

NORMAL

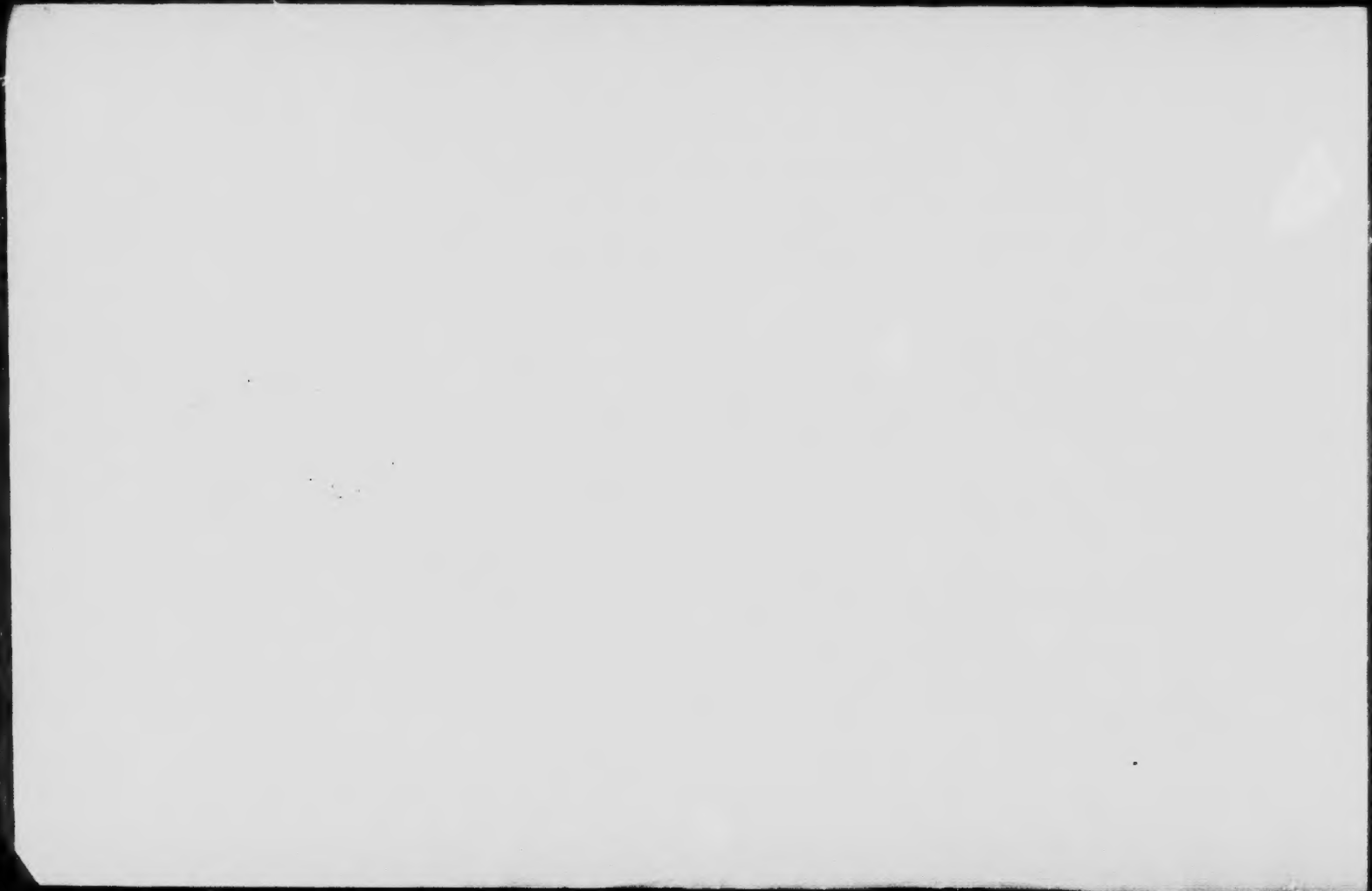
*TERRITORIAL*

Normal

Souvenir

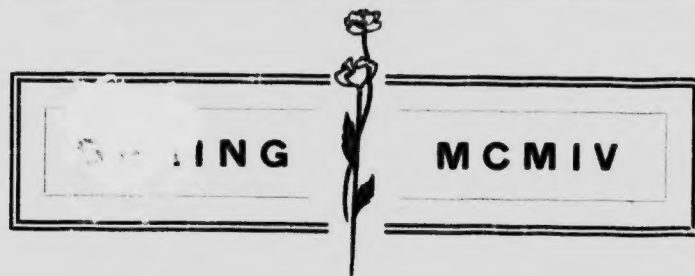
School.

*SPRING '04.*



**SOUVENIR**  
OF  
**Normal School**

REGINA, N.W.T.



" Filled with remembrances that lie even at the heart of things."

## Names of Staff

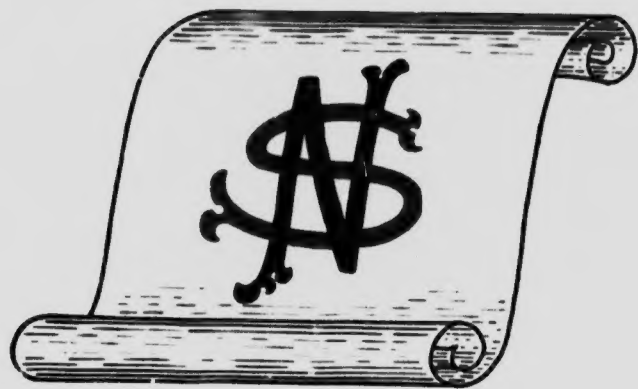
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*Editor-in-Chief:*

J. A. MACKAY

*Assistant Editors:*

MISS E. HURLBURT	MR. C. A. BRADY
MISS L. SINCLAIR	MR. J. E. DAVIS
MISS F. TURNER	MR. F. G. LAWRENCE



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2

## Dedication

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"This to their memory, since we held them dear."

