

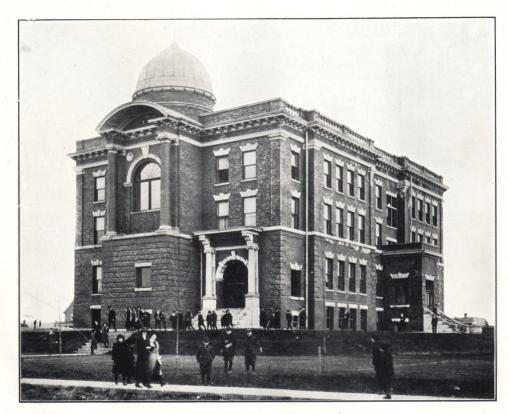
The EIGHTEENTH ANNUAL YEAR BOOK

Published by the

STUDENTS OF NORTH BAY NORMAL SCHOOL JUNE, 1930



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



THE NORMAL SCHOOL

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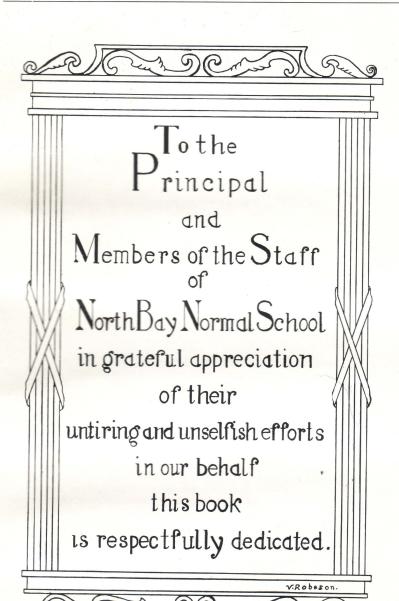
NORMAL SCHOOL STAFF

Back Row—C. Ramsay; J. E. Chambers; Mrs. L. Skuce, B.A.; H. E. Ricker, B.A., B.Paed.; H. L. Bamford.

Front Row—Miss E. Preston; J. C. Norris, M.A., B.Paed.; A. C. Casselman, Principal, Miss G. Morgan, B.A., B.Paed.; Miss K. McCubbin.

NORMAL SCHOOL STAFF

A. C. Casselmann
J. C. Norris, M.A., B.PaedMaster: Mathematics, Science of Education.
H. E. Ricker, M.A., B.Paed Master: Science, Agriculture, Nature Study, Hygiene.
Mrs. L. Skuce, B.A
Miss Grace Morgan, B.A, B.Paed Master: Literature, Physical Training, History.
C. Ramsay
J. E. Chambers
H. L. Bamford
Miss E. Preston
Miss K. McCubbinSecretary and Librarian.





A RETROSPECT

A S the twenty-first session of the North Bay Normal School is near its close, one may be pardoned if this foreword is almost wholly reminiscent.

The first session of the Normal School began in September, 1909, with the following staff:—A. C. Casselman, Principal; Mr. J. C. Norris, M.A., Master; Mr. W. J. Karr, B.A., Master; Mr. Charles Ramsay, Instructor in Art; Mr. A. F. Hagerman, Instructor in Manual Training; Mr. J. Norman Eagleson, Instructor in Music; and Miss Catharine McCaig, Instructor in Household Science.

There were in attendance the first session forty-five students in the course for second class teachers; three of whom were males and forty-two females. In addition instruction was given to twenty-five students preparing for third class teachers; twenty-two of whom were females and three males.

The attendance increased from year to year until the seventeenth session when three hundred and thirty-seven—two hundred and eighty females and fifty-seven males—were in attendance. The attendance became gradually less until the present session when one hundred and thirty-five are in attendance, made up of fifty-one first class students—forty-six females and five males; and eighty-four second class students—seventy-four females and ten males. It is significant that all but four are residents of the Districts. In 1918 only five students were taking the Third Class course. This course was thereafter discontinued for lack of students, the trustees of the districts preferring teachers with second class qualifications.

The personnel of the staff has undergone many changes. At the end of the second session Mr. Hagerman was transferred to Peterborough Normal School, and Mr. J. E. Chambers was appointed to the position he holds at present. At the end of the second session Mr. Karr was transferred to Ottawa Normal School and Mr. J. B. McDougall, Inspector of Public Schools for the District of Nipissing and adjacent territory was appointed to Mr. Karr's position. In 1914 Miss McCaig accepted the position of Instructor in Household Science in Calgary Normal School at an increased salary and Miss Charlotte Green, of Cornwall, was appointed Instructor. Miss Green was transferred to Ottawa Normal School in 1916 and Miss Mayme Kay occupied the position until she resigned in June, 1922, to attend Teacher's College of Columbia University, New York. Miss Dorothy Stephenson, a graduate of the class of 1917-1918, was appointed

Instructor. Miss Stephenson held the position until she resigned a year ago on account of ill health and Miss Elsie Preston, a graduate of the first session of our School, was appointed. Mr. Eagleson was offered and accepted the Supervisorship of Music for the city of Edmonton in September, 1912. Mr. Herbert Wildgust succeeded Mr. Eagleson as Instructor of Music. In June, 1922, Mr. Wildgust resigned, and the late Mr. J. B. Gatenby, of Pembroke, held the position until his death in September, 1929. Mr. H. L. Bamford, of North Bay, was then appointed Instructor.

As the attendance increased it was found necessary to appoint additional Masters from time to time. In September, 1915, Mr. H. E. Ricker, M.A., was appointed Master. In September, 1919, Dr. J. B. McDougall was appointed Assistant Chief Inspector for Northern Ontario, and Mr. H. G. Lockett, M.A., was appointed to the position held by Dr. McDougall. In September, 1920, Mr. Lockett was transferred to Hamilton Normal School, and in November Mr. J. A. Bannister, Inspector of Public Schools tor Temiskaming, was appointed to the position held by Mr. Lockett. Dr. Bannister held this position until September, 1929, when he was appointed Principal of Peterborough Normal School.

In January, 1923, Miss Grace Morgan, B.A., was appointed to the staff. The staff then consisted of the Principal, four Masters and four Instructors. In September, 1925, Miss Edna J. Johnston, B.A., was appointed as fifth Master. In September, 1928, Miss Johnston resigned as the decreased attendance did not require a fifth Master. On the appointment of Dr. Bannister in September, 1929, to the Principalship of Peterborough Normal School, Miss Johnston, now Mrs. Lorne Skuce, was reappointed to the staff.

In this brief review of the staff of the Normal School mention must be made of the several very capable young ladies who filled the position of Secretary. Since January, 1910, the position has been held by Miss Ada McCaig, Miss Hattie Beattie, Miss Isla Robertson, Miss Ellen K. Ballard, and Miss Kate McCubbin the present holder of the office who was appointed in 1922.

There never was a Principal who was blessed with a more efficient, hard-working and loyal staff. If this Normal School has been influential in inspiring young men and young women to do nobler and better things the whole credit must be given to the staff who have devotedly put forth their best efforts to give to the country willing, resourceful and efficient teachers.

Mr. John Clark, the first caretaker, was superannuated last October, and Mr. Harry Jackson was appointed to the position.

During twenty-one years only two engineers have had charge of the heating of the building. Mr. James McCreight was superannuated in 1920 and Mr. Frank Wharram the present engineer took charge. It is no light responsibility to keep a large building properly heated and ventilated during the winter months in this locality. Our school has always been comfortable and warm—a condition which materially contributed to the efficiency of the school.

Since 1909 the material advancement of Northern Ontario has been most remarkable. Two transcontinental railways have been built through the territory and the T. & N. O. Railway has been extended almost to James Bay. Several towns have become cities and several large towns have grown up where there was only forest twenty-one years ago. The educational advancement has kept pace with the industrial advancement. In 1909 there were only three Public School Inspectors north and west of the C. P. Railway, Mr. J. B. McDougall, of North Bay, Mr. John Ritchie, of Port Arthur, and Mr. L. A. Green, of Sault Ste. Marie. Now sixteen

Inspectors are kept busy in the same territory. In this advancement the North Bay Normal School had no small share. It was soon recognized that students born and reared in the Districts were better adapted for teaching under conditions that obtained there than were outsiders. Hence in the small villages and towns of the Districts efficient Continuation Schools were formed. The graduates of these schools increased very materially the supply of First and Second Class students. One example will suffice. North of North Bay in the district served by the T. & N. O. Railway there are now six High Schools and four Continuation Schools. In 1909 the site of these schools was forest, imperfectly known only by the fur trader. Almost the whole student body of this session, both First and Second class, received their academic training in the Districts.

The work of the Masters and Instructors has been made easy by the generally excellent quality of the student body.

The preponderance of the serious, willing students has had the effect of stimulating in most cases the irresolute ones. The students whose homes are in the Districts are acquainted with the difficulties to be overcome in the rural schools, and they attack these difficulties with a resolution and determination that makes success certain.

It gives one a feeling of pride to recall the large number of our graduates that now occupy high positions in the teaching profession. A great many have graduated from the University and are now Principals or Assistants in High Schools. Others have become doctors, lawyers or clergymen.

Another gratifying feature of the student body is their love for the Normal School. Several reunions of students of former classes have taken place, and one of the most profitable and pleasing parts of their programme is the relating of their experiences while teaching.

The future of the class of this twenty-first session looks as bright and as promising as that of any preceding class. Your future is what you determine to make it. Your success will contribute to the success of Canada.

Remember that new problems are continually arising in our social order. Many of the most pressing problems are still unsolved. No doubt these problems will be solved satisfactorily if keen, active, and sympathetic young men and women will apply themselves to their solution. It is perhaps a very fortunate fact that women and men now have equal responsibility. No doubt the future will be brighter, better and happier if young women assume that responsibility.





EDITORIAL

MARY McIvor, Editor-in-Chief

T is with pleasure that we remember how in 1929 over a hundred young people undertook to search for the Golden Fleece of wisdom, knowledge, and understanding which was guarded by the dragon, Hard Work.

In the pages which follow you will find the story of how they found help in this strange land to meet and overcome the innumerable obstacles which confronted them. Here is recorded their work, and their play, their examinations and their parties, and how they found happiness in endeavour.

As a final supreme effort the students of 1923-30 offer this Year Book. It is only due to the splendid co-operation which has marked the work of the whole year that this has been possible. The editor wishes to thank all those who have worked hard in order that this book might be a record of how the dragon was slain and the Golden Fleece obtained.

We hope that, keeping the treasures they have found at North Bay Normal School, the students will seek other treasures—and find them.



TRIBUTE

DOROTHY ELGIE

HAT would North Bay Normal be without its School Staff! They have made the year a wonderful one, from beginning to end. This, we shall realize more and more as the years pass. Therefore, we cannot close this year without some token of appreciation and gratitude to them for it.

There are no means of measuring what they have done for us; the value of it is priceless. They have not only given us new knowledge, but a new outlook on life in its reality.

Theirs has been no light task. How disappointed and discouraged they must have been, time after time, when they had tried to teach us the correct way, and we had gone blindly on in our own way. But always they have tried to help, not only in their teaching, but by their daily example and with sympathy and patience towards us.

The year has been throughout one of friendly fellowship between teachers and students, such as one would find nowhere else. This is due to the friendly co-operation and good-will of the Staff, and the spirit which pervades throughout. Their every thought has been our welfare.

Our real gratitude is difficult to express. What are words in showing gratitude? The deed is what really counts and shows how we have appreciated help. How could this be shown better than by being faithful to the goal which they have set for us; teaching in our schools as they would have us teach; doing our best; and trying to be an example towards good citizenship, to our pupils, as they have been to us?

O the students who came in September to North Bay Normal School to begin their teacher-training course, all was new and strange—strange classrooms, strange companions, strange teachers. To the staff the scene was familiar enough—the usual room, the usual assemblage of recruits to their profession, the usual timid questions to be answered. But to the staff there was also a great strangeness. For several years the same people had gladly greeted one another after every vacation. This September brought many changes which our Year Book deems fitting to record.

The saddest change was the absence of the smiling face and cheery greeting of Mr. Gatenby. For seven years he had filled most ably the position of Instructor in Music. Beloved by staff and students, gifted as a teacher, it almost seems that "such a man could not have died." His death is most deeply deplored. The artist may perish but the art lives on under the able direction of Mr. Bamford.

Another loss to our staff was caused by the promotion of Dr. Bannister to be Principal of Peterborough Normal School. His gracious, kindly presence, his scholarly ability and attainments, his broad sympathy with student life and his helpful, unfailing interest in the Literary Society assure for him a continued success while causing a sense of loss to our Normal School. His place has been filled by the re-appointment of Mrs. Skuce to our staff.

A third change was in the department of Household Science. In June Miss Stephenson resigned. She had, with quiet efficiency, taught this subject for six years. Her place was taken by Miss Elsie Preston, who now ably directs this important department.

Lastly, a change took place which would seem almost drastic to students of the last twenty classes. This was due to the superannuation of the janitor, Mr. Clark, commonly known as John. His sayings and ways were so unique that a certain picturesqueness to Normal School life vanished with him. His successor is the capable Mr. Jackson.

The staff of the picture in this book will always be familiar to the class of 1929-30—but the Year Book begs this space to pay tribute to these former members of a staff which has always tried to have efficient, well-trained young teachers to graduate from North Bay Normal School.



PARTING MESSAGES

The future of our country depends more upon the quality of its citizens than upon the value of its material resources; our teachers realising this, rejoice in the wonderful opportunity they have given them, of influencing the character and personality of the children committed to their care; may God give them cause to rejoice in seeing good results from their efforts.

Rev. H. A. Sims, St. John's Anglican Church.

O have had some share, however small, in the training of serious lives is a source of gratification to any leader. It has been my privilege to endeavour to interpret, to this graduating class, some aspects of the life of Jesus Christ.

In your application to your varied subjects and in your religious instruction, this year ought to have meant something of consolidation. It ought to have been a formative year, and I have no doubt it has been to all of you.

When you came to North Bay last Fall you came as pupils to learn the art and privilege of instruction; you go out now as teachers, with the young life of Canada in your hands. Be it yours faithfully to interpret what, of worth, you have learned.

One thing more! While you live you will continue to be pupils. Like Ulysses, more like the Master, you will be impelled forward by receding horizons. Remember Crowell's words:
"They must upward still and onward who would keep breast with Truth."

I covet for you all the utmost in real success and will be happy, indeed, to learn of your triumphs.

Rev. F. J. Baine, Trinity United Church.

"Would you a pupil attempt to teach? Study his habits, nature, speech; Make him tell you all he can, From his knowledge form your plan. Begin with that which he does know; Tell him little and tell that slow, Use words that he will know and feel; Review, call back, draw out at will, Consult his tastes, help him to climb, Keep him busy all the time. Be firm; be gentle; love is strong. Look to Jesus, you'll not go wrong."

—Silas Farmer.

The above is offered as highly suggestive in all realms of Education—and accompanied with heartiest wishes for eminent success to the North Bay Normal Students of 1930.

Rev. P. C. Reed, B.A., B.D., First Baptist Church.

Another graduating class is about to bid farewell to its Alma Mater. College days are practically over, the life of usefulness and service that you have chosen, is about to begin, the day of real labour and accomplishment is beginning to dawn. Thus far you have only been preparing for the future, gathering knowledge, secular and spiritual, but now your ability will be put to the test, as you go out to give others the benefit of what you have learned, by instructing the youth of our Dominion.

Members of the class of '30, go forth with brave hearts and willing hands, relying upon the power and assistance of Him, Whose blessing alone can make your work a success. True, your path will not be an easy one. There will be obstacles, hardships, discouragements, but let not the thought of hardships dampen your spirits.

"He who God for his hath taken, 'Mid discouragements unshaken Keeps a free, heroic heart."

Rev. Norman C. Kritsch, Lutheran Church.

With sincere regret we say good-bye to the class of 1929-30. With equal sincerity we wish you joy and satsifaction in your life's work. You go out to enter one of the oldest and noblest professions in the world. The greatest One of all time was glad to be called Teacher. May you have the same wisdom, sympathy, and love as He.

May you learn the wealth of truth in the poet's words:

Because I would be wise and wisdom find From millions gone before, whose torch I pass, Still burning bright to light the paths that wind So steep and rugged, for each lad and lass Slow-climbing to the unrevealed above, I teach.

Because in passing on the living flame That ever brighter burns the ages through I have done service that is worth the name, Can I but say, "The flame of knowledge grew A little brighter in the hands I taught," I teach.

Rev. J. D. Parks, St. Andrew's United Church.



CALLANDER SCHOOL



YEAR BOOK STAFF

Back Row—J. Connell; H. E. Ricker, Advisory Manager; Miss G. Morgan, Supervising Editor; S. Moore, Business Manager; W. Wolfgram.

Front Row—S. Abelson; I. Mills; M. Jenner; M. McIvor, Editor-in-chief; M. Hamm; S. I. Hunter.



SUGGESTED BY MILTON'S "L'ALLEGRO" AND "IL PENSEROSO"

A. G. GADD

It's winsome music softly falls Upon my ear, and gently calls Me to a land beyond the sea To frolic with Euphrosyne.

Or Melancholy's solemn note Leads to a cloistered church remote, Where muffled echoes fill with awe While yet they hold the power to draw.

Whate'er the song the poet sings, The spell he weaves a power brings, To slip away from present care To feast on scenes and pleasures rare.

LITERARY



THE EXECUTIVE OF THE LITERARY SOCIETY (FALL TERM)

Back Row-V. Fitchett; L. Irving; R. Fowler, Treasurer; B. Scott; S. Ableson, President.

Middle Row—M. Hamilton, Secretary; Section A; B. Kulha; R. Flanagan, Vice-President, Section A; M. McIvor; I. Watson, Secretary, Section B.
 Front Row—C. Struthers; E. Fahlgren; T. McNiece, Vice-President, Section B;
 J. Kaine; S. McCracken; G. Brunelle.

THE LITERARY SOCIETY

SALLY ABLESON

JOE CONNELL

THERE is nothing like working towards a common goal to unite people with the firm but invisible bonds of friendship. We feel our Literary Society has advanced far in this direction, as we have always found among our fellow-students, the greatest willingness to serve.

No Literary Society could exist without co-operation. In our own cases, we have found the work to be pleasant, agreeable and educative, all because each one was willing to do his share. The executives have en-

deavoured to provide programmes which, while being essentially interesting and entertaining, were of permanent worth to all those who had the pleasure of attending them and more so to those who had the privilege of taking part in them.

The Fall Executive, elected in October with Miss Ableson as President, and the Spring Executive elected in February, under the Presidency of Mr. Connell, succeeded in establishing a continuity of policy, which aided materially in maintaining interest in Literary work.

Throughout the year we have presented a series of talks on the lives and works of Canadian writers, with appropriate readings. We have presented amusing dialogues; short plays and playlets; musical selections; national and folk dances, and other miscellaneous items of merit.

Our various social functions, at Hallowe'en, Christmas, St. Valentine's Day and Closing, as well as the At Home, were very successful. We all realize that this success was attributable not only to the whole-hearted support of the Student body, but also to the kindness, patience and general helpfulness of the Staff. We feel deeply grateful to them and hope that they have had as much pleasure out of their association with us as we have had with them.



EXECUTIVE OF LITERARY SOCIETY (SPRING TERM)

Back Row—S. I. Hunter; J. P. Stirrett; O. Keetch; R. Fowler, Treasurer; P. Boice. Middle Row—B. Drake, Secretary, Section A; K. Sleeman; W. Wolfgram; S. Hurtubise; D. Elgie.

Front Row-G. Martindale; E. Wainwright, Vice-President, Section B; J. Connell, President; M. Fryer, Vice-President, Section A; R. McKee, Secretary, Section B; I. Mills.



GROUP I.

Back Row—E. Fahlgren; W. Chester; M. Lalonde; R. Flanagan; E. Flanagan; S. Abelson; M. Hamilton; L. Irving; N. Grills.

Middle Row—H. Lyons; P. Ewing; D. Elgie; A. Loney; M. Hughes; M. Ferris; M. Hamm; B. Drake; S. Hurtubise.

Front Row—K. Kelly; L. Grey; R. Halonen; A. Gadd; A. Hughes; A. Maurice; M. Fryer; R. Keetch.

GROUP I

S our Normal year draws to a close, we find ourselves turning back to live over again scenes and events that happened during the school term. We would do well to consider what progress we are making along the highroad that leads to success. This progress must not only be in knowledge gained but in traits of character formed and developed. Intelligence, industry, initiative and inspiration are links which are essential in the chain of success.

Although our student body is of necessity divided into various groups yet a friendly spirit of co-operation binds us together in a successful union. From a numerical standpoint, Group I is, without dispute, at the top of the ladder. With such an excellent start for the school term, we have tenaciously held our position in other respects as well. From our group the student body saw fit to nominate three important officers of our first Literary Executive—the president, the vice-president and the secretary. In every respect we have endeavoured to bear our share of the responsi-

bilities of the school as a whole.

The outstanding social function of the year was our annual "At Home." Groups one and two, comprising all the first-class students, presented the Shakespearean tragedy "Romeo and Juliet." Although it required a great deal of effort on our part and on the part of our instructors,

Miss Morgan and Mr. Casselman, we were amply repaid with the satisfaction of a task well-done.

We must always bear in mind that there is no success without merit. May we always be first class in all our future experiences!

ERMA H. FLANAGAN.

THE CHRISTMAS PARTY

SIMONE HURTUBISE

A surely those associated with the social function which marked the close of our Autumn term. The Christmas spirit already pervaded the air, and a delightful programme gave expression to it. This programme opened with "Holy Night" in full-voiced chorus, and sung with feeling and effect. Impromptu speeches were offered to their interested audience by Miss Mary McNamara and Mr. Joseph Connell. A violin solo by Mr. Quirt McKinney completed the programme.

The students then joined heartily in several familiar but ever-appealing Christmas carols.

A unique feature of this informal function was the never-to-beforgotten refreshments, which had been prepared by the gentlemen students with the assistance of Miss Preston. These were served by the boys with almost feminine grace.

The students then enjoyed a merry hour of games and dancing in the gaily-decorated auditorium, and by ten-thirty another evening of Normal fun and frolic had been written in memory's annals.

PENELOPE

MAY HAMM

All day he sits on the cliffs above the town,
Hugging his knees and gazing wistfully to sea.
His wayward thoughts wander the whole world round,
Ah, my Ulysses, come thou back to me!

Circe—her giving lips and asking eyes; Calypso—sun-browned, tall, loose-limbed, and free; Their voices seek him through the clouding skies, Ah, my Ulysses, go not away from me!

I cannot hold him to me. He must go.

He has played with magic things, no more is he
A man—my love! Half-gods are hard to know!

Ah, my Ulysses, thou art gone from me!



GROUP II.

Back Row—E. Morphet; B. Anderson; M. Price; J. Parke; J. Thorp; H. Sheppard;
L. Hunt; L. Dimmock,
Middle Row—D. Sternberg; L. Pappa; J. Stirrett; T. Richmond; J. Connell;
E. Wainwright; N. Stuckless; M. White; M. McMillan.
Front Row—E. McGugan; I. Mills; S. McCracken; G. Shaw; C. Struthers; M. McIvor;
D. Shannon; H. McCann.

GROUP II NOTES

When we first came to Normal School
We were a scattered few,
But all the best were chosen soon
To make the famed Group II.

We're here to gather knowledge; Each one's an Al First, But when it comes to music It's hard to say who's worst.

26 likes Elocution—Says "A Lesson with a Fan";27 can sing so sweetlyThat they call her Helen McCann.

28 is from the far north, Haileybury—to be exact.29, our mathematician Knows each arithmetical fact.

30 comes from Rainy River.
Did you hear her "Joan of Arc"?
31 is our best teacher,
Always takes the highest mark.

32 just loves the talkies,
But mention not a yodel song!
33 sits right beside her,
And reads all books, both short and long.

34 you'll see out walking,In the sunshine, in the rain.35 is from near Brampton,But in the north she will remain.

36 has formed the habit
Of getting up on time.
36A, from Kenora,
Likes a laugh from time to time.

37 lives in North Bay, The most agreeable of girls. 38 has just a dreadful time With her unruly curls.

39 is now our pianist,
She was once a suitor-prince.
40 is a general favourite,
She stopped growing long, long since.

41 is from Fort William, And she stays in every night! 42 likes teaching music, She can reach a starry height.

43 played fiery TybaltAnd his sword she bravely hurls.44 is Myrtle White, the lastOf Group II's famous girls.

45 is our great artist—
Draws you pictures while you wait;
46 presides at meetings,
You should just hear him orate!

47 just loves grammar, He can parse—oh anything! 48 who teaches with him, Likes to hear the others sing.

49 alone remains now.

Lessons to him all are-joys,
And he takes a place of honour
'Midst those lonely Group II boys.

And now we bid you all farewell.
For when lesson plans are done,
And when June exams. are ended
We'll be leaving—every one!

Mr. Bamford (teaching the new tone "fah"): "What is the mental effect of this tone? Is it soft and gentle like 'me'?"

THE HALLOWE'EN PARTY

MARY LALONDE

THE night was dark. Ghosts flitted up and down stairs, through the halls and assembly-room. Witches on brooms sailed with owls and bats through space. Black cats prowled in darkened corners. But, hark! who dared enter here? Down the stairs came a weird noise, and more weird people. Highland men, Spanish folk, French, Dutch, and Irish maidens, witches, and all sorts of evil-looking characters swept by in a fantastical parade. The spirit of awe flitted out, and revelry haunted its place. Unique and many were the contests staged, and fearful and wonderful were the contortions of the contestants. Three girls received prizes for their costumes, Sarah Hunter, Mabel McMillan, and Mary Lalonde.

Even the ghosts grew jealous when the revellers left not one sign of pumpkin pie. But they soon forgot this, when they watched the games and dancing with their spectral eyes. Time passed, and this enchanted hour was over. By groups, by two's, or by one's, the shrouded figures forsook the scene of their revelry, leaving the building to silence and to gloom. Again ghosts haunted the place, bats swooped through space, cats climbed up and down the bannisters, witches sailed through air, and owls perched on doors and hooted in an unearthly manner. The moon looked on and grinned.



THE ENGLISH ROSE DANCE S. McCracken; R. Halonen; N. Grills; E. McGugan; A. Hughes; K. Kelly; D. Shannon; H. Lyons

VOICES OF THE NIGHT

SARAH I. HUNTER

THE cheerful hum that has pervaded the camp all day is hushed. Even the hubbub of laughter and song in the guides' cabin falls to a whisper. The steady drone of the powerful engines of a belated boat has ceased.

A door slams and the growing quiet is rent by shrill, savage barks. Ah, but listen, some one is tuning his violin. The musician meditatively runs a few scales, strikes a ringing chord, and then swings into a lilting, swaying, Hungarian dance. For a few minutes he plays snatches of old songs that set the mind a-singing, and then Mendelssohn's beautiful "On Wings of Song" floats out on the still night air. As the last soft note dies away, a faint rustle stirs in the poplar above the tent, and a sigh runs through the pines as though they too had held their breath to listen.

The voices of the day are done, all is still. But, no, not quite; the voices of the night take up the song and Nature's divinely sweet symphony goes on. The low murmur of Nestor's Falls is just audible. Do you hear the fitful frog chorus that comes with it? How sleepy they sound! A cricket creaks softly for a bit and then he too is quiet.

What was that? A sound as of tiny feet pattering up the slope of the tent, a queer slithering noise on the canvas, and then a slight "plop" as if some light body had fallen on the ground. It is all repeated—the chipmunks are sliding again.

Out of the dark at the foot of the tent comes a rustle, then a series of squeaks tells you that the wood mice are out to play. Somewhere near a bird wakens from sleep and whistles a flute-like note or two.

Just across the bay a hoot owl complains mournfully. He is answered by a deep-toned hoot from the woods over on Big Pine. Another owl sends out his hunting call close to the tent. The chipmunks and the wood mice are still now.

Out on the bay a loon voices his weird quavering call. Half crazy laughter, half cry, he seems to express all the tragedy, the loneliness of the wild folk; and yet there is a note of ringing triumph, a defiant challenge in it. He calls again, this time farther down the bay, and the echo from the high rocks is strangely musical.

The poplars and pines are softly singing the age old, yet eternally new song of Creation, and God seems very close as you sink to sleep.

THE NEW TABLE

2 pints water = 1 quart water (qt.)

4 qts. water = 1 gal. water.

2 gals. water = 1 pail milk.

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GROUP III.

Back Row—M. Désorcy; M. Fulford; M. Desrochers; B. Glass; V. Fitchett; R. Fowler;
P. Boice; R. Conlin.

Middle Row—M. Cowper; M. Hunt; H. Carmichael; A. Hawdon; G. Brunelle;
L. Gagne; L. Goodwin; M. Christie.

Front Row—S. Hunter; E. Cumming; W. Demaine; L. Copeland; O. Houden;
G. Mitchell; J. Campbell; S. Findlay.

THE DAILY PROGRAMME OF GROUP THR	REE
Vera Fitchett Petra F	Boice
Mr. Ricker's Room	
Inside,—Health, and Nature Study Fill the busy hours. Outside,—in the garden, We hoe the beans and flowers.	
Mr. Casselman's Room	10.15
Mrs Skuce's Room 10.15-	10-50
Now Grammar claims our wandering thoughts; We argue and debate; We teach our weekly Rural School, And visualize our fate.	

Miss Morgan's Room "The Torch of Life" shines bright ahead, "The Gleam" sends golden rays. With nursery rhymes we pass the hours, As in our childhood days.	10.50-11.25
Mr. Norris' Room	11.25-12.00
We struggle with Arithmetic; We learn the rule of nine; With Science of Ed. we fill our head, We never waste our time.	
Afternoon	1.30- 4.00
With Household Science, Music, Art The afternoons are gay; While in the Manual Training Room We "saw" the hours away.	
And thus we pass each happy day,	
We're never even blue:	

THE FEBRUARY PARTY

For since we study very hard We know we'll all get through!

R. H. MCKEE

NE of the most pleasant parties held during the winter term was impromptu. The preparations were begun only the previous day. The party was held in the Assembly Hall on the evening of February the Fourteenth, which, by curious coincidence, was St. Valentine's Day.

A hike to Ferris School and back was enjoyed by all in spite of the bad weather. On the return to the school, delightful refreshments were served, cafeteria style, under the capable management of the Household Science teacher, Miss Preston.

After lunch, Sergeant-Major Sullings directed a merry half-hour of games. The remainder of the evening took the form of a dance. Mr. McKinney, with his usual amiability, played for the dancing.

The evening's entertainment came to a close at an unofficial twelve o'clock by the singing of the National Anthem.

IF YOU SHOULD ASK ME

MAY HAMM

If you should ask me why the mist Whirls like a veil 'twixt you and me, And then its ragged edges lifts
To show one slender, tall birch tree,
And a double line of dark green hedge
That hems us in on the muddy road,
Then comes to a point like an entering wedge.
If you should ask me—but you don't!
Instead you lift your hat and say
"Isn't it horrible weather to-day?"



Model Schools









NORTH BAY





THE PROGRESS OF THE **INDIANS**

THEN we speak of progress of the Indians, it is advisable to consider the view point from which we judge that progress. Those who are brought much into contact with the Indians by duty or work are too often prone to conclude that little is being accomplished, because they expect immediate results. Others find, that all things considered, the savage of North America has made more progress than the savages of the white race did, in the same length of time. The savage roamer

of our Canadian forest has been brought under the benign and civilizing influence of Christianity.

As this essay treats only of the Canadian Indian, we can say that in Canada, there is a vast difference between those Indians who have lived near white settlers and those who still live by hunting and fishing in our Northern forests.

Intellectually the Indians have made great progress. A visit to any of the Indian schools in Ontario will show that the Indian child is receiving the same education as his white neighbour. Many of these pupils are receiving a higher education in High School, Academy or College where under proper surveillance, they show great ability to obtain knowledge. In Ontario, we now have prominent Indian lawyers, doctors, nurses and teachers.

Many of these Indians never hear English spoken in their homes, and being isolated on reserves, have not the advantage of associating with English speaking people as European foreigners have. Again only those who know the difficulties of the Indian language and its vast dissimilarity to the English tongue can understand how the Indian youth is handicapped.

We are proud, not only of the intellectual progress of our race, but also of the material progress. The Indian now lives on his farm following the ways of the white man, though at heart he is still a roamer of the woods, plains, and rivers.

In the World War the Indian took his place and proved by his steadfastness, loyalty and courage, that he was indeed worthy of the title-a true Canadian.

AGNES MANITOWABI.



MY SHADOW

F. ELEANOR MCMILLAN

I have a great big shadow that goes in and out with me, His name is Work; a common name I think you'll all agree. He is so strong; he has me bound from my heels up to my head, And he almost always keeps me up when I want to go to bed.

The funniest thing about him is the way he likes to grow, His vast proportions stagger me—they vary ever so. He sometimes gets so very high, but rarely very small, And there's never, never, never none of him at all.

One morning very early I rose to take a walk, And thought my shadow I would leave behind my door and lock, But that diligent old fellow, like the voice of conscience said: "You never can escape me—have you all your History read?"



GROUP IV.

Back Row—M. McIvor; B. Martin; B. Morphet; G. Martindale; M. Purdy; M. Langstaff; C. McIntyre; B. Kulha.

Middle Row—O. Keetch; M. McDaniel; E. McMillan; J. Martin; A. Langille; D. Mailloux; E. Porter; K. McTavish; O. Hurd; A. Manitowabi; A. Kitto. Front Row—M. Jahn; A. Lajeunesse; L. Mackay; M. Jenner; I. Minty; I. Kaye; M. Madore; W. Lawson.

GROUP FOUR

HY are we proud to belong to Group Four? There are, of course, many reasons but, owing to limited amount of space, it is quite impossible to tell them all! But here are a few of our most important reasons:

Did we not have the highest percentage during Miss Morgan's P.T. class and, was it not one of our number whom the Colonel recognized as the most efficient teacher of Physical Training? Has not Mrs. Skuce repeatedly remarked that we march from Grammar class in a much more orderly fashion than our friends from the other groups? And, has not Mr. Casselman often told us that we are the only class which, in all these nine months, has successfully learned to carry our friend, the Dictionary, to class?

The members of our group have done their very best for our Literary Society. In the presentation of our Shadow Play at the "At Home" we all worked together to help make it a success. What funny things shadows are!

Aside from that, however, I think the true reason why we love our group is because of the many friends we have made and the happy days we have spent together. Next year, when we are carrying on our more serious work of teaching others, I am sure we will look back with fond memories on our days spent in Group IV and feel that we have a friend in each and every member of that group.

Farewell is a sad, sad word, And causes many a sigh, But sadder still when Normalites part, With the simple word—Good Bye!



SCHOOL VISITORS

SARAH HUNTER AND MAY HAMM

CCUPYING, as we do, an isolated position, we yet have the privilege of hearing, during the school year, many interesting lectures on varied subjects. We are quite sure that, when we are thankful than we are now, for the broadening influence that these lectures have had upon us.

Early in the year we were given a series of lectures by Dr. Phair and Dr. Conboy. Dr. Phair spoke to us on communicable diseases, while Dr. Conboy's lectures were wholly concerned with the care of the teeth. These were valuable lectures particularly for the help they gave us in our academic work in hygiene.

On January 25th, Dr. Amos, director of Ontario Auxiliary Classes, addressed the Normal students, Normal Masters, and a group of visiting inspectors. The subject of his immensely interesting address was "The Underprivileged Child in the School." Dr. Amos tried some memory tests on the students, but did not quite succeed in flooring us.

After the address, the students were given a welcome opportunity of meeting the inspectors and of chatting with them for a short time. This friendly meeting assured each student of the sympathy and co-operation of the inspector in our teaching.

Later in the term a most interesting audience enjoyed a lecture on Economics. Mr. B. K. Sandwell, the lecturer and author, explained the theory of Economics very clearly by the use of the delightful illustration "Your Grandfather's Farm." This led up to the even more interesting subject of reforestation. He gave us many amazing facts and figures concerning this profitable and nationally important work.

One of our afternoon Literary Society meetings was taken up by Mr. French, a noted Canadian literary critic who outlined briefly the work of some of our leading Canadian writers. In the evening, he addressed an open meeting and gave in more detail a resumé of the history of Canadian Literature, enlivening it with a number of readings.

Our next lecturer, Dr. Loretta O'Connor, Director of Junior Red Cross, gave us a splendid talk on the work of this organization in our own country and in other lands. It was with a thrill of pride that we learned that the first branch of this world-wide association was founded in Montreal. The aim of Junior Red Cross is "Health, Service, Citizenship and International Friendship." Dr. O'Connor gave us a number of examples of service which the Juniors render their less fortunate fellows, many of whom are restored to health through the Junior Red Cross.

Mr. Dunlop, Director of University of Toronto Extension Courses, inspired us all with the ambition to obtain at least a B.A. degree. He informed us that it would take six years to do so. This seems a long time, but as he pointed out with great effect, we should still be six years older, even if we did not avail ourselves of his offer. His motto seems to be: "One is never too old to learn."

Miss Duff, representative of the W.C.T.U. in Ontario, spoke to us one morning on the stand which teachers should take regarding temperance.

-On May 5th, Dr. Harkness, Director of Surveys in Ontario, delivered two excellent addresses, "The Teacher as a Social Worker" and "Community Organization in Northern Ontario."

The first address Dr. Harkness delivered outlined the responsibilities of the teacher not only to impart knowledge, but also to control the child's emotional life wisely. He urged that care should be taken by the teacher to prevent any lasting impression for evil made upon his personality, for the child is a personality and must be treated accordingly. When trouble arises, he advised, let the teacher look first within himself for the cause.

The second address briefly surveyed civic conditions of Northern Ontario. Every student entering the teaching profession has a challenge to perform a worthy work in the new settlements.

Both addresses gave helpful suggestions to the novice entering the teaching profession.

Near the end of the school year Mr. Walker, Director of Professional Training, visited the school for several days. Before he left he spoke to the students, and left with us an inspiring message which will help us greatly through our difficult first year of teaching. The keynote of his address was that each teacher should look to himself for the cause of any trouble which might arise.

Beginning on May 12th, Dr. Ernest Thomas gave a series of four lectures on "Alcohol and Life." He spoke from a scientific point of view and gave us much to think about on this vexed question.

As can be easily seen, all the lectures were of exceptional interest, and they have contributed greatly to making this school year a profitable one.

HEREAFTER

JOE CONNELL

The sun had set in a crimson cloud,
And the shadows hovered low;
I stood, in thought, with my head bowed,
As the lights began to glow.

All nature seemed, then, to await
The approach of mystic night,
But I pondered deep on "Man and Fate"
While yet fainter grew the light.

Whence have we come? Whither go? I stared at the darkening sky— It seemed that God alone will know Until we all shall die.

The night had dropped, like a wounded dove, While the stars hung far o'erhead; I wondered at the heavens above—And whence have gone the dead.



GROUP V.

Back Row—Q. McKinney; S. Moore; W. Tiltson; W. Wolfgram; J. Kaine; E. Smeltzer; W. Baker; R. McKee; T. McNiece.

Middle Row—I. Livingston; K. Sleeman; H. Wright; A. Toumi; E. Stuart; P. Serianni; F. Wright; F. Smith; H. Wilson.

Front Row—G. Ross; B. Reeves; H. Sanders; I. Watson; B. Scott; A. Yanni; F. St. Denis; M. Stanley.

Inset—M. McNamara.

GROUP FIVE

THE 17th of September will always be remembered as a Red Letter Day by everyone in Group Five, for, on that memorable morning, we were first brought into association with one another. Not in the first month, nor perhaps in the first term did we fully appreciate how congenial was to be our companionship. How incredible it would have seemed then, if some one had told us that from our group would emerge some of the best teachers at Normal!

Group Five has some very outstanding characteristics. If one happens to be looking for ability, diligence, personality and intelligence, he may find all these qualities in our group.

Our talents are varied. In music, one would have to go far indeed to find the equal of Miss Stuart, Miss MacNamara, Mr. McKinney, and Mr. Baker. Our proficiency in the different school subjects the masters have recognized by now, and we feel assured that they often glow with pride when they scan the many pleasant reports of our teaching episodes.

We are not the only ones who consider ourselves proficient, for the other groups have shown their acknowledgment of the fact by choosing from our midst a vice-president and two secretaries in the Literary Society, as well as the business manager for the Year Book.

Have we any weaknesses? One, or perhaps two of the masters, early in the term estimated that we were inordinately inane, just because some one was guilty of some glaring misdemeanour. From the view point of veterans of the Science of Education examination, we cannot help but feel that a generalization was made from too few particulars.

Soon we shall set out upon our varied paths. We shall meet again—who knows when—but always we shall carry with us pleasant memories of Group Five.

"We may build more splendid habitations Fill our rooms with paintings and sculptures, But we cannot Buy with gold the old associations."

THE NORMAL SCHOOL YEAR

BESSIE MORPHTE

Sering has come with bursting buds and singing birds. In many Normalite hearts, too, there are songs of gladness at the thought of home.

Home! a magic word, but mingled with our gladness are sad thoughts when we realize that this school year will soon be over.

This school year! How much it has meant to us. Our many and varied experiences have served to broaden our views. They have given us very different visions of the future from those we had before.

Our studies have in many ways given to us a new understanding of human nature. Through them we have learned some of life's greatest lessons—the satisfaction of doing things for ourselves and the joy of doing things for others.

Many of the friends that we have found this year, will always hold a high place in our memories and affections.

The impressions made upon our lives by our wise and kind Masters are lasting. They will continue to exert an influence over us and, through us, over those lives with which we shall come in contact in this wide world.

Newbolt's poem expressing his feeling for Clifton school is reechoed in the heart of every graduate of North Bay Normal School.

"We'll honour yet the school we know;
The best school of all;
We'll honour yet the rule we knew,
Till the last bell call.
For working days or holidays,
Or glad and melancholy days,
They were great days and jolly days
At the best School of all."

ALICE IN NORMAL-LAND

T was Monday morning and Easter holidays had just begun. Alice knew she had better begin her time-table right away. "It'll only worry me, if I don't," she thought.

She moved her table as near the window as space would allow, fixed a thick fold of paper under one leg so that it wouldn't shake too violently and settled down to work. The warm sun made Alice feel drowsy as she worked with her seven classes. "Whatever are the primers to do this period? They've had word building for two hours—perhaps I'll let them look at pictures for a while; then—oh well, I'll dismiss them at eleventhirty," she drawled with a yawn.

"O pshaw, I'm afraid I'll be late, I'm afraid I'll be late," said a strange frightened voice outside the window. Alice started. She had thought she was alone. "Late for what? It must be Art Class," she added without thinking. A big pink rabbit, carrying a large Concise English Dictionary and an Art portfolio, with such a worried look on her face, scurried past the window.

"I didn't know there was anything to walk on outside that window. I wonder how that rabbit—was that a rabbit? Well, if a pink rabbit can walk out there I can"; and getting up she stepped out of the window. What a curious feeling! Alice saw the ground open and the pink rabbit disappear. She felt herself going down, down, down through the long tunnel after the pink rabbit.

On either side she saw time-tables and time-tables. She tried to read them as she sped by, but could only make out word building on every one. "I don't like it here," Alice said; "I'd rather keep on falling. I feel so odd. I know what it is—I'm hungry. I wonder if there's anything to eat where I'm going."

Alice stretched out her hand as she passed down and snatched a raffia basket off the shelf. It read "Tea Biscuits." "How did Miss Preston know I was hungry. I wonder if teachers ever get hungry. What is a teacher anyway? It seems to me I should know, but I'm going to eat." Alice looked into the basket. "Tea biscuits, all right!" She raised a yellow one to her mouth and crunched. "Tastes funny. Tastes like Household Science—no, science of Education—Science of something. That's just what it is," said Alice taking another bite. "It tastes familiar. Oh, yes, I remember, we used to take some. It says, "You Shrink." Why of course, I'm shrinking. Isn't it too bad that Mr. Norris can't have a bite? I remember how he loved Science of Ed. tea biscuits. I feel selfish eating them all."

Alice just said these words when she came to flight after flight of stairs. "Where have I seen these before?" Animals and birds flocked about her so that she could scarcely move. Alice peeped from under a rubber plant. "Good gracious!" she excliamed, "Is that Mr. Casselman sitting over there on that toadstool? Well, if Mr. Casselman can get on one, Mr. Norris must have one reserved here too." Suddenly the air seemed filled with familiar sounds. "The Class is now dismissed," came from a nearby thicket and several pink rabbits rushed out. "Group four," breathed Alice. "They do multiply rapidly," came Mr. Ricker's voice from beside the pond where he was engaged in teaching tadpoles how to be wise toads and learn to feed on insects in the community plots.

"Come up here, Alice. Now recite 'There's a ship lies off Dunvegan.'"
"He means me, yes, he does. Well, I'd better speak out. I wonder if its orotund or guttural?

Oh, the girls that go to Normal, They long for eagle's wings, And their spirits always quiver On the day that Group 2 sings. Oh, from us part, just please depart, And leave us just our peace.

Oh, horrors, whatever will he say. That didn't sound just right. I'm afraid it's a little mixed up," said Alice meekly. "It's all wrong," thundered Mr. Casselman, so that the toadstool shook.

A rumble of wheels made everyone turn. Miss Morgan drove up in a wheel barrow decorated with beautiful lily leaves and drawn by a capable caterpillar which turned out to be Mr. Jackson. It stopped beside Alice. "Dear me, dear me," cried Miss Morgan, "I'm sure Alice can say 'The Charge of the Light Brigade.' That's why I made her editor of the Year Book." "Of course," said Alice taking heart.

Half an orange, half an orange Half an orange onward.

Spattered with orange juice
Rode the one hundred.
Baskets to right of them,
Salt Maps to left of them,
Mr. Chambers in front of them
Volleyed and thundered.

"Air!" shouted a voice. Alice turned to see Mrs. Skuce tugging frantically at a window in the railing of the stairs. Alice thought this very funny, "Air is plentiful here," she said.

"Wrong, wrong," came from Mr. Casselman in a fiercely guttural tone. The toadstool swayed—this time it crashed.

"He'll be killed," moaned Alice. She heard a peal of laughter behind her. Alice turned quickly expecting to see Miss Morgan—instead found herself gazing into the eyes of her amused room-mate. "That's a fine way to make time-tables." "Oh well," grinned Alice, "I've learned how to work word building into my time-table anyway, and all's well that ends well."

I. MINTY.

EVENT LEADING UP TO THE TRAGEDY

Mr. McKinney (relating the adventure): "Suddenly a man rushed out and said to me, 'Hands up, or I will blow your brains out'."
Mr. Moore (in a bored tone): "And did he?"

THE ANNUAL AT-HOME OF THE NORTH BAY NORMAL SCHOOL

EVERETT MORPHET

Thas been the custom each year at the Normal School to have an At Home. This year we tried to make our At Home better than any ever held before. Only through the splendid co-operation between all who took part was such a programme possible. Masters and students alike worked hard to make it a success, and their efforts were certainly rewarded. The February examinations proved an obstacle in preparing the programme, and due to this, the At Home was held on Friday, March 7th, the week following the examinations.

At half past seven the students and their guests, numbering about 350, had gathered in the auditorium. The president of the Literary Society, Joseph Connell, began the programme with an address of welcome. In thanking all those who had given their co-operation towards making the evening a success, Mr. Connell did a great deal to kindle the spirit of good feeling which was so evident throughout the evening.

In closing, Mr. Connell announced the first number, "Cinderella," as a shadow play, given by the girls of Group Four. This was a very amusing number.

The next number, a chorus, "From Oberon in Fairyland," sung by group five, was well received. Mr. Bamford, our music instructor, deserves much praise for the success of this chorus.

Miss Petra Boice and the girls of Group Three put the ragtime rhythm of now-a-days to shame by reviving the stately minuet. The minuet was a pantomine in unison with the song "The Second Minuet," sung by Miss Boice.

Quirt McKinney then played that beautiful violin solo "Berceuse from Jocelyn" with his sister, Miss Molly McKinney, acting as accompanist.

The last number on the programme was the presentation of five scenes of Shakespeare's immortal romance "Romeo and Juliet" by the girls of Groups One and Two. As a prelude, the entire groups sang Shakespeare's own composition, "It was a Lover and his Lass," as a part song.

The play was certainly a success. We give much of the credit to Mr. Casselman and Miss Morgan who trained those who took part, and also to Mr. Jackson, for the stage setting and scenery.

The Old English Rose Dance, given during the scene in Capulet's house, brought another display of scenery and costumes, and its intricate steps were gracefully executed by girls of Groups One and Two.

After the play, refreshments of sandwiches, cake, ice cream, and coffee were served. The guests were then invited to join in the dancing and other amusements.

The evening was a success. Everyone seemed to enjoy it. And, does it stop there? By no means! The chain of friendship and the bond of fellowship between students, masters, critic teachers, and their friends, were greatly strengthened, and, for years to come, the students will look back on that night as one of the most enjoyable that they have had.

RED LETTER DAYS FOR ANNE

Sept. 16.

H, what a day! It started on the train into which I was bundled with the settled conviction that everything was all wrong, and I didn't want to go to Normal anyhow. It ended on the station platform at North Bay in a grand fiasco when a well dressed lady accosted me: "Are you going to Normal?" she asked.

"Yes," I replied briefly.

"What is your name?" she enquired, and I, with a vision of grabbing boarding-house ladies, retorted rudely, "What's yours?"

"I am Miss Morgan," she informed me gravely.

What an idiot I felt! I wonder if she will ever forget it. I won't!

Sept. 17.

First day at Normal and I wish it were the last. Mr. Casselman called out "Miss Hughes!" and two of us walked up, looking at each other strangely. (Her name is Margaret; I suppose we'll be together a great deal.)

Mr. Ricker asked me the month in which I was born and I said stupidly "January—ah, July!—Oh, er, June!!" He gazed at me as though I were a new kind of insect.

Oct. 15.

These observation plans! If you make notes of the facts, you forget the method, and if you write down the method you forget the facts. What a life.

Oct. 23.

Taught my first lesson—on "Pines." When 45 minutes had elapsed I was still talking about the needles. I think I'll quit and get a job in Woolworth's.

Feb. 24.

To-day I inquired of Mr. Ricker: "How does the period bell know when to ring?" He stared at me suspiciously and the rest of the class roared. I don't see anything funny in that!

May 20.

Taught my half day. Dreaded it at first but wouldn't mind teaching another now. Three more weeks and school will be over. Sometimes I am happy to the verge of hilarity, and at other times I wonder if I will ever spend a brighter, happier year.

Forty years from now I'll be pensioned off. Mr. Casselman, you see, doesn't approve of us getting married young, and if I wait too long, I'll never get a chance, so I, for one, am a resigned old maid. I wonder how much my superannuation will amount to.

AT FERONIA

Miss Smith: "Use the word 'Splendour' in a sentence." Small Pupil (with a sly look at the students in the rear of the room):

"The students came dressed in splendour."

PROGRAMME, EMPIRE DAY, 1930

Scripture Reading—Prayer.
Hymn-"Land of Our Birth We Pledge to Thee School
Greetings from Hon. G. Howard Ferguson, B.A., L.L.D., Prime Minister
of Ontario and Minister of Education.
Essay—"Origin of Empire Day" Miss Glass
Essay—"The Empire" Miss Findlay
Chorus—"Rule Britannia
Essay—"England" Miss Chester
Essay—"The Flag" Miss Gagne
Reading—"Song for Canada"—Sangster Miss Hawdon
Song—"Vive La Canadienne"Misses Gagne, Desrochers, St. Denis,
Desorcy; Pianist, Miss Hurtubise.
Essay—"Novelists of Canada" Miss Fryer
Essay—"Historians of Canada" Miss Hughes
Flag March-Misses Jenner, Madore, J. Martin, Mackay, Langille, Mac
Tavish, McIntyre, Morphet, B. Martin, Kuhla, Martindale,
McIvor. Pianist, Miss Porter.
Essay—"Canada as part of the Empire" Miss LaJeunesse
Canadians All-"Indian, Miss Manitowabi; French, Miss Brunelle;
English, Miss Fowler; Scottish, Miss Hunt; Irish, Miss Christie;
Dutch, Miss Fitchett; German, Miss Jahn; Italian, Miss Serianni;
Jewish, Miss Sternberg; Finnish, Miss Kuhla; Swedish, Miss
Fahlgren.
Chorus—"The Maple Leaf Forever"—Muir

Chorus and Duet—"Canada My Country" Misses Boice and Gadd Reading—"Canada to the Laureate"—Miss Machar Miss Purdy Essay—"The Development of Canada" Miss Minty National Songs Mr. McKinney
Essay—"The Empire in Africa"
Reading—"England"—W. W. Campbell
Essay—"New Zealand"
Reading—"Canada"—E. H. Dewart Miss Sheppard
Chorus—"My Own Canadian Home" The School
Reading—"Canada"—John Reade Miss Richmond
Essay—"Our Canadian Poets" Miss White
Reading—"Men of the Northern Zone"—Kernighan Miss Shaw
Essay—"Canada's Place in the Economic World" Miss Price
Reading—"Our Own Dear Land" Miss Kay
Reading—"The Riders of the Plains"—Pauline Johnson. Miss Carmichael
Chorus—"Lord of the Lands"—Watson The School
GOD SAVE THE KING

YEAR BOOK



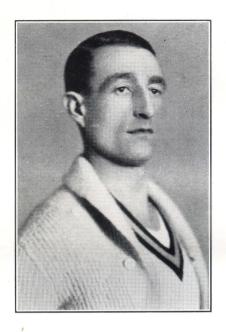
CANADIANS ALL

JEAN THORPE

A T the Normal School this year there is a representative of almost every European nation. This fact was expressed very appropriately on Empire Day when a number of students came to the platform, announced that although their homeland still retained a place in their hearts they had become loyal Canadians and Britishers.

The original Canadian was represented by the only Indian girl attending Normal. In a few simple words Miss Manitowabi expressed her love for her native land. The students spoke in the same order in which their ancestors had come to Canada.

French—Miss G. Brunelle; English—Miss R. Fowler; Scottish—Miss M. Hunt; Irish—Miss M. Christie; Dutch—Miss V. Fitchett; German—Miss Jahn; Italian—Miss P. Serianni; Jewish—Miss D. Sternberg; Finnish—Miss B. Kuhla; Swedish—Miss E. Fahlgren.



PHYSICAL TRAINING

F. H. WILSON AND J. KAINE

E have finished our Physical Training course. It will be remembered with pleasure as a real relaxation from subjects requiring more mental work. Perhaps most of us began the year thinking Physical Training just another subject on the Normal School curriculum. This impression was soon changed after we started the course.

Towards the beginning of the year, we received our first taste of conducting Physical Training Classes. Who would have believed then that those sluggish, slouching students with trembling voices would develop into active, erect physical training instructors with crisp, commanding voices?

After Christmas, Sergeant-Major Sullings took over the class. We made rapid progress in our exercises. Games, mixed with the regular exercises, made the periods very enjoyable as well as educational. Armed with a collection of games such as Pop Goes the Weasel, Dog and the Bone, O'Grady, and Mrs. Jones, we should be able to provide games for our pupils from nine o'clock till four. The fly in the ointment appeared when we heard that our course was to end with a practical examination under Colonel MacCrimmon.

The day arrived, the colonel entered and said, "Carry on!" We fell in in two ranks, and numbered. Ones left and twos right! Horrors! One rank moved wrong! "Steady!" said the sergeant. One by one each student went through his test. Do you remember how feverishly you looked up and practised the exercises assigned you? Your turn came! You were in front of the class! You gave your demonstration and your cautions! The class did the exercises! You detected errors! After getting through the second with good results, you began on the third. You heard the colonel say, "That's enough." What a relief!

Our written examinations came some time later. With flying pens we dashed through both, but whether our dashing was successful or not, is yet unknown.

With that pleasurable and helpful course behind us, we hope for good work in Physical Training in our rural schools.



HOCKEY TEAM

Back Row—S. Moore; R. McKee; J. Connell; W. Baker; W. Anderson. Front Row—T. McNiece; H. Wilson; J. Kaine; L. Dimmock.

THE ATHLETIC ACTIVITIES

LORNE W. HUNT

HEREVER young people gather together to widen their knowledge, athletics takes a prominent part in their social life. The 1929-30 class of Normalites was no exception to this rule, for in softball, tennis and hockey they found clean and healthful enjoyment.

Early in the fall session, the various groups organized themselves into softball teams, and practised from four until six o'clock on the baseball diamond back of the school. Tennis was also enjoyed by many on the spacious courts surrounding the school.

With the arrival of the winter term, hockey naturally took the place of these games. Shortly after Christmas the boys organized a hockey team with F. McNeice playing manager and coach. After the usual tryouts the permanent line-up was as follows: Forwards, Dimmock, Wilson, Tilston; defence, Connell and McKee; goal, S. Moore; afternates, Anderson, Baker and Kaine.

The boys practised faithfully and were rewarded by being victors in all the games in which they engaged, much to the gratification of the students and masters.

The first game was played against the Sally Ann Bakery. The score was 3 to 1 in favour of the Normal boys. Perhaps the most interesting and hard-fought games were those played against the North Bay Collegiate. The first game ended with a score of 5 to 4 for the Normal School. This result was only obtained after twenty minutes strenuous overtime. In the second game of this series, the outstanding work of the forward line, and the air-tight defence left no doubt as to the end—a two to zero victory for the Normal School.

The girls took a keen interest in the hockey team and were always present to cheer the boys on to victory.

Unfortunately the ice broke up early, and the team was forced to abandon further activities. This left a gap, in which little or nothing in the form of sport was witnessed, until May, when softball and tennis again came to the front. At the time of going to press, the students were making preparations for the field day.

Thus the students of the 1929-30 Normal Class may look back with pleasure to the athletic activities of their school year in North Bay.

Joe: "I hear you lost your temper again last night, Les."

Les: "Who-me? I don't remember."

Joe: "Well, someone told me you saw Red."



INDEPENDENCE

A poet once sang in a very old book
How a civilized man always needed a cook.
But the tables are turned, as you'll see if you look—
And now it's the girls who will all want a cook.



IDEALISM

SARAH I. HUNTER

MAY HAMM

ONTRARY to our own preconceived ideas that the teaching profession was a mere outpouring of facts with nothing in view but the passing of examinations we have learned that it consists of character-forming in its deepest and noblest sense.

Outwardly the function of the school is to deal with the educational problem of fitting the pupil for earning a living, but in reality the work of the teacher is concerned with the vitally important work of building the character of individuals and nations. In every land there is a body of earnest people, alive with devotion, informed with sympathy, which may after all do more than statesmen or princes of commerce to bring about world peace.

During our Normal year, though our academic work and professional training have been rightly emphasized yet we have learned something of greater value than these. It is the attitude of pupil to teacher, that indescribable undercurrent of feeling that Kipling has no aptly described and which we are sure is our own attitude to our Normal Masters.

"Let us now praise famous men— Men of little showing— For their work continueth And their work continueth Broad and deep continueth, Greater than their knowing.

And we all praise famous men
Ancients of the College;
For they taught us common sense—
Tried to teach us common sense—
Truth and God's Own Common Sense
Which is more than knowledge!

This we learned from famous men, Knowing not its uses, When they showed, in daily work Man must finish off his work— Right or wrong, his daily work— And without excuses.

Wherefore praise we famous men From whose days we borrow— They that put aside To-day— All the joys of their To-day— And with toil of their To-day Bought for us To-morrow!"

But the school spirit is not in the hands of the pupils alone. Unless the teacher lays a greater stress upon the subtle and elusive element of appreciation of values and sensitiveness to situations, there will be no school spirit. Matthew Arnold in his poem "Rugby Chapel" has brought out the attitude of a great teacher toward his pupils. It is the tribute of a famous son to a famous father, who was also a great teacher. It is only if we can face our life work with the same attitude that we shall be successful in the highest sense of the word.

"Somewhere, surely, afar,
In the sounding labour-house vast
Of being, is practised that strength,
Zealous, beneficent, firm,
Prompt, unwearied, as here!
Still thou upraisest with zeal
The humble good from the ground,
Sternly repressest the bad!

Still thou turnedst, and still Beckonedst the trembler, and still Gavest the weary thy hand! If, in the paths of the world, Stones might have wounded thy feet, Toil or dejection have tried Thy spirit, of that we saw Nothing! to us thou wert still Cheerful, and helpful, and firm. Therefore to thee it was given Many to save with thyself; And, at the end of thy day, O faithful shepherd! to come, Bringing thy sheep in thy hand."

This is the ideal that every teacher should endeavour to attain. Can we do it?



EXTRACTS FROM AN AGRICULTURE EXAM.

- 1. Summer fowl the land.
- 2. Lambs hind quarters is a harmful weed.
- 3. Oxside daisy.
- 4. To make a coid frame put two feet of ice in the frame. Add a layer of sawdust.
- 5. An order of insects is the orthodox.
- 6. To eradicate burdock cut off the lambs' tails so they will not carry the burs.
- 7. Candle eggs by means of waterglass and a crock.

EMBARRASSMENT

KATHLEEN I. McTAVISH

Unutterable, Oh reader, are the humiliations of a Normalite! Let me, in a few sorrow-laden sentences describe to you one humiliating experience.

One frosty day, armed with a book and pencil but chiefly with a vast sense of my own importance, I sallied jauntily forth for my first lesson at McPhail School.

On entering the school I was greeted by the amused glances of various small pupils on whom I gazed with lofty disapproval.

Wending my way through the length of the hall I was amazed to see no critic teachers' names on the classroom door.

"This is an unusual school," I thought, "but perhaps I shall have better luck on the second floor."

On the second floor, to my bewilderment and concern, I still failed to see any names. At the point of my deepest distress, one of the Sisters of Group Three approached me and said, "Are you a Normalite?" Pleased to acknowledge my status I answered with a haughty "Yes." She remarked, gently, "I'm sorry but this is St. Rita's School."

Suffice it to say, I disappeared with great rapidity.

Mrs. Skuce: "What are you practising?"

L. D.: "We are going to sing 'All through the Night'."

Mrs. S.: "Oh, please, don't do that."

Mr. Norris (to G. B. S. upon being late): "Where do you live, Miss Shaw?"

G. B. S.: "Port Arthur, Sir."

Mr. Norris: "Did you walk this morning?"

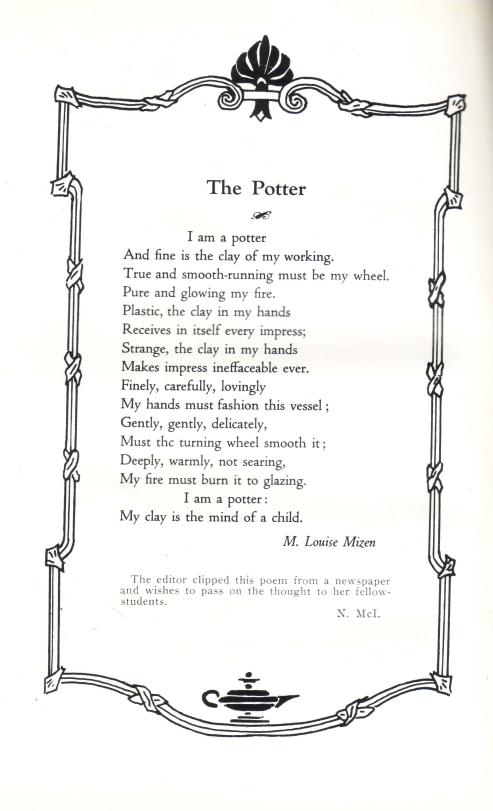


Vive la Canadienne Et ses jolis yeux doux!

Connell (preparing for Hallowe'en Party): "I'll just let my moustache grow a little and be a pirate."

Morphet: "What, are you coming back for the second session?"

After the play Mr. Parks was heard to remark that it was very sad to have all the responsibilities of a Normal School Master with none of the privileges.





MINUET

R. Fowler; L. Goodwin; G. Brunelle; V. Fitchett; M. Hunt; R. Conlin; M. Désorcy;
M. Desrochers.

Anne Hughes (impressively at the close of bird talk): "And this bird is very useful to farmers bothered with insects."

Mr. Ricker: "Of what use is cow-hide?" Innocent Anne: "To hold the cow together."

Miss Morgan: "How would you begin a lesson on this poem?" Mr. Moore: "I would first take the life of the author."

VALEDICTORY

HELEN SHEPPARD

ITH feelings tinged with sadness we realize that our year has almost gone. The dear, familiar past closes in, the unknown and alluring future opens before—but to-night separates what was, from what is to be—to-night we say farewell.

Last autumn like the gay fluttering autumn leaves we were blown together by the winds of Fate and Fortune, from here and from there, even from the hinterland. All was strange, unusual, bewildering—and sometimes at night, I'm told, when the bustle of the day had passed, wicked elves that carry tears to those who are homesick visited quiet beds where lonely students lay, longing for their homes.

We entered then a world in which we found that Duty was sovereign, Duty often hideous as to exterior at first meeting, but found beautiful on more heartsome acquaintance.

We came callow nestlings, we leave sturdy fledglings, ready, yet wholesomely fearful, to try our wings in the world.

To those who have helped us to find our wings we give sincerest thanks.

To Mr. Casselman and the members of the staff who have endured most of our blunders, have been in sympathy with our efforts, have had patience with our mistakes and who have given us help with our difficulties, we are indebted.

In no way can we show our appreciation and indebtedness more sincerely than by our earnest efforts to attain the high standards our masters have set before us when we, by our example and precept, pass on to the young in our charge that which will make their lives nobler and better. If we can say with Ulysses, "I am a part of all that I have met," when we leave this school, it will be as great a tribute to our masters as we can pay to them.

To the teachers of the critic staff who have been patient and helpful in their suggestions, to the clergymen who, week after week, pointed to ways which are best, to the officers of the Literary Society who did not spare themselves in their effort to make this part of our work a success, and an enjoyment, and to those individual students, those particularly sweet in their unselfishness, who went about doing good, helping weaker members of the class—to all from our inmost hearts we say. "Thank you, friends."

Now, our beautiful day has passed and evening is here. Our Normal year is ended. As with the brightness of dawn, we entered our school year, so now the evening curtain is drawing over us, and we must say, farewell.

We are not happy to leave all that has made our life here both pleasant and profitable, but like the twenty other classes that have gone out before us, we must say farewell. We would not have it otherwise. We would not wish to remain always as those taught—we wish to pass on to teach—and, yet learn in the future with whatever it holds of joy or sorrow for us.

Our year has seemed short, and on this the last evening it seems too short. It seemed but yesterday that we happily greeted each other with "Hail," but to-day we must part with saying, "Farewell."

We feel like Tennyson must have felt when he spoke— "Welcome ever smiles, and farewell goes out sighing."

Yet-

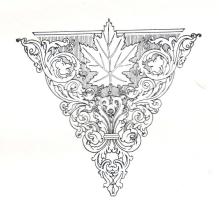
"Let Fate do her worst, there are relics of Joy, Bright dreams of the past which she cannot destroy."

And so, "Farewell."

CHIAROSCURO

ALMA GADD

A white cloud torn; The moon peeped through; A winter tree It's shadow drew.



MODEL SCHOOL STAFF

Mr. J. B. Stewart	.Principal,	Queen	Victoria	School.	
Mr. D. C. Grassick	.Principal.	Kina (George S	chool	
Miss M. Collins	Principal	Dr Co	irruthere	School	
Mr. J. L. Runnalls	Assistant	Queen	Victoria	School.	
Miss E. Cumming	.215515151111,	Queen	v icioria	SCHOOL.	
Miss C. Lett		47	"		
Miss H. Webster	*		"		
Miss D. Bannister		**	**	**	
Miss N. Deneau				**	
Miss L. St. Louis		4.6	**		
Miss M. Sheppard			44	.11	
Mrs. E. Slingerland		**	"	<i>u</i> - '	
Mr. C. Weston		Dr Ca	rruthers	School	
Miss B. Foy	"	"	"	""	
Mrs. E. L. Elmitt		"	**		
Miss G. L. Ison		11	"	"	
Miss E. Frayn	. "	"	ii .	"	
Miss C. Smyth		"	17	66	
Miss E. Haugh	. Assistant	Kina C	Jeorge Si	chool	
Miss M. Sage	"	11	"	"	
Miss G. J. Morgan		"	ii .	77	
Miss D. Alston	Kindergar	ton Dir.	actross		
		ich Dill	ciress.		

AFFILIATED CONTINUATION SCHOOL

AFFILIATED RURAL SCHOOLS

Mr. D.	Lindsay	
Miss J.	De Long	
Miss E	. Smith	

STUDENTS OF NORTH BAY NORMAL SCHOOL 1929-1930

First Class

Chester, Elgie, Do Ewing, P Fahlgren,	Wilma Mrothy B	
	Erma H	
	Ruth D	
- /	rion M	
	na G	
	ra M	
	Rauha H	
	anche M	
	Margaret S	
		.616 Catherine St., Fort William.
	Anne E	
		.52 Copeland St., North Bay.
		.146 Second Ave., North Bay.
	eah M	
	lita	
Kelly, Ka	thleen M	.374 Main St. W., North Bay.
Lalonde,	Mary J	.122 Main St. E., North Bay.
Loney, Ar	ına A	. Fort William.
Lyons, H	elen M	.395 McIntyre St. W., North Bay.
Maurice,	Alda G	. Box 219, Cochrane.
Mills, Do	rothy I	.Elk Lake.
	Helen A	
	n, Sybil D	
_		.733 Marks St., Fort William.
	fary	
	, Mabel E	
		.112 East Mary St., Fort William.
	yce B	
	nnie A	
	, Thelma W	
Shaw, Gr	ace B	.84 Pine St., Port Arthur.

Shannon, Dorothy H.

Sheppard, Helen M.

Sternberg, Della

Stirrett, Jean P.

Struthers, Cora E.

Stuckless, Nellie

Thorpe, Edna J.

Wainwright, Eleanor C.

White, Myrtle L.

Anderson, William G.

Connell, Joseph O.

Dimmock, Walter L.

Dimmock, Walter L.

Box 300, Muskoka Rd., Bracebridge.

Morth Bay.

Stuckless, Nellie

1324 Ford St., Fort William.

New Liskeard.

Gravenhurst.

Anderson, William G.

Connell, Joseph O.

Box 532, Sault Ste. Marie.

Gananoque.

Hunt, Lorne W.

Box 300, Muskoka Rd., Bracebridge.

Morphet, Everett E.

Second Class

Fitzpatrick, Margaret Newton, Dorothy (Sr. St. Aubert). Mt. St. Joseph, Peterborough. Larocque, Beatrice (Sr. Mary St. Isabel)Box 838, Fort Frances. Stephen, Bertha (Sr. Mary Reine).. Box 838, Fort Frances. Brunelle, Gertrude M. Moonbeam. Campbell, Jean M. Emo. Carmichael, HelenBox 762, Sudbury. Christie, Melba E. Box 34, Bruce Mines. Cowper, Mildred R. Temiskaming, Quebec. Cumming, Ethel C. A. Hilton Beach. Demaine, Wilma H. Etwell.
Désorcy, Margaret Rainy River. Desrochers, Marguerite M.63 Pim St., Sault Ste. Marie. Findlay, Sadie J. Sturgeon Falls. Fitchett, Vera M. Eldorado. Fulford, Mildred J. Emo. Gagne, Lorance R. Espanola. Glass, Beatrice M. Milford Bay. Hawdon, Annie M. Richard's Landing. Houden, Oda I. Elmvale. Hurd, Orpha E. B. McKellar, Box 13. Jahn, Magdalene H. Braeside, R.R. No. 1. Keetch, Olive G. Lancelot. Kulha, Elizabeth Bruce Mines. Lajeunesse, Aline L. Espanola. Langstaff, Marguerite G. Emo.

	Lawson, Wilma M	. Schreiber, Box 43.
	Mackay, Lorna A	
	Madore, Rose M	
	Mailloux, Dollie L	
	Manitowabi, Agnes	
	Martin, Beatrice M	Sturgeon Falls.
	Martin, Jean E	
	Martindale, Gertrude	
	Minty, Annie L	
		.341 Northland Rd., Sault Ste. Marie.
	Morphet, Bessie E. A.	
	McDaniel, Marjorie F	
	McIntyre, Clara E	Powassan.
	McIvor, Margaret M	Fort William
	McMillan, Florence E. M	Poweeen
	McTavish, Kathleen I	
	Porter, Ealeen E	
	Purdy, Mary I.	
	Reeves, Beatrice A. M	
	Ross, Gladys I.	
	Sanders, Hilda J. L.	
	Scott, Blanche A	
	Serianni, Patricia M	
	MacNamara, Mary E	
	Sleeman, Kathleen	
	Smith, Florence L	
	St. Denis, Fleurette G. E	
	Stanley, Mabel M. I.	
		.47 Wellington St. W., Sault Ste. Marie.
	Stuart, Eileen G	
	Toumi, Anna	
	Watson, Ida E	
	Wright, Florence E	
	Wright, Helen B	
	Yanni, Anna	
	Baker, William E	
	Kaine, John W	
	Livingston, Irvin S	
	Moore, Stuart A	
	McKee, Hugh R	
-	McKinney, Quirt	
	McNeice, Thomas S. T	
	Smeltzer, Edward	
	Tilston, William G	
	Wilson, Howard T	
	Wolfgram, Wilbert E	Golden Lake, R.R. No. 1.

This is the first year we have ever included advertisements in our magazine.

We wish to express our thanks to those firms who have given such kindly consideration to our plea for help. In return we think that it is only fair for the subscribers to this journal, to read these advertisements carefully, and to remember them when purchasing school supplies.

The Editor and Staff of the Year Book.

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COMMON SENSE

ENID McGUGAN

Before we came to Normal We had no common sense; We giddy were, and childish, But ere we depart hence,

We've learned about School Management, School law our brains has filled, We eke have learned geography, And primary words to build.

So when to far Fort Chesterfield We wend our timid way, The Life Insurance Companies Will never get our pay.

And wily men who try to sell
Us magazines or pills,
Or mighty sets of heavy books,
Will never get our bills.

To change a whole community Within a single night, We all will realize, I know, Is quite beyond our might.

We walk sedately and demure, We chatter not at all; We never go to picture shows, We use our tooth brush small.

So much we've learned at Normal School, And ere we vanish hence, We're glad we came, because we've learned To use our Common Sense.

AUTOGRAPHS

I do beseech thee, Chiefly that I may set thee in my prayers, What is thy name?

AUTOGRAPHS