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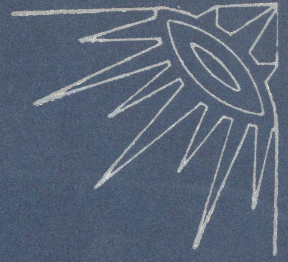
SILVER ANNIVERSARY

NORMAL
SCHOOL

1933 1934

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The
Twenty-fifth Annual
Year Book

"Silver Edition"

Prepared by the
Students of North Bay
Normal School

June, 1934



Table of Contents

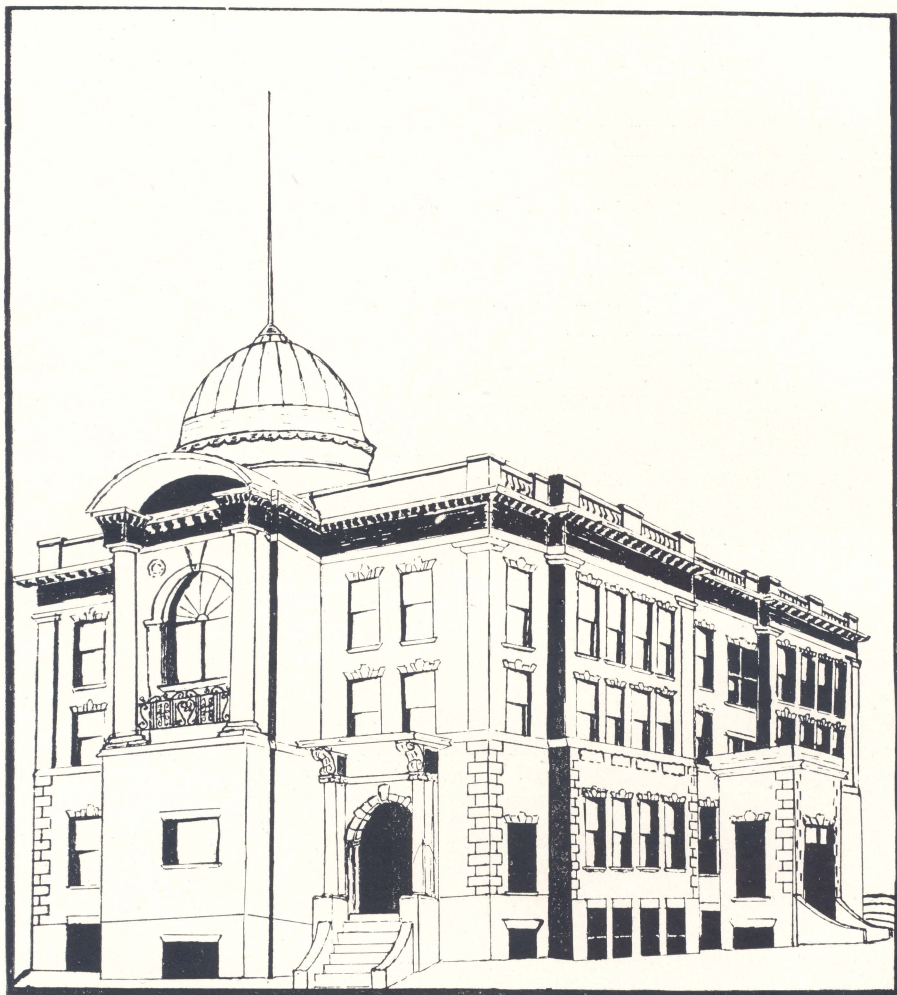


| | Page |
|---|-------|
| Sketch of the Normal School | 4 |
| Dedication | 5 |
| Photo of Mr. Ricker | 6 |
| Foreword | 7-8 |
| Teacher's Prayer | 8 |
| Year Book Staff | 9 |
| Photo of Normal School Staff | 10 |
| Normal School Staff | 11 |
| Photo of Hon. George S. Henry..... | 12 |
| Message from Minister of Education | 13 |
| Normal School Critic Staff | 14-16 |
| Instructors in Religion | 17 |
| An Appreciation of Our Religious Instructors..... | 17 |
| Mr. Brown | 18 |
| Literary | 19 |
| History of North Bay Normal School..... | 20-22 |
| Frustrated Hope | 22 |
| Literary Society | 23-25 |
| Tribute to Masters | 25 |
| Editorial Staff | 26 |
| Editorial | 26 |
| Perhaps It Was Thus | 27-28 |
| Little Foxes | 29 |
| Wanderlust | 29 |
| Group I-A | 30 |
| Group I-A History | 31 |
| Masters' Reception | 32 |
| Cartoons | 33 |
| Group I-B | 34 |
| Group I-B History | 35 |
| Hallow-e'en Party | 36 |
| Maudlin Meanderings | 37 |
| Group II-A | 38 |
| Group II-B | 39 |
| Group II History | 40 |
| Nature and Man | 40-41 |
| Group III-A | 42 |
| Group III-B | 43 |
| Group III History | 44 |
| Concerning Young Women and Their Ways | 45 |

Table of Contents



| | Page |
|---|--------|
| Group IV | 46 |
| Scenes in the Shade | 47 |
| Lesson Plan | 48-49 |
| Solitude | 49 |
| Group V | 50 |
| History of Group V | 51 |
| Christmas Party | 52-53 |
| Second Year Spring Song | 53 |
| The Ottawa Trip | 54-55 |
| Impressions | 56 |
| Snapshots | 57 |
| The "At Home" | 58-59 |
| In Memoriam | 60-61 |
| Empire Day Programme | 61-63 |
| Cartoons | 64 |
| Lochinvar 1934 | 65 |
| Who ? ? ? | 65 |
| Orchestra | 66-67 |
| Year Book | 67 |
| Visitors and Speakers | 68-69 |
| Do You Know Your School? | 70-72 |
| The Anniversary Banquet | 73 |
| Spirit of Algebra | 74 |
| Cartoons | 75 |
| Normal School Student List (Dictionary) | 76 |
| Athletics | 77 |
| Athletic Committees | 78 |
| Foreword | 78-79 |
| Girls' Athletic Society | 79 |
| Girls' Basketball | 80-81 |
| Boys' Athletic Society | 82 |
| Softball | 82 |
| Hockey | 83-84 |
| Physical Training Instructors | 84 |
| Badminton Champions | 85 |
| Badminton | 85 |
| Valedictory | 86-88 |
| Friendship | 88 |
| Advertisements | 89-104 |
| Student List | 92-102 |



OUR SCHOOL

To the
Principals
and
Their Respective Staffs,
to
All Student Bodies
of the
North Bay Normal School,
also in
Grateful Appreciation
of our
Principal
and the
Members of His Staff
for their
Untiring and Unselfish Efforts
in our behalf
This Book
is
Sincerely Dedicated



Our Principal

FOREWORD

H. E. Ricker



NCE again we near the close of the Normal School year, and when the examinations are over and the doors closed on June fifteenth, the School will have completed a quarter century of service.

It seems to be a universal custom to observe anniversaries, when we look back over a definite period of time, recalling the changes that have taken place and the progress made. So it seems fitting that this Foreword should be somewhat retrospective.

There have been many changes in the personnel of the teaching staff during these years. In all about thirty persons have shared in the guidance of the students, but only one now on the staff has been with the school from the beginning. I refer, of course, to Mr. Ramsay. Of the others who were at some time members of the staff, three have died, three have retired, and the remainder, so far as known to the writer, are continuing in educational work here or elsewhere. Some of them hold very responsible executive positions.

The changes and advancement in the academic standing of the students since 1909 have been very significant. For the first ten years Model School classes, in which students were prepared for Third Class Teachers' certificates, were held in the autumn terms. About one hundred and fifty students in all secured this standing. At the same time there were larger numbers of students preparing for Second Class Teachers' certificates, and in 1927 there were added those preparing for First Class Teachers' certificates. These are the standards now; but it is expected that after next session the preparation for Second Class certificates will be discontinued.

No less significant have been the changes in the number of students in attendance. At first the classes were small; (in the session of 1910-1911 the total of Model and Normal School students was only thirty-nine), but the increase has been steady except as economic conditions have caused great fluctuations. The banner year was 1925-1926, when three hundred and thirty-seven were enrolled. In all over four thousand students have been in attendance in the Normal School classes.

It is interesting to note also the variation in the home localities from which the students have come. For the first two or three years all the students were from the Districts of Northern Ontario. This accounts for the small numbers, as Secondary Schools were few and their enrolment small. But when the Department of Education granted financial aid, students began to come from all parts of Ontario and for a time a very large portion of the attendance was from the Counties of Old Ontario. Now, however, very few students come from the South, as New Ontario

has developed to such an extent that its secondary schools can provide all the teachers that are needed in the elementary schools.

In the midst of these changes the School has developed certain characteristics and traditions which are typical. First, the students show to an unusual degree an earnestness of purpose, and a desire to prepare as adequately as possible for their chosen vocation. It is this characteristic which makes the work in the Normal School so enjoyable to the staff, for they feel that there is happy co-operation among teachers and students. A very frequent comment among members of the staff is, "What a fine group of young people we have," and visitors frequently note and speak of the friendly comradeship seen, as teachers and students meet in the halls and classrooms.

A second characteristic is the development of initiative and resourcefulness which enables the new teacher to adapt himself to whatever circumstances he may find in his school. Public School Inspectors have often told us that the graduates of this School excel in this particular.

It is scarcely necessary to add that this year's class has done its full share in upholding these traditions. The year's work has been heavy, unusually heavy for the staff, but very enjoyable, for the students have co-operated most heartily.

We hope that due reward for the hard work will come to all, in the way of satisfactory schools at suitable salaries, but especially in the realization of the accomplishment of worth-while work.



A Teacher's Prayer

Eleanor B. Stock

I ask Thee for a sure and certain skill,
A patient and a consecrated will.
I ask Thee for a white and perfect dream,
A vision of the deep and wide Unseen;
Dear Lord, I need these things so much, so much,
A little child lies plastic to my touch.

I ask Thee for a love that understands
When it should reach and when withdraw its hands,
A selflessness that flings the locked door wide,
For Youth to enter while I step aside.
Dear Lord, I need these things so much, so much,
A human soul lies plastic to my touch!

YEAR BOOK STAFF



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W. J. NEALE, B.A.

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E. Samson—III.

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E. McCulley—V.

L. Steven

W. Stone

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School Etching

J. STESCO



Our Staff


Staff of North Bay Normal School

| | | |
|--|-----------|------------|
| H. E. RICKER, M.A., B.Paed. | - - - | Principal |
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| Biology, Geography and Physiography | | |
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| J. E. CHAMBERS | - - - - - | Instructor |
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| ELSIE PRESTON | - - - - - | Instructor |
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| H. L. BAMFORD, A.T.C.M. | - - | Instructor |
| Music | | |
| Kate McCubbin | - - - - - | Secretary |



HON. GEORGE S. HENRY
Minister of Education.

Message for the North Bay Normal School

ITH this message I wish to assure each teacher-in-training, now about to leave our Normal Schools, that, if a position is not immediately available, on account of conditions felt by other callings and professions at the present time, there is good reason for hoping that the skies are clearing and that our Province will at no distant date resume its wonted prosperity. I most fully appreciate the devotion to duty which has been so consistently characteristic of our teachers, and in which they doubtless have found, and will continue to find, their greatest joy. Now, as perhaps never before, do we realize the important part which our schools must play in the development of good citizens. Herein must our teachers strive to train the youth of our Province that they may love and covet those things which make for decency and honour, and to shun those influences which would tend to destroy that social fabric of which we as loyal Canadians are justly proud. In these schools you will find the opportunity to render worth-while service, and I am confident that you are well equipped for the task.

This year, when the North Bay Normal School is celebrating the 25th anniversary of its foundation, I take great pleasure in extending to you my best wishes for every success, and in congratulating the school on its excellent record in the educational world.

GEO. S. HENRY,

Minister of Education.

May 4th, 1934.



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D. C. Grassick.

Front Row—E. Haugh, H. Burling, N. Deneau, A. Hansford, R. A. Wade,
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| Miss G. Morgan | - | - | - | " " " " " |
| Miss E. M. Haugh | - | - | - | Assistant, King Edward School |

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 Miss W. A. McDowell, Assistant, S.S. No. 1b Ferris
 Miss H. E. B. Harris, S.S. No. 2, Widdifield

Announcement !



KNOWLEDGE is gained directly and indirectly. We professional aspirants gain daily in an indirect manner through contact with the experienced ones. Each department has its own recognized leader. Regarding chart construction and the revising of Nursery Rhymes, Harry Cassels is unique.

Little Jack Horner
 Sat in a corner
 Eating of curds and whey.
 There came a little spider
 Who sat down beside her.
 And frightened Miss Muffet away.

P.S.—Anyone desiring a picture of a rooster of unique breeding may obtain the same by consulting Harry.



INSTRUCTORS IN RELIGION

Back Row—Rev. Father Gorman, St. Mary's; Rev. Geo. Easton, St. Andrew's;
Rev. N. Kritsch, Lutheran; Rev. G. S. Packham, Trinity.
Front Row—Rev. H. J. Scott, Presbyterian; Rev. H. A. Sims, St. John's;
Rev. P. C. Reed, First Baptist.



An Appreciation

FOR many years it has been customary to print parting messages from the ministers and priests who have taught classes in our school. This year we feel it is a privilege to express our appreciation of the work of these Christian gentlemen.

The memories of our weekly periods of religious instruction will long be pleasant. Not only that, but these memories will aid us in ever seeking the better things of life. We realize that the highest compliment we can offer to our instructors in religion, lies not in our words, but in our actions. The tribute we offer lies in the future, in our teaching and living the Christ life as taught by them.

Therefore we say in all sincerity—thank you !



P. W. Brown, B.A.

A NEW MASTER! An Inspector at that! Can it be that the Second Year students are responsible for this, too?"

These were the thoughts which obsessed our minds as we were told early in the term that Mr. Brown was to come and render his services at the Normal School. Why? To bear the burden of taking part time care of us, of course, and to help make us students worthy of the name "teacher".

Certainly he has taken care of us, but more than that! We owe to him an ever-increasing love and knowledge of birds and the great out-of-doors. His keen appreciation of music still further enhances his love of nature.

Mr. Brown began his career in pedagogy even as we are about to—as a Public School teacher. His ambition went far beyond this, and so he began to study for his degree by doing extra-mural work. He became a teacher in the Collegiates of Smith's Falls, Madoc, Sydenham, and Newburg. Success favoured him in these positions and he advanced to the position of Principal. Collingwood Collegiate Institute was fortunate in securing his services. As Principal of the staff in North Bay, he faithfully continued his duties until 1920. In that year he assumed the responsibilities as Inspector of North Bay and surrounding districts.

This practical experience of his has been of immeasurable value to us. His references to actual cases have helped us tremendously in understanding just what problems might confront us in the years ahead. Certainly this position as Inspector has accumulated for him a source of information that no books can rival.

Therefore, with one accord, we students take the liberty of expressing our sincere thanks to him, and may he have success and happiness in the years of service which lie ahead!

History of North Bay Normal School



PRINCIPALS OF OUR SCHOOL

H. E. Ricker, M.A., B.Paed.

1932 —

J. C. Norris, M.A., B.Paed.
1930-1932

A. C. Casselman, Esq.
1909-1930

RETROSPECTION is not always pleasant—but it is with pride that we pause to celebrate our Silver Anniversary. For twenty-five years our school has faithfully done its part in the interests of education. From her portals have passed some of the finest and most efficient teachers of Ontario; at no time need the North Bay Normal School have felt the slightest twinge of regret for the teaching records of any of her graduates.