TO you, the Staff of Regina's Normal School, do we, the students of the early class of '04, dedicate our Souvenir. Though distance now has separated us from each other, still in our remembrance will ever live the words of friendship, comfort and assistance you each have rendered unto us at every opportunity. We thank you for the sympathy all of you have shown us in our work, for the kindly, courteous treatment we have received at your hands, and for all those acts of friendliness which have invited our esteem and admiration for you as a staff. You have

been to us more than instructors—you have been friends as well; and this little book that will take its place among our household treasures cannot but be to us as if your own voices spake through its leaves and pictured pages. For, in our quiet moments when we shall pick it up, and notice among all its other memoirs the little message each of you has written there, then the deep and silent influence of your several personalities will stand out before us, never to grow old, nor change, nor pass away.

*Written for the Student by J. A. MACKAY.*



TERRITORIAL NORMAL SCHOOL, REGINA

## To the Regina Normal School

**M**IGHTY Trainer of the Human Mind!  
That I had words of worth thy fame to praise;  
That I could tune my harp-strings to thy lays,  
Ere, grieved at heart, thy form we leave behind.  
Farewell!—that painful word's confin'd  
To that alone, which crumbles and decays;  
Thy inner soul, the moulder of our ways,  
Our hopeful hearts hath bound with ties that bind.  
Those lofty walls that oft did full resound  
And quiver, with the force of laws applied,  
Those well-thumbed books, of truth profound,  
That treasure wealth of knowledge, all too wide  
For mortal mind to span, have made to sound  
A voice, that speaketh ever—Our Country's Pride.

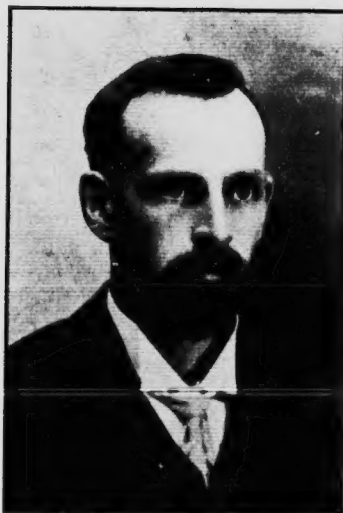
*GEO. H. RUTTAN.*



Goggin in 1902, Mr. McColl was made a member of the teaching staff of the Normal. In 1903 he received his appointment as Principal.

"We see him as he moved,  
How modest, kindly, all-accomplished,  
wise,  
With what sublime repression of him-  
self:  
Not swaying to this faction or to that:  
But, thro' all this tract of years  
Wearing the white flower of a blame-  
less life."

D. P. McCOLL, Principal of the Normal School, was born in Elgin County, Ont. After teaching four years in the Public Schools of his native county, he entered the University of Toronto. Upon receiving his degree, he chose the West as his field of labor, and, in 1892, was appointed Principal of the Calgary High and Public Schools. In 1898 he resigned this position to accept the Inspectorship of Schools for Central and Southern Alberta. He received his professional training at St. Thomas Model School, the Toronto School of Pedagogy, and the Normal School, Regina. His work in connection with Normal Schools began in 1901, when he conducted the third class session at Edmonton. Upon the resignation of Dr.



"Who revered his conscience as his  
king,  
Whose glory was redressing human  
wrong:  
Who spake no slander, no, nor listened  
to it."

A. M. FENWICK is a native of Kingston. He graduated, with Honors, in General Biology and Geology, from Queen's University in 1890. The following year he opened the Percy School, No. 202, Moose Mountain, and, after two years successful teaching, under the regulations of that day, was granted a professional certificate on the recommendation of his inspector. In the fall of 1892 he attended the Winnipeg Normal School, after which he was engaged for a year in service in the Indian Department as Assistant Principal in the Battleford Industrial School. For six years Mr. Fenwick was Principal of the Moose Jaw Schools. In 1900 he was appointed as an Inspector and Instructor of the Normal School. In 1903 he was made Assistant Principal and withdrew from his duties as Inspector.



"Therefore shalt thou be ever fair and free,  
And in thine every motion musical as  
summer air."

E. E. RANKIN is a Western teacher, having received the majority of her education and gained her experience through the schools of the West. Kingston was originally her Eastern home, but, coming from that city to Winnipeg in 1883, her life has been influenced by Western ideas and thought. Her Normal course was taken in Winnipeg under the guidance of Dr. Goggin and Mr. W. A. McIntyre, and in 1891 she began her teaching in the Primary Departments of the Winnipeg Public Schools. Special study was also given to music and drawing, and experience was gained in teaching these subjects through the different grades, as advancement was made to Senior Departments. Owing to her success in conducting this branch of work, Miss Rankin was chosen in January, 1903, to fill the position in the Normal School, Regina, of Instructor in music, drawing and primary work.



"Forward and frolic glee was there,  
The will to do, the soul to dare."

LINDLEY H. BENNETT, Instructor in Manual Training, is a native of England. He has left no stone unturned to make himself master of his profession. He studied Manual Training, Art, and Technology, at various colleges in Bristol, London and Leipsic. After completing his course he taught Manual Training for six years under the School Board of London, England. In 1900 Mr. Bennett came to Canada to be Director of Macdonald Manual Training Sch'ls in the Province of Quebec. Fifteen months later a similar position was offered him in the Territories. Since that time Mr. Bennett has been on the staff of the Normal School, Regina.

## Of, in the Stilly Night

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Of, in the stilly night,  
Ere Slumber's chain has bound me,  
Fond Memory brings the light  
Of other days around me:  
The smiles, the tears,  
Of boyhood's years,  
The words of love then spoken:  
The eyes that shone,  
Now dimmed and gone,  
The cheerful hearts now broken!  
Thus, in the stilly night,  
Ere Slumber's chain has bound me,  
Sad Memory brings the light  
Of other days around me.

When I remember all  
The friends, so linked together,  
I've seen around me fall,  
Like leaves in wintry weather,  
I feel like one  
Who treads alone  
Some banquet-hall deserted,  
Whose lights are fled,  
Whose garlands dead,  
And all but he departed!  
Thus, in the stilly night,  
Ere Slumber's chain has bound me,  
Sad Memory brings the light  
Of other days around me.

MOORE.



EDITORIAL STAFF.

D. Dean,  
*Bus. Manager.*  
E. Hurlburt.

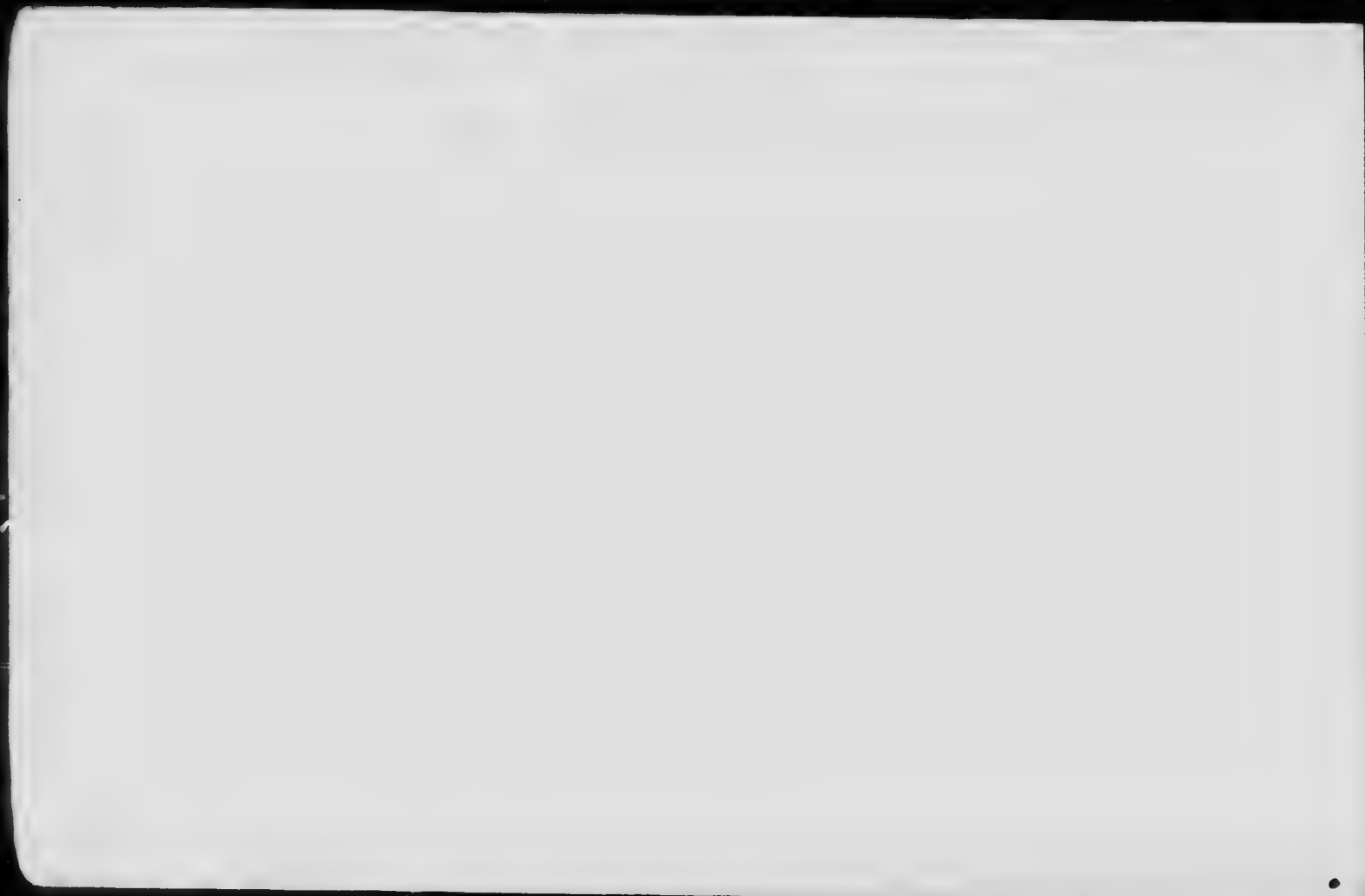
F. Turner.  
J. A. MacKay,  
*Editor-in-Chief.*

C. A. Brady.

F. G. Lawrence.

J. E. Davis.

L. E. Sinclair.



## Greeting of Souvenir

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TO all true friends of this Territorial Normal School a glad and hearty greeting is extended in our little book of recollections.

It hopes to interest all with whom it may ever come in touch; those who love the upward pathway of learning; those who some day may help to wield that mighty influence for which this training period has been fitting us; and those, too, whose children will, to no small extent, be intellectually and morally moulded by the wisdom and culture of each of those whose names appear elsewhere on the pages of our Souvenir.

This book of memoirs does not pretend to any deep and mighty wisdom, nor does it attempt to instruct its readers so much as it endeavors to reflect the many-sided interests of Normal Life.

In the biographies each student is described by his or her particular friend, for Love's rare insight must reveal those beauties which are oft invisible to the eye of mere acquaintance; and as Love is blind to every fault you will notice that not one is mentioned here.

Our Souvenir is peculiarly the property of the early class of '04, describing our life as students, our sports and our earnest work, our friendships and our remembrances. If, by glancing over its pages, we are brought to recall the four happy months spent in Regina's Normal School, then it has fulfilled the purpose for which it has been written; for it will prolong those memories of class life which make us feel that though scattered we are unbroken; and this is surely the true and real value of a souvenir.

*EDITOR-IN-CHIEF.*

## The Chronicles of the Normalites

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CONSIDER now the Normalite and his ways: behold his life is full of sorrow.

He sitteth up far into the night and readeth much on Psychology and divers things that passeth all understanding.

He ariseth early in the morning, and hieth away to school, lest, perchance, he be late and gotteth a calling down.

Verily, his days are full of sorrow, and his nights of weeping.

He payeth away his good sheckles for books day and night, so that he is ever broke and crieth out, in the bitterness of his soul: "Of the buying of books there is no end."

He goeth forth into the public schools; aye, even unto the seven rooms of the public schools.

He riseth up to take the Senior class, and his heart fainteth within him, and his knees do smite one another, and he wisheth the earth would open and swallow him up.

He taketh a class of Juniors, and they respond not, but hold their peace, and the leader delayeth to arise, so that he crieth in anguish, "How long! Oh, how long!"

And next month he departeth, and no man knoweth whither he goeth.

Verily he is as a vapor, which appeareth but for a little time, and then vanisheth away.

*M. VALENS.*

## Our Schools

**F**OUR months have hastily passed by since you, the members of the present class, have entered upon your duties and many of the teachers-in-training are having their first experience in the West. Now that you are upon the threshold of the vocation for which you have been preparing yourselves, I daresay not a few are apprehensive in regard to the conditions you will soon be forced to face. However, seeing that you have bravely undergone the rigors of an inclement winter we feel safe in saying that nothing more terrible will beset your paths even though it should be your portion to engage to teach in the remotest corners of our vast Territories.

At the present time certain features related to your work are undoubtedly engaging your attention and among these may be mentioned the district to which you are going, the school and its surroundings, the class of people with whom you are to associate and—the inspector for the district. You should also carefully survey the responsible nature of the task which lies before you and resolve cheerfully to grapple with the duties pertaining to your position.

If it should happen that the district to which you are going is far from towns or villages, do not take alarm at

this, for many of our most prosperous and progressive districts are found amongst those that are "born to blush unseen." Many of our teachers delight to tell of the pleasant experiences they have had in districts so remote that they seemed to be out of humanity's reach. In a large percentage of districts you will find schoolhouses which for comfort and convenience will compare very favorably with those seen in the provinces. If it should be your lot to find a mud building used as a schoolhouse do not be discouraged, for therein lies an opportunity for you to do valuable missionary work in the way of enlisting such sympathy as will tend to the erection of a new building.

Speaking from a point of view of my own experience, I feel safe in saying that you will meet everywhere warm-hearted people, people who are always ready to extend a kindly welcome to the stranger. Should you be unfortunate enough to have a different experience, in all likelihood your lot has been cast amidst surroundings not yet imbued with the proverbial Western hospitality.

Wherever you go try to adapt yourself to the conditions in which you are placed. Make yourself one with the people of the community. Do not stand aloof from what

interests them but try as far as possible to be in sympathy with them. I think I am safe in saying that if your attitude is the right one you will not fail to touch a responsive chord in the hearts of those with whom you come in contact. Do not grumble if conditions are not all that you would desire.

Too often we hear it said that teaching is a thankless business. I do not think so. In an age such as the present we cannot hope that people are going to praise from the housetops our every effort. But if we do our work well and faithfully, if we inspire our pupils with noble motives and a desire for useful knowledge, we shall at least have the consciousness of knowing that all right-thinking people

will appreciate our work at its full value.

Enter upon your duties with the determination to make things "go." In the management of your school be fair, be firm, be kind. Deal frankly and justly with your pupils, and you will find that when once you have gained their confidence you will have made a fair start towards enlisting the sympathy of the parents. Keep abreast of your work. By so doing neither will you stagnate nor will you tremble at the approach of the inspector.

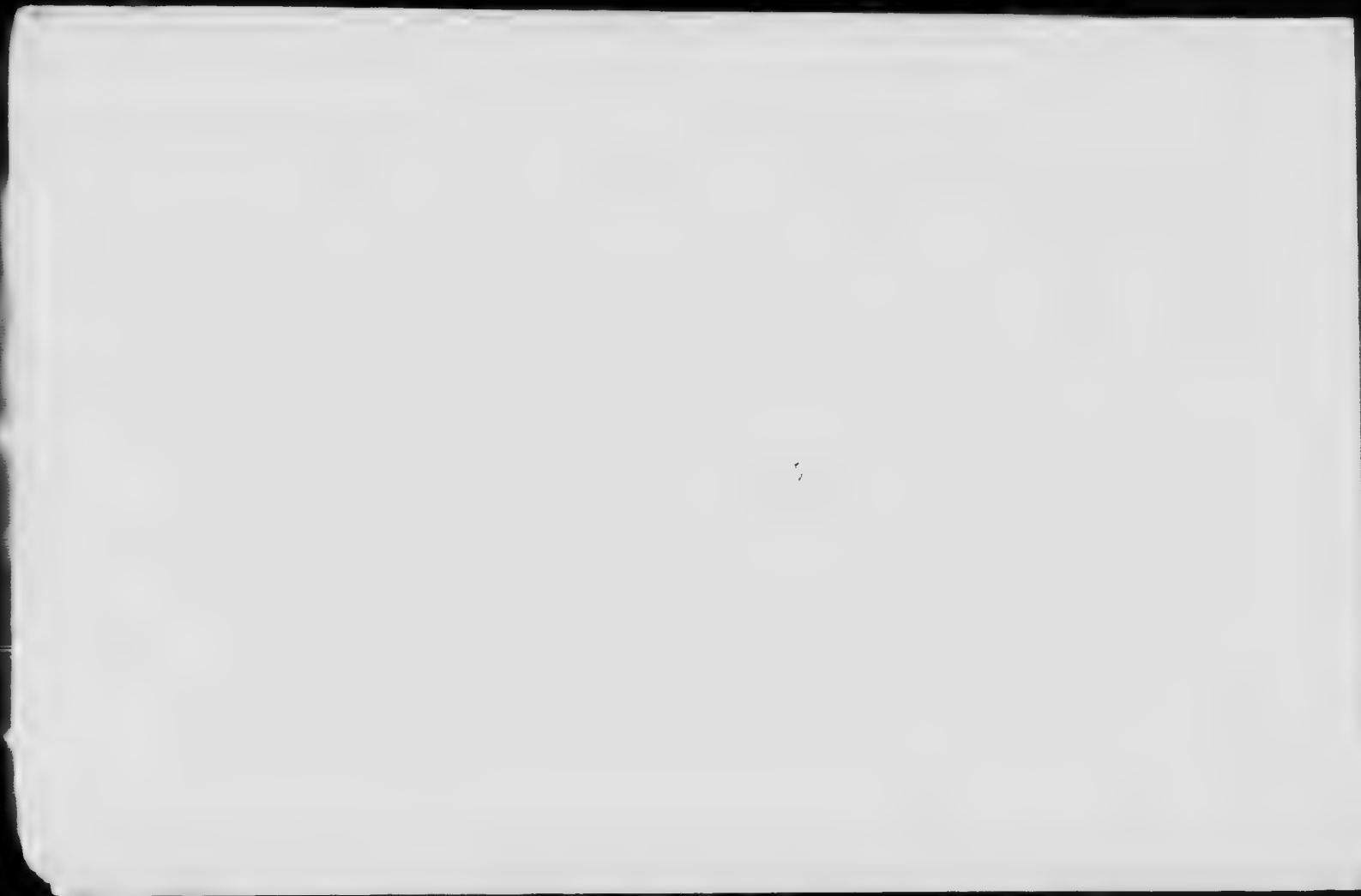
As you go to your several fields of labor you will be followed by the best wishes of the Normal staff who will always be glad to know of your success.

*D. P. McCOLL (Principal).*



EXECUTIVE OF LITERARY SOCIETY.

F. Turner, <i>Vice-Pres.</i>	D. Dean, <i>Bus. Mgr.</i>	G. H. Ruttan, <i>Cor. Sec.</i>	F. A. Clark, <i>Prog. Com.</i>	J. A. MacFay, <i>Ed. "Searchlight"</i>	M. Vaens, <i>Prog. Com.</i>
		P. More, <i>Treas.</i>		M. E. O'Donnell, <i>Rec. Sec.</i>	
N. A. Card, <i>Mus. Dir.</i>	J. A. Younie, <i>President.</i>	R. J. Eley, <i>Mus. Com.</i>	D. P. McColl, <i>Hon. Pres.</i>	J. E. Davis, <i>Ch. Lieb. Com.</i>	A. M. Fenwick, <i>Hon. Vice-Pres.</i>



## The Literary Society

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WITH the passing out of the first term of the class of 1904 another notch is added to the annals of the Regina Normal School Literary Society. Nearly all educational institutions and prominent seats of learning have such societies, and the greater the influence of the institution the more stress is there put upon the necessity of having a good one, as nearly all student movements have their origin in, and are controlled by, their Literary Society. This being the case, the seventy-four students of the Regina Normal School, gathered from all parts of the Dominion, could in no way proceed with their course without first organising such an association.

So it was for this reason that the students met in the Assembly Hall on the afternoon of January 15th, with Mr. G. H. Ruttan in the chair. After the pros and cons had been fully discussed it was unanimously decided to proceed with the formation of a Literary Society. It was also decided that we dispense with a nominating committee, and have open nominations, election to take place next evening by secret ballot.

A goodly number of nominations for the various offices were rolled up, and the next night the fight was on, the contest for some of the offices being quite keen. All the

offices were filled with the exception of the Editor-in-Chief of our bi-monthly paper and Souvenir Number. Mr. J. A. MacKay was unanimously voted to this office a week later.

Our first two meetings were purely business meetings, the second one bringing order out of the chaos which arose in the first. On the evening of our second meeting a very informal "At Home" was held, at which all the students became better acquainted with the staff and with one another.

The history of our weekly meetings is one of continued progress in the class and character of the entertainments, and reached its climax at our last meeting, March 25th, when the ladies provided the entire program.

A history of those taking a prominent part in the work of the Society would not be out of place here. To Miss Card, in the capacity of musical director, the Society is deeply indebted for the splendid musical part of our programs and for the organisation of a "Lee Club, whose selections have been greatly appreciated by the audience. Besides Miss Card there were among the pianists of the class, Misses Dudgeon and L. Sinclair and Mr. Eley, while Miss Upton and Messrs. McKay and Ruttan supplied us with violin selections. The Ladies' Comb Orchestra and

the Boys' Whistling Chorus were two very attractive features at some of our meetings.

The Debate and Discussion side of the "Lit." was very ably looked after by Mr. Davis, and during the term several interesting debates and discussions took place, the ladies of the class taking a very prominent part in these, and proving that eloquence and oratory do not belong wholly to the sterner sex.

The Literary side of our meetings (readings and recitations) was looked after by Miss F. A. Clark. Although this side of our work was not cultivated to the extent of those of Music and Debate, yet it was by no means neglected. Special mention should be made of a few of those taking part, especially Mr. MacKay, who always had a fine stock of recitations on hand, humorous or serious, as the spirit of the meeting demanded. Others who afforded us enjoyment are Misses Clements, M. Clarke, Valens and Munro, and Messrs. Henderson and Dean.

A novel feature of our Association was our bi-monthly paper "The Searchlight," under the efficient editorship of Mr. MacKay, assisted by an able staff of sub-editors. Each issue of this paper was always looked forward to with the keenest anticipation by the students, as its articles—Editorials, Current Events, Essays and Humor—were of an

exceptionally high order, ranking with similar articles in many first-class journals.

As we are now nearing our closing days at Normal, and will soon be called upon to play our part in the world's drama, we will ever look back with pride and longing to the all too brief period of our Normal School life. We will remember the old class room, the "old fond faces," the "comrade voices," the sports, the social functions; but, perhaps the best of all, the many happy afternoons spent at the "Lit.," the debates, the discussions, and the friendships formed.

According to the constitution the object of the Society is to meet "for the mutual improvement of its members by Literature, Music and Oratory." The aim of the Executive has been not so much to entertain but to develop the talent of the class. We believe that their efforts in this direction have not been without result.

We, of the class of the first term of '04, can only express our earnest hope that the Literary Society of the Regina Normal School will continue to do in the future as it has done in the past, that it will continue to be the central and guiding force of student organization, and that ere long, in classes which are to come, we may see further evidences of its activity.

J. A. YOUNIE.

## Leaves from Memory

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THE garrulous memories

Gather again from all their far-flown nooks,  
Singly at first, and then by twos and threes,  
Then in a throng innumerable; they all remain—  
Immortal, changeless creatures of the brain.

I see in vision the old school hall,

And those who walked therein I see again.  
In fancy fond I stray among them all,  
And see their firm benignities of face—  
A mass Teutonic, toned to Gallic grace.

Wherever they be flown—wherever they,

Who were so many-friended, full of cheer,  
And sunny as a pleasant summer's day;  
Wherever—yes, wherever they are gone,  
The memory of their better self lives on.

*Arranged by J. A. MACKAY.*

## Class Biographies

"Give us with incessant affirmatives. Don't bark against the bad, but chant the beauties of the good."—EMERSON.

"Friend to truth, in soul sincere,  
In action faithful, in honor clear."

**R**OY WILL ALLEN, affectionately known among his friends as "Billy," was born in Yarmouth, N.S. The stars governing this particular occasion must have been in a most propitious grouping, as he is undoubtedly endowed with those qualities which constitute a "Gentleman" and a scholar. He received his primary education at the Milton Public School and later at the Yarmouth Academy, where he matriculated in the spring of 1903. Last August he came West and taught near Wolseley, Assa., for four months and entered Normal with this present class. Mr. Allen was secretary of the Athletic Association, which position he filled faithfully and well, and to his energies was due in a large measure the success of our Athletics. He expects to remain in the West for a couple of years, when he thinks he will return to his native province to resume his Academic studies before entering on higher pedagogical labors.

"In manly, honest thoroughness he wrought;  
From humble home-lay to the heights of thought;  
Slowly he climbed, but every step was sure."

**W**ILSON ANGUS hails from the land of Evangeline, where the Mayflower blooms amid the snows. He was born at Linden, Cumberland County, and attended Public School there and at Northport. He afterwards attended the Truro Academy, where he obtained his first-class certificate in 1901. After teaching two years in Nova Scotia he decided to come West, to the great sorrow of all his friends and acquaintances. We now find him a prominent member of the famous R. N. S. Class of 1904. A bright and successful future is predicted for him by all his fellow-students.

"A face with gladness overspread!  
Soft smiles by human kindness bred!"

**D**ORCAS E. BELL is one of our bright, rosy-cheeked Western girls. She was born near the village of Whitewood, Assa., and obtained her Public School education at the Silverwood School. Her ambition led her to take up High School work under the tuition of Mr. A. J. Mather, B.A., in the pretty village of Whitewood. Though naturally very shy, she has made many friends during the short term at Normal. We all join in wishing Miss Bell every success in the profession she has chosen.

"The very silence round her seems  
As if the angels sang."

**E**LLA M. BELL, one of our true Westerners, and one who displays the Western spirit of independence, was born at Brandon. At an early age she left there with her parents and went to Melita, where she received her Public School education, the latter being finished at Lethbridge, where she lived for a short time. From there she moved to Alameda, residing there until she came to Regina, in which place she received her Normal training. During her short stay in Alberta she was so charmed with that sunny clime that she intends to return there to follow the teaching profession. Miss Bell displays her Western spirit in her fondness for sports, her favorite ones being basket-ball and hockey.

"Too soon for clamor to dismay."

**C**HAS. A. BRADY is an Easterner, and hails from Campbellford, Ont. Here he received his Public and Collegiate training, graduating with second class honors from the latter in 1902. He always took a prominent part in athletics and especially lacrosse, in which he excelled. He arrived in Regina last January to attend Normal College. His quick Irish wit and genial temperament soon won him many close friends. Here, also, his love for athletics came to the front, and it is owing to his untiring energy and enthusiasm that our Ladies' and Gentlemen's Hockey teams were organized. His abilities as a teacher are unquestionably good and bright success is promised him.

"His form accorded with a mind  
Lively and ardent, frank and kind."

**F**RANCIS M. BRADY hails from the town of Campbellford, Ontario, where he received his education, having passed both Junior Leaving and Matriculation examinations at the age of fifteen. Allured by attractions in the West he decided to attend Normal in the City of Regina, and thus prepare himself for the teaching profession. Accordingly he left his parental roof to seek his fortune farther West. Mr. Brady is held in high esteem by everybody, especially by those with whom he is intimately acquainted. He possesses excellent abilities, and we predict for him a successful future in whatever field of labor he may occupy.

"Full well they laughed with merry glee  
At all his jokes, for many a joke had he.."

**E**DWARD VICTOR BRAITHWAITE was born in Middlesex County, Ont. His jolly fun denotes an Irish parentage. He received his Public School education in the little village of Devises, finishing his school course at Lucan, Ontario. He took his professional training in London, after which he accepted a position as teacher in the school where he had received his own education. Here he remained for one and a half years, when in August 1903 he came West, and last January 4th, '04, joined our Normal Class. His rollicking fun and genial nature have won for him many friends, all of whom wish him a successful future.

"Her life to quietude is an eternal law,  
A piece of nature that can have no flaw."

**L**OUISE BREDIN was born in Stormont, Ontario, where her early life was spent, until she left for Brockville, in which place part of her education was received. Some time later she came to the Territories, joining the class of 1904 in January. There her quiet, unassuming manner won for her the esteem of all whose lives touched hers. In the schoolroom she proved herself thorough and painstaking, and laid the foundation for a successful future as a teacher.

"A glance where seemed to reign  
Some soft and soothing sympathy."

**CARRIE BURNS** hails from Simcoe Co., Ont. Here she received her Public and High School education. After obtaining a third class certificate she remained out of school for some time, till, coming to Oxbow, Assa., she was again prompted to follow an educational career, and accordingly repassed her third class examination under Western regulations. Miss Burns, as a teacher, shows a pleasing, sympathetic manner, and, as a lady, possesses good sterling qualities of womanliness. We were pleased to have her in our spring class of '04 and wish her much success in her chosen work.

"Hers was the charm magnetic—the bright look  
That shed its sunshine on the dreariest book."

**ROSA ALICE CARD** was born at Uxbridge, Ont. She received her Public and High School education in her native town, where she also received some professional training. She then taught in the Primary Department of the Uxbridge Public School. During this latter period she visited Toronto each week and studied vocal music under the guidance of Mr. David Ross. In January 1904, she came West and joined our Normal class. She has proved to be an efficient leader of the Glee Club, and the Literary Society owes a great deal of its musical success to Miss Card's efforts. Her past success as a teacher is sure to win her further laurels in this work.

"A heart which, like a fine-toned lute  
With every breath of feeling woke;  
And, even when the tongue was mute,  
From eye and lip in music spoke."

**FRANCES A. CLARK** was born near Sevenoaks, Kent, England, where she received her early education. Coming to Alberta she received her High School training in Stratheona. On January 4th she came to Regina and joined the Normal class of '04. She was one of our first class group, and has proven herself an able and energetic student. In our class circle her opinions have been held in high repute, while as a member of many of our committees she has shown an enthusiasm for every phase of our Normal life. We feel certain that her gracious manner will invite success in any future field, and the Normalites of '04 shall long remember the stately lady with the rich old English accent.

"I know and esteem you, and feel that your nature is noble."

**M**ARGARET E. CLARKE, born near Brockville, Ontario, was one of the first class group of this year. Her education was begun in the Brockville Schools and continued at Toronto University. She attended this famous institute of learning for three years, but ill-health compelled her to seek a rest before her course saw its completion. She taught in Ontario for some time, and also near Carlyle, Assa., leaving there to attend the Territorial Normal. Her individuality was marked, and her nature showed much originality of thought and action. She was one who proved a loyal, sincere friend.

"We note each gracious purpose,  
Each kindly word and deed."

**V**IOLET PEARL CLEMENTS was born in Bruce Co., Ontario, where she received her Public and most of her High School education. About two years ago she came with her parents to "Sunny Alberta," where she attended the Strathcona High School. On January 4th we found her numbered among the Second Class Normal students at Regina. Her jovial nature makes her a welcome companion where ever she goes. The tact and ability which have brought her success in teaching at Normal will insure success in her chosen profession.

"Short of stature he was, but  
Strongly built and athletic."

**E**MERSON C. COUPLAND was born at Macville, a little hamlet in Peel County, Ont., and entered upon his educational career in the Albion Public School. His quest for knowledge was continued in Georgetown High School and Toronto Junction Collegiate, where he obtained his Junior Leaving and Matriculation certificates. After attending the Brampton Model School, he taught for one year in the Banner Province. On January 4th he came to Regina and attended the Second Class Normal Session. He has interested himself in our sports, especially in basket ball, while as a student his industry and energy point to a successful future.

"His manhood breathes in every line."

**A**NGUS CURRIE, born in Paisley, Ont., was destined by fate to travel in many climes. At a tender age he went to Grafton, N.D., where he received his early education. Afterwards he left Uncle Sam's domain to pursue his academic studies in Strathcona, Alta. Coming to Regina he joined the Second Class Normal of '04. Here he assisted greatly in the social life of the Normal by his willingness to aid the Glee Club. His genial disposition has won for him many friends, who have no hesitation in predicting for him a successful future.

"Maiden with the meek brown eyes,  
In whose orbs a shadow lies,  
Like the dusk of evening skies."

**M**AY E. COWLEY is a native of Hull, Yorkshire, England. She completed her school training at Stockwell Pupil Teachers' Centre, London. In 1902 she came to Canada, and with her parents took up her abode in Qu'Appelle. On January 4th she came to Regina and attended the Third Class Normal Session. By her work here and her cheerful disposition Miss Cowley has shown herself a good acquisition to the West, and we predict for her a successful career in teaching "the young idea how to shoot."

"Thy greeting smile was pledge and prelude  
Of generous deeds and kindly words."

**W**ILLIAM P. CUMMING was born in the County of Lanark, Ont., and received his Public School education at Watson's Corners. He finished his school course in Lanark High School, having been successful in obtaining his Junior Leaving certificate in 1903. In September he came to the West and spent some months near Brandon, Man., then he came to Regina in January to join the Normal Class of '04. Mr. Cumming has shown himself to be a strong lover of athletics by the active part he took in the sports of the class. His ability as a teacher is very evident, and a successful future doubtless is in store for him.

"With more than mortal powers endow'd,  
How high he soared above the crowd."

**JAMES E. DAVIS** was born in St. Thomas, Ont., where he received his primary and secondary education. While at the Collegiate Institute he obtained his Senior Matriculation with honors. Mr. Davis has had three years' experience in teaching, first at Staples, Ont., where he was principal of a graded school, and at Warton, Ont., and Drinkwater, Assa. He has engaged in commercial life in New York and other American cities, and in England. At Normal he first achieved fame by being the chief slayer of "Fitch." Mr. Davis was an able chairman of the debating committee in our Literary Society. He has shown himself to be one of our ablest teachers, and his sterling worth has made him many friends who will watch his future success with interest.

"Such was our friend. Formed on the good old plan,  
A true, and brave and downright honest man."

**DAVID E. DEAN** was born in the County of Dufferin, Ont., in the year 1878. He obtained his third class certificate in Collingwood in the summer of '98, and the following fall received training as a teacher in the Collingwood Model School. He taught very successfully for four years in his native province. While teaching near Sault Ste. Marie he passed his Junior Leaving Exams. Then becoming enthused with the spirit of adventure he came West to Southern Assiniboia, where he spent the six months previous to coming to Regina. At Normal Mr. Dean has proven himself to be a deep thinker and a man of exceptionally strong character, being held in esteem by all who know him.

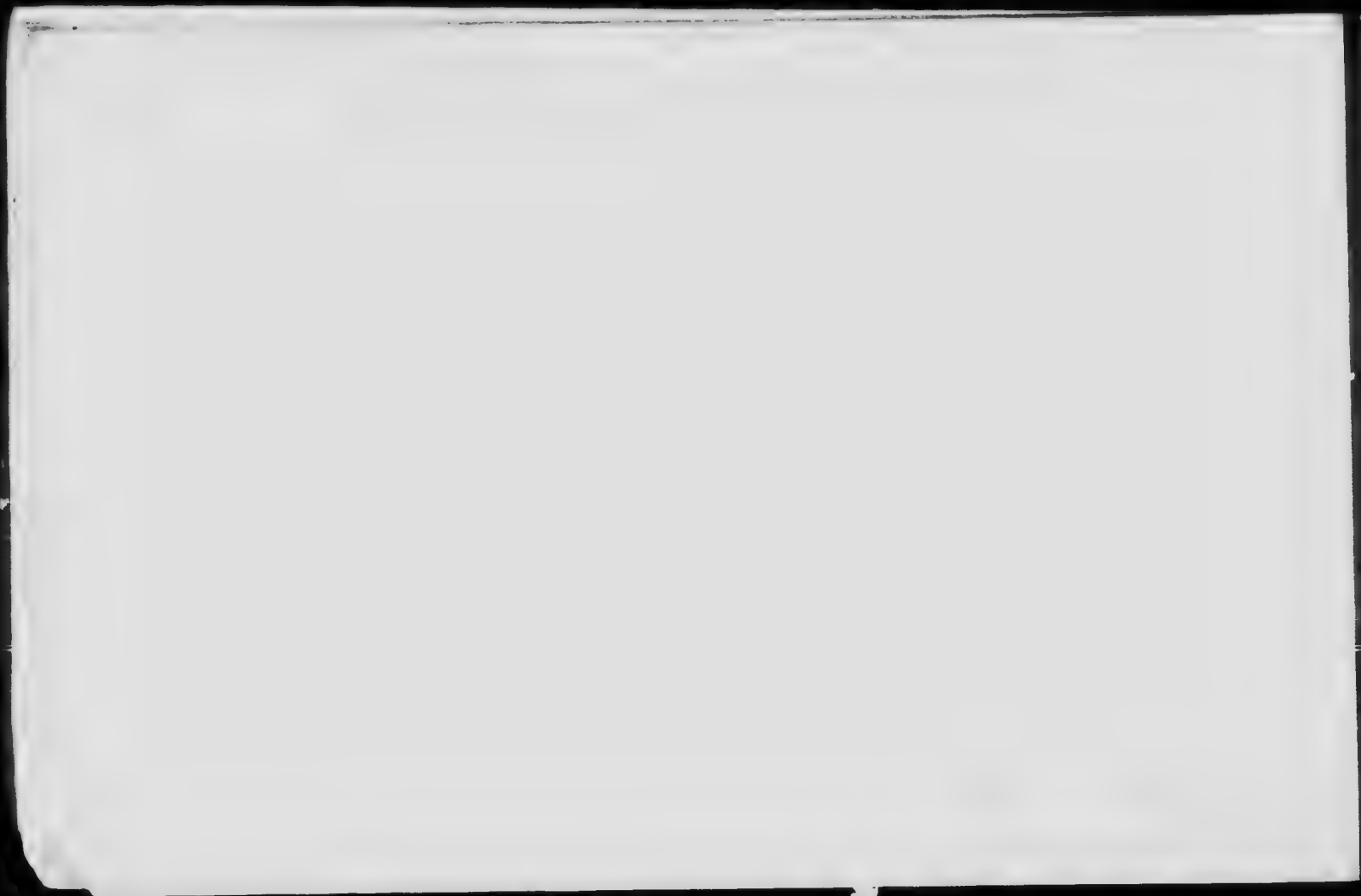
"Her modest answer and graceful air  
Show her wise and good as she is fair."

**MAUD DOWZER** hails from the banner province, Ontario, having been brought up in Clinton. She attended the Public and High Schools there, but determined to cast in her life and lot with the far-fame West. After teaching for a short time she turned her footsteps toward Regina Normal with the purpose of fitting herself more thoroughly for what appears to her to be the grandest of all professions. Her many friends join in wishing her every success.



EXECUTIVE OF ATHLETIC ASSOCIATION.

	F. G. Moore, <i>Sec Hockey.</i>	L. H. Bennett, <i>Hon. Pres.</i>	G. Nