceship, making new friends and causing our new environment seem more cheery and home-like.

Shyly we entered the Assembly Hall, and found the seats which had been assigned us a few days before, and in which we were already beginning to experience a slight feeling of proprietorship. Then the programme began. The school orchestra already organized and giving promise of many hours of entertainment, presented the opening number, "Stolen Kisses March." So hearty was the applause that they were brought back to the stage and gave as an encore, "The Heroes' March." A very much appreciated vocal solo was given by Miss Betty Knisely. The musical programme closed by everyone joining in and singing with hearty goodwill a few of the old familiar songs, Mr. Gatenby presiding at the piano. Mr. Casselman then gave an address full of kindly sympathy and consideration, which made us feel that the Normal School was a place, not for work only, but also for enjoyment.

After the programme, the entire assemblage was formed into two lines for a get-acquainted promenade. Each student wore a tag bearing his name and home address. As the lines moved forward, a bell sounded at intervals, and at each signal a change of partners took place. Thus it was possible for each to meet in this informal manner, a considerable number of his fellow-students.

The promenade was followed by refreshments, served in the Household Science Room, and the remainder of the evening was spent in pleasant conversation with the new acquaintances. A most enjoyable evening was spent and many will look back to it as the beginning of acquaintanceships which have since ripened into deep and lasting friendship.

It's easy enough to be pleasant
When life goes along at its best;
But the student worth while
Is the one who can smile
When we have an Arithmetic Test.

#### MY FIRST LESSON

ELSA C. PERKINS.

H OW excited we were when our first lesson assignments were given out. In fear and trembling, we sought the master to whose department the subject belonged, for suggestions on the way to prepare that lesson so the poor pupils of the model schools would not suffer too severely at our hand.

My slip said, "Geography,—Japan," and I sighed deeply, "Oh, how terrible! See what I've got to teach the very first thing and to a Senior IV class, too."

However, Miss Johnson, in her kind and practical way, soon guided me over the difficulties and I went away feeling greatly relieved.

Home I went, and up to my room, where I laboured over the gigantic task, writing out the plan and reciting it until my room mate threatened to put me out. Over and over again I repeated it until, like a book agent, I was able to begin at any point and go right ahead, in spite of interruptions.

I decided that I knew my lesson thoroughly. I'd teach those Senior IV pupils something, and even if I was small they would see that I meant business when I took charge of the class.

Only you who have experienced it know how disgusted I was to find only two pupils in my class. It was humiliating, very. However, when the time came, I took my place at the front of the room. My knees shook but I looked stern and called the class to attention. Now perhaps you expect me to tell you that I got completely muddled and forgot my lesson, but I did not, I glibly repeated the lesson as I had learned it, in order, presentation, problem, development, application, summary, and as I had obtained plenty of concrete material my first lesson was a complete success. I went home exhausted but happy, feeling that I was quite an experienced teacher.

# RALPH CONNOR

IDA HOEY.

THE Normal School was highly honoured on Tuesday, January 18th by the visit of Rev. Chas. W. Gordon, the prominent Canadian author, better known by his pen name of Ralph Connor. During the Great War he served in France as a Chaplain. Dr. Gordon is tall and slight, of pleasing appearance, with a personality that is magnetic and a very pleasant voice.

His speech was fluent and his few well chosen words carried a message to everyone. He spoke to us regarding the duties and responsibilities we shall be called upon to bear and share in the performance of our chosen work. He emphasized the discipline which is vitally necessary both to teacher and pupil. Dr. Gordon urged us to "visualize the henemy," thus preparing ourselves for difficulties which we shall encounter. His message gave us strength and courage to go forward, "fighting the good fight," to make Canada a better country for Canadians.

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# THE FALLS OF DUCHESNAY

BOVE the summit of the hill a little stream pursues its winding course. Then down the slope and over the rocks it goes. Presently its current quickens. Faster and faster it flows, breaking into little rapids, foaming around boulders, and leaping from one shelving rock to another. No longer a placid stream, this bewildering whirl of waters has become "Duchesnay Falls."

Leaping and playing with the sunbeams, dashing against the weather-beaten rocks, roaring, tumbling, foaming, the avalanche of water races on and on down the rugged descent.

Then, when its mad rush is over, it becomes once again a quiet little stream whose waters, still flaked with foam, glide smoothly on to lose themselves in the depths of Lake Nipissing.

First Student (angrily)—These boarding house pillows are so flat. Why can't they put more feathers in them?

Second Student (sleepily)—Never mind, next year when we're

all plucked we'll send back the feathers.

Dr. B.—How would you begin your first day at school? Student-With a prayer, sir.

#### HALLOWE'EN

#### WINNIFRED LESLIE.

THE annual Hallowe'en party for the North Bay Normal School staff and students was given on Friday evening, October 25th.

The Assembly room of the school was appropriately decorated for the occasion. Numerous wise old owls blinked from their hiding places at the back of the stage. Laughing pumpkin faces grinned down on the assembly of strangely disguised creatures and many a weird witch with her broom, swept the walls.

An interesting programme was enjoyed by visitors and students. The orchestra furnished an important part of the musical selections. Miss Cazaly proved her ability as an elocutionist in her reading, "The Utmost Ghost," while Miss McGauley gave a humorous reading with musical accompaniment, "In the Usual Way."

Then came the parade to determine to whom should be awarded the prizes for the most original, the prettiest, and the most comical costumes. As the judges could not decide on anyone to rightly claim the third prize, it was awarded to Miss Hamilton for the oddest costume. Miss M. Green received the prize for the most original costume and Misses O'Brien and Gauvreau, personating the Bluebird and the Rose, received the prize for the prettiest costumes.

Suitable Hallowe'en games were played with hearty enthusiasm and enjoyed by all. A dainty lunch was served in cafeteria style and the remainder of the evening was spent in games and dancing.

Just on the stroke of twelve the pianist sounded the chord of the National Anthem and reluctant voices joined in the refrain. All left the building with the feeling that this was the "end of a Perfect Day."

Mr. R. (announcing from the platform at the Hallowe'en entertainment) - After the refreshments, I shall need about six men to help me.

#### THE BATTLE

GRACE M. EVANS.

EACH group has its own special claim to recognition. Group One is first numerically, if not otherwise. Group Two has made a reputation for conversational ability. Group Four is the canny group, being Scotch. To Group Five are conceded the honours of leadership in Physical Training. Group Six boasts of being the only group to be specially mentioned in the advertisements for teachers, which frequently specify "Male preferred." But Group Three has a distinction all its own. It happened in this way.

It was a snowy December day, the ill-omened thirteenth, to be exact, when the forces of Group One met the legions from Group Three in a mortal combat. It promised to be a struggle fit for the poets' pen, for both forces were well equipped and under capable leaders.

Their weapons were words; and had it been merely a matter of marshalling these into order and hurling them at their adversaries in sentence formation, no group, with the possible exception of Group

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Two, would have been conceded any advantage. The doughty "male preferred" would have been hopelessly outclassed before the battle began.

But the victory was not to be won by the rapid fire of these terrible missiles. Victory could be achieved and defeat avoided only by correctly spelling the winged messengers.

There was a tense silence as the opposing forces faced each other. Then the first word thundered forth. Straight at the standard bearer of Group Three it flew, and, unable to meet it successfully, she was carried helpless from the field. The leader of Group One soon followed. Some escaped the first volley only to fall victims to the second. Both sides were i-n-d-e-p-h-a-t—, no, i-n-d-e-f-a-t-i-g-i-b-l e in their efforts to win.

But who could stand against the bombardment of e-r-y-s-i-p-l-a-s and its terrible associates? One by one they succumbed until only a single combatant remained on each side. The skill with which the two survivors met the onslaughts of words was something to make the heart of a spelling master feel proud. But at last, in an unlucky moment, the representative of Group One revealed a weakness in her defensive armour. Her opponent was quick to seize the advantage, despatch the adversary, and claim the victory for gallant Group Three.

#### WILSON MACDONALD

SHIRLEY R. TEFFT.

ONE of the events of the year which will linger long in the memory was the reading by Wilson MacDonald of selections from his poems.

The assembly hall was well filled with members from the Women's Canadian Club and students who were swayed to laughter by his humour or brought very close to tears by his pathos. We shall not soon forget Little Maggie Swartz whose unattractive appearance concealed a heart of gold, nor the touching story of quaint "Whist-a-Wee," whose charming personality and early death so deeply affected the poet. Another poem which has brought its author much favourable comment from critics was "Niagara"—In this poem the river of strange moods is likened to a life. It comes from its mother, Lake Erie, and the unruffled surface is like the calm days of infancy, the rapids are like childhood, the great falls, headlong youth, the whirlpool is the indecision of later life and the placid flow at Queenston is old age, moving calmly and contentedly to its rest.

Wilson MacDonald is one of our own Canadian poets. He was born at Cheapside, a little country hamlet in Southern Ontario. At Port Dover he attended Public and High School. From there he went to Woodstock College and later to McMaster University. He is an all round sportsman. Perhaps it is for this reason his works so appeal to the young. He plays hockey, tennis, lacrosse, football and many other games and is an ardent lover of the great out-of-doors. For him life has been filled with varied experiences, and these are reflected in his poetry. It is this wealth of experience that enables him to enter so appreciatively into the moods of others and to write so effectively of what they think and feel.

#### OUR VISITORS

ANNIE Ross.

ONE of the privileges accorded to the students of the Normal School is the opportunity of listening from time to time to able speakers who visit the school and broaden their interests and increase their knowledge by addressing them upon various topics. The year that is past has been no exception.

Two of the outstanding visits were those of two well-known Canadian authors, Ralph Connor, whose name has become a household word because of his delightful stories, and Wilson MacDonald, who has won distinction in the world of poetry. Their contributions to the pleasure and profit of the students are more fully dealt with in separate articles elsewhere in this book.

One of the most interesting and instructive lectures was given by Mr. Dick, Lecturer of the National Art Gallery, London, England. By means of lantern slides, Mr. Dick showed the development of Art in several successive schools, and how each had contributed something to make more effective the work of those that followed. The address was a scholarly one, and showed that the lecturer had a thorough mastery of his subject, as well as the ability to present it in a most entertaining manner.

During the winter, Inspector Moore of Parry Sound, and Inspector Johnson, of Bracebridge, spent two weeks at the Normal School, and made many friends among the students, who will look forward with pleasure to the opportunity of teaching in their inspectorates.

Captain Brace, who spent nearly fifteen years in China in connection with Y.M.C.A. work, and who is thoroughly conversant with Chinese affairs, gave a very interesting address upon his work, and threw new light upon the troubled situation in China. He showed a clear insight into the aspirations and ambitions of the Chinese students, who are the leaders in a movement designed to place their land in a more favourable position among the nations and to give it the rights which have so long been denied it.

A representative of the Band of Australia addressed the students and gave much new and interesting information regarding the progressive land from which he came, mentioning as an instance of its progressiveness the splendid patriotism and the ready response to the call to arms during the Great War.

Miss Kellett explained the work of the Sailors' Inland Mission and told something of what is being done to provide suitable libraries upon the ships that ply the waters of the Great Lakes, and in the lighthouses which are so often isolated, as well as in furnishing "snug harbours" in various ports, where sailors can find homelike surroundings during their brief periods on shore.

Dr. Gunton gave an educational talk based upon his work with boys, and Mrs. Gunton delighted the students with her singing.

Miss Duff of the W.C.T.U. emphasized the necessity of teaching the children the disastrous effects of alcohol and tobacco, and pointed out that a grave responsibility rested upon teachers in this regard.

Mr. Dunlop, Director of Extension Work for the University of Toronto, gave a very able address in which he urged upon the students the advisability of pursuing their studies beyond their present stage, and of qualifying themselves for higher positions. He showed the facilities that are brought within the reach of every ambitious teacher and recommended home study and attendance at Summer Courses as the readiest means of securing higher certificates as well as University degrees.

Another rare treat came with the visit of the Navy League to the school, and addresses by its president, Mr. Sam Harris, by representatives of the Toronto Board of Education and Separate School Board, Admiral Story, His Honour Judge Scott, J. R. MacNichol, and others.

What makes more noise than Group II in the halls? Group VI in the kitchen, eating soup.

#### THE CHRISTMAS CONCERT

BARBARA FOY.

"The dying year, so near its end,
Gives to the world its greatest gift
Of Christmas Mirth and Christmas Joy,
Well knowing that their right employ,
Will many a weary soul uplift."

YULETIDE was drawing near and the Christmas spirit was hovering over the North Bay Normal School. On the afternoon of December 16th, one of the masters asked, "Why so many absentees from our class?" Wasn't it a needless question? For at that very moment the absentees were adding the finishing touches to the decorations in preasembly hall was a scene of activity and there the busy hands of the paration for our long-looked for Christmas entertainment.

When the evening arrived a programme very appropriate to the happy Yuletide was presented. The opening number was a chorus by the school entitled, "Christians Awake." The orchestra next favoured us with the selection, "Evening Slumbers." This was followed by a recitation, "The Gift He Got From Moses," by Miss Edmonds.

Group three then sang the song, "Ring Out Wild Bells." The next numbers were a recitation, "Christmas," by Miss Morrison, and a dance, "The Irish Lilt," by Misses Drake and Duffin. Miss Cazaly then recited, "The Little Lamb." This was followed by a very humorous song, "A Little Farm Well Tilled," by Messrs. Yeo, Pentland and Priest. After the orchestra had favoured us with another selection, the drama, "Scrooge's Christmas," followed and was perhaps the most interesting item on the programme.

The remainder of the evening was spent in games and dancing and when the enjoyment was brought to a close with the singing of the National Anthem, all felt that the entertainment had been a very successful one and one which would be long remembered.

#### THE THREE WISE MEN

A. E. SMITH.

A ND behold it came to pass at the first hour after midday in the tenth month, and on the fourth day of the month, that it behooved me and my companions to give of our abundant wisdom and understanding unto the sons and daughters of the inhabitants of the land of the Ferrisites.

So, when I had girded my loins and gathered together my parchments, I called unto my companions, and we made haste and got us up into our chariot. And we spake unto the charioteer and said: "Spare not to drive thy fastest, for we would fain reach the land of the Ferrisites without delay. For, behold, we bear unto them tidings which must needs be delivered before the sun goeth down."

So the charioteer hasted, and at the sound of the horn which he blew, the people were affrighted and fled from the streets. And in due time we arrived and bade the charioteer to stop at the entrance, even at the portal of the great Hall of Learning.

Then entered we the spacious building, and bowed low before the Mistress of the Hall, who in that land is called by the name of Critic Teacher. Then did the stalwart youths and the fair maidens cease from their pastimes and gather themselves together even unto the very door, for they dared not enter the sacred precincts. And they stood upon their tip-toes and they stretched forth their necks, and made as if they would fain behold the wise men who had journeyed from afar to impart unto them wisdom and knowledge. Then, at a signal from the Exalted Mistress of the Hall, they entered and the sound of their entry was as the sound which is heard when a certain Group passeth through the halls of our own Temple of Learning.

And when they had seated themselves by companies, they stared at the wise men. And I looked upon my companions, and behold their knees did shake and their countenances were ill at ease. For they were burdened with the weight of the message which they were to deliver.

Then did the Exalted Mistress arise and address the sons and daughters, and charge them to give heed unto the words of the wise men. And as she taught them she performed many wonderful acts and coined many beautiful phrases for our benefit, and explained unto us the strange customs of that distant land. And we gave heed unto all her sayings.

And when the second hour was drawing to a close, the Exalted Mistress spake unto the wise men, and said, "First Lesson,—Primary Reading." Then, trembling, I arose, for my heart was weak and my feet were heavy, and I wist not whither to turn or what to say, for verily this was the message which I had come to deliver. But I made such haste as my unwilling feet would permit and at last I stood at the farther extremity of the great Hall of Learning. And, as one that walketh in his sleep, I beheld before me a great company of boys and girls. And when I had counted them, behold there were six.

Then heard I a voice from afar uttering words of wisdom, but the voice was not like unto any voice that I had ever heard. And when I had listened for the space of many minutes, and when the beating of my heart had ceased to terrify me, lo, it was my own voice that YEAR BOOK

was speaking, and the words of wisdom were the very words which I had come to deliver. Then I took courage, and being well taught in the Learning Process and the Instinctive Tendencies of Youth, and knowing full well the great Inductive-Deductive process, I erred not, either in Management, or in Matter, or in Method.

And when I sat down, there was a great silence. Then were my companions summoned to deliver their message, and my heart was moved with pity when I beheld their distress. "Surely," said I, "they tremble even more exceedingly than I." Then I bethought me of the youths and maidens and my heart was filled with admiration for their patience and long-suffering. And I dared not cast my glance upon the Exalted Mistress, for I feared that there should not be parchment in the Hall of Learning sufficient on which to record all the errors which they were making.

But when the last message had been delivered, and the stalwart youths and fair maidens had made their obeisance and had departed, then did the Exalted Mistress call us unto her, that she might sit in judgment upon us, and judge every man according to his works. And while we trembled exceedingly and scarce dared to lift our countenances from the floor, behold we heard pleasant words and our hearts leaped for joy. For verily she was saying unto us, "The lessons were all well taught."

#### **ICELAND**

#### F. K. CREATON.

I T is one of the rules of the Literary Society that the material for its programmes shall be furnished by the students themselves. The only deviation from this rule was when Miss Sigridur Johnson, a native of Iceland, and a recent graduate of this school, gave a most instructive address upon her home land.

For this occasion the flags of Denmark and Iceland were displayed upon the stage, and one of the students gave a short geographical survey of the island. Then a number of students sang the national anthem of Iceland in the Icelandic language.

Miss Johnson then proceeded to give a very interesting account of the land of her birth. She corrected many misconceptions, some of which have arisen from its forbidding name, and showed that it has many advantages to offer. The hardships which exist are met cheerfully by the people, and in overcoming obstacles which would daunt a less hardy race, they acquire initiative, ruggedness and independence. The people are eager to secure a good education, but are handicapped to some extent by the scarcity of books printed in their own language. It was the desire to be able to read more widely that led Miss Johnson to undertake the study of the English language. Unfortunately the more ambitious have to seek farther afield the opportunities which are denied them at home, and so Iceland is not directly enriched through these brave hearts and keen minds.

The address showed that Miss Johnson possesses a keen sense of humour, and ardent patriotism, and a spirit that delights in doing the things that are difficult. She closed a very entertaining talk by singing one of her favourite hymns in her Mother tongue.

### THE TEACHER MUSES

Year after year they come to me,
The children, with questioning looks,
Year after year, they leave me,
As they leave their outgrown books;
And I wonder sometimes if I've taught them
Just some of the worth while things,
Just some facts they'll need in life,
Be they peasants, or poets, or kings.

Of course they've learned civics and history,
And how to divide and add,
But have they learned that those are not all
That make life sad or glad?
Have I taught them the value of smiling
When things are at their worst?
Have I taught them there's nothing like a song
When the heart seems ready to burst?

Have I taught them the joy of clean living,
That honor is better than fame,
That good friends are the greatest of treasures,
Wealth, less than an untarnished name?
Have I taught them respect to the aged,
Protection to those who are weak,
That silence always is golden,
When silence bids them speak?

Have I taught them that Fear is a coward
Who is beaten when they say "I can?"
That Courtesy ranks with Courage
In the heart of the real gentleman?
Have I taught them these things and others
That will help make them brave. kind and true?
If I have, then, I care not if they tell me
That "Irkutsk" is a town in "Peru."

# THE AT HOME

MARY MORRISON.

'WHY should February 18th be remembered?" you ask. Any student of the North Bay Normal School will tell you immediately, "Because it was the night of the At Home, the memorable night when Science of Education became a dim memory and Geography was set adrift on the sea of oblivion to seek a haven where it would."

Preparations were long and extensive and the usually drab Assembly Hall, artistically decorated in fawn and brown, was transformed into a thing of colour and beauty.

Laughter and gaiety filled the halls where, but a few hours previously, only whispers had been heard and solemn faces seen.

When the visitors had gathered, Miss Thompson, president of the Literary Society for the Fall term, opened the programme with an address of welcome in which, as it was her last official appearance, she thanked those who had so kindly assisted her during her term of

office. This was followed by a vocal solo by Miss Nicholson after which there was a most interesting rendering of "Little Bateese," by Miss Guimond. The audience was favoured with selections from the Hawaiian Octette and from the School Orchestra. The instrumental trio by Miss Priest, Mr. Priest and Mr. Pentland was enjoyed, as was the sclo dance by Miss Redden. Two of the main features of the programme were the French song, so ably sung by Misses Deguire, Guimond, Brunelle, Duffin, Richardson, Gauvreau and Lalonde and Mr. Morin, and the minuet artistically presented in the dim light of the stage with the soft voices of students from Group Three accompanying the steps of the dancers. steps of the dancers.

After the programme a dainty lunch was served in the household

science room.

A number then gathered in the lower halls to play games, while others wended their way back to the Assembly Hall where they were given the opportunity of dancing to the strains of music played by a specially engaged orchestra. Special privileges were abundant that night for we were given a full hour of enjoyment beyond the usual closing time. Then at last came the end when we must bid adieu to our friends and forget about the pleasures of the evening.
Forget? Ah, no! Show me the Normalite who does not treasure

fond memories of that brilliant, outstanding event of our school year.

Mr. R—Did you filter this? Student-No. I didn't think it would stand the strain.



THE MINUET



#### **JOHN**

GOLDIE LYTTLE.

September now was nearly past;
The twenty-first had come at last.
Eager to reach, that fateful day,
The Normal School without delay,
"How shall I find the school?" said I.
"Tis easy," came the quick reply.
"The only thing you need to do
Is keep yon lofty dome in view,
And when you pass Memorial Park
Turn in and ask for Mr. Clarke."
The dome it guided me aright,
The Normal School appeared in sight.
With timid mien and trembling knees,
And none to put me at my ease,
I clambered up the concrete stair;
Then stopped to gaze with puzzled air.

I stood bewildered, far from clear Just where to enter, front or rear. Then suddenly upon my sight, (He must have seen me in my plight) Came Mr. Clarke,—He's known as John,— With hose in hand, across the lawn. "Go in the front this time, but mind Don't go again. You'll surely find I will not stand it. This door here I will not stand it. This door here Is not for youse. Why just last year A student, as the sayin' goes, Came sneakin' in beneath my nose. But when I yelled,—Say, I'll just bet He was so scairt he's runnin' yet.

And something more I'll tell ye now. If you come late, there'll be a row. At half-past five you must get out. I make it five. You'll hear me shout, 'Get out of here. It's time to go. Take all them books. Don't be so slow!' You'll find I am a busy man. You'll find I am a busy man. I have no time for folks who slam Their books down anywheres. You'll see I'll tell the Principal, and he Will back me up in what I say To do to youse. For every day Both him and me sees students play Away their time. You must work here If you'd get through in June next year. And mind you don't go gaddin' out With men in cars. But when in doubt As what to do, you only haf To ask a member of the Staff. And if they are not on the spot, Why I can tell you well as not. For eighteen year, by reglar rule. Me an' the gover'ment's run this school.

Nervous student, in P.T.—"Now, when I give the command 'halt,' if your left foot is in the air, lift your right foot to it and remain motionless."

Student—There is to be a vacancy in our school this summer. Would you advise me to apply for it?

Dr. B.—No, you have too much vacancy now.

#### EMPIRE DAY

### M. I. MACRAE. E. J. MCCANS.

E MPIRE Day is one of the most important days in the entire school year, a day on which the teacher has the opportunity of consolidating in a most effective way all the information upon the Empire which has been imparted during the year, and of allowing expression of the patriotic spirit developed day by day in connection with the regular lessons. It is a day when we can let our school ring with patriotic song, relieve its all too sombre aspect with gay bunting, rehearse the story of the flag, and the greatness of the Empire, and arouse in the hearts of the pupils an intelligent enthusiasm and loyal

The special purpose of the Empire Day programme in the North Bay Normal School is to show the teachers-in-training in the most effective way how they may make the day both interesting and profitable in the schools over which they will shortly have charge. The material for the programme is all prepared by the students themselves, with only so much guidance from the Staff as is necessary to secure unity of purpose and ensure a standard of excellence in keeping with the dignity and importance of the occasion. The same method should be followed in all the schools, and will result in great benefit to the pupils through the research necessary to secure the desired informa-

tion, and the work required to prepare it for presentation.

This year, which marks the jubilee of Confederation, the programme gave greater attention than usual to Canada and its part in the Empire, though the other sister nations were not forgotten. A brief synopsis of most of the excellent essays is given, and the programme of the day is printed in full, to help recall a very interesting

and profitable day.

# PROGRAMME, EMPIRE DAY, MAY 23, 1927

#### Forenoon

1.	Opening Exercises:—Doxology, Scripture Reading, Prayer.
2.	HymnLord of the Lands, Dr. A. D. Watson School
3.	Essay
4.	Essay Our Dominion before Confederation Miss Brunelle
5.	ReadingHurrah for Our New Dominion,—Alexander McLachlinMiss Berrigan
6.	EssayProgress since ConfederationMiss Cazaly
7.	Essay
8.	SongThe Land of the Maple
9.	Essay

10.	Essay
11.	Reading The Speech of Hon. John A. MacDonald Mr. Wright.
12.	ChorusThe Maple Leaf ForeverSchool
13.	Reading Dominion Day—Agnes Maule Machar Miss Morrison.
14.	ReadingThe Land That's Truly Free—A. H. Wingfield Miss Fraser.
15.	Essay
16.	QuartetteCanadian Song
17.	ReadingCanada—Charles G. D. RobertsMissNormand
18.	ReadingOur Canadian Fatherland—Agnes Maule MacharMiss Mock
19.	Essay
20.	ChorusO CanadaSchool
	A C4
	Afternoon
21.	TableauThe Gentlemen
22.	ReadingDominion Day-John ReadeMiss Farnel
23.	ReadingNo Country Like Our Own Dear Land— H. Isabel GrahamMiss Edmonds
24.	ChorusFair CanadaSchool
25.	ReadingStar of the North—Marjorie Pickthall Miss Head.
26.	ReadingCanada—R. S. G. Anderson
27.	Essay
28.	ReadingThou God of Nations Guard Our Land— John SimpsonMiss Robinson
29.	ReadingOde to Canada—Dr. E. H. DewartMiss Weeks
30.	TrioO Canada
31.	ReadingCanada's Aspiration—J. W. Bengough Miss Ramsay.
32.	ReadingSpeech of George BrownMr. Linstead
33.	SongRaise the Flag
34.	ReadingCanada—Frederick George Scott. Miss Skillen
35.	ChorusMy Own Canadian HomeSchool



FATHERS OF CONFEDERATION

# FATHERS OF CONFEDERATION

COL. T. H. GRAY	n
SIR E. P. TACHEAlbert E. Bang	
W. H. POPE Earle Clendenning	
A. Shea	
F. B. Carter	
H. BERNARDKenneth Davidson	n
W. H. SteevesMancel Hil	11
R. B. DICKEYJack Hunte	r
E. WHELAN	d
George Brown	d
Hon. Oliver Mowat	n
A. C. CAMPBELL, (N.S.)Newton MacArthu	r
T. H. HAVILANDJames McShan	e
W. McDougall	S
SIR CHARLES TUPPER	n
Col. J. H. Gray	h
P. MITCHELLS. E. McCracket	n
G. ColesJames McClune	O'
A. GALT	r
W. A. HENRY	Ь
E. PALMER	n
C. FISHER Ted Pries	t.
A. CAMPBELLVincent A Prieste	70
J. CHAPAIS Norman Ra	0
J. COCKBURN	h
E. B. CHANDLER. Albert F. Smith	h
1. D'ARCY MCGEE Elmer C Rodman	n
SIR H. LANGEWIN Arthur Dobingon	
J. MCCULLY	
J. M. JOHNSTON	70
TION. JOHN A. MACDONALD William A Waids	L
A. A. MCDONALD I Coverde	
Cooper Dorost	1
SIR G. E. CARTIER	k

#### CANADA BEFORE CONFEDERATION

V. BRUNELLE.

BEFORE Confederation the British possessions in America formed but a slight and as yet unimportant part of the Empire. Canada, New Brunswick, Nova Scotia, and Prince Edward Island were separate provinces, each intent upon its local affairs, and having little intercourse with any other or with the rest of British North America.

But courage was the watchword of our people and the same courage which united provinces, bridged the waste places with railways, united distant and navigible waters by canals, and opened new frontiers with a fresh summons to the world's pioneers.

Canada's evolution has been gradual. For almost three centuries the colony was under French control. For almost another hundred years Britain held sway. From time to time she had wisely modified her method of governing so as to meet the wishes of the people and so won their confidence and their loyalty. Military rule had given place to a government composed of representatives of the people. This was further modified by the Quebec Act. After came the Constitutional Act which divided Upper from Lower Canada, and gave each control of its own local affairs. Again difficulties arose, and the two provinces were united once more by the Act of Union.

The years which followed union were years of prosperity so far as commerce was concerned. Politically, however, things did not move so well. There was violent strife between parties too evenly balanced and a political deadlock ensued.

Meanwhile a movement had begun in Nova Scotia, New Brunswick and Prince Edward Island towards unification, and plans were made for a conference at Charlottetown. A similar idea was forming in the minds of the statesmen of Canada. Arrangements were accordingly made and delegates were sent from Canada to suggest a wider union.

Brief discussion made it clear that the plan of a federal union would receive careful attention, if not ready agreement. Accordingly it was arranged that a conference of delegates from all the colonies should meet at Quebec to discuss the wider plan. This conference, attended by delegates from Canada, Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland, adopted a number of resolutions which later formed the basis of the British North America Act.

Prince Edward Island soon repudiated the action of its delegate and refused to enter the confederation. Newfoundland also chose to stand aloof. But on July 1, 1867, New Brunswick, Nova Scotia, and Canada, which then became the provinces of Quebec and Ontario, entered into a federal union as the Dominion of Canada. Since that time other provinces have been added, until now the Dominion extends "from sea to sea, and from the river unto the ends of the earth."

#### CANADA IN 1867 AND NOW

M. ANDERSON.

WE owe our Canada of today to those far-seeng Fathers of Confederation who laboured long to weld into a whole the struggling colonies which formed the nucleus of our now prosperous Dominion. At the time of Confederation Ontario and Quebec were much smaller than they are now. They had no definite northern boundaries. At that time the total area of Canada was stated to be 380,000 square miles. To-day the area of the Dominion is nearly ten times as great.

In 1869 the Canadian Government purchased Prince Rupert's Land from the Hudson's Bay Company. From this vast area, a corner was carved, and Manitoba became the first province to be added to the confederation. Two years later British Columbia entered. One

the confederation. Two years later British Columbia entered. One of the conditions of her entry was that a railway should be built within ten years to connect her with the provinces in the east. In 1873 Prince Edward Island followed the example of British Columbia. On the completion of the Canadian Pacific Railway the fertile prairies of the North West Territory, stretching from Manitoba to the foothills of the Rockies, enticed many settlers from the eastern provinces, from the United States and from Europe. Within twenty years the population had increased to such an extent that it was possible to form two additional provinces in the west, Saskatchewan and Alberta. and Alberta.

Such then is the Canada of today. On the west she looks out over the Pacific towards Japan and China, and on the east over the Atlantic towards the Mother land and Europe. Did the Fathers of Confederation know what the future would bring? Did they have a vision of such a Dominion when, by their untiring efforts they succeeded in welding three struggling colonies into a union, and set them adrift upon an untried sea to work out their destiny?

# AUSTRALIA

BERT S. PERKIN.

W HO is there that has not heard of the island continent of Australia and the Dominion of New Zealand? Who has not had his feelings stirred as he read of the courage in France and Gallipoli of the daring Anzacs, the Australian and New Zealand Army Corps? What boy has not read of Captain Cook and his intrepid sailors who discovered an unknown continent? And what would not any boy give to have been able to sail with him on his voyages of discovery?

Australia is only slightly smaller in area than Canada, and was discovered two hundred years later. The south eastern part is verily a land flowing with milk and honey, a land most pleasing to the eye. The traveller through this immense area sees wheat fields almost the equal of those of our own prairie land. There are wonderful ranches and the forests of hardwood are unsurpassed. The north western part is dry and arid, and scantily peopled. Australia is a vast plateau, rising in the east and sinking in the west, and sloping away from rising in the east and sinking in the west, and sloping away from north to south. This tableland is fringed with low mountain ranges.

Not only is Australia great in extent, but the wide distances are

already developing different types in the various states. Nevertheless, beneath this diversity there is an underlying unity. In no country in the world is there less admixture of races. Australia is completely

British.

The government of Australia is much like that of Canada. in that there is one federal government, with separate governments for each of the states. Unlike Canada, however, the residue of power there lies with the states.

#### THE EMPIRE IN ASIA

#### I. SUTTON.

THE mighty Empire of Britain owes not a little of her greatness to Asia, that vast continent which has furnished her with some of her finest territories. Let us accompany the Prince of Wales on one of his tours of the possessions in Asia.

Our ship will first call for fuel at an island in the extreme east of the Mediterranean Sea, some sixty miles from the Syrian coast. It is the island of Cyprus, ceded to Britain in 1878. We travel on through the Suez Canal, which is under British control, into the Red Sea. As we are about to leave this for the Indian Ocean, we pass the island of Perim on our way to the port of Aden. At Aden we venture ashore and wend our way through streets and avenues where date palms grow abundantly. The odour of coffee penetrates the air, and the natives are adorned in amber beads and ostrich feathers.

In the evening the steamer glides to the little island of Socotra, about one hundred and fifty miles to the eastward. At the Bahrein Islands, noted for their pearl fisheries, the Prince is presented with one of those peerless gems, taken that day from the depths of the Persian Gulf.

Then we reach India. A continent in itself is this highly civilized land, with its ancient oriental culture. At Bombay we find a city, not of oriental aspect as we expected, but one which is decidedly modern. Here the Prince visits a native temple and sees the images richly inlaid with some of the costliest gems of the world. Bombay is the home of the Parsees, worshippers of the sun, but splendid defenders of the British Empire.

Late at night our steamer leaves, and at dawn we sight the island of Ceylon, whose terraced slopes were once covered with great tea plantations. These shrubs are now giving way to the rubber tree, which provides material so essential to the comfort of modern travel.

At Singapore our steamer takes on a fresh supply of fuel, but does not give us time to visit the greatest tin-smelting plants in the world. At Borneo, the island of sandalwood and spices, the Prince lands for a mid-day meal of delicious spiced fruits and coffee.

Our next call is at Hong Kong, an island at the mouth of the Canton River in China. This great military and naval station is known as the "Gibraltar of the East." Finally we reach Wei-hai-wei, another British naval station. It comprises a number of small islands and a strip of territory on the Shantung peninsula.

In our trip we have called only at the outposts, yet we may easily realize how each of these contributes to the strength and unity of our Empire. Well may we say:

"We hold a vaster empire than has been!

Nigh half the race of man is subject to our King!

Nigh half the wide, wide world is ours in fee,

And where his rule comes, all are free."

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#### THE EMPIRE IN AMERICA

#### ANNIE E. KAY.

THE British Empire in America is wide in extent and diversified in climate. It stretches from the cold and frozen north, through delightful temperate regions and sunny tropical areas to the icebound south.

In the Atlantic Ocean, three hundred miles east of the Strait of Magellan, are the Falkland Islands, where the small but hardy population is engaged in sheep raising. Other useful dependencies of the Falklands are the South Georgia, South Shetland, and South Orkney Islands, whose population depends to a large extent upon the whale and seal fisheries.

On the north coast of South America is British Guiana. The coast is fringed with cocoanut palms, and as we pass inland we may catch a glimpse of the wonderful variety of a tropical country. We may visit small farms where a few goats and cattle are raised, or wander through immense plantations of sugar cane, rubber trees, cacao palms, limes and other fruits. In low, swampy sections rice is grown.

Westward from Guiana is the island of Trinidad with its famous pitch lake which furnishes much of the world's supply of asphalt. The island is covered with a luxuriant tropical growth, and timber, dye woods, sugar and other fruits are valuable exports.

British Honduras is a small crown colony situated in Central America. Its principal product is mahogany, though bananas and sugar cane are also cultivated.

Many of the islands of the West Indies fly the British Flag. Jamaica rises from the sea like one of the great turtles that abound in its waters. In the Bahamas are great fields of pineapples. Here too, the brown natives dive for the sponges which are found in abundance. The densely populated Barbadoes and the Windward and Leeward groups are also British.

Farther north are the Bermuda Islands which have long been regarded as an ideal health resort. Winter frosts are unknown, and the summer heat is tempered by cool breezes from the sea.

Farther still is Newfoundland, Britain's oldest colony. Here the chief occupation is fishing, though agriculture is now increasing in importance. The forests and the mines hold much undeveloped wealth.

Last of all we reach Canada, the gem of British America. But Canada is far too important to be dismissed with a single paragraph, and will be considered at greater length in another article.

Little boy, to his mother—"No, it isn't the school I dislike. It's the principal of the thing."

#### THE EMPIRE IN AFRICA

D. E. McGauley.

THE British possessions in Africa are many and important. They date from the capture of Cape Town in 1805, and since that time nearly half the "dark continent" has come under British control. The most northerly possession is the Egyptian Sudan, the land of the mighty and mysterious Nile. Britain's control over this vast area secures for her the gateway to the East, provides a ready market for her manufactures, and supplies her with a variety of raw materials. Wherever there is a supply of water the land is astonishingly fertile. Cotton, sugar and wheat grow luxuriantly, and the wooded parts are very rich in big game.

On the eastern coast are the island of Zanzibar and the territory of British Somaliland. Farther inland is British East Africa. The land is an elevated plateau, providing wide expanses of excellent grazing and agricultural lands. Wheat is grown in the highlands and in the

lowlands, tropical products.

At the southern part of the continent is the Union of South Africa. One of the chief centres of advancement has been the Cape of Good Hope, the first to become a Birtish possession. The Union of South Africa, formed in 1910, includes Cape Colony with its great diamond mines, Natal, to the northeast, the Orange Free State, and the Transvaal.

Bechuanaland, to the north of the Union of South Africa was acquired in 1885, and Rhodesia in 1888.

Farthar northward, on the western coast is Nigeria, the largest British colony in West Africa. In this region are cotton plantations, and some tin is found. A railway extends from the coast at Lagos to the centre of the mining area and provides ready transportation. Gambia, Sierra Leone, and the Gold Coast colony are other west coast possessions. They have belonged to Great Britain since the days of Queen Elizabeth.

Such is the British Empire in Africa, as varied in climate and productions as it is extensive in area and economically important.

#### THE EMPIRE IN EUROPE

NETTIE EGAN.

REAT Britain is the largest island of Europe and the most important island in the world. The "right little, tight little island," as its inhabitants affectionately call it, has acquired, through the cen-

turies, an influence which reaches around the world.

The shape and position of Great Britain have given her certain advantages which she has utilized to the full. First of all the island has, by reason of its irregular shore line and its many deep indentations, a very long coast line in proportion to its area. This led the people to become a sea-faring race. The warm moist climate and the fertile soil make the plains and valleys of Britain an exceptionally fine farming country. The more rugged slopes have for centuries furnished pasturage for cattle and sheep. The romantic history of the growth of manufactures in Great Britain has been one of absorbing interest. There were many things which contributed to this,—

the abundance of iron and coal, the growing commerce of the country and the peculiar British inventive genius which gave to the country its labour-saving machines.

Extension of trade has been at the basis of Great Britain's colonial expansion; protection of trade has been the incentive for her constant insistence upon naval supremacy, and from the time of Queen Elizabeth British commerce has been steadily growing.

There are other outlying parts of Europe which belong to Great Britain. Among these are a group of fertile little islands in the English Channel. Their climate has made possible those perennial meadows that furnish the cities of the continent with the best dairy products the world has known.

Gibraltar, an impregnable fortress and an important coaling station has been a British possession since 1704. It has well been called the "Key to the Mediterranean." At Cyprus too, the British colours wave above fortress, dockyard and public buildings.

The people of the British Empire are held together by the slightest of bonds, which nevertheless are stronger than links of steel. A common ancestry, a common Mother country, a common language and traditions weld us together

"Into one imperial whole, One with Briton, heart and soul,— One life, one flag, one fleet, one throne."

#### ATHLETICS

RUBY REID,

MARY RYAN,

WANDIE WEEKS.

U NFORTUNATELY our athletic season is a comparatively short one. But though we were a little late in getting organized in the fall, nevertheless, we had a number of successful games of soft ball and the tennis enthusiasts also found time for many an enjoyable hour of tennis before the approach of winter drove us indoors.

Spring found acquaintanceships strengthened and extended and the students in a better position for active athletic work. Captains were chosen and various ball teams organized in each of the groups. A schedule was prepared which provided for one practice a week for each team. Saturdays were reserved for the inter-form games. Competition was keen among the teams. Group Five is striving hard to gain in softball the enviable reputation which they won in Physical Training but, so far, Group Two has the lead.

Although the boys organized a team in Softball, they have developed a keener interest in Hard Ball. Success has attended their efforts and in their games with outside teams they have proved themselves more efficient than their opponents.

The tennis courts are seldom unoccupied and many well contested games are taking place each day.

A great deal of enthusiasm and zest has been shown by the students toward athletics. We are looking forward to even greater success than that attained by students of former years.



# Model Schools













#### THE PICTURE CONTEST

D. McRoberts.

A MONG the interesting features of the spring meetings of the

Literary Society was the picture contest.

Our school is very fortunate in the possession of many valuable pictures, which adorn the corridors and the walls of the library and class rooms. It was felt that perhaps too close familiarity with these great paintings led to a lack of appreciation on the part of the students, who came to look upon them as merely incidentals in the experiences of a year that is already completely filled with books, and study, and teaching.

To overcome this and to stimulate interest in both the artists and their paintings was the purpose of the contest. The result was most gratifying. Groups of eager students were always to be seen, carefully studying the pictures and making themselves familiar with the names of the artists, so that they might be prepared to do credit to their class if they should be selected as its representatives when the

weekly tests were given.

The champions of each Group were chosen by lot, and excitement ran high as they vied with each other in their efforts to secure the best score. When all the tests were finished it was found that Group Three, the Art Master's favourites, had won by a very substantial margin over Group Four, the runners-up.

### MY FIRST IMPRESSIONS OF NORTH BAY

HE long journey was drawing to a close. "North Bay—next station," called the trainman, and immediately there was a rush for wraps and hats, handbags and umbrellas. Scarcely were these collected when, with a grinding of brakes and a jerk that almost took us off our feet, the train stopped.

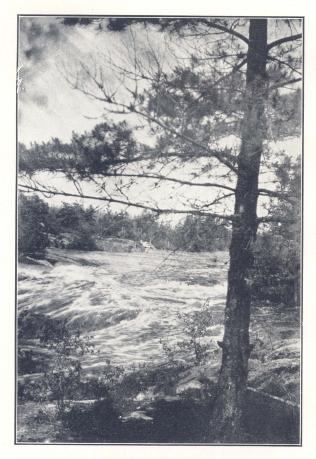
Weary and desiring nought but a comfortable bed, we stepped from the train. Alas! all our fond hopes vanished as we were grabbed by the jestling ground. Everythedr wants of the process of the process

and pushed by the jostling crowd. Everybody wanted "just such nice girls as we were" to room and board. What a time we had deciding

where to spend our first night in the Gateway City.

We made our decision. Would we ever get to that woman's house? Indeed, between the clamouring voices of the women and the flood of remarks about our Normalite predecessors, we were not too favourably impressed. At last we reached the home that was to be ours for the next few months and enjoyed a good night's rest.

With a keen desire to see the Normal School, we were up bright and early the next morning and set off with high hopes and light hearts, keeping our eyes fixed upon the dome. All was chaos when we arrived. We spent a very busy morning but were out early in spite of all the work which was done. Down we must go to see the city now. Some were disappointed, others were delighted with the prospect of spending several months in so progressive a city. The Law of Expression states that there is no impression without expression, but perhaps it is well that we did not express all of our first impressions of North Bay.



ON THE FRENCH RIVER

#### THE SCHOOL YEAR

LILLIAN CRAIG.

A SCHOOL year! but who could comprehend the depth of association recalled by that word unless the year had been spent at the North Bay Normal School? Other years may have been fraught with happy memories and pleasant reminiscences, but no other has been so potent an influence in the moulding of our lives as has the one which is now drawing to its close. It is difficult to realize how complete has been the reconstruction of our ideals and how great the broadening of our aspirations in the few short months that have passed since we bade farewell to the home environment.

During this year we have learned to appreciate the feeling of mutual helpfulness and understanding which seems so much a part of our life here. Some of the friendships we have formed will always be treasured, even after we no longer hear the echo of our June leave-takings. Through the varied experiences of this term, we have learned the value of some of life's great lessons. Our conceptions of the opportunities of the future have become definite and real, instead of vague and visionary, as before. When we realize the awakening which we have undergone since our first glimpse of the North Bay Normal School, can we not wholeheartedly say:

"I slept and dreamed that life was beauty, I woke and found that life was duty?"

As the last milestone of this year approaches, we pause to contemplate the myriad pictures that Father Time is painting on the mystic scroll of life. Some are already beautiful in their sublime perfection, but as yet only the dim outlines of the greatest masterpieces may be discerned. These must await completion until the days to be, when ambition shall be attained and visions realized. May each of us hold ever dear the noble ideals which have become ours under the wise guidance of our Masters, and as we enter upon our new paths of duty, may the glory of our work and the traditions of the North Bay Normal School be as a beacon light to lead us to greater achievements and ever widening fields of service.

Absence makes the heart grow fonder;
Tennis makes the arm grow stronger;
Peroxide makes the blonde grow blonder;
But History makes the wisest ponder.



GROUP ONE (A) Back Row—E. M. Baxter, G. L. Busby, N. Bruce, M. I. Bolton, E. Boyer, V. Brunelle. Middle Row—K. L. Ardron, J. B. Cathcart, L. Berrigan, E. E. Baillie, K. Ariss, H. Bell, M. T. Cathcart, I. M. Black. Front Row—M. J. Anderson. L. M. Caisse, V. E. Cameron, M. Caranci, L. Bresnahan, M. W. Banner.

#### ACTIVITIES OF GROUP ONE

When years elapse, it may perhaps Delight you to review these scraps, And live again 'mid scenes so gay That Time's rough hand has swept away.

I N all the activities of the School, Group One invariably had a leading place, and will probably keep its rank as the years go by. Two very outstanding characteristics of this Group were happiness and sympathy. These were admirably displayed in all its undertakings.

Let us recall the various achievements of our Group. Did not Group One rank first in the Practice-teaching results for the Fall term? This was ample proof of our superior ability. This was also true of the singing classes. Our Musical Director did not hesitate

to inform us of our excellence.

We knew that Mr. Norris liked our mathematical talent. He, himself told us that the way we mixed primary and associated facts on a certain occasion really astounded him. Both he and Mr. Ramsay quite agreed that of all the Groups,-Group One was the most proficient in making noise, save when Group Six washed dishes in the kitchen.

'Twas our kind Principal who said to us, "Come now, you are a bright lot," and, "It is amazing, the knowledge you people have of

History and Geography.

YEAR BOOK

Even though Group One numbered women only, and forty-six at that, yet they knew how to keep a secret. Though to you, this may seem an impossibility, nevertheless Miss Johnson can vouch for the fact.

Besides these numerous accomplishments, was it not because of the brilliancy of a member of our group, that a number of the students had the pleasure of entertaining the guests at the "At Home" by ren-

dering a delightful French song?

Enthusiasm and generosity also had a place in the Group. Thanks to a member of Group One, the student body had the privilege of attending two very interesting illustrated lectures,—one on Canada's stately capital, and one on the war between Canada and the United States in 1812-14.

We were pleased that one of our members was awarded a prize for skill in guessing at the Hallowe'en Party, and that another of the Group was especially favored at the close of the Physical Training

Course.

"Give your best to those around you,
It is always worth your while
To respond at any moment,
E'en if only with a smile.
Give them of your best attention,
Ponder kindly each request;
Let them see your thoughts are with them,—
Give your best."



GROUP ONE (B)

Back Row—F. E. Doherty, M. M. Donald, F. W. Cole, A. Cipparone, H. M. Clarke, V. Corbett.

Middle Row—L. Cuddy, L. G. Downey, L. M. Cluff, L. E. Condie, V. Chevis F. K. Creaton.

Front Row—I. Cazaly, L. E. Craig, J. E. M. Chrysler, F. Deguire, R. M. A. Drake, E. Doran, L. A. Davis.



GROUP TWO (A).

Back Row—L. Faulkner, I. Fraser, F. Edmonds, A. Gartshore, A. Duffin, E. Freeman, H. Gallagher.
Middle Row—J. Duggan, E. Eiserman, G. Everett, E. Fulcher, M. Fallon, L. Farnel, J. Fitzpatrick, V. Gibson.
Front Row—G. Evans, Edith Fulcher, B. Foy, E. Eady, N. Egan, C. Dunn, V. Gauvreau, F. Fierheller.

#### ACTIVITIES OF GROUP TWO

G OOD old Group Two! Where shall our name stand on the roll of fame? That is not difficult to predict for every master will agree with us when we say that in one respect we shall outshine all others. As talkers we come first.

others. As talkers we come first.

Group Three pride themselves on being the sweetest singers in the school; but was it not our group who, on their famous world tour, bestowed upon the students of North Bay Normal School the great

privilege of listening to our human organ?

If my gentle reader questions our ability on the ball ground, just ask Group Five what happened on the Worthington School field. We have often wondered why they received all the honours in Physical Training,—now we know. Their position when standing at "Attention" is perfect. This was especially noticeable on the ball field that memorable day.

But there are still other ways in which we excel. When the ninety applications were set before the Boards of students for judgment it was found that there were four of these whose merit placed them above all others. Three of these lucky applicants were members of Group Two. Is this not another important essential of a worthy group?

The pageant put on at the Carnival under the direction of Miss

Johnston showed our ability as skaters.

Among the many other activities of the school Group Two has been well represented and won her share of the laurels.

#### FANTASY

JESSIE DUGGAN.

SLEPT and dreamed a dream. Stretching over a wide extent of space was a beautiful school section, and situated in the geometrical centre of it was the ideal school, having just the specified amount of playground. It was a beautiful school, with windows on one side only, their area equalling exactly one-sixth of the floor space, with ideal ventilating and heating features, and having a library composed of all the books that had been recommended.

The children were beautiful creatures, who gave heed to my words of wisdom and always spoke in faultless English. True, there was one precocious infant who was wont to go to the skies for an example and who always insisted on ascertaining the number of marks which he

had obtained for his answer.

My questions were well nigh perfect, being Socratic, incisive, and equally distributed; when at a loss I could always resort to, "Who say yes? Who say no?—Who don't know?" And I was always able to think of suitable illustrations as I paced across the floor. Although the pupils during the Art Classes insisted on keeping their papers crooked, I was amply compensated by the delicate manner in which they held their pencils or brushes. All my pupils knew what the title of a book was for and each one was a methometical precipity. of a book was for, and each one was a mathematical prodigy.

It was a happy dream,—it still is. May I never awaken!



GROUP TWO (B).

Back Row—C. Goltz, A. Gordon, J. Graham, M. Helstrom, G. Hughes, M. Humphries,
L. Hill, E. Hick.

Middle Row—L. Gerhart, M. Head, R. Hough, I. Hoey, M. Hamilton, E. Grainger,
M. Gillespie, C. Hanna. Front Row—M. Gordon, M. Green, E. Hollingshead, B. Grant, M. Herron, C. Guimond, V. Hawkes.



GROUP THREE (A)

Back Row—E. Pollock, E. Langtry, R. Lalonde, L. Johnston, P. Kelley, M. Lawson, L. Laycock,
Middle Row—E. Johnston, M. Kennedy, M. Pappa, A. Kehoe, I. Jamieson, M. Jamieson, L. Hunt, L. Hutt, A. Knechtel, E. Jordan.
Front Row—A. Kay, J. Kelso, C. Kirbyson, J. Kensy, L. Laughlin, R. Lawson, V. Hutt.

#### ACTIVITIES OF GROUP THREE

ANNIE E. KAY.

ON account of the eighteenth session of the North Bay Normal School would not be complete without some mention of Group Three. An admirable spirit exists among its members and the group has taken a prominent part in all the activities of the school.

has taken a prominent part in all the activities of the school.

Because of our musical ability we were chosen to sing the two part song, "Ring Out, Wild Bells," at the Christmas entertainment and at the midwinter At Home, a number of students from Group Three provided the vocal music for The Minuet. The group is also represented in the Normal School Orchestra.

Throughout the year we have taken an active part in the work of the Literary Society. The winning of The Spelling Match and the Picture Contest are victories of which we may well be proud. In Physical Training we yielded place only to Group Five.

In the years to come when we shall be in charge of schools in various parts of Ontario, our thoughts will sometimes turn back to the very enjoyable year which we spent as members of Group Three.

#### THE DEMON OF THE FALLS

J. THEODORE PRIEST.

Have you heard the thundrous greeting?
Raucous, deep, and oft repeating,
Swelling, falling, luring, calling,
Of the Demon of the Falls?
Where the torrents, moving faster
At the calling of their master,
Plunge their angry foaming billows
Down the gorge; while nearby willows,
Shiver, as they sense the power,
The magnetic, fiendish dower,
Given in a fateful hour
To the Demon of the Falls.

Nearby birds have ceased their singing,
As, behind the currents ringing,
Howling, foaming, sobbing, moaning,
Wails the Demon of the Falls.
Oh, be careful when you wander
Near the Falls, which ever yonder
Stun the listening world to silence,
By their ruthless, cruel, violence.
And beware the subtle urging,
Of the wilful billows surging,
For behind the waves converging,
Waits the Demon of the Falls.



GROUP THREE (B).

Back Row—D. Meredith, M. Morrison, E. Mock, L. Locking, G. Lyttle, T. MacDonald, E. MacKenzie, K. Linghorne.

Middle Row—Reta Marriott, A. Redden, E. Leslie, E. Murphy, G. Major, E. Murray, M. MacKenzie, O. Mitchell, A. MacLeay.

Front Row—Ruth Marriott, L. Montgomery, A. Mason, E. Morphet, E. Maltby, E. Machan, B. Looker.



GROUP FOUR (A).

Back Row—D. E. McGauley, A. J. McLean, A. Nicholson, B. L. Nodwell, H. M. McGillivray, L. J. McCullough, V. L. McKinley, E. McIntyre, B. M. McClure. Middle Row—R. M. McClelland, M. McGonegal, M. E. Neads, M. McPhail, E. J. McCans.

Front Row—O. McDonald, M. McKechnie, M. McIntosh, M. E. McDonald, R. F. McCausland, M. B. McRae.

## ATHLETICS OF GROUP FOUR

RUBY PERRAULT. ROSELLA O'BRIEN.

MATEUR athletic contests are conducted without thought of gain. They are enjoyed as a spectacle and as practice, for the physical benefit of the players. Certain ideals of "Fair Play" are cherished by the amateur who makes it a point to be a good loser. This is the attitude of the members of Group Four toward the amateur athletics of the Normal School.

Our principal interest has been in softball, lawn tennis, and skating. The chief game from the point of view of popular interest is softball. In this game the majority of the students take an active part.

Early in the fall term our softball team was organized under Miss Morgan's supervision. Group Four showed promise of producing a winning team by immediately getting into the field. Unfortunately, the weather did not permit much practice during this term.

But no sooner had the snow begun to disappear than preparations were made by Group Four to resume their activities on the ball field. Two teams were formed for practising and the best players from each team were selected to play the other group teams. Tennis has also been a favourite sport among us.

All these games help to promote goodwill and comradeship among

the members of the group.

#### FAMILIAR SAYINGS

Be definite.
Have you got the facts?
The class is now dismissed.
All right, that will do.
Last day we were discussing—
What's our lesson this morning?
Are you all clear on that?
Now, dontcha be here when I come back!
Bring your pens to my classroom.
Another day, another dollar!
As the sayin' is.
The Gover'ment is good for it, if you never get it.
Did anyone lose a—

Critic Teacher; in a lesson on the public buildings of North Bay—"Who can tell me who owns the Normal School?"
Bright Pupil—"Mr. Clarke."

Q. What person has had the greatest influence on Education in Ontario?

A. The boy who secured the coin from under the sidewalk grating.



GROUP FOUR (B)

Back Row—M. J. Noland, G. G. Ratz, H. E. Rae, J. T. Priest, V. Roberts, M. O'Hearne, R. A. Perrault, J. E. Pearson, M. L. Orchard.

Middle Row—M. E. Rita O'Brien, P. H. Normand, A. Penson, L. Sampson, C. White, B. J. Palmer, M. Parker, M. Rosella O'Brien.

Front Row—A. M. Parkhurst, M. T. Paterson, O. E. Reany, E. C. Perkins, G. M. Peterson, M. M. Ramsay, M. Reeds, O. Pearce.



GROUP FIVE (A)

Back Row-E. Robinson, A. Ross, S. Rowlandson, J. Somerset, R. Reid, A. Shannon, A. E. Scott, N. St. Louis.

Middle Row—M. M. Ryan, T. Smith, M. Spencer, A. Rich, M. Stagg, I. Shields, A. K. Ryan, S. Simpson, A. Rutledge.

Front Row—M. A. Skillen, Mary G. Ryan, H. Stevens, E. Robertson, J. Riordan, K. Rousseau, A. Richardson, A. Sinclair.

#### ACTIVITIES OF GROUP FIVE

ROUP FIVE! What's in a name? A great deal when that name

is Group Five!

It took the Masters a full term to realize our worth, but when they finally did, we no longer stood fifth in line, but close to the top. What is it that has raised Group Five in their estimation? Is it the fact that the first President of the Literary Society was chosen from this Group; that the Valedictorian is from Group Five; that the Editor of the Year Book is from Group Five; or is it that Group Five won the enviable distinction of being first in Physical Training? It is the united efforts of the whole Group, our co-operation, and our mutual good-fellowship, leading us steadily onward to greater and better things.

What could be more changeable than the members of Group Five? In one short day we were "a row of little oysters," "sponges," "a bright lot," and "a fine lot of singers."

Play ball? Yes, we can do that too. Our team is taking its place

and not at all to our discredit. We may have been beaten once, but our idea in ball is, "If at first you don't succeed, try, try again." In spite of all our failings, which are really more apparent than real, it is our earnest desire to follow out our motto:

> "Good, better, best; Never let it rest Until the good is better, And the better, best."

#### THE SPECIAL PHYSICAL TRAINING COURSE

MARGARET RYAN.

WHEN we returned after the Christmas holidays we were told to prepare for the Special Course in Physical Training. Little did we think that we should regret so much to see its close. Not that we disliked our previous training! No, we had enjoyed it from the first. But we dreaded the daily routine and the thought of teaching before the other members of the group. We pictured our new instructor as a cold, stern looking man who would always require perfect work.

But imagine our surprise when Sergeant-Major Fletcher greeted us with his encouraging smile. He soon gave us confidence in ourselves and we saw real enjoyment ahead of us. No one lagged behind but rather, there was a race to see who would get to her place first.

From the beginning of the course to the close; from January 10th to March 23rd, every moment of Physical Training was enjoyed. Soon, Knees Full Bend became as easy as Stand-at-ease. We were more careful to sit, stand, and walk erect, we had better appetites, slept better, and in every way were physically benefited.

At the time of testing Groups Three and Five proved superior to

At the time of testing Groups Three and Five proved superior to all others and so nearly equal in proficiency that a final contest between the groups was arranged, which resulted in Group Five being

adjudged the winner.

Each group presented Sergeant-Major Fletcher with a little gift to show their appreciation of his splendid services so cheerfully given.

In the years to come when we assume the responsibility of training classes of our own, there is no doubt that the careful instruction we received at the North Bay Normal School will be of great assistance to us and will be reflected in our training of the little ones in our charge.



GROUP FIVE (B).

Back Row—W. Weeks, I. Sutton, H. Webster, S. Tupper, A. Wicks, E. Thompson, M. Thompson, K. Tobin, A. Tooke.

Middle Row—M. Torpey, L. Summers, M. Tapp, V. Tait, S. Vaughan, G. A. Wilson, A. E. Young, G. Swallow.

Front Row—P. Wagg, S. Tefft, M. K. Whelan, M. C. Whelan, A. Watson, J. Wiggins, B. O. Wilson.



GROUP SIX (A).

Back Row—K. Davidson, W. Hurd, E. Clendenning, E. Bourre, H. Linstead, W. Morin, A. Bangs.
Middle Row—C. Haw, F. Einarson, J. Hunter, M. Hill, A. Hill, W. Fleming, C. Anglin.
Front Row—N. McArthur, G. Deyett, J. McClung, D. Davidson, L. Campbell, A. Campbell,

#### GROUP SIX

R. SHULTZ.

WEAK in numbers but virile and influential in the life of North Bay Normal School, Group Six is not suffering from any inferiority complex. Far be it from us, the sole remaining remnant of a decaying chivalry, to withold from the student majority due recognition of their achievements toward making the school year a most successful one, "truth will out."

Forty-two stalwart Canadian youths compose our group which has contributed more members to the elected bodies of the school than

any other.

Contrary to what would generally be expected this group was given the position of eminence during the singing at the "At Home," rendering very effectively the song, "The Skippers of St. Ives."

Not only have the members of Group Six been foremost in exe-

Not only have the members of Group Six been foremost in executive work, oratory, and singing, but those who know us will readily appreciate that we who have come from widely scattered parts of this great province have developed an "Esprit de corps" that it would be difficult to equal.

Is it presuming too much to prophesy, that the members of Group Six, re-enacting that immortal scene, "The Fathers of Confederation" will in the not distant future be called upon by their fellow citizens to perform services of like dignity and importance for their country?

The world is old, yet likes to laugh;
New jokes are hard to find;
A whole new Editorial Staff
Can't tickle every mind.
So if you meet some ancient joke
Bedecked in modern guise,
Don't frown and call the thing a fake;
Just laugh,—don't be too wise.

Mr. Ramsay, (picking up McShane's plan)—"Is this supposed to be a crow?"

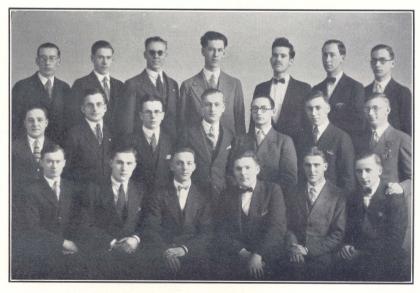
McS.—"Yes, sir."

Mr. R.—"Well, you have the colour right, anyway."

Mr. R. (standing in the hot bed)—"There is a lot of science in this, boys."

Mr. C. (holding up unsigned receipt)—"How do you expect me to know to whom this belongs?"

Member of Group VI—"I thought you could tell by the writing, sir."



GROUP SIX (B).

Back Row—D. McRoberts, J. McShane, S. McCracken, R. Shultz, J. Priest, W. Yeo, V. Priester.

Middle Row—C. Smith, A. Smith, E. Taylor, G. Robertson, B. Perkin, W. Wright, B. Pentland.

Front Row—C. McLean, E. Rodman, J. Rae, A. Robinson, R. McIntosh, R. McWhirter.



MARGARET THOMPSON, VALEDICTORIAN

#### VALEDICTORY

M. CHAIRMAN, Members of the Staff, Friends and Fellow Students:

I appreciate very highly the honour which has been conferred upon
me in giving me an opportunity to voice the sentiments of the student

body in the valedictory.

Our happy days in the North Bay Normal School will soon be gone forever, and we who have been together sharing our pleasures and troubles will soon be many miles apart. Yet we will never forget our friendships nor depart from the instructions of our teachers. If we have done our work conscientiously and have brought cheerfulness and improvement to those with whom we have come in contact, this parting will be "sweet sorrow." The future with all its possibilities beckons but the past tugs us backward. We are going to our schools but we owe those we leave behind our thanks and appreciation.

We owe gratitude to the people of North Bay who have opened their doors in hospitality to us Normalites who have come from various parts of the province. The clergy also have done all in their power to make our term in North Bay mean something deeper and nobler than it would have been without their lectures. The churches have taken a deep interest in our welfare and from the first we have felt

at home among their people.

To the critic teachers we owe our heartfelt gratitude. As we think of those first lessons which broke every law of pedagogy we realize the agony which must have possessed them but we shall always remember their kindness, their words of advice, and their encouragement.

Our teachers-how our hearts overflow with gratitude to them. They have paved the way to higher and broader development of our minds and characters. We shall never forget their untiring efforts in our behalf, whether in assistance with plans, in studies, in athletics or in the activities of the Literary Society, and we trust that the future may perfect the work their hands have wrought. It is not our privilege to mention every member of the staff by name but to Mr. Casselman and his staff, whose personality, scholarship and enthusiasm has been a torch guiding us to greater achievement we cannot but express our heartfelt appreciation. This appreciation of those who have laboured so faithfully for us will be shown only as we strive toward the realization of those high ideals which they held before us.

We entered the school as strangers but after a few short months we are bidding farewell to a host of tried and true friends. We cannot describe the feeling of loneliness which creeps over us these last days of June, when we gaze upon the faces which have become so familiar. It seems we are indeed leaving behind our happy youth and entering upon an entirely new phase of life. There are mountains to be climbed and distant valleys to pass through but we shall not fail if we single the state of th cerely and truly emulate the worthy examples of our instructors. May there come to every student entering the realm of teaching the wonderful sense of responsibility which we must assume; and may that responsibility be assumed with the knowledge that we are makers of destiny. Into our care will come the future generation and we must mould them into towers of righteousness, strength and justice. May every student measure up to his task in assisting in the growth of our great Dominion.

And now, in closing, on behalf of the student body who have honoured me by entrusting me with the delivery of their message, permit me to express to the staff our appreciation of all that they have done for us during the year that is past. May they long continue to place succeeding classes under a debt of gratitude as great as that

which we owe to them.

And to my fellow students, let me express the hope that the years to come will be years which will be ennobled by devotion to duty, and crowned with that success which cannot fail to be yours if you but follow the high ideals which have been kept so constantly before you at North Bay Normal School.

The world's a stage, but most of us are stage hands.

News item: "German marks are expected to take another tumble." So are Geography and Grammar marks.

A pupil's knowledge varies inversely as the square of the distance from the teacher.

# MODEL SCHOOL STAFF

Mr. J. B. Stewart	Principal.	Queen	Victoria	School.
Mr. D. C. Grassick	Principal.	Kina	George	School.
Miss M. Collins	Principal	McPha	I Street	School
Miss E. Hamilton	Assistant	Queen	Victoria	School.
Mr. R. C. MacLean	"	46	66	66
Miss E. Cumming	66	66	66	66
Miss C. M. Emiry	"	66	66	66
Miss H. Moote	"	66	"	66
Miss M. E. McLachlin	66	66	66	66
Miss N. Deneau	"	66	66	66
Miss E. Hunt	66	"	66	66
Miss L. St. Louis	66		66	66
Miss A. M. Amey	66	66	66	66
Mrs I D Debest	4	71/1 707	7 ~	~
Mr. J. B. Roberts	Assistant.	MICPhan	I Street	School
Mr. J. B. Roberts	Assistant,	McPhar	d Street	School.
Mrs. J. Muller Miss A. E. Hansford	Assistant,	McPhar	d Street	
Mrs. J. Muller Miss A. E. Hansford	"	"	66	66
Mrs. J. Muller Miss A. E. Hansford Mrs. E. L. Elmitt	66	"	"	"
Mrs. J. Muller. Miss A. E. Hansford. Mrs. E. L. Elmitt. Miss G. L. Ison. Miss E. Frayn.	66	"	"	66
Mrs. J. Muller. Miss A. E. Hansford. Mrs. E. L. Elmitt. Miss G. L. Ison. Miss E. Frayn. Miss C. Smyth.	66 66 66	" " "	66	44
Mrs. J. Muller. Miss A. E. Hansford. Mrs. E. L. Elmitt. Miss G. L. Ison. Miss E. Frayn. Miss C. Smyth.	66 66 66	" " "	66	66
Mrs. J. Muller. Miss A. E. Hansford. Mrs. E. L. Elmitt. Miss G. L. Ison. Miss E. Frayn. Miss C. Smyth. Mrs. A. Chalmers.	66 66 66	" " "	66 66 66	66
Mrs. J. Muller. Miss A. E. Hansford. Mrs. E. L. Elmitt. Miss G. L. Ison. Miss E. Frayn. Miss C. Smyth. Mrs. A. Chalmers. Miss M. Sage.	" " " " " Assistant,	" " " " " " King	66	" " " " School.
Mrs. J. Muller. Miss A. E. Hansford. Mrs. E. L. Elmitt. Miss G. L. Ison. Miss E. Frayn. Miss C. Smyth. Mrs. A. Chalmers. Miss M. Sage. Miss K. Burns.	" " " " " " Assistant,	" " " " " King	" " " " " " " " George	" " " " School.
Mrs. J. Muller Miss A. E. Hansford Mrs. E. L. Elmitt Miss G. L. Ison Miss E. Frayn Miss C. Smyth Mrs. A. Chalmers Miss M. Sage Miss K. Burns Miss E. Haugh Miss G. J. Morgan	Assistant,	King	George	" " " " School. " "
Mrs. J. Muller. Miss A. E. Hansford. Mrs. E. L. Elmitt. Miss G. L. Ison. Miss E. Frayn. Miss C. Smyth. Mrs. A. Chalmers. Miss M. Sage. Miss K. Burns. Miss E. Haugh.	Assistant,	King	George	School.

# RURAL AFFILIATED SCHOOLS

Mr. J. I	RunnallsPrincipal, S.	S. No. 1 (b)	Ferris
Miss M.	Smith	S. No. 1 (b)	Ferrie
Miss E.	Smith	Widdifield.	1 01100.

# STUDENTS OF NORTH BAY NORMAL SCHOOL 1926-1927

Boucher, Albertine
(Sr. Louis de Grenade)
Foster, Annie Box 838, Fort Frances.
(Sr. Mary St. Peter)
Janelle, Laura Y116 Spruce St., Timmins.
(Sr. St. Urbain)
Lehane, FrancesBox 838, Fort Frances.
(Sr. Mary St. Rosaline)
Maloney, Margaret AMount St. Joseph, Peterboro.
(Sr. Fidelma)
Quenneville, MaryMount St. Joseph, Peterboro.
(Sr. Mary Rosary)
Anderson, Margaret JDurham.
Andrews, Olive E. Richmond.

Ardron, Kathleen L	·Kendal.
Ariss, Kathleen	·Rosseau.
Bailie, Eva E	·Kagawong.
Banner, Marjorie W	93 Worthington St. E., North Bay. 36 Worthington St. E., North Bay.
Baxter, Elizabeth M	36 Worthington St. E., North Bay.
Bell, Helen Berrigan, Lillian Black, Inis M	Rainy River.
Berrigan, Lillian	253 Catherine St., Pembroke,
Black, Inis M.	R R No. 1. Forester's Falls.
Bolton, Margaret I	Strathrov
Boyer, Elizabeth	Bar River
Bresnahan, Lillian	Boy 67 Renfrow
Bruce, Nora	Standaigh
Brunelle, Valentine	Der 79 Maanhaam
Druherre, Varentine	DOX 10, Moonbeam.
Busby, Gladys L. Caisse, Loretta M.	39 Laird St., Sault Ste. Marie.
Caisse, Loretta M	Bracebriage.
Cameron, Viola E	White Lake.
Caranci, Mary	28 Douglas St., North Bay.
Cathcart, Jocelyn B	Barwick.
Cathcart, Marjorie T	-Barwick.
Cazaly, Ida	-272 Bell St., Ottawa.
Cathcart, Jocelyn B Cathcart, Marjorie T Cazaly, Ida Chevis, Violet	Dean Lake.
Cipparrone, Ammelia	221 Main St. North Bay
Clarke Hilda W.	Port Sydney
Cluff, Lila MCole, Florence W	Haliburton
Cole. Florence W.	Thessalon
Condie, Lillie E	Beachburg
Corbett, Velma G.	Bracebridge
Craig, Lillian E	Fmo
Creaton Florence K	Dont Candfold
Creaton, Florence KCuddy, Lila	Conn
Cumming, Hazel G.	D D No 2 Manatain
Davis, Lulu A	R. No. 5, Mountain.
Davis, Luiu A	Powassan.
Debate, Fabiola	Box 197, Espanola.
Donerty, Frances E	Box 74, Englehart.
Donald, Margaret M	Port Carling.
Deguire, Fabiola	Nakina.
Downey, Leona G	Box 160, Chapleau.
Drake, Rowena M. A	Box 51, Schreiber.
Doyle, Marguerite	Sault Ste. Marie.
Dunin, Annie	347 North St., Sault Ste Marie
Dunn, Cora B	Kvnoch.
Duggan, Jessie E	Ivanhoe.
Eady, Ellen C	Sioux Lookout.
Edmonds, Frances G.	Silver Water.
Egan, Nettie A.	112 Gladstone Ave Sault Ste Marie
Eiserman Elizabeth A	1511 Brown St Fort William
Evans, Grace M.	R. R. No. 3, Chatsworth370 Empire Ave., Fort William48 Murray St., North BayHaleys.
Everett, Gladys	370 Empire Ave Fort William
Fallon, Marguerite	48 Murray St North Boy
Farnel Lucy M	Halave
Faulkner, Levina I	Pendleton
Fierheller, Florence I	Paint Piron
Fitznatrick Lean M	c/o Michael McCaffery, Perth.
For Barbara F	Tramena Michael Michaery, Perth.
Foy, Barbara E	I ramore.
Fraser, Isabelle	rugei.
Freeman, Eunice G. Fulcher, Edith	Alliston.
Fulcher, Edith	29 Seventh Ave., North Bay.
ruicher, Elizabeth K.	29 Seventh Ave North Ray
Gallaugher, Hilda G	Alliston.

Fitzmaurice, Louise	P P No 2 Ponfusy
Elaborter II	R. R. No. Z, Renirew.
Flaherty, Ursula A	Massey.
Fletcher, Ruth	Parry Sound.
Foy, Martha	Westmeath
Hrancov Annia	Lantarrilla
Gartshore, Aileen	nuntsvine.
Gartshore, Alleen	Parry Sound.
Gauvreau, Vivian M	Blind River.
Gerhart, Louisa M	Bracehridge
Gibson Viola	Oreford Chatian
Cillaria Maria	Oxiora Station.
Gillespie, Mariorie	Parry Sound
Goltz, Clara E	Bardsville.
Gordon, Agnes S	Koowatin
Gordon, Muriel	Providence Dove
Chales and Clades	Frovidence Bay.
Graham, Gladys	. Lansdowne.
Graham, Jessie M	.839 Windsor Ave., Windsor.
Grainger, Emily D.	. 839 Windsor Ave., Windsor. . 226 E. Brock St., Fort William. . R. R. No. 1, Woodville.
Grant Beatrice I	P P No 1 Wasdwills
Croon Mildred A	. It. IV. 1, Woodville.
Green, Mildred A.	Box 113, Long Branch.
tallimond (ligra	Mottorre
Hamilton, Mary R	.Moose Hill.
Hamilton, Mary R. Hanna, Clara M. Hawkes, Vera I.	R R No 1 Fort William
Hawkes Vore I	Consider Fig. 1. 1010 William.
TI1 Mr.	.Smith's Falls.
mead, marion w.	Picton
Helstrom, Martha E.	.57 Clare St., Buffalo, N. Y.
Herron, Margaret M.	Forester's Falls
Hick Edith M	50 America Ct. I'l
Hick, Edith M	.50 Angeline St., Lindsay.
IIIII, Lillian 1	. Balaclava.
Hoey, Ida M.	.Crozier.
Hollingshead Edith I.	Fonthill
Hough, Roxaline	Avanmana
Huchog Control V	Avonmore.
Trughes, Gertrude V	.52 Copeland St., North Bay.
Humphries, Myrtle C. I	Bruce Mines.
Hunt, Lillian E	31 Hammond St. North Bay
Hutt. Leita M	Rommiels
Hutt, Vera W	Derwick.
Tomaio and Table 1	Berwick.
Jamieson, Isabelle S.	Forrester's Falls.
Jamieson, Marion E.  Johnston, Ethel I.	Forrester's Falls.
Johnston, Ethel I.	Bruce Mines
Johnston, Lorna B.	Heliburten
Iordan Edith M	manburton.
Jordan, Edith M.	North Cobalt.
Kay, Annie E.	Port Sydney.
Kenoe, Anastasia L	t'enanola
Kelley, Pearl	Fort Francos
Kelco Jeccio E	Des TO M
Vone de M	Dox 50, Monteith.
Kennedy, Mary U.	K. K. 4 Almonto
Kensy, Johanna C	Arthur.
Kensy, Johanna C. Kirbyson, Clara V.	Ufford
Knechtel, Annabel M. Lalonde, Roma. Langtry, Eleanor M.	95 Figher Ct Martin
Lelando Dame	of Fisher St., North Bay.
Laronde, Roma	Norman.
Langtry, Eleanor M	Carleton Place.
Laughlin, Lena B	Kinburn.
Laughlin, Lena B. Lawson, Mae A.	Swords
Lawson, Ruth E Laycock, Lila M Leslie, Evelyn W Linghorne, Katharine J	Curonda
Lawrench Lile W	W. 16 1
Laycock, Lila W	woodford.
Lesiie, Evelyn W	28 Catherine St., Belleville
Linghorne, Katharine J.	New Liskeard
Locking, Laura A.	Emo
Looker Restrice M	Doglessille
Looker, Beatrice M.	Nockville.
Lyttle, Goldie A	Beachburg.
Major, Grace A	Gore Bay.

Maltby, Eva L	Sturgeon Falls.
McDonald, Tena	Manitowaning
Morriott Reta E	105 Owen St Barrie
Marriott, Reta E	105 Owen St., Barrie
Mason, Annice M.	The Owen St., Barrie.
Mason, Annice M	Emo.
Meredith, Dorothy J. Mitchell, Ottolene M.	R. R. No. 4, Corpetton.
Mitchell, Ottolene M	Thessalon.
Mock, Elleta M.	·1524 Fifth Ave. West, Owen Sound. ·Corbetton.
Montgomery, Lorena V	·Corbetton.
Morphet, Eleanor L	··Emo. ··422 N. Syndicate Ave., Fort William.
Morrison, Mary J	-422 N. Syndicate Ave., Fort William.
Murphy, Esther M	Mattawa.
Murray, Emma E	158 Copeland St., North Bay.
MacKenzie, Ellen L	572 Sherbourne St., Sault Ste. Marie.
MacKenzie, Mary D	Mattawa.  158 Copeland St., North Bay.  572 Sherbourne St., Sault Ste. Marie.  R. R. No. 5, Lucknow.  White River.
MacLeay, Amy	White River.
Machan, Editer 1	l.anark
MacRae, Minnie B.	Berwick
McCans, Elizabeth J	Rosseall
McCausland, Ruth F	"Lindsay
McClure, Beta M.	Port Sydney.
McClelland, Rose M.	R R No 1 Marmion.
McCullough, Lucy J	Manitowaning
McDonald Mariorie E	Woodville
McDonald, Marjorie E	Bieten
McGauley Dorothea E	155 Albort St E Sault Ste. Marie.
McGillivray Helen M	Providence Ray
McConegal M Mildred H	O-daift
McIntoch Mary G	Uxuriit.
McIntyre Ethel V	"Proton. "155 Albert St. E., Sault Ste. Marie. "Providence Bay. "Oxdrift. "Finch. "Powassan.
McKachnia Margaret	Candon Poy
McKechnie, Margaret	Des 199 Coholt
McLean Annie I	Maritamaning
McLean, Annie J McPhail, Myrtle F. J	
Neads, Mary E	Emsdale.
Neads, Mary E	Fort Frances.
Neill, Dorothy B. Neill, Lucinda P.	Arnprior.
Nichelson Austa	Thornloe.
Nicholson, Austa	Keewatin.
Nodwell, Bertha L.	Port Elgin.
Noland, Maria J	Burpee.
Normand, Pearl H.	R. R. No. 1, Braeside.
O'Brien, M. E. Rita	136 W. Frederica St., Fort William. Appleton.
O'Brien, M. Rosella	Appleton.
O'Hearne, Mary U	R. R. No. 1, Gananoque.
Orchard, Marie L	313 North St., Sault Ste. Marie.
Palmer, Barbara J	R. R. No. 1, Elmvale.
Pappa, Marguerite K	112 E. Mary St., Fort William.
Parker, Marguerite	
Parkhurst, Agnes M	Fort Stewart. Englehart. 451 John St., Sault Ste. Marie.
Paterson, Margaret T	Englehart.
Pearce, Olive	451 John St., Sault Ste. Marie.
Pearson, Janet E	Long Bay.
Pearson, Janet E Penson, Alma	R. R. No. 1, New Liskeard.
Perkins, Elsie C Perrault, Ruby A	R. R. No. 2, Rocksprings.
Perrault, Ruby A	R. R. No. 1, Sheenboro, Que.
Peterson, Gertrude W	Hallevhiirv
Pollock, Evelyn O	Englehart.
Pollock, Evelyn O. Priest, Jean T.	Whitby.
Rae, Helen E	Box 103, Iroquois Falls. 287 Van Horne St., Port Arthur.
Redden, Amelia	287 Van Horne St., Port Arthur,

Ramsay, Maria M.	D D No F Could
Ratz, Grace G.	R. No. 5, Cookstown.
Tically, Olive r.	) 3377 0 0 30
Reeds, Myrtle	South Divon
Roberts, Verna	Forwardham
Reid, Rubena S.	reversnam.
Pich Acros C	Hearst.
Rich, Agnes C.	Powassan.
Alchardson. Annie	Fort Frances
Mordan, Julia M.	Anthur
Robertson, Esther M	Por 97 Halibant
Robinson, Edith.	Dox or, namourton.
Ross Annie P	Bracebridge.
Ross, Annie R.	R. R. No. 1, Cobden.
Townandson, Sarah E	D D Ma O D
Ryan, Ada K	atton.
Ryan, Ada K Ryan, Margaret M	R. No. 1, Pendleton.
Sampson, Lillian	Dan 41- and 1
Scott, Anna F.	5 Ann C+ D1 '11
Shields, Ivah E.	Kenora.
Simpson Sydney C	whitney.
Simpson, Sydney C.	Matheson.
Sinclair, Amy E. C.	Sundridge.
Skillen, Mary A	229 S. John St. Fort William
Smith, Thelma V	229 S. John St., Fort William. Sudbury.
Somerset, Jessie C Spencer, Marguerite B Stagg, Margaret J.	Port Cridner
Spencer, Marquerite B	D D M
Stage Margaret I	R. No. 1, Marmion.
Stagg, Margaret L	.704 Ossington Ave., Toronto.
St. Louis, Nellie	D D No 4 E
Sutton, Trene W	Down-i-l-
Swallow, Grace 1	Thegasiles
Tait, Velma L.	.1 nessaion.
Tann Mangaret C	Hurdville.
Tapp, Margaret C.	.Kynoch.
Tent. Shirley R.	Da 050 mi 11
Thompson, Edith R.	Box 256 Fort Frances
Thompson, Edith R. Thompson, Margaret J. Tohin, Kathleen, N.	Renfron
Tooke, Alma A.	Fort Carling.
Torney Madalaina D	.Paisley.
Torpey, Madeleine D.	. Minesing.
Tupper, Svivia A.	9945 441 4 377 0
Vaughan, Sadie	Meaford.
Webster, Helen Weeks, Wandie V. Whelan, M. Cecilia	Syndicate Ave., Fort William.
Weeks Wandio V	.104 Inird Ave. W., North Bay.
Whelen M Cosilia	.Oxdrift.
Whelan, M. Cecilia	.Tweed.
willite. Cleora	D 37:
" is sino. Jennie (-	A -4
wilson, bertha ()	Food F
Wilson, Georgia A.	Fort Frances.
Young, Mrs Amelia	Kiceville.
Young, Mrs. Amelia	New Liskeard.

Anglin, Charles W	Mindemoya.
Bangs, Albert E.	Hawkesbury
Bourre, Ernest C. A.	Rainy River.
Campbell, Archibald D	Avonmore.
Campbell, Lynden M. B.	Avonmore.
Clendenning, Earle C.	R. R. No. 4. Stouffville.
Coventry, Henry J.  Davidson, Findley A.	Big Lake.
Davidson, Findley A.	Beachburg.
Davidson, Kenneth W	Beaverton
Deyett, George R	
Einarson Frederick E	Rosseau
Einarson, Frederick E. Fleming, William J.	Eloin
Haw Carman I	R R No. 1 Orono
Hill Alfred G M	Box 175 Stouffyille
Hill Mancel V	R R No 1 Reladeve
Haw, Carman I	21 Bronnen St North Box
Hurd Wilmot D	McKeller
Linstead, Herbert C.	Hybridge
Morin, Wilfred O.	Maggay
McArthur, Newton R.	Dont Floin
McClung Ismag V	Throites
McClung, James V	Drawer 517 Englehent
McCracken, Samuel E	Einch Englenart.
MeLoon Charles C	Pow 951 Come Done
McLean, Charles C	Box 251, Gore Bay.
McChara James E	Box 502, Bracebridge.
McWhinton Door C	Box 90, Kagawong.
Doubt all Class C.	Fort Stewart.
rartusiiek, Chas. C	box 115, warren.
Pentland, Benson G.	Dungannon.
Perkin, Bert S Priest, James T	.R. R. No. 2, Moorefield.
Priest, James T	. Whitby.
Priester, Vincent A.	Elmira.
Rae, John N.	.R. R. No. 2, Pefferlaw.
Robertson, George A	Box 406, Baysville.
Robinson, Arthur N	.Box 76, Prescott.
Rodman, Elmer C.	.Uxbridge.
Shultz, Robert W Smith, Albert E Smith, Clarence G. M	.Godfrey.
Smith, Albert E	.Restoule.
Smith, Clarence G. M.	.R. R. No. 1, Uxbridge.
Taylor, Everett A	McKellar.
Wright, William A.	Matheson.
Yeo, William D.	Bracebridge,

Examinations are like the poor,—we have them always with us.

She—"Won't you join me in a cup of tea?"
He, hesitatingly—"Well, you get in, and I'll see if there is any room left.

# **AUTOGRAPHS**