The North Bay Normal School was established in 1909, in answer to a definite need for a professional training school in the North. When it opened its doors for the first class of students, the Principal was Mr. A. C. Casselman, who retained this position until 1930. There was a class of 70 under the instruction of the staff. These students were seeking Second and Third Class certificates. Mr. J. C. Norris, M.A., Master, was on the staff until his appointment as Principal in 1931. Mr. W. J. Karr, B.A., Master, remained here until 1911, when he was transferred to Ottawa Normal School. Mr. Charles Ramsay, Instructor in Art, is the only member of the original teaching staff at present holding a position in North

Bay Normal School. The remaining members of the staff were Mr. A. F. Hagerman, Instructor; Miss Catherine McCaig, Instructor; and Miss Ada McCaig, Secretary. Former students will insist that we must not overlook Mr. John Clark, the first caretaker, a character remembered with pleasure by all who knew him.

Mr. J. B. McDougall, then Inspector of Public Schools for the District of Nipissing, was appointed in 1911. He became Assistant Chief Inspector for Northern Ontario in 1919 and at present is Provincial School Attendance Officer.

In 1914 Miss Charlotte Green replaced Miss C. McCaig as Instructor in Household Science. Miss Mayme Kay became head of this department in 1916, holding this position until the appointment of Miss Dorothy Stephenson in 1922. Miss Elsie Preston, who now holds this position, was appointed in 1929.

Mr. J. Norman Eagleson, Instructor in Music, left in September, 1912, to act as Supervisor of Music in Edmonton. Mr. Herbert Wildgust replaced him, until the appointment of Mr. J. B. Gatenby in 1922. Upon the death of Mr. Gatenby in 1929, Mr. H. L. Bamford of North Bay was appointed Instructor.

When Mr. J. B. McDougall left in 1919 Mr. H. G. Lockett, donor of the Lockett Shield basketball trophy, filled the vacancy on the staff. In 1920, Mr. Lockett was transferred to the Hamilton Normal School, being replaced by Mr. J. A. Bannister, Inspector of Public Schools for Temiskaming. Dr. Bannister was in turn transferred to Peterborough Normal School as Principal in 1929.

In January 1923, Miss Grace Morgan was appointed to the staff. Miss Edna Johnston, now Mrs. Lorna Skuce, held a position as Master from 1925-1928 and 1929-1931.

In this brief review of the history of our school, mention must be made of the several capable ladies who have acted as Secretary. Since 1910 the position has been filled by Miss Ada McCaig, Miss Hattie Beattie, Miss Isla Robertson, Miss Ellen Ballard, and Miss Kate McCubbin, the present holder of the office, who was appointed in 1922.

Mr. Harry Jackson, caretaker, was appointed in 1929 to replace Mr. John Clark.

During the 25 years only two engineers have had charge of the heating of the building—Mr. James McCreight, and, later, Mr. Frank Wharram, appointed in 1920, and still on the staff.

Our present staff were appointed as follows: Mr. C. Ramsay, 1909; Mr. J. C. Chambers, 1911; Mr. H. E. Ricker, 1915; Miss Grace Morgan, 1923; Miss Elsie Preston, 1929; Mr. W. J. Neale, 1930; Mr. F. S. Rivers, 1931; Miss H. B. Mitchell, 1932; Mr. P. W. Brown, 1933.

Following the retirement of Mr. A. C. Casselman, the principalship passed to the late Mr. Norris, M.A., B.Paed., who, owing to ill-health, held

this position for two years only. Mr. H. E. Ricker, M.A., B.Paed., our present Principal, was then appointed from the staff of our school.

It is hard to even attempt to analyze that intangible something which has always passed into the lives of all students who have attended our school. It is almost school spirit, yet quieter and more sincere—something more lasting, ever-growing with advancing years. It is this, which makes you exclaim: "Oh, you're from North Bay, too!" causing you to recognize the new acquaintance as a life-long friend. It may be the North, it may be the staff, it may be the students, or all three combined; but whatever the cause, we are proud of this spirit, which has existed from the beginning.

One and all, we join in the hope that our school will do as much, and mean as much, in the future, as it has in the past!

J. Connell.



Frustrated Hope

Norman Skippen

'Twas in the morning cold and gray,
The two night prowlers wound their way,
Through bush and fen o'er moor and hill,
All night they'd hunted with ne'er a kill.

The sleeping village of Ville Marquette
Lay just beyond where the sun had set,
And there these two now headed, brave,
For hunger had driven them from their cave.

Quickly behind the hills they paused;
Only they knew how delay was caused.
For smoke they sniffed on the morning air,
And they knew a human was very near.

The hunter stirred in his bed of boughs:
He had heard the mooing of distant cows.
He yawned and stretched in ecstasy—
"It's great to be alive," said he.

To a little lake nearby he ran
And bathed his face in the frying pan.
He did not dream that, stalking near,
Were beasts that did not shrink with fear.

The leading panther, with muscles strung,
Straight for the hunter's head now sprung.
The student tried to move his head,
And with a thud fell—out of bed.



FALL LITERARY EXECUTIVE

Back Row—C. Munro, F. Allen, W. Ross, C. Holmes, W. Stone, Vice-President C, K. Caverly, L. Steven, Miss Morgan, Advisor, C. MacGregor, Vice-President B, J. Connell, President, R. Ship, Vice-President A, R. Lehman, A. Loney.

Front Row—K. Sage, M. Johnston, M. Bice, M. Levinson, A. Johnston, M. Grotke, M. Gilroy, L. Foy, P. Lyons, E. Lake, A. Herrem.



The Literary Society

IN my mind, a vision is constantly recurring, a never-ending panorama of the year that has gone and yet that will live for ever—the year of my training for the teaching profession. As the last term swiftly draws to a close, it is with a feeling of deepest gratitude that I esteem the privilege of having been numbered among the students of North Bay Normal School.

As we look in retrospect over the year that has gone, the accustomed regime of the day's work, the new and strange events which made life puzzling, and at times even tragic, now stand out in true relief against the background of the past, and we do not fail to recognize the influences, the beauties and the truths which have been brought to bear upon our lives.

Among the high lights of the year gleam the activities of the Literary Society. This organization entered upon its career under very favourable auspices and with each meeting interest and enthusiasm grew.

(Continued)



SPRING LITERARY EXECUTIVE

Back Row—C. Munro, J. Proudfoot, E. Belfry, E. Tilson, D. Dennison, J. Mitchell, President, S. Armstrong, Miss Morgan, Directress, C. Stuart, E. Barrett, S. Webster, B. Mooney, F. Bull.

Front Row—M. Corcoran, S. Aarnio, A. Paul, F. Hart, V. Richards, R. Fosdick, Secretary, A. McDonald, K. Goodwyn.



Mr. Connell was the capable President of the Fall Term. He and his executive received the whole-hearted support of the student body. The work was taken up and brought to a successful close by the efficient committee of the Spring Term, with Mr. Mitchell as President. The election of officers and the direction of meetings testified to the fine business ability of these executives.

The weekly programmes were always greeted by an expectant and appreciative audience. The variety of the numbers, as well as the taste shown in their presentations, kept up an enthusiastic interest.

Scholarly debates, the result of which we awaited in breathless suspense, gave place to dramatizations displaying real talent. Carefully chosen sketches from the pens of favourite authors awakened within us a taste for independent reading and an interest in worth while writers. Then, lest thought should become too profound, glints of rare humour flashed here and there like a golden thread amidst the fabric of more sombre

thought. Quaint drills, in which charming costumes added a bright note of colour, were carried out with rhythmical precision.

This year has been unique in the friendly emulation existing between First and Second Year students. The former were timid and a trifle apologetic at the beginning, but gained assurance as their efforts attained success. The latter, superior and somewhat patronizing, quickened their pace as the Juniors showed signs of winning all the laurels.


Two features of particular interest were the very comprehensive, illustrated lectures. Mr. Ricker spoke on British Columbia and for one brief hour we sojourned in the Sunset Province. With Mr. Rivers we visited Scotland and revelled amid the heather of the hills.

In the presentation of the gay little operetta, the audience recognized the skilled direction of Miss Morgan. A Dutch setting, quaint old-world costumes and faultless singing mingled in a note of rare harmony over which we love to linger. The dignified simplicity and aesthetic grace displayed, rendered the Operetta something to be remembered.

Much more could be said of the Literary Meetings as well as of the delightful At Homes, where the students were privileged guests of the Masters. But sufficient it is to mention some of the advantages which have come both to performers and audience. The timid have acquired confidence; the aggressive have learned restraint. Latent talent has been discovered and developed. An appreciation of the beautiful has been fostered. We have learned to discriminate between what is real value and what is merely glamorous. Ideas in abundance have been gleaned and carefully stowed away as rare gems among the treasures of this year—for use at some future, far-off time, when as victims of circumstance we shall be dependent upon our own resourcefulness.



A Tribute to the Masters

OW that we have reached the last milestone in our Normal School training, it is fitting that we should render thanks to those who have given unsparingly of their time and talents, that we might attain success as teachers.

Our tribute to the masters is deeply significant of the cherished thoughts of this year passed under their guidance. For the material benefit their labours have afforded, we shall be ever grateful—but for the encouragement and inspiration they have given us, our every attempt at gratitude stands inadequate.

This, for the most of us, has been the first year away from the sheltering influence of home. The masters were ever ready to direct, to counsel in time of perplexity, and to encourage when storm clouds of discouragement threatened.

To them we turn in gratitude for the lessons of true nobility which have prepared us to go eagerly forward to our chosen profession, confident and unafraid.



EDITORIAL STAFF

Back Row—J. Stesco, J. Connell, Editor, W. Stone, E. McCulley, C. Parish, C. Munro.

Front Row—Mr. Rivers, Advisory Editor, L. Steven, V. O'Connor, G. Sims, E. Samson, F. Carnahan, Mr. Neale, Advisory Business Manager.

Editorial

THE staff of the 1933-1934 Year Book take pleasure in presenting our Silver Anniversary edition. In many ways, it has fallen short of our ideal, yet we feel we have done our best. For this special edition, some changes have been made, but even these have been limited by slight but insurmountable, financial difficulties.

This has been a momentous year for both students and masters. Not only has it been the Silver Anniversary of the founding of our school, but also it has witnessed the return of the first group of Second Year students to complete their studies. We feel that all may look back with pleasure to the associations of the year, and to the splendid spirit of helpfulness and co-operation, which was so evident on all sides. Let us hope that future relations between First and Second Year students may be as mutually helpful, and pleasurable, as ours have been. We have all benefitted from the experience, and it should prove increasingly valuable in the years to come.

The past year has proved surprisingly short. With it, have gone our successes and failures, our pleasures and worries, our friends and acquaintances. So we turn with hope and renewed confidence to tomorrow, to our schools, and to our careers—ready and willing to do our share in building for the future.

Perhaps It Was Thus!

Kennethe Goodwyn

MARTIN CATHAY! Martin Cathay!" The shrill, high-pitched voice drew nearer, and the clump of heavy boots echoed upon the rickety stairs. The door flew open under the push of a powerful hand, and the owner of the voice entered the room. He peered for a moment into the obscurity of the garret, then, seeing the object of his quest asleep on a heap of straw in the corner, called again, "Martin Cathay!"

The figure on the straw rolled slowly over but did not rise. It was that of a young man hardly more than a lad, but pitifully lacking in that health and vigour, that should be the mark of youth. His body was thin and emaciated, as though from a long illness, and the face bore out the body's tale. The skin was the unhealthy shade of fading tan, and, beneath it, the cheek bones stood out startlingly.

The old man sighed as he looked down at him. "Poor Martin," he whispered, "thy dreams have brought thee to a pretty pass. Thou might'st have been an honest tradesman, an' I had never seen thee. Loath am I to see thee perish with famine, but its signs are written on thy face, and I too feel its pinch. Must we starve like rats?" So saying, he touched the boy's shoulder and shook him gently.

Martin awoke at last and, starting up, sprang to his feet. "Can I serve thee, master?" he asked, anxiously.

"Thou'lt serve us both if thou canst find some food." The speaker smiled ruefully. "I have been wandering about Bristol all afternoon, with no reward for my pains but this sixpence and many jeers. The young varlets followed me all down the alleys crying, 'See the great Admiral!' and 'Lead us to Cathay, O Venetian'."

Martin scowled darkly. "They are a pack of idle ruffians," he said. "Oh, master, I thank thee for saving me from such a life."

"For what, lad?" queried the other, sadly. "A worse fate, I fear. But enough of this; hasten now, for it grows late. See, even now the sun is far in the west. Take this sixpence and buy us bread, and when thou return'st we'll take the dinghy and try for some fish."

When the young man was gone, the Master, as he was called, flung himself down on the straw. To his mind returned the mocking words of the scoffing apprentices, "The Great Admiral". Aye, he had been called that once, when Fortune had smiled. It seemed long ago. A picture grew before his eyes of a Bristol quay, thronged with cheering crowds, of a vessel upon whose decks he stood, the acclaimed of all, as the discoverer of the western passage to Cathay, again faring forth to the scene of his glory. Giovanni Cabotto's Italian blood ran high yet at the thought of it. For all their English pride of seamanship, an Italian, not an Englishman, had brought them glory.

As he thought of his early home, one great wish filled his heart. To

go to Genoa or Venice to die—that would be happiness! For, after all, the wealthy, Anglicized, Bristol merchant, John Cabot, with his many years' sojourn in England, his perfect mastery of the language, his apparently complete adoption of a foreign land, was at heart an Italian, and, in his beggary and disgrace, he longed passionately for his own country.

To think thus was foolishness. He wrenched his thoughts forcibly away and fixed them again on his disastrous last voyage. He remembered his crew—devoted, admiring, confident of success. And the lad, Martin, he had first seen on that day. His now constant companion had been then a frightened little cabin boy, run away from home to go to sea. Martin had been so sure of success, had dreamed Cathay by night, and talked it by day, until his companions had nick-named him Martin Cathay, and the name had stuck.

At this moment the owner of the name came in, rudely shattering the older man's reverie. Under his arm he carried the bread, and his thin face was alight with excitement. "Master," he cried, "I have found a boat. Let us go at once. The sun is not yet set and the tide is out; besides the moon will be full." Cabot demurred at first, and then, fired by the lad's eagerness, consented.

Martin picked up a couple of rough poles and a fish creel from a corner; Cabot took the bread under one arm, and a pair of oars under the other. "With fish, we need not starve tonight," said Martin. At which Cabot smiled.

It was pleasant and cool in the boat, and the fish were fairly plentiful, so they were in no haste to return to the stuffy garret. They had been rowing about for several hours, when they heard a rumbling of thunder and, looking up, found that heavy clouds had blotted out most of the stars in the western sky. The wind rose with unbelievable swiftness, and with it, the waves. They were caught in a squall. Realizing their danger, Cabot seized an oar to help Martin, and, for a time, they gained ground. Just ahead of them lay the harbour, and, between them and it, a low, rocky point on which the swell broke with repeated crashes.

"We'll be around it in a moment, and be in safe water," cried Martin. "We're coming in fast!"

"Aye, too fast, Martin. The squall! The squall!"

True enough, the squall was drawing rapidly nearer. Rowing strongly, they had almost rounded the point when, all at once, the squall was upon them, driving the light boat upon the rocks. It balanced for one sickening moment upon a jagged edge and then capsized, flinging Martin and Cabot into the angry waters where for a few moments they struggled desperately.

Just as Cabot, clinging to a projection, was striving to climb the slippery rock, an oar, tossed by the waves, struck his head with tremendous force and he sank, never to rise again. Seeing his adored master's fate, Martin battled no longer, and in a few seconds he too disappeared beneath the ruthless waves.

So died two dreamers, victims of a great nation's lack of vision.



LITTLE FOXES

M. Bice, A. Herrem, A. Bentley, E. Lake, A. Johnson, M. Johnson,
M. Levinson.



Wanderlust

Wilfrid G. Stone

Give me a comrade, a stout pair of skiis,
A moonlit night, and winter trees,
A snapping frost, snow with a crust
A country to roam, and a wander-lust.

Over the meadows and up the slopes,
We will climb each hill, with fresher hopes
Of the thrill of each glow on the crest and the vale
To be shared by each one 'til memories fail.

Then downward we glide again, dipping with grace,
And moonlight and shadow may blend for a space,
But, down in the valley, the shadows so long
Point onward, and on we go, hearts full of song.



GROUP I A

Back Row—E. Belfry, A. Gerhart, H. Eastman, J. Connell, J. Stesco, J. Mitchell, E. Tully, Q. McKinney.

Third Row—G. Learn, A. Loney, D. McCluskie, M. Martin, R. Fosdick.

Second Row—J. Schultz, E. Vellis, E. Robinson, A. McLennan, H. Willoughby, V. Openshaw, B. Mooney, E. Knight.

Front Row—S. Aaarnio, M. Harper, E. Lake, M. Levinson, A. Johnson, M. Wagg, E. Quinn, E. Traynor.

Group 1 (a) History

Jessie Schultz

NEVER anywhere have I seen so many highly intelligent-looking people gathered together. Everywhere I looked there was a keenly animated face, not one amongst that twenty odd showed signs of weariness, dejection or failure—a truly inspiring crowd. All the virtues of the human race were represented there—kindliness, generosity, patience and, may I whisper it—love. You, too, although you may not belong to this developed class, have probably realized to whom I am referring—of course—the second year Normal students. Is my opinion biased? Forgive me, for you see I am one of them.

Our school year has drawn to a close, and while we take away with us many good laughs at each other's expense there are other memories which will crowd in, such as the appreciation of the ability of many of our friends in the form, to act, to paint, to play, or to teach. We shall remember the ability with which our Literary Society was carried on under the leadership of Joe Connell, John Mitchell, Elgin Belfry and others. It was with a thrill of pride we learned that our representatives to the Q.T.L.—Joe Connell and John Mitchell—had been chosen as President and Secretary of the organization formed by all the Normal Schools.

We, who are taking so much away from the school, thank you who have given it to us—our Masters, our Instructors, and our associates. We have found in this year something we did not know existed—it has been an awakening. In our physical culture we saw we could be children again: we had almost forgotten. In our history and science there were so many interesting facts waiting to be learned, so many details we had missed or had forgotten. Dark corners within ourselves which had been lying dormant were awakened in the loveliness of literature. Before Shakespeare is it not easy to forget prosaic ideas with which we allowed ourselves to become shackled?

We, the Second Year, First Class Students of '33 and '34 wish to say we have found this year a very profitable and enjoyable one. We only hope we have given back a little to the school from which we have received so much.



(Overheard while coming from Powassan in the Fresh-Air Taxi.)

Joe C. (as they passed a little log cabin): "Mary, if you'll live in that house, I'll pop the question now."

Mary W. (emphatically): "No thanks! I lived in one like that for six months." (After some moments' silence): "Did you notice that house with the verandah?"

The Master's Reception

Evelyn Samson

ONE of the welcome events in our career as Normal students was that of the Masters' Reception, held September 29th, 1933. Outstanding, yes, marvellous! Wonder and amazement ran high as the Normal student emissaries whispered around that a pleasant evening and an enjoyable entertainment were in store for us.

The day of the party seemed interminable. At length, however, the evening arrived, and we dubious, forlorn, and labelled students wended our way to the Normal School. The spirit of welcome seemed to seize on us immediately upon entering the school.

We were very cordially received by our Masters and their wives. Had our two weeks of training made us forget that there was such a thing as fun? Not at all. As if a spell had been cast over the whole assembly of students, we became, as of yore, carefree, laughing, and eager individuals.

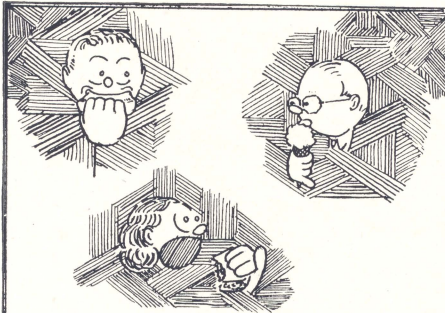
Brown and gold, emblematic colours of the school, formed a most effective decorative scheme throughout the Assembly Hall. Our Principal, who acted as Chairman for the evening, in a splendid opening address, welcomed us in a manner which was indicative of other real pleasures to come.

A charming programme was carried out by students, who were that evening making their début in Normal School affairs. It consisted of piano and vocal solos as well as violin duets.

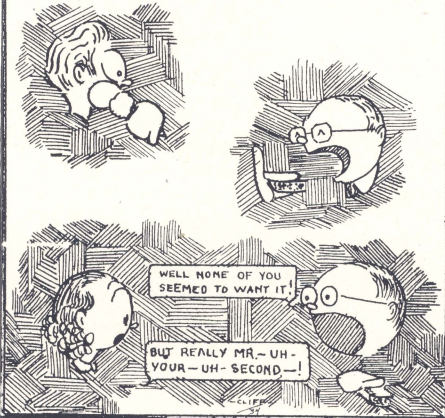
Pleasant surprises kept bobbing up all evening. Immediately after the programme, the majority of students repaired to the Library, where a delightful period of dancing ensued. We met as strangers, but before the dancing had ended many wore the expression, "We have met before and shall meet again". There was one minor drawback to the dancing—a shortage of men. However, the difficulty was overcome by having a ladies' tag dance. The boys were pleased.

Lunch! How our inner beings were craving for a little nourishment! So we trotted upstairs, to be served by Miss Preston and some of the students. The long tables, set with silver and flowers, caused many exclamations of admiration. After the refreshments we once more descended to the Library, where dancing completed our evening's enjoyment.

Thus, all too soon, passed our first reception. Duty's voice sounded its demanding call, but this brief intermission had taught a lesson, and had been for us an appreciated privilege, as well as a grateful memory which we shall long cherish.

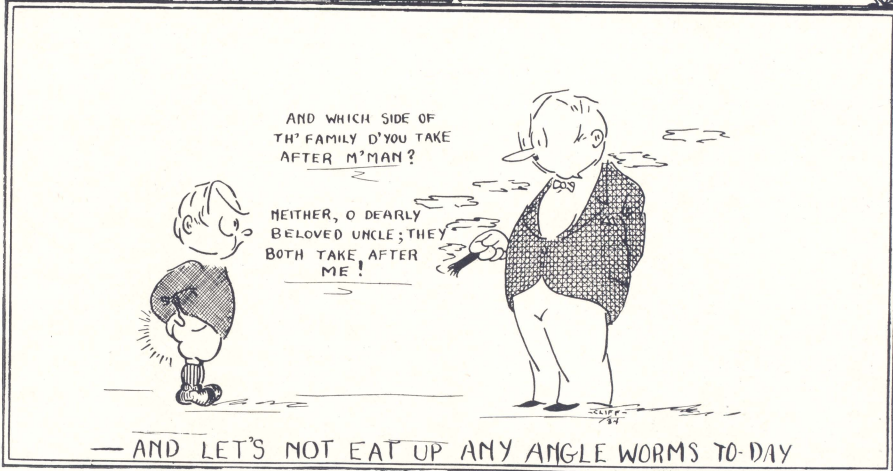
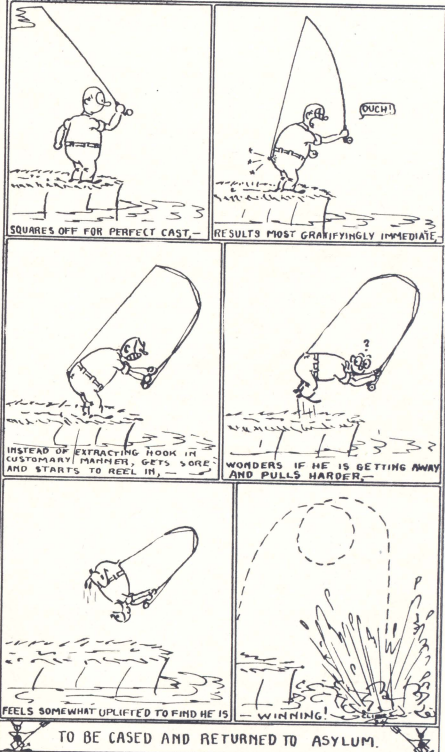


HOW WE LABOURED AT THOSE YEAR BOOK MEETINGS TO MAKE THE BOOK A SUCCESS! IT'S A WONDER WE DIDN'T ALL GET INDIGESTION.



THEORY

— PURE AND SIMPLE — ALSO IMPRACTICAL





GROUP I B

Back Row—N. Hill, D. Carlson, R. Lehman, H. Wright, G. Sims, J. Omnet, G. Sykes, R. Ship, J. Proudfoot, H. Cassels.


Third Row—A. Runciman, V. Quinn, M. Munro, E. Munns, R. McKinnon, I. Arnot.

Second Row—C. Ramberg, V. O'Connor, H. Forder, D. Eastman, A. McDonald, I. Phillips, C. McIntyre.

Front Row—E. Pentney, E. Ireland, A. Payne, E. Yackman, A. Bentley, C. McClelland, M. Bice, Y. Hunter.

Group 1 (b) History

Reg. Lehman

 O the accompaniment of the creaking of old joints and the moans of old age, the members of group 1b invaded the classrooms and corridors of the Normal School last September. It wasn't their first visit—Oh no!—After being in active service for some years they returned for a well-deserved rest. It reminded one of that poem so often taught—

“All that was left of them,
Left of six hundred.”

Time certainly wrought a difference. There are new faces amongst the Masters, a new Principal, and “Old John” is gone. We all remember with deep affection “Me and the government”. The greatest change, perhaps, is the presence of a band of young hopefuls who look upon us as guiding lights. As we viewed them that first morning they looked to us, more than ever, like lambs being led to the slaughter.

Even the members of our own group show in varying degrees the changes wrought by the years of absence. For some the experience of being “on one's own” has been decidedly advantageous. They have developed a self-confidence, not easily acquired, under the careful supervision of the Masters, who were always willing to rescue those in distress.

Others of our group, however, soon became lost when cast out into the great open spaces. They were incapable of withstanding life's difficulties without the assistance of a master mind. The hours of solitary effort soon weakened them and as a result they were easy victims for the arrows of Cupid. Only two of our men, Mr. Cassels and Mr. Lehman, ran the gauntlet and emerged unscathed. The latter returned to the safety of our ranks only by the narrowest of margins. Of the fair and wiser sex only two made the solemn promise “to love, honour and obey”.

The year which sped by so rapidly has been one of profit to us. New friends have been acquired, old friendships strengthened and, most of all, our teaching methods improved. With increased knowledge and a new and brighter outlook we are ready to achieve a higher standard of efficiency in our profession.



On Normal School Arithmetic

We wonder if Mr. Neale knows, when he brings forth his arguments for the NEW method of subtracting by adding, that since time began the humble amoeba has been multiplying by dividing, and nothing said about it.

The Hallowe'en Party

Charles Parish

PARDON me, who said Hallowe'en?" By the shade of my grandmother's ghost—Ghosts? G for gruesome; H for hilarious; O for an idea; S for a certificate; T for two; S for shame. Now, where was I? Oh yes, the Normal Hallowe'en Party.

The first thing was the preparations (paging Mr. Rivers), with which fortunately I had little to do. Who says little? It could be less or least. However, to be serious, there was a Hallowe'en Party, and I was there—and so was she. Ahem-m-m! Where was I? Oh yes, at the party. (Pardon me a moment, my room-mate wishes to borrow my tie—Blest be the tie that binds!) As I was saying, there is a Normal School and there was a party and there will be a fuss if I don't give you my impressions.

Ghostly goblins gambolled gaily,
Preening pierrots performed palely.

Daily, stately—Oh for a rhyme! If you haven't rhyme, how about rhythm? Rhythm? Why there's music in the air, Lehman's Orchestra is there. We dance both round and square, youths and maidens without care, some upholstered and some spare. I should know, 'cause I was there.

Pardon me, what was the programme? Well, here it is. As our able President, Mr. Connell, remarked later, and in his best style, the programme began at 8.00 p.m. The guests were warmly welcomed by the President, and from then on the programme proceeded without announcements. From the ghostly gloom of the stage rang out in succession the voices of the girls' chorus, while later on, a voluptuous female of 300 pounds avoirdupois, appealed to us to—"Come on up sometime", to be followed by the chimes of, "Who's afraid of the big bad wolf?" "Not I", quoth Cock Robin.

Then away we went in a swirl of music, which stopped only for a sweeter sound, the luncheon bell. And just as we were ready to journey home—

Pardon me, here comes my keeper. He thinks I'm Napoleon, but the joke is on him. Psst, I'm really not Napoleon.



How to take a Bath in the Country

Preparation: Obtain two cups, two saucers, also some water.

Problem: How to take a bath.


Presentation: Fill two cups and two saucers with water. Dip your fingers in. Remove. Dip your toe in. Remove. If possible, bathe the rest of your body. To dry, stand near the stove.

Application: Try to get over the effects of this bath.

Maudlin Meanderings

Edna J. Knight

(Do you ever have them after studying history?)

ECOND YEAR FOLK enjoy discussions. (No contradictions, please.) There was one on Ghosts. Is a ghost subjective, objective, or subjective completion? You tell us—we never could understand grammar.

Of course we never arrive at any conclusions in our discussions. That isn't the point at all. The matter is merely stirred up thoroughly and allowed to settle. Other impurities are then removed by filtration and distillation—oh, excuse us, we seem to have slipped off the subject.

Now, take gambling, for instance. Who refuses to partake in a discussion about gambling? Come, come, there should be more hands up than this! Remember. Don't keep your potatoes till spring in hopes the price will go up. It won't. It'll go down. Such is the perversity of statistics. Besides, it's gambling, and gambling's a sin.

Moral 1. Eat your potatoes. They'll make you grow up a big, strong man like Daddy. (Daddy is five feet one and please don't ask us the weight.)

Moral 2. Don't take chances. It's risky. When you buy a ticket, see that the other horses are scratched.

Moral 3. Don't be discouraged. Try, try again. Remember that someone will have a good time if enough fools put up the money.

That reminds us, (never mind how, but the law of association is working) do we really appreciate the value of the Second Year Course? Just think of the skill acquired in juggling time-tables so as to sandwich a show in between an English essay, a History test, a weed seed collection, etc., ad infinitum. By the way, honey, what are you doing now? A poem for the Year Book? What nonsense! You won't catch me wasting time writing such trash!



Boners

Arc is the abbreviation for Arcadian Grill.

A pillar is what you sleep on.

A mugwump is a bird that sits with its mug on one side of the fence and its wump on the other.

Space is the chief component of the human brain.

Fibula is a species of falsehood.

Follicle is a literary word for foolishness.

Aggregate means to provoke.

Burr is an exclamation expressive of cold.



GROUP II A

Back Row—D. Pyne, H. Hebden, F. Carnahan, A. Aho, G. Deguire, S. Heino, K. Goodwyn, N. Anderson.

Second Row—F. Hart, M. Grotke, G. Devenney, E. Greer, D. Evershed, A. Abraham, J. Gourlay, V. Gauthier, M. Fenson.

Front Row—I. Bartlett, C. Buesnel, G. de Roux, P. Coffey, S. Bynkoski, E. Fink, G. Cantera, A. Chepesiuk.



GROUP II B

Back Row—M. Ramberg, H. Pringle, E. Morgan, E. Pentney, C. Quarry, E. Monck, E. MacMillan,
H. McDonell, M. Newell, H. Kirby, F. Olsen.

Second Row—M. Lindsay, P. Lyons, J. Minty, P. Matheson, J. Jennings, J. Hyde, V. Hoose.

Front Row—B. McQuarrie, H. Kraft, B. Lowe, E. MacNab, M. King, T. Kowanez, M. McGillis, L. McNeill.

Group II History

Saimi Heino

ALL too rapidly the year has sped by, but before scattering to our various posts of duty I think it only appropriate that some mention be made of the members of Group Two.

Our history, particularly after Christmas, shone with a steady and virtuous glow. For instance, have not all the Masters noted how peacefully we rested during their classes, absorbing knowledge without an argument? We emerged scatheless from the Literary Society elections. In basketball, and in Sergeant-Major Young's evening classes, we have been very well represented and we entered into the activities whole-heartedly.

There are certain members of our group whom we look upon with particular benevolence, such as Miss McNeill, the science star; Madame X, the most learned in mathematics; Miss Carnahan, our able year book representative; the Misses Grotke and Lyons, of basketball fame. We admire Miss Minty's million-dollar smile, Miss Kraft's rebel tongue and Miss Coffey's flaming hair.

Let us add, that we have retained our maidenly modesty in spite of the Masters' praise.



Nature and Man

R. L. Ship

I've strayed in woodlands cool and green,
Among the flowers blooming fair,
Where Beauty spread her cloak serene,
And everything seemed to declare
That only an Almighty hand
Could paint a scene so gay, so grand.

I've roamed along the sparkling brook,
And watched the dancing sunbeams play
Upon the water. Just to look,
To feast, upon a sight so gay,
Brings happiness, and pure delight,
Which make the path of life more bright.

I've walked on prairies wide and fair,
Amid the fields of waving wheat,
The clear blue sky, the bracing air—
That breath of Heav'n so fresh and sweet—
The glowing sun, all helped to frame
A scene, too beautiful to name.

I've paused beside the roaring falls
To watch the rushing waters sweep
Between the rugged, granite walls:
Over the precipice they leap
To reach the valley far below;
Where foam-sheets lie, like drifts of snow.

I've scrambled up the rocky hills
Which mark this great plateau of ours,
To view the streams, and lakes, and rills,
The stately trees and blushing flowers,
That live among these rocky mounds,
Creating joy that knows no bounds.

I've wandered by the glittering lake
When not a breath disturbed the rest
Of leagues of water; not a break
Upon the surface, to suggest
That anything, but rest, and peace,
Could dwell in such a happy place.

O Canada! All these are thine;
And Heav'n hath sweetly smiled on thee;
All Powers above seem to combine
To make thee great. How can it be
That in the heart of such a state,
Man's cares and troubles are so great?

And why do children cry for bread
In this fair land where foods abound?
And why do men, the highways tread
In rags, where 'bundant clothes are found?
And hearts are sad, and minds are dull,
Where Nature is so beautiful!

Ah, God is good, but man is vile!
And in this fair and lovely land
Man preys on man. The wealthy pile
Up wealth; and crush into the sand
The lives of fellow men. How sad!
When all might live content and glad.

And all these natural beauties, God,
To us, His children here, hath giv'n,
That we might live in bliss; not plod
Along in sadness. 'Tis a sin
That selfish man should mar and shade
That, which the hand of God hath made.



GROUP III A

Back Row—C. Parish, S. Webster, P. Neil, F. Allen, C. Munro, W. McGauley, S. Armstrong, T. Hunter, F. Wensley, F. Bull.

Second Row—J. Simpson, A. Reid, V. Somerville, A. Wallin, H. Selkirk, W. Kosonic, A. Doudiet.

Front Row—N. Zuccato, A. Sky, M. Regan, D. Schultz, M. Richards, D. Wastell, K. Watt, M. Scott.



GROUP III B

Back Row—C. McGregor, L. Ryder, D. Arthur, C. Stuart, R. Bablon, W. Midkiff, G. Waddell, A. Boisvert, H. Reid.

Second Row—K. Sage, M. Shapton, B. Saari, E. Shannon, M. Strecker, G. Wellerman, A. Tully, D. McNee, A. Trotter, T. Hietanen.

Front Row—E. Winkler, O. Wright, E. Samson, L. Yandon, J. Madison, J. Drew, C. Holmes, M. Greaves.

Group III History

Stewart Armstrong

Trustworthy, Honourable, Resourceful, Efficient, Energetic

WE are proud to be members of Group III and proud, too, of the high standard we, as a group, have set, and are able to leave behind unsullied as we go on ever striving upward. We have ranked well in all branches of our work and have taken an active part in the various activities of the School.

Our group has been an unfailing aid to the School Orchestra, contributing Marguerite Scott, pianist; Boisvert, Hietanen and McGauley, violinists, and Ottie Wright, Madison and Midkiff as clarinet, mandolin and cornet players. Other talented members are Claude and Cyril, the popular Normal School harmony twins. Our claim to vocal talent was ably upheld by Marguerite Scott, Frank Bull and several others who took part in the operetta. Lastly, it is our privilege to boast of an exponent of that mysteriously intriguing, shall I say musical, instrument—the bagpipe. Cliff plays with great skill and loves his art with a sincere devotion that even time cannot diminish.

Basketball has attracted the majority of the girls of our group. They turn out faithfully each Saturday morning at the early hour of nine, sleepy or otherwise, and play an excellent game.

We are not lacking in hockey material for the school team, as several brilliant and beautiful sweaters bore evidence, long after the season closed.

McGregor and Webster, vice-presidents of the Literary Society, are both members of our group and were quite efficient in preparing the programmes in their respective terms.

We sincerely feel we are doing our best this year, happy in the firm conviction that, in the very near future, we may be able to help others. When the call to service comes we shall be ready and willing to respond. Our watchword is "Progress" and our motto, "Another step and yet another ever onward." May they always inspire each one of us when we are scattered across the province, far from the guiding influence of those of the Normal School.



Miss Mitchell had given the sentence: "Grant me still a friend," and had asked for the objects in order.


Midkiff: "'Friend,' direct object."

Miss Mitchell: "Correct—and what are you going to do with 'me'?"

Concerning Young Women and Their Ways

(With apologies to Addison)

K. Goodwyn

AVING long been an observer of life, I have particularly directed my studies toward the delightful eccentricities of young women between the ages of eighteen and twenty-five. That these are too numerous and perplexing to be dealt with here, I need hardly state, so I shall merely content myself with a brief discussion of their behaviour in the presence of the opposite sex.

At a recent Normal School festivity I found these peculiarities most markedly exemplified. Hardly had the excellent programme been brought to a close, when there was such a general exodus of young people from the Assembly Hall, that within ten minutes there remained only a small knot of married women engaged in animated conversation.

Anxious to ascertain the cause of this speedy withdrawal, I followed down the stairs two young ladies with arms affectionately entwined, and whose mutual admiration broke forth in an occasional "Dearest", or "Darling". As they purposefully threaded their way through the groups who stood about beguiling the passing of time with conversation, I followed them closely and so, entered a small cloak room.

There in an unimaginably crowded space, at least two score young ladies were engaged in the highly laudable task of making themselves attractive. It has always been to me a source of the greatest wonder that so many condemn this women's practice of making roses bloom on wan cheeks, or, if Nature has endowed them with green finger nails, remedying the omission in the interests of colour harmony.

Hearing from without the rhythmical tap of dancing feet and the high shrill penetrating notes of a violin, I left this manufactory of feminine loveliness to watch the dancing.

The centre of the floor was occupied by revolving couples, but the long bench along one wall, and all the corners, had been taken possession of by those hapless maidens who had not the good fortune to secure that very desirable and necessary adjunct to dancing, a partner. Although the tolerant but slightly bored expressions of these ladies clearly indicated that they cared little for such frivolous and childish antics as dancing, the enticing smiles that were showered on any approaching gentleman rather belied the former dignity of the donors.

On the ground floor the same situation was all too apparent, a whole queue of ladies being formed outside the library door, of those who had wandered there by the purest accident and remained there engaged in earnest conversation, with never a thought or a glance for the dancers. True, they occasionally were gracious if a partner appeared, but merely for politeness' sake.

In such wise did many maidens pass that evening in that purest of all enjoyment, delight in the pleasure of others.



GROUP IV

Back Row—M. Corcoran, M. Loucks, M. Gilroy, L. Foy, J. LaRocque, M. Hough, W. Johnston, E. Nordin.
Fourth Row—A. Hannah, B. McMullen, C. Beaupre, A. McLure, M. McPhee, O. Leigh, D. Lane.
Third Row—T. Langford, J. Nelson, A. Paul, H. Piper, C. Gillespie, C. Freve, I. Almquist.
Second Row—M. O'Gorman, C. King, K. Egan, O. Collins, L. Neville, T. Ballantyne, D. McAughey.
Front Row—W. Carter, G. McClelland, A. Hall, M. Johnson, B. Morden, V. MacEachern, S. Giscome, N. Hill, D. Allison.

Scenes in the Shade

Sister Thérèse

THE title suggests depths of hidden meaning and a teasing mysteriousness which the following chronicle will reveal. An interested spectator in the side lines notices, admires, and hastens to extol the merits of Group 4—the members of which are much too modest to boast of or even mention their talents, their achievements, or immense capabilities.

The momentous occasion on which they were overlooked by the bus man from Ferris was just one gesture of their obscurity. But the fact that the powers hastened to their rescue with a taxi, speaks most eloquently of the importance of Group 4 in this Educational Establishment. If I recall correctly, similar unfortunates from Group 3, stranded at Ferris, walked back to the city.

Speaking of successful lessons, those of Group 4 are unequalled. Unusual topics, difficult situations, awkward moments, are all handled with characteristic skill. Who of course would stop to mention an occasional Music lesson where the aspiring teacher had lost her notes, or an Agriculture lesson where the instructor was slightly hazy as to facts—mere details not to be considered by the fair-minded observer.

The Domestic ability of this group augurs well for the hungry little pupils who carry lunch boxes to school and who will be so fortunate as to have a member of this renowned and capable gathering, dispensing cream soups and appetizing macaroni—

Oh, why must someone recall the embarrassing moment of applesauce scorching! Accidents happen in the best regulated families.

In Art, efforts displaying such originality, æsthetic beauty, cause Mr. Ramsay to gaze in flattering wonderment. We overlook, of course, the fact that figure illustrations often appear slightly rheumatic, and colouring turns out a trifle more vivid than had been anticipated.

I might continue indefinitely—so vast a field of this Group's ability presents itself, but space is precious—and I must hurry on to deal with other points—

In the Normal School athletic world these young aspirants rank high. With the utmost ease, pyramids and columns are constructed—occasionally they have tumbled. But isn't that another phase of life?

If ingenuity, activity and choral ability are weighty factors in determining rank, Group 4, if it doesn't surpass, must stand very high in our fair school. However, owing to a somewhat over-developed inferiority complex, its brilliant intellects, and great capacity for industry have gone unnoticed.

My sole aim in writing this panegyric is to bring the talents of this worthy little group into the lime-light.

| | |
|-----------|--|
| Subject | : Strapping. |
| Topic | : Ten strokes each to five pupils. |
| Class | : Bad Eggs. |
| Teacher | : Miss Lotta Mussle. |
| Time | : As long as is necessary. |
| Apparatus | : One good rawhide. |
| Aim | : To leave with the pupils a stinging impression of the results of their misdeeds. |

| MATTER | METHOD |
|--------|--------|
|--------|--------|

PREPARATION:—**a. Reason for Lesson.**

—ganging up and throwing mud at the teacher.

b. Moralizing.

—this is going to hurt you more than it will please me.

c. Warming up.

—one or two short strokes.

I shall question the class as to the necessity for this lesson on the time-table.

I shall then lecture to the class upon its demoralizing influence and leave a hint as to the result of the coming facts to be learned.

I shall finally take two or three strokes at each pupil so as to get the proper swing in good time.

PROBLEM:—

Now to-day, class, I hope to thoroughly make clear to you the meaning of the word "revenge". With your help I intend to make this a hundred per cent. lesson.

PRESENTATION:—**a. Revenge.**

—is sweet like a lemon.

b. The Strap.

—has no tickling sensation accompanying its use.

c. The Hands.

—the tougher they are the less it hurts.

I shall line the five pupils up and have them pass by alternately on my right and left as I administer the matter clearly and with distinct emphasis.

As the lesson proceeds I shall ask such questions as,—

1. What feeling have you as the action is performed?
2. How does the author feel?
3. Do you notice who receives the hardest blow?
4. Why does he receive it?
5. What laws do you derive from this?

APPRECIATION:—**a. Criticism.**

—dislike of the lesson.

b. Desire for Repetition.

—necessary motivation.

Pupils will clap hands. I shall ask them how well they have liked the lesson and if they would like another in the near future.

If they desire it, I shall ask them to provide the necessary incentive.

c. Last Reminders.

(1.) One for the school.

(2.) One for the teacher.

(3.) One for themselves.

I shall then let them leave my presence with three small marked reminders.

NOTE.—Copies of this may be secured free from—

THE RAWHIDE STRAP AND SUPPLY CO.

135 Payne Street

Killorkure

British Columbia

Ontario Agent—Les. Ryder

**Solitude!**

J. H. Mitchell

O solitude, where findest thou thy all
That exercises such alluring pow'r
And shortly causeth each victim to lower,
And wish thee hence, and joy return'd withal?
Thy virtues doubtless hold a place solicitous
Of man's advance to greater mental power.
Within thy bounds is ample room to tower
In thought, and mend opinions rancorous.
Then, if thou wouldst throw up a sign to say:
"O children of our just and gracious God,
While in my bounds be not a stomapod
To yet remain when good has seen its day,"
Then would thy good more universal be,
And fewer mortals would the 'sylum see.



GROUP V

Back Row—R. Moir, H. McAuley, R. Clarke, J. Bishop, J. Forrest, B. Martin, E. McCulley, J. Dennison, E. Barron.


Third Row—G. Durrell, E. Sumblar, E. Barrett, R. Rowlandson, W. Ross, K. Caverley, R. Steele, T. Garland, W. Stone, N. Skippen, J. Macdonell, J. Douglas, L. Nelson, M. Young, A. Warnuk.

Second Row—L. Sims, T. Rowlandson, R. Trudeau, J. Stobie, M. Wye, D. Rollins, G. Walford, E. Tilson, V. Richards, M. Reid, W. Colquhoun, B. Walford, C. Eaket, L. Steven.

Front Row—M. Tustian, D. Sorodoc, H. Stringer, N. Wade, I. Piccolo, E. White, J. Preston, J. Vinette, I. Price.

History of Group Five

Lillian Sims

T seems but a few short days since we mounted the steps of the Normal School, and huddled in strange corridors with little nervous tremors in our breasts, and now we find ourselves about to be cast upon a stranger and much more comfortless world. It is not the brightest prospect which might face us, but we feel that we are at least equipped to meet it and give battle with courage and determination. We know we have grown in both mental and moral stature, and that the days to come will only make us realize the more the benefits we have received in our year's training.

Just a word of commendation for the members of Group 5! We seldom boast, but are we not fully justified in praising ourselves on our ability to entertain? Were not the King and the Prince of the Operetta, members of our Group? On many occasions our dancers, with their gracefulness and charming personalities, carried their audiences back to their childhood days. Others have shown their ability as actors, actresses and stars in hockey and basketball. The power to carry discussions to their limits or to the limit of the Master's patience is prevalent, especially among the boys of our Group. Most important of all, we have shown by our practice teaching that we have fully grasped the spirit that is essential to every successful teacher.

I could continue indefinitely proclaiming our merits and achievements, but space and modesty will not permit. Let it suffice to say that we hope (rather than expect) that these will be eclipsed by those who follow. We expect to attain still greater brilliance in years to come.

It is only fitting that we should give a little advice to our successors. There is no substitute for hard work, since nothing repays so well in enjoyment and satisfaction.



Have You Heard These Before?

"Now, in connection with—"

"You're not warm in here, I suppose?"

"Have you been teaching at the Collegiate?"

"I have the names of the following as being absent. Are there any others?"

"Now if I overlap with Mr. Rivers—"

"Where are we today, class?"

"It's a good time for to take a tramp."

"I don't see why—"


"Wait till the counter revolution—"

"Now I don't say I know all about it."

"Now this is my way. I don't want you to think it's the only way—"

The Christmas Party

Joan Simpson

 AMONG all the festivities at Normal School this season, one of the most enjoyable occasions was that of the Christmas Party. Early on the evening of December 21st, groups of students could be seen, all apparently with the same destination in mind.

The Masters, Critic Teachers, and students gathered in the large Assembly Hall, everyone looking happy and merry. The first attraction of the evening was the programme, which was of a very high standard. Mr. Connell, President of the Literary Society, welcomed the assembly with a speech which was appreciated the more because of its brevity. He received hearty applause. The orchestra, under the direction of Quirt McKinney, rendered several pleasing selections during the evening.

Important items of the evening's entertainment were two plays presented under the direction of Mr. Rivers. The first play, "Good Medicine", was enacted by—

Mr. J. Sykes as Harry Graves.....a doctor

Miss L. Steven as Vera Graves.....his wife

Miss V. Openshaw as Miss Hettie Sage.....a patient

This play was heartily enjoyed by the audience and was closely followed by "The Man in the Bowler Hat". The cast was as follows—

John Charles Parish

Mary Anhild Wallin

Heroine Anne Sky

Chief Villain.....Howard Reid

Bad Man.....Douglas Dennison

Hero Gerald Walford

Man in Bowler Hat.....Claude Stuart

This also was enthusiastically received by the audience. So ended the first part of the programme.

The participants in this evening of jollity now had a decision to make. On the second floor, square dancing was held; downstairs, discing was being carried on, and in the Library, which was decorated gaily with red and green streamers, round dancing was offered for those who wished it. Of these, the Library seemed to be the main attraction. In the centre a large number of coloured balloons were kept in place by restraining streamers; while pretty dresses of the lady guests flashed in time to the rhythm of Lehman's orchestra.

At eleven o'clock lunch was served in the Art Room under the con-venership of Miss Preston. When the evening, spent most enjoyably, came to a conclusion, those present were sorry to see so pleasant an interval draw to an end.



CASTS OF CHRISTMAS PLAYS

Top Row, left to right—H. Reid, D. Dennison, A. Sky, G. Walford, C. Stewart, A. Wallin, C. Parish.

Lower Row, left to right—J. Stesco, V. Openshaw, G. Sykes, L. Stevens, C. Ramburg, C. Munroe.



Second Year Spring Song

Ruth Fosdick


Wake, keep awake, keep awake !
 No sleep till the essay is done.
 And then there is History to study,
 And, after that, French until one.

O well for the First Year boy,
 He need not work so late;
 O well for the First Year girl,
 She can always keep that date.

But in future their turn will come
 At essay, History and French.
 They also will burn the midnight oil,
 Their thirst for knowledge to quench !

The Ottawa Trip

Cliff Munro

T was midnight of October thirteenth, and the Canadian Pacific Railway Station was rapidly assuming the appearance of a Hyde Park Progressive Anarchist revival. As I remember it, the evening was somewhat chilly. At five minutes past twelve or thereabouts the reserved coaches were unlocked; a little group of Normalites (one hundred and twenty-two in all) took prompt possession, the train began to move—we were away!

It was dark outside—very dark—and away past bed-time, but no one slept. Six or seven youths, plus one mandolin, were good enough to see that this was so. Instead, the night was spent in song and gaiety.

Before we reached Ottawa, the sky had changed to a light blue, into which the sun eventually rose. At 6.15 a.m., after crossing the river to Hull by a bridge, we finally came to a stop in the Union Station.

The morning being cool and bright the majority of the students went for a stroll through the city. It is indeed a tribute to their knowledge of mathematics and geography that not one of them failed to return.

Eight-fifteen! We assembled in open order before the underground entrance to the Chateau Laurier and, group by group, passed through under the watchful supervision of French-Canadian guides. Thus ably conducted we viewed the most important parts of the Chateau.

We left the Chateau for the Dominion Archives Building and reached it at approximately 9.00 a.m. The most interesting feature of our visit there was, without doubt, the inspection of the model of Quebec City as it was when Canada was French.

We next visited the Mint, while the group from there went to the Archives. On that particular day the Government was manufacturing one-cent coins. These were pressed three at a time from long narrow strips of copper, to be sorted later and stamped on either side in the customary manner. Instead of weighing each employee in the morning when he arrives and again at night before he leaves, they perform a similar operation upon the copper. It is weighed in the morning as it is issued and again at night as it is returned. If the two weights are not the same the employees remain until the difference is accounted for.

A gold brick, we found, is not a matter to be treated lightly. I, personally, should recommend at least two hands.

Wearily we trudged to the Parliament Buildings where, under the guidance of a uniformed Englishman, we received valuable educational information dealing with the functions of the Federal Parliament.

By means of an elevator, we ascended the Peace Tower and gazed down upon the beautiful City of Ottawa, and, on the opposite shore of the river, the little City of Hull. On the way down again we paused momentarily to see the bells. These, the largest of which weighs a ton, had been made in London, England.

Before lunch a brief controversy settled the itinerary for the afternoon. We ate!

At one o'clock we boarded a trolley whose outstanding merit was adequate floor space. We were whisked (?) out to the Experimental Farm, where we had explained to us such important accessories of happy farm life as cattle, horses, pigs and chickens.

When several of the party respectfully requested the loan of some of the apples with which the orchard trees were laden, just as respectfully the request was refused.

By half-past three we were entering the portals of the Art Gallery with just the slightest evidence of listlessness showing here and there in our midst. As a matter of fact, some of the hundred and twenty-two were in a state of mental and physical fatigue bordering dangerously on hysteria. However, determined to get "our money's worth", we persevered. Through the Art Gallery and Museum we went with competent guides directing our paths and explaining fully the objects of interest.

At a quarter after five we left the Museum and, jammed in the trolley, set out for the theatre. In order to circumvent the danger of students going to sleep and being left in Ottawa for the night, we entered the theatre in pairs.

The picture was a unique production. At times one could almost see, in fancy, the black-skinned Nigerians dancing to the weird music of the tom-toms on the far-off Gulf of Guinea. The couple system worked to perfection, for when the train pulled out for North Bay at twenty-five minutes past nine that evening, the number of students on board was exactly one hundred and twenty-two.

In the front car the lights were soon extinguished and the passengers slept. In the second car some of the lights went out, some of the students slept, and the others listened to the haunting music of the mandolin and the low-voiced accompaniment. In the last car they didn't bother to turn out the lights—just slept!

When we reached the Bay some were actually awake! It was sheer cruelty to disturb the others, but nevertheless a necessary duty. We might have carried them out of the cars and stacked them on the platform in lieu of the former, I suppose, but we didn't think of it at the time.

We left the station!

We went home!

We slept!

Oh!



Atchoo!—One length of nose can be made to do the work of three or more by inserting our special spraying nozzle at intervals. These distribute a fine mist in all directions.—(Ad in Toronto Daily Star.)



Mr. Ricker (to Class): "You may get your Schools before you pass out."

My Impression of First Year Students

M. Levinson.

SELF-DEFENCE has induced me to pen these few words. Since Rumour has it that the First Year students have expressed their opinions of us (in no uncertain terms), it behooves us to return what remains to be classified as a compliment or otherwise!

I am glad that the title calls for impressions—for, as we know, impressions are continually being changed by subsequent impressions. Therefore, my FIRST impressions having made their way through a year's successful modification, have emerged from the chrysalis of wavering opinion into the adult stage of confirmed judgment.

Where have they gone—that awkward “too much leg-and-arm horde” of yester-year? Ah! they have emerged! No more are they to me the diffident, retiring, wide-eyed, yet withal eager group of early September. No longer do their mouths magically open at sight of us “who have been out five years!” No longer do they feel that awe-inspiring rapture of mingling with the crème-de-la-crème of the student body! (We miss that.) I see, instead, keen, energetic and decidedly capable and efficient young men and women enjoying not only their play, but their work.

But, best of all, I see a determined set to the mouth, which, to me, spells success!

And to them, we of the Second Year are glad to say, “Good Luck!”



Second Year Students

M. Richards

There's a group of students here,
Who ought to know a lot;
But what they learned when here before
Has mostly been forgot.

They never have to write out plans;
They miss a lot of work
That First Year students can't escape,
No matter how they shirk.

They say they've taught so many years
That Normal seems like fun;
They pity all us First Year kids,
And think we're pretty dumb.

However, we should worry,
For it won't be very long
Till we come back to Normal School,
And help the new ones on.





Cast of the Operetta: "The Saucy Hollandaise"

The "At Home"

Marguerite Scott

YOU have all been to parties. You have all enjoyed parties. But were you at "the party"? You see, what I am trying to explain is that on February the sixteenth, we students gave a party. What kind of party? The answer is—an "At Home" party. Now, does that clear your question? Not yet?

Ah—then I shall explain everything.

Of course it took a great deal of preparation, but preparation always comes before the problem, you know. Anyway, stepladders rumbled across the floor and paper streamers of red and white were being cut, twisted, and hung up, in readiness for the great event. In the lower hall, a "Welcome" which spelled more than a welcome, nodded down, and with a friendly wink greeted those passing by. Soon the Library was transformed into a veritable fairy land with its gay Valentine dress. The Assembly Hall, too, was arrayed in its best dress for the auspicious occasion. All was in readiness, and faces were aglow with expectant pleasure.

First of all, I am told, that some three hundred and fifty guests were received by Principal H. E. Ricker, Miss Morgan, Ruth Fosdick and John Mitchell.

The main event was a two-act operetta, entitled "The Saucy Hollandaise". It was under the capable leadership of Miss Morgan and Mr. Bamford. The title was well deserved, for it was both saucy and charm-



"The Saucy Hollandaise"

ing. The dialogue sparkled with a nonsense which was refreshing; the Dutch and sailor costumes were gay and colourful, and the dances were appealing in their simplicity and graceful movement.

At the conclusion of the operetta, Miss Morgan was presented with a beautiful bouquet of roses in appreciation of her untiring efforts in presenting the operetta. At this time, also, Mr. Bamford was sincerely thanked for the work and time he had spent in making the evening a success.

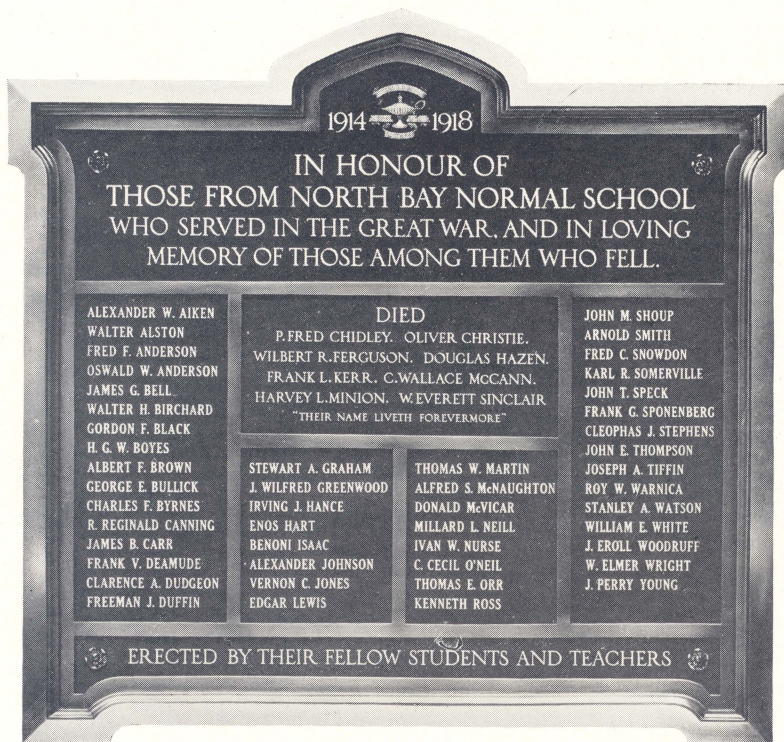
A very delicious lunch was then served. Happiness and mirth reigned supreme as everyone went off to enjoy square dancing, games, and round dancing.

The Cast of the Operetta:

| | |
|---------------------------|------------------|
| Joe, an old salt..... | Frank Bull |
| Hans, a tinker..... | Quirt McKinney |
| Meena, a cheese girl..... | Helen Aarnio |
| Queen | Marguerite Scott |
| King | Douglas Dennison |
| Princess | Helen Wright |
| Prince | Wilfrid Stone |
| Dr. Quick..... | Harry Cassels |

The Chorus of Dutch girls included :

Marian Johnson, Viola Richards, Lillian Sims, Anhild Wallin, Lorna Yandon, Lillian Steven. The sailors were: Ernie Barrett, Norman Skippen, John Madison, Campbell McGregor and Bob Steele.



In Memoriam

R. L. Ship

THE students of North Bay Normal School of this year will not soon forget a memorable incident which took place on the afternoon of May 23rd. I refer to the ceremony connected with the unveiling of the tablet in memory of those from this school who fought in the Great War.

The plaque was placed on the stage in the Normal School Auditorium and was beautifully veiled with a Union Jack. The unveiling was done by Mr. A. C. Casselman, former Principal of the Normal School, who was introduced by our present Principal, Mr. H. E. Ricker.

Mr. Casselman's address, which preceded the unveiling of the tablet, was greatly enjoyed and appreciated by all. In his opening remarks, Mr. Casselman extended to the school much praise for the excellent Empire Day programme which immediately preceded the unveiling ceremony. He complimented Mr. Ricker on the proficiency of the school, and expressed his appreciation of being given the honour of unveiling the plaque.

In the course of his speech, Mr. Casselman paid great tribute to the men who had done so much for their country, some to the extent of paying the supreme price. Though room does not permit me to even summarize Mr. Casselman's address, I am certain that the significance of it will long remain in the hearts and minds of all his listeners. Truly, he paid to these soldiers, noble tribute.

The money required for the erection of the plaque was collected in various ways during the years of the war, and was put out at interest until its sum should be sufficient to meet the expense. We feel that Mr. Ricker, and all others who attended to the work of getting for us this beautiful tablet of bronze, deserve much praise.


The plaque now hangs in the Normal School at the foot of the front stairs leading from the first floor. There will it remain, a constant tribute to the memory of those young men from this school who served overseas; and an inspiration for the future members of the school to be ready at all times, if need be, to give themselves wholeheartedly to service, no matter what that service might be.

And we who knew them not until this day,
Bow down, and offer up our tribute here.
Our debt to them, we never can repay;
But in our hearts, their deeds are ever dear.
God grant that bloody war, that from our land
Demands such sacrifice, such men as these,
May cease; that all might come to understand
The curse of war; and strive through mild decrees
To settle all their troubles, great and small,



The Empire Day Programme

S. Webster

MPIRE DAY was first celebrated in the schools of Dundas in October, 1898. The originator of the Empire Day idea was Mrs. Fessenden of Hamilton, who urged the setting aside of a school day on which the pupils could take part in patriotic exercises. During 1897 and 1898 Mrs. Fessenden worked industriously to forward the scheme. She obtained the approval of the Dominion Teachers' Association in Halifax, and the Minister of Education, Hon. G. W. Ross, also endorsed the plan. It was finally decided that the last school day preceding May 24 should be Empire Day.

Lord Meath, of England, became interested in the movement and encouraged the celebration of Empire Day in other parts of the world. In 1904 it was celebrated for the first time in all parts of the Empire.

This year Empire Day was celebrated in the North Bay Normal School with a colourful programme, directed by Miss Morgan, beginning at two o'clock and continuing throughout the afternoon. Miss Goodwyn pre-

sided, and in her opening remarks outlined the history of Empire Day. Several musical numbers, including orchestral selections, choruses and solos, were very enjoyable.

The main feature of the programme was a pageant, in which Miss Canada (Miss Helen Wright), presented representatives of her nationalities to Britannia (Miss Pearl Lyons). Around Britannia were grouped students whose costumes and dances were typical of England, Scotland, Ireland and Wales. The students representing Canada's nationalities were also in beautiful native costumes. The French, Finnish, Swedish and Italian students sang songs in their native tongues. A Ukranian folk dance was enthusiastically received. The Norwegian National Anthem was read in Norwegian, and in English.

Following the pageant, Mr. Casselman addressed the students and unveiled the tablet bearing the names of those who volunteered for service in the Great War.

PROGRAMME

| | | | | | | | | |
|--|--------------------------|------------------------|-----------------------------|----------|----------------------------|-----------------------------|------------|---------------------|
| | | | | O Canada | | | | |
| Chairman's Address | - | - | - | - | | | | Miss Goodwyn |
| Solo and Chorus | - | Land of Hope and Glory | - | | | | | Mr. W. Stone |
| Orchestra | - | Raymonde Overture | - | | Mr. Q. McKinney, Conductor | | | |
| Solo | - | - | There's a Land, a Dear Land | - | | | | Mr. H. Cassells |
| Pageant of Empire— | | | | | | | | |
| Britannia | - | - | - | - | - | | | Miss Pearl Lyons |
| (English, Scotch, Irish and Welsh dances and choruses) | | | | | | | | |
| Miss Canada | - | - | - | - | - | | | Miss Helen Wright |
| | (With her Nationalities) | | | | | | | |
| French | - | - | - | - | | Miss Gauthier, Miss Deguire | | |
| Finnish | - | - | - | - | | Miss Aarnio, Miss Saari | | |
| Ukrainian | - | - | - | | | Miss Chepesiuk, Mr. Madison | | |
| Swedish | - | - | - | - | | Miss Wallin, Miss Nordin | | |
| Norwegian | - | - | - | - | - | | Miss Olsen | |
| Italian | - | - | - | - | | Miss Canterra, Miss Zuccato | | |
| School Chorus | - | - | Recessional | - | - | - | - | - |
| Unveiling of Tablet | - | - | - | - | | | | Mr. A. C. Casselman |

GOD SAVE THE KING



The Pageant: British Empire.



The Pageant: Canada.

"Lochinvar, 1934"

(With apologies to Sir Walter Scott)

M. Bice

Oh, young Robert Ship has come out of the West;
Of Second Year students he's ranked with the best.
He taught down at Loring, in Nature's fair dell,
And there he saw Spring Creek and sweet Brooks as well.

Stole this Ship, with delight, on a bright day in March,
With trousers all pressed and with collar a-starch.
He took Jerry Sykes to ward off the scent
That he, Robert Ship, toward marriage was bent.

The students were anxious till Bob reappeared,
They thought there was trouble; some danger they feared.
But when he returned no difference was found,
Both Robert and Jerry appeared sane (?) and sound.


Then just a week later, the story leaked out,
And as to its truth there could be no doubt.
Now there's weeping and wailing 'mongst Normalite girls,
For the fate of our Robert with his fair head of curls.


We've heard of her intellect, heard of her charms,
Heard of her beauty, to stay our alarms—
Oh, what a shame to take Bob from his books!
But what use could you make of a Ship without Brooks?



Who???

Lorna McNeill

HO was the Normal student who told the unsuspecting pupils that cows entered the Chicago stock-yards and in one hour came out ham and bacon?

Who was the student who remarked that when the east wind hit the west side of the mountain it produced rain?

Who told the class that we consist of a skeleton padded with clothes?

Who was the student who, when asked how floating boats was an application of Archimedes' principle, remarked: "When boats float they do not sink"?

Who were the students who boarded the Sturgeon Falls' train to reach Feronia?

Who was the student who said, as she looked appealingly at class and music teacher, "Now, hold 'me' while I sing 'doh' "?

Who was the student that told the class that a certain place was an excellent summer resort in the winter time?



SCHOOL ORCHESTRA

Back Row—J. Forrest, W. Midkiff, A. Boisvert, T. Hietanen, W. McGauley,
Mr. H. E. Ricker.

Front Row—J. Madison, A. Loney, O. Wright, Q. McKinney (Conductor),
M. Levinson, D. Carlson, M. Scott.

Our Orchestra

Sister Therèse

WHAT a dreary world this would be without music! Wherever we turn we hear music—in the song of birds, in the babble of the brook as it flows through the quiet wood, in the wind sighing through the pines, and in the laughter of a happy child. But music is more than a pleasing series of lilting airs; it is a message from the soul of the composer to those who have ears to hear.

Here at Normal, music has held a rightful place in school activities. We may speak with pride of our orchestra, which, under the capable baton of Quirt McKinney, and honoured by having Mr. Ricker as a member, has this year earned unstinted praise.

At our various social functions throughout the year, the orchestra has played an important part. Each occasion served only to increase the beauty and finish of their efforts. Perhaps the crowning performance of the year for the orchestra, was at the annual "At Home," when both

students and visitors enjoyed music played with that spirit and feeling which is so essential to perfect rendition.

"Beautiful music has a mysterious charm and wonderful power." With this thought in mind, the numbers prepared for the meetings of the Literary Society were carefully selected, and practised. Ranging from delicate pathetic numbers to impulsive vibrating ones, from serious to light, all were presented in a manner that was eloquent of the ability of the players.


The activities of the Orchestra have not been confined to our school. Many local organizations have procured our orchestra to participate in programmes. Thus they have brought credit to our school through their performances.

We join in paying tribute to the capable director and the members of the entire orchestra. They have, indeed, played no small part in the pleasurable events of the year. We shall not soon forget their efforts.



The Year Book

A. N. Anderson

 SEVERAL Normal students are concerned about the Year Book for the silver year of our Normal School. They are on the staff. Their promoting tactics or antics, aided by those of two of the masters, have produced a few results. First of all, it was suggested that we write "something for the Year Book". Quite soon, however, we were introduced to a more energetic system. We read an invitation, amounting to a challenge, to write poetry—a lyric, a threnody, a sonnet, a satire—well, almost anything. We heard impassioned speeches by our representative appealing to our loyalty to ourselves, for it is "Our" Year Book, you understand. This appeal, supplemented by the daily reminder that the Year Book will cost us something, should have spurred us on to formulate some jokes and the like, worth buying. But alas, last week we studied Poultry instead of writing Poetry. This delightful half-hearted attitude was exploded, really wiped out, you know, on Friday morning, when Mr. Rivers gave us till Monday morning to write "something for the Year Book". Now this was not delivered in any mild manner. He did not even have to add, "And I mean it, too". Well, I do hope someone gets busy because it is our Year Book and will cost us more than two dollars, two dollars, or one dollar and ninety cents, maybe.




Mr. Neale (during a discussion on lesson assignments): "What topic have you to deal with?"

A female student: "Partnership."

Mr. Neale: "Come around and I'll discuss it with you after four."

Visitors and Speakers

T has been our pleasure throughout the year to welcome many visitors and speakers. Each has had a special mission, each a different topic to discuss—but all of them have given us a real something, a something of vital importance, which will no doubt be invaluable to us in the work upon which we are about to embark.

Dr. Phair and Dr. Conboy in their annual visit gave us a great deal of information of very practical value. The former spoke on communicable diseases while the latter delivered a most instructive lecture on "Dental Health".

A unique feature of the year was presented in the lecture by Dr. Sandiford, who by his clever intelligence tests brought us to a hasty and horrified realization of our very low mentality.

Next in order came the lecture of Dr. Solandt, in which the Educational System in Denmark was clearly and attractively outlined.

Another visit of high educational value was that of Dr. Thomas, who in a series of lectures vividly portrayed the evils of Alcohol.

Mr. Dunlop in his usual pleasing style impressed upon us the necessity and advantages of University Education, outlining the facility with which extension courses might be pursued. We heartily agree with Mr. Dunlop that as teachers we should be ever advancing along the pathway of education, urged on by that hidden force, "Ambition".

Mr. McDonough delighted us with an interesting account of the beauties of the Canadian West, and especially Jasper Park. We hope some day to be able to accept Mr. McDonough's invitation to visit this Western Paradise.

With the aid of lantern slides Mr. Mahoney gave a most interesting lecture on the "Trail of '98". The Normal students were guests of the Canadian Club on this occasion.

Miss Delaporte lectured to the student body on auxiliary work and its advantages.

The arrival of Captain Cumming was welcomed with anticipative sighs by the victims of the Physical Training examination. But the pain of anticipation was greater than the reality.

Miss Heatherington representing the Fruit Branch of the Federal Government, delivered a short but practical lecture on "Home Economics".

Miss R. Hamilton paid us a brief visit and discussed in an interesting manner the objectives and accomplishments of the Junior Red Cross.

Towards the close of our scholastic year, we were honoured by the visit of Dr. Merchant, Chief Adviser of the Minister of Education, and Mr. Walker, Inspector of Normal Schools. From the class-room visits,

and the instructive and impressive lectures of these guests, each student gleaned principles which in our future professional work will be of genuine value.

Mr. MacClement, representing Queen's University, reiterated Mr. Dunlop's statements as to the importance of increasing our academic qualifications. In a very lucid and interesting manner he placed before us the reasons for attending Queen's University.

As a fitting close to our list of visitors came the visit of Mr. Casselman, former Principal of our Normal School. Mr. Casselman's appearance in his former rôle was greeted with enthusiasm by the Second Year students who had had the privilege of knowing him as teacher. His very interesting lecture on "War, the Ravager", was followed by the unveiling of the Memorial Tablet erected under Mr. Ricker's supervision, in honour of the Normal School students who had unselfishly sacrificed their lives during the Great War.

As we review the retinue of visitors and speakers whom we have been privileged to hear, a realization of the immense benefit derived from their various lectures presents itself.

The knowledge we have acquired will fit into the finished fabric of this year's wealth of learning, and we trust that the students of 1934-35 will be as fortunate as we have been.



Heard in Agriculture Class (??)

"What is a roost, Mr. Ricker?"

"A roost, Miss Hill, is a pole on which chickens sleep at night."

"Well, then, what is a perch?"

"A perch is what chickens rest on at night."

"Could a chicken roost on a perch?"

"Why, of course."

"Could it perch on a roost?"

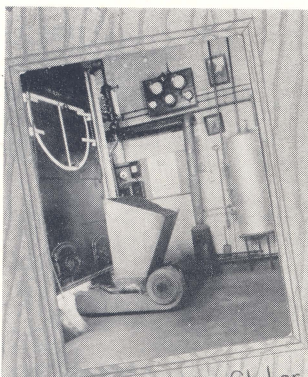
"Certainly—of course."

"But if the chicken perched on a roost, that would make the roost a perch, wouldn't it?"

"Oh goodness, yes, I suppose so."

"Well, then, after some chickens had perched on a roost, and made it a perch, some other chickens came along and roosted on a perch and made it a roost, then the roost would be a perch and some of the chickens would be perchers and the others would be roosters, and—"

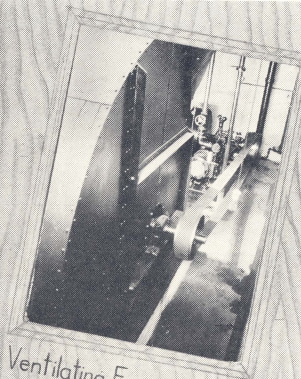
"Pardon me, pardon me, Miss Hill. There is a matter I must attend to at the office right away."



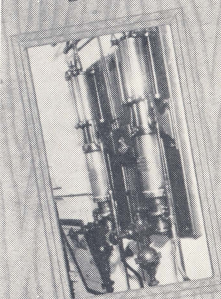
Boiler and Stoker



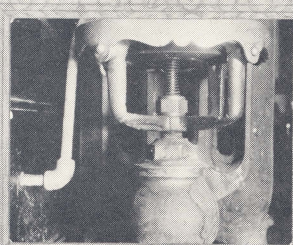
F.I. WHARRAM
ENGINEER
1920-1934



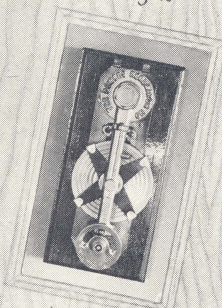
Ventilating Fan and Engine



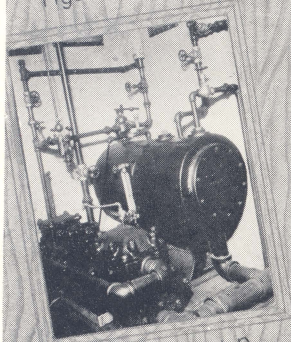
Hydraulic Air Pumps



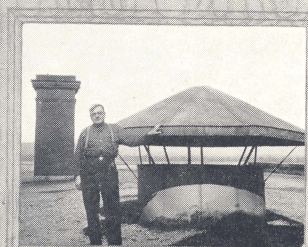
Radiator Valve Control



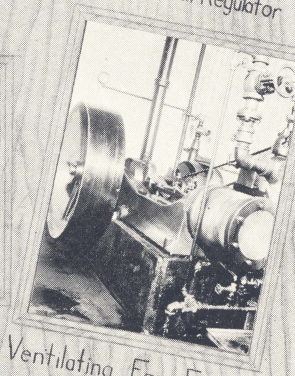
Thermostatic Wall Regulator



Receiving Tank and Pump



Roof Ventilator



Ventilating Fan Engine

PHOTOGRAPHY - W.G. STONE

ILLUMINATION - C.A. MUNRO

Do You Know Your School?

W. G. Stone.

NOW that your term at the North Bay Normal School is almost at an end, no doubt you say to yourself, "Last September everything here was so new and interesting, but now I come and go and know every corner, even the dark room." There is a place, however, which you have missed, one of vast interest. Until you have visited the engine rooms, the veritable heart within the body, you do not know your school.

In the furnace room we find two 30 horse power return tubular boilers employed to produce the steam for our heating system. In such boilers, the heat and fumes from the fire-box pass to the rear, and then come forward through a system of tubes placed in a horizontal position, escaping into the flue which opens from the front and top of the furnace. Of these furnaces, one is in constant use, while the other serves as an auxiliary when needed. Both may be stoked by hand, but the former is equipped with an Iron Fireman automatic underfeed stoker. Both of the boilers are fed automatically from the city reservoir by a McLair boiler feeder, so that the water in them never falls below a set level. In connection with this boiler feeder, the stoker cannot operate while water is being supplied to the boilers. Hence these must be filled to limit capacity before fuel will be fed to the fires, thus avoiding the danger of heaping the fire against a dry boiler. This safety control is independent of the actual stoker control which is regulated by the steam pressure in the boiler. A variation of two pounds pressure is sufficient to operate the stoker, a screw feed being employed to draw the fuel from the hopper and force it up under the fire. At the same time, a forced draught is set up by a fan in the side of the stoker. These two features assure perfect combustion.

The flow of steam in the system of coils and radiators is controlled by air pressure set up by two hydraulic air pumps operating on the city water pressure. A constant pressure of fifteen pounds is automatically maintained on the air system. This air pressure keeps the radiator valves shut when the temperature of the room is up to the required degree. If we examine the mechanism on the lead-in pipe of one of the radiators we find that the steel cylinder there has a flexible under side which, when expanded by means of the fifteen pounds pressure inside, forces down on the piston and shuts off the flow of steam. Running from the top of the cylinder we see a small pipe through which the compressed air passes from the pressure tank to the radiator control. A valve connection also joins the wall regulator to this system in each room. The wall regulator contains a thermostatic drum which expands with the heat and contracts with a lowering of the temperature. If the temperature is high this drum is expanded, and the valve in the regulator is closed, thus allowing the air pressure on the system to check the flow of steam to the radiator. When the tempera-

ture falls below the limit as set by a dial-key on the front of the regulator, the thermostatic drum contracts enough to allow the valve to open, automatically closing the flow of air from the system to the radiator control and allowing the controlling air to escape. The spring seen on the radiator control then forces the flexible side of the cylinder up, and the steam enters the radiator as needed. A variation of two degrees is sufficient to operate the radiators in any room in the school.

The condensed moisture from the radiators and coils must be used again. It flows by gravity to a receiving tank in the engine room. A throttling float in the receiving tank controls a steam pump which forces the collected moisture back into the furnace boilers.

Equally as important as the heating system is the ventilating system for, should this be at fault, such a system of automatic heating as outlined above would prove expensive as well as unsatisfactory. Fresh air is circulated through the air ducts to the various rooms by the action of a large fan measuring three feet in width and six feet in diameter. A twenty-five horse power steam engine rotates this fan, forcing 10,607 cubic feet of air through the system every minute. The air is drawn directly from outside into an isolated room and induced to pass through a system of steam coils coming into contact with 1,470 square feet of heated piping. Thus a temperature of 70 degrees is maintained on the circulated air. The openings by which this fresh air enters the rooms are high up in the walls, but we also observe similar screened openings lower down on the opposite sides of the rooms. These open into foul air ducts, all of which lead to a space between the assembly hall ceiling and the roof. The impure air enters this space, and escapes through an eight foot ventilator, the damper of which is opened or closed from the engine room by means of a switch in connection with the same fifteen pounds of air pressure operating the radiators.

With fourteen years of service in our school Mr. Wharram has every reason to be proud of the fine machinery under his care. To see each brass fitting shining, every bearing well oiled, and every engine tuned to its most effective and efficient operating capacity, one ceases to marvel that these, with the exception of the stoker, have now served faithfully since the school opened a quarter of a century ago. The stoker has been installed for four years, and like the other machines has never faltered.



Miss Steven (to a friend, as they gazed on the broken door in Miss Mitchell's room): "Well, what happened here?"

Friend: "Oh, didn't you know? Miss Mitchell threw Bob Ship out the other day."


Miss S. (incredulously): "No? Is that right?"

Friend: "It surely is."

Miss S.: "Well, I never thought Miss Mitchell was like that."

The Anniversary Banquet

Jessie Schultz

HE year 1934 marks the Silver Anniversary of the founding of the North Bay Normal School. For a quarter of a century its doors have welcomed thousands of young people—sending them on, after a year's time, eager and hopeful, to take their place in the great field of service. On Saturday, May twenty-sixth, tribute was paid to the man who, for twenty-three years had guided and directed these student-teachers, preparing them for their task. The portrait of Mr. Casselman was the means by which the students of former years showed their appreciation of his ardour and never-tiring zeal.

Harmony of colour pervaded the decorations, from the dainty yellow tapers and bright daffodils on the banquet table to the gold and brown school colours so effectively decorating the stage and auditorium.

The guests, numbering more than one hundred and fifty, included Mr. Casselman, the guest of honour, and his wife; Dr. and Mrs. Bannister, of Peterborough; Rev. and Mrs. Sims; Mr. and Mrs. E. Wyly Grier, of Toronto; Dr. and Mrs. Silcox, of Stratford; the present Normal Staff and their wives, and many ex-students.

Mr. Ricker welcomed the guests and explained the two-fold purpose of the occasion. Messages of regret at being unable to attend were read from Dr. Merchant, Dr. Karr, Mr. Walker, Dr. McDougall, Dr. White, Dr. Jones, Dr. G. McMillan, Mr. Wildgust and Mr. A. J. Beneteau.

The programme which followed consisted of speeches and musical numbers.

The speakers included Mrs. J. H. McDonald, a graduate of the class of 1910-11, Miss Cora Struthers, a graduate of the last class under Mr. Casselman, Dr. Silcox, Dr. Bannister, Mr. E. Wyly Grier and Mr. Ricker. Tribute was paid to the influence of Mr. Casselman in Education—his influence beginning in the North Bay Normal School and spreading throughout Northern Ontario and, in fact, to all parts of the province.

On being presented with the portrait by Miss Helen Sheppard, Mr. Casselman replied in his well-remembered way, expressing his appreciation of the honour done him, and assuring his audience that he found his greatest joy in the success of his students. Graciously he presented the portrait to the North Bay Normal School.

The musical numbers, which were so enjoyed, were, a violin duet by Miss D. Carlson and Mr. Q. McKinney, accompanied by Miss M. Scott; a solo by Mrs. G. Darling, accompanied by Mr. Bamford; a piano solo by Mrs. H. Bamford, and a solo by Mrs. R. A. White, accompanied by Miss D. Carlson and Mr. Bamford.

Mr. Ricker thanked the committee composed of ex-students, with Mrs. H. Forrest as Chairman and Miss H. Sheppard as Secretary, who had made this evening possible. The singing of "Auld Lang Syne" brought to a close this delightful occasion.

The Spirit of Algebra

Norma Anderson

ALGEBRA was a dignified turkey gobbler until just nineteen days ago. He was called Algebra for two reasons. In the first place his long neck and high back vaguely suggested the shape of a camel, and a camel suggested Bagdad, which of course brought to mind that very black day, centuries ago, when Algebra fell upon the race of man. The other reason was less involved. This was because the only way he had of telling the world that he was happy, or insulted, was by gobbling "Algebra! Algebra!" or rumbling off the Binomial Theorem. However, the interesting fact about Algebra was that although Thanksgiving was safely past and therefore he had every reason to believe he might gobble till Christmas, he was basely murdered in the cold dawn of October the twenty-fifth. . . .

Well, what could a turkey do? He was but a turkey rare, and was murdered for a Viking bold. Indeed, Algebra's spirit looked quite dismayed, when the two wings were ripped off his earthly clay by a Normal student and the body was borne toward the kitchen. The body went the way of all turkeys, but the wings went to the Normal School Party. They made a dashing entrance perched majestically on either side of "the Viking's" helmet. They were admired quite as much in the Assembly Hall as the turkeys had admired them in the farmyard. This pleased Algebra's pompous old spirit and he decided he would enjoy the evening.

The programme in the Assembly Hall was delightful in spots. Algebra did not understand the intrigues of human romance, and any turkey would rather gobble than trace the musical paths of violins through his turkey-heart. All the dances reminded Algebra of his farmyard days. He also longed for his body again, that he might demonstrate how a turkey would parade. However, his moment came at last. The wings rode high above the crowd of costumed Normal students in the promenade across the stage. With proud dignity the wings marched up to claim their due reward for over-awing all other fancy dressers.

After such satisfying attention, imagine how mortified Algebra was, when the pseudo-Viking cast aside his helmet adorned with the wings dear to Algebra's heart. Unnoticed and angry in the corner, Algebra watched over his wings and glared out at the square-dancers. He ignored the noise of the jazz orchestra, which in pleasanter moments would have charmed him. He was slightly mollified when he heard the wings breathing in indignant gasps: " $(A+X)^N = A^N - X^{N-1} + X - \dots$ "

~

Minnie L. (in a heap at the foot of the front stairs, to Joe C., in the same heap): "Goodness, Joe, I certainly fell for you that time."

Joe C. (dazed): "Yes, Minnie, you swept me right off my feet."



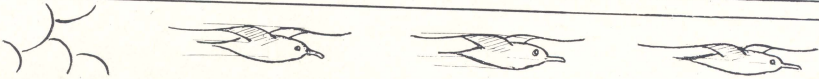
FASHION NOTES FROM MILADY'S BOUDOIR:-

THE TOOTH-BRUSH MOTIF, WE HEAR, HAS BEEN UTILISED WITH REMARKABLE SUCCESS BY ONE OF OUR SECOND YEAR STUDENTS DURING THE TEACHING OF A PRACTICE LESSON, — — —

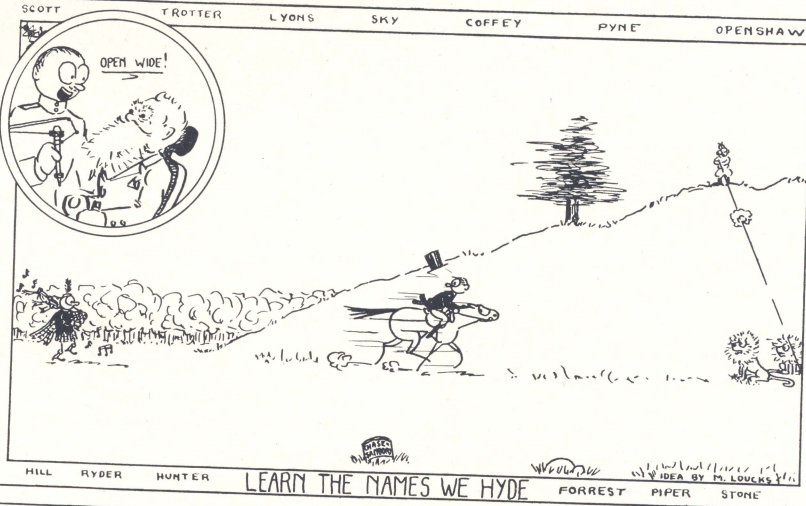


DEAR AB:-
UNCROSS YOUR FINGERS. THE COWS ARE
ALL JERSEYS

MR. RICHES' ROOM,
NORMAL SCHOOL.



SCOTT TROTTER LYONS SKY COFFEY PYNE OPENSHAW



LEARN THE NAMES WE HYDE

FORREST PIPER STONE



Normal School Student List

(Corroborated by Dictionary)

Norma Wade

- Arnot : Contracted negative form, opposite to are so, and correct in place of ain't, as: "You arnot comin'."
- Bull : To draw towards one, as "I bull my hair when I comb it."
- Carter : The string or band used to tie a stocking to the leg, as: "Richard was the first knight of the carter."
- Cassells: To throw aside, to cross out, obliterate, draw lines across, as, "This cassells the war debt."
- Clews : To bring together the parts of, as: "Come clews to me, dear."
- Fink : To have the mind occupied, to muse, to consider, as: "I fink so."
- Hart : Difficult, also not malleable, as: "You are too hart on me."
- Hall : The whole part or number, as: "Hall but one was late."
- Hill : Contraction for he will, as: "Hill be back soon."
- Hoose : Possessive pronoun, as: "Hoose house is that?"
- Hunter : In a lower place, beneath, as: "She is hunter the table."
- Lake : Equal and similar to, as: "I didn't know you were lake that."
- Lane : To put, set, or place, as: "The hen is lane eggs."
- Lyons : Country by-paths, avenue, narrow way, as: "Roam down the lyons with me."
- Morden: Adjective of comparative degree, as: "You get morden me."
- Parish : To give up the ghost, wither, and die, as: "Parish the idea."
- Paul : An outdoor game, as: "We play soft-paul at school."
- Payne : A European dialect, as: "I payne go hame now."
- Saari : Repentant, apologetic, as: "I'm saari I made you cry."
- Sims : Appears, as: "She sims to be o.k. now."
- Wade : A measure, a heavy mass, such as: "Did you have it wade yet?"
- Young : A place of business. as: "Send laundry to Wun Young Lum."



WE WONDER

- Why Mr. Durrell isn't in Parliament?
- Where the hidden charm of these tall Scotchmen lies?
- If the Capital theatre will close when the Normal does?
- How you can tell the boys' teaching day by looking at their shirts and ties?
- How the Second Year intelligence test turned out?
- Who introduced Elinor and Dave?
- Why do all the boys get the breaks?
- Who was the Normalite who went into a bank and asked for a cheque book for her room-mate that folded in the middle?
- Did "Wilf" intend to put a capital G in line 1, verse 3, of Wanderlust?



ATHLETICS





ATHLETIC COMMITTEE

Back Row—H. Reid, E. McCulley, G. Durrell, President, J. Connell, Secretary, Mr. Ricker, R. Lehman, Treasurer, E. Barrett, F. Allen, J. Sykes.

Front Row—E. Samson, Secretary, D. Rollins, H. Selkirk, M. Gilroy, P. Coffey, M. Levinson, Treasurer, D. Carlson, President, V. Openshaw, A. McDonald.



FOREWORD

Ernest McCulley

UNDERLYING the fact that sports and athletics promote health and provide for students a recreation from study, there is a much deeper training, which cannot be overlooked. Whether in victory or defeat, that essential stands which Sir Henry Newbolt so aptly expressed in the lines of "Vitai Lampada":

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

How we shall play the game in our little communities will determine to an extent far beyond our expectations, the attitudes and lives of our pupils.

This year North Bay Normal School will turn out many of the cleanest sportsmen of whom she has ever boasted, to teach young Canadians the way to live in harmony with themselves and others.

To Mr. Neale, who directed our girls' athletics, and to Mr. Rivers, who was in charge of the boys' athletics, during this twenty-fifth term, we wish to express our deep gratitude and sincere appreciation.



Girls' Athletic Society

THE Girls' Athletic Society was organized early in the Fall term, under the chairmanship of Mr. Neale. The following executive was elected: President, D. Carlson; Secretary-M. Levinson; Treasurer, E. Samson; and five form representatives.

They arranged a sports programme of softball, badminton, tennis and basketball. A small fee was collected from each member of the Society to cover the necessary expenses. As the close of the year found our funds undiminished, the Society assisted the Badminton Club and bought trophies for the winning basketball team. They also donated a small sum to the three janitors at the Collegiate, to show their appreciation of the amiable way they accepted all the inconvenience which the Saturday morning invasions caused.

It was indeed a successful organization and provided many interesting and useful amusements to all who felt so inclined. Great credit should be given to the executive, and Mr. Neale, their adviser, for the efficient manner with which all affairs of the Society were handled. We leave behind us fleeting but pleasurable memories of hours spent at sport and in the company of our new acquaintances. Nothing in the school year has done more toward establishing new and lasting friendships than the activities of the Athletic Society.



Seen on a Psychology paper: "Talon built up the country by cultivating farms, encouraging settlers, opening up minds, and taking the first senses."

Mr. Ricker (in Geography class): "If I told you that the sun is nearer the earth in winter than in summer, would it surprise you?"

Harry Eastman: "Oh, no (reassuringly), someone told me the other day."



SCHOOL BASKETBALL TEAM

Back Row—F. Carnahan, B. McQuarrie, C. Parish (Coach), Mr. Neale, F. Allen (Coach), P. Lyons, M. Gilroy.
Front Row—M. McGillis, L. Stevens, M. Grotke (Captain), A. Aho, N. Zuccato.

Basketball

Lillian Steven

NEVER before, in the history of the Normal School has basketball attained and held the attention of eighty-five per cent. of the girls. This statement is confirmed by the regularity with which over a hundred sleepy players crawled out of bed to play every Saturday morning. The success with which the League was organized and carried on is entirely due to the enthusiastic efforts of Mr. Neale, who in every way set a splendid example.

Early in October, Mr. Neale made provision for the use of the gymnasium in the Collegiate and St. John's Parish House, where the games and practices were held. There were eight teams chosen from the beginners who were both anxious to learn and play the game. These were captained by M. Corcoran, F. Olsen, K. Sage, F. Hart, B. McQuarrie, V. Openshaw, E. Tully and A. Trotter. All fought valiantly to the end. The final game of the League was played Monday, April 30th, between the teams under K. Sage and F. Hart. The score was 7 to 6 in favour of the former.

There was also another team of experienced players organized to defend the Lockett Shield. It was coached by Francis Allen and Charles



INTRA-MURAL BASKETBALL WINNERS

Back Row, left to right—Mrs. A. Payne, (Chaperone), M. McGillis, Mr. W. J. Neale, M. Shapton, Miss B. Robinson (Chaperone).
Front Row—L. Sims, T. Kowanez, K. Sage (Captain), B. Lowe.



Parish, to whom we are deeply indebted for their able assistance. The team worked hard but, owing to the fact that the gymnasias were not at their disposal for frequent practice, they were not able to keep in condition. Games were played with the "Girls' Friendly Club" team in preparation for the games with the North Bay Collegiate.

The Lockett Shield series was played on the evenings of January 26th and 30th. The scores were 39-3 and 54-9 in favour of the Collegiate. In spite of their handicap the Normal School team never lost heart and in every way showed the true spirit of sportsmanship.



Mr. Rivers (in Geography class): "What does logical mean?"
 Armstrong: "Just what you would expect."



Mary Harper in class one day
 Asked Mr. Brown, in a worried way,
 "In discipline, whatever would I do
 To manage a boy who is six foot two?"

Boys' Athletic Society

Ernest McCulley

EARLY in the Autumn session an Athletic Society was organized under the direction of Mr. Rivers. The Executive consisted of G. Durrell, President; G. Sykes, Vice-President; R. Lehman, Treasurer; J. Connell, Secretary. A representative was also chosen from each group.

Owing to the stress of academic duties, little time was available for athletic participation, but, nevertheless, in short order, a suitable programme of sport activities was outlined and put into effect.

As long as the weather was suitable, softball held the interest of the majority of the students; later, badminton and hockey aroused their enthusiasm. So, throughout the year, a programme was followed which gave to the students that much-needed and greatly desired exercise which aided them in the pursuit of their studies.

The greater part of the fees collected was invested in uniforms for the hockey team. This equipment is to remain in the Normal School for the use of future players. The Society looked after the financing of the Badminton Club and also procured suitable softball bats and balls for the students.

With the aid of Mr. Rivers, who gave his valuable time and advice, the Society proved a success.



Softball

Ernest McCulley.

IMMEDIATELY following the opening of the Normal School, a softball schedule was drawn up. Teams from the various forms were organized and the first athletic activities of the year were begun.

As the season advanced, the enthusiasm of the participants increased and soon a spirit of rivalry permeated the entire student body. Many keenly contested and exciting games were won and lost on the Worthington Street School diamond.

Just as excitement rose to its peak the rainy season arrived, forcing the most ardent and loyal supporters of the game to desist. Although the softball season was not lengthy, it contributed more than its share of exercise and enjoyment to the Normal Students.



HOCKEY TEAM

Back Row—H. Reid, C. Parish, G. Durrell, Mr. Rivers (Coach), R. Babion, J. Connell, K. Caverly, R. Moir, J. Mitchell (Captain).

Front Row—C. McGregor, L. Nelson, A. Warnuk, G. Walford, C. Holmes, E. McCulley, G. Sykes, F. Allen, J. Hamilton (Mascot).



Hockey

THE Twenty-fifth Anniversary of the North Bay Normal School initiated a successful venture in the realm of boys' athletics. Previous to this year, no effort had been made to enter a team in an organized league.

Shortly after the first snowfall, the Athletic Society made the necessary provisions for entering a Senior Hockey Team in the North Bay City League. The greatest obstacle to surmount was that of obtaining ice for practice sessions. However, suitable arrangements were made with North Bay College, which permitted the aspirants to condition themselves for the difficult schedule ahead.

Due to the unusually large number of players who turned out for the various positions, it required great selective skill and ability to choose the members most eligible for the team. Finally the coach, Mr. Rivers, welded together a team which was to represent the Normal School in the League.

With great confidence and determination, the wearers of the Old Gold and Maroon looked forward to their first encounter. However, the first two games of the season were lost. The third game, against the Tip Tops, was tied after opposing the T. N. O. and Gamble-Robinson teams in the two previous contests.

As the season advanced, the opposition improved with great rapidity, which caused the Normal team to become more determined in their efforts. By this time, owing to the lack of facilities and time for practice, the poor physical condition of the Normal players became apparent, and their playing ability suffered as a result.


However, no greater display of courage and sportsmanship was seen during the Winter, as the students battled valiantly against adverse conditions. At last, the team tasted of the fruits of victory and brought to a close a very enjoyable season of sport.

It is to be hoped that future hockey teams who wear the colours of the School will derive as much benefit and pleasure from the game as did those in the squad of the Twenty-fifth Anniversary.



Our Physical Training Instructors

Frances Carnahan

 HE experiences of this year's student body in the field of Physical Training were somewhat unique as compared with those of former years. Instead of following the established precedent of having one instructor throughout the term, we received instruction from three, all of whom proved themselves specialists in their chosen field.

In the order of their coming they were Sergeant-Major Joyce, Sergeant-Major Sullings, Sergeant-Major Young. Under their tutelage we received a thorough and complete grounding in the principles of Physical Training. This work, so well begun by Sergeant-Major Joyce, was discontinued, due to his retirement, until the arrival of Sergeant-Major Sullings, who, among other things, introduced us to the new 1933 Syllabus. Before he had been with us very long, he was transferred, and Sergeant-Major Young took his place. Besides taking classes all day at the Normal School, our last instructor gave of his time in conducting night classes in Physical Training at the Collegiate, as well as at the Normal.

To these men we are sincerely grateful, not only for the knowledge they imparted to us, but also for the mental and physical benefit we derived from their work. We join in wishing them every success in their future endeavours, and trust that their stays in other schools may be as pleasant for them as their visits here were, for us.



BADMINTON WINNERS

Back Row—Q. McKinney, H. Reid, A. Warnuk, E. Barrett.
Front Row—B. McQuarrie, O. Leigh, D. Carlson, H. Kraft.



Badminton

Wilfrid G. Stone

UPON the completion of the softball season, considerable need was felt for a sport which would provide the students with suitable recreation.

At a meeting of the students, it was decided to form a Badminton Club. The following officers were elected: President, Dagmar Carlson; Secretary-Treasurer, Gordon Durrell; Executive Committee, M. Levinson and J. Connell.

The first accomplishment of the Badminton Club was the repainting of the court in the Assembly Hall.


Owing to the large number of members, considerable difficulty was encountered in arranging a suitable schedule. However, in due time, satisfactory arrangements were made and the members entered into the game with great zeal and enthusiasm.

Previous to the Easter vacation a club tournament was held. Throughout the entire playoffs much interest was shown.

At the conclusion of the schedule the following champions were enthroned: Ladies' Singles, Hilja Kraft; Ladies' Doubles, Dagmar Carlson and Grace Sims; Men's Singles, Alex. Warnuk; Men's Doubles, Howard Reed and Quirt McKinney.

Valedictory

Grace Sims

 S Valedictorian it is my pleasure and privilege to speak a farewell for the class graduating this June, nineteen hundred and thirty-four. The task is an honoured one as well as a responsible one. It is an honour, I feel, to be chosen to present the thoughts and sentiments of such a fine class. It is further a task and a responsibility to try to express these feelings and inward thoughts adequately.

Aristotle said, "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of Youth."

The education of Youth—this is our task. The responsibility of maintaining and improving our civilization rests with us. The knowledge and wisdom of our forefathers is ours to impart. The example of as nearly perfect a life as we can show is ours to give;

"For as we are, the race shall be."

For twenty-five years our Normal School has been training teachers for this great task. Knowledge has been given, and inspiration, too, by members of our profession during these years to those aspiring to be teachers themselves.

We came here for our training and now, as we near the end of this term, we are filled with a sense of awe. It is time for us to sum up all the good we have received.

The knowledge and skill of our Masters is unquestioned. As the years pass by we shall realize more and more the many benefits we have received from their excellent example. We humbly and sincerely thank them for their patience and their sympathy and their daily example to us of what we would aspire professionally to become.

This year we have had the privilege of meeting with the leaders of the various religious denominations of this city. We thank them for the inspiration we have received as they have made us realize that it is what we are that counts and that a good life is an example to be copied.

"Do you know that your thoughts rule your life,
Be they pure, or impure, in the strife?
As you think, so you are,—
And you make or you mar
Your success in the world
By your thoughts."

These words bring home to us the necessity of developing spiritual as well as mental and physical perfection.

Our training would be incomplete without the aid of the Critic Staff who have presented to us the practical application of the art of teaching. Every teacher has had some inspiration to give us. May we follow their

good example and advice in passing on to others the good, in return for what we have received.

Some of our members are leaving our school only to return within a short period. We know they realize in their hands, in many instances, will lie not only the intellectual development of the school but the future of the whole community. It is fortunate that such communities do rely on the teacher for religious and social leadership extending beyond the confines of the school. It is a certainty that in this period they will do their part and in this doing gather much that will be of benefit to the students-in-training when they return for the second year.

Those who are resuming their work with the youth of the province, go out with renewed interest and enthusiasm. They have received a clearer and more sympathetic understanding of the difficulties and attitudes of the pupil. The Second Year students have a confidence that they will be better teachers both academically and professionally on account of this additional year of training.

This year has been to us a Feast of Friends; for sixty-two of us this is doubly true in old fellowships renewed and new ones made. For all of us the happiest memories taken away will be those of the friends we have made, not only with other students, but also with the kindly members of our staff. Life's hard knocks are made more bearable, its pleasures more pleasant, when shared with someone who understands. We hope that the gentle art of making friends will always be ours, when we go from our sheltered life here, to the sterner contact with the working world. For dear friendship's sake let us keep the old friends.

"Those friends thou hast, and their adoption tried
Grapple them to thy soul with hoops of steel."

It will be more difficult, perhaps, in our vital contacts with the outside world, to form these newer friendships. May what we have learned here encourage us to value and make friends.

"Here lies the tragedy of our race—
Not that men are poor,
All men know something of poverty;
Not that men are wicked,
Who can claim he is good?
Not even that men are ignorant,
Who can boast that he is wise?
But that men are strangers."

There is one remedy, "Make friends".

With the sun just rising on another year, may we with W. R. Hunt ask, "What can I wish that this year may bring me?" And answer with him:

"Nothing that shall make this world or others poorer. Nothing at the expense of other men, but just those few things which in their

coming do not stop with us, but touch us rather as they pass and gather strength."

The year is past—the portals of our school are closing behind us—and as we say farewell we feel that much we have learned is ours forever. It has been a year of friendship—a year of progress—a year of ideals. It is with ideals like these we face the future :

"A work to do which has real value without which the world would feel much poorer. A return for such work small enough not to tax unduly anyone who pays.

A mind unafraid to travel even though the trail be not blazed.

An understanding heart.

A sight of the eternal hills and the unresting sea, and something beautiful the hand of God has made.

A sense of humour and the power to laugh.

A little leisure with nothing to do.

A few moments of quiet, silent meditation. The sense of the presence of God.

And the patience to wait for the coming of these things and the wisdom to know them when they come."

And so—farewell !



Friendship

W. G. Stone

I walked beneath the birch and pine
 When winter bent them low,
 And saw the hemlock laces shine,
 Glistening with the snow.
 But, when the evening sun's last light
 Tinted the grove with pastel shades,
 That silent world before my sight,
 Bade me to muse, how life's deep glades
 Traversed by us, as time goes on
 Ever more beautiful, may become
 A haven, blessed by friends we've made.



1st Year Stude: "I'm like the lily of the field. I toil not, neither do I spin."

2nd Year: "Watch out, my lad."

1st Year: "Why?"

2nd Year: "Even the lilies get plucked."

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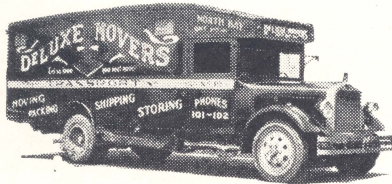
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7. Learn, Grace, Capreol, Ont.
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219. Sorodoc, Dolly, Capreol, Ont.
220. Steven, Lillian, 36 Power Street, Copper Cliff, Ont.
221. Stobie, Jean, Port Lock, Ont.
222. Stringer, Helen, Sheguiandah, Ont.
223. Sumbler, Edna, New Liskeard, Ont.

**FEDERATION OF WOMEN TEACHERS'
ASSOCIATIONS OF ONTARIO**

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Policy For 1934
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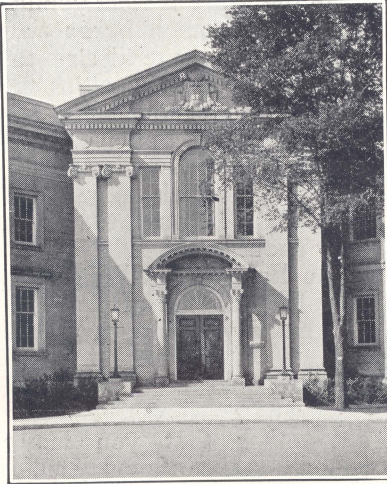
1. That we continue our efforts to promote the spirit of unity and of good fellowship among the teachers throughout the province. In connection with this, that we help each other through exchange of ideas, school helps, and magazines. We would suggest a convener in each local to look after this exchange.
2. That we continue in our efforts to raise the standing of the Teaching Profession—Educationally, Financially, and Socially.
3. That we study ways in which the Normal Course may be made a more valuable training and the best methods of absorbing the Normal Students into the teaching profession.
4. That we counsel and advise as best we are able members of six months' standing or over who may be in difficulty regarding school relations.
5. That we continue the study of ideal aims of education and the changes in our system which will be necessary to fulfil these aims.
6. That we encourage research work and experiment wherever it can be undertaken with guidance and permission of the Department.

We invite the women students of both First and Second Year Course to unite with us in bringing this policy into effect.

- 224. Tilson, Elsa, Manitowaning, Manitoulin Island, Ont.
- 225. Trudeau, Rita, Spanish, Ont.
- 226. Tustian, Marguerite, Kagawong, Manitoulin Island, Ont.
- 227. Vinette, Jean, 111 O'Brien Street, North Bay.
- 228. Wade, Norma, Northern Paper Mills, Coppel, Ontario.
- 229. Walford, Bessie, Walford, Ont.
- 230. White, Elinor, 218 Second Avenue East, North Bay.
- 231. Wye, Mae., Dunchurch, Ont.
- 232. Barrett, Ernest, 1678-8 Avenue East, Owen Sound.
- 233. Caverly, Keith, Cache Bay, Ontario.
- 234. Clark, Richard, Foxey, Ont.
- 235. Douglas, Joseph, Webbwood, Ont.
- 236. Durrell, Gordon, New Liskeard, Ont.
- 237. Eaket, Clarence, Patton, Ont.
- 238. Forrest, John, 258 McIntyre Street East, North Bay, Ont.
- 239. Garland, Thompson, Trout Creek, Ont.
- 240. Macdonell, John, Box 68, Dalhousie, Que.
- 241. McAuley, Harold, R.R. No. 2, Sault Ste. Marie, Ont.
- 242. McCulley, Ernest, Port Carling, Ont.
- 243. Martin, Bruce, Richards Landing, Ont.
- 244. Moir, Ray, Burk's Falls, Ont.
- 245. Nelson, Lyle, Sprucedale, Ont.
- 246. Ross, Wesley, Cache Bay, Ont.
- 247. Skippen, Norman, Sheguiandah, Ont.
- 248. Steele, Robert, Sturgeon Falls, Ont.
- 249. Stone, Wilfrid, Parry Sound, Ont.
- 250. Walford, Gerald, Little Current, Ont.
- 251. Warnuk, Alexander, Rainy River, Ontario.
- 252. Young, Maxwell, Box 33, Burk's Falls, Ont.
- 253. Dennison, Douglas, Kingston, Ont., 192 Collingwood Street.
- 254. Bishop, John, R.R. No. 2, Richards' Landing.
- 255. Colquhoun, R. Wilson, Williamsburg, Ont.
- 256. Barron, F. A., Webbwood, Ont.



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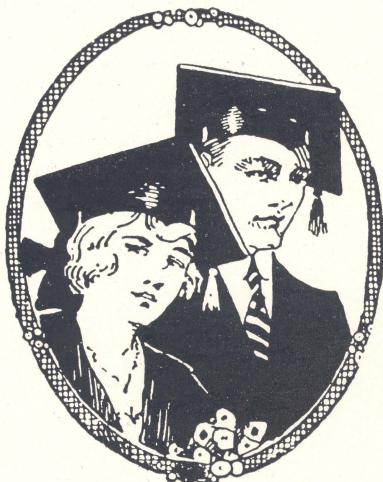
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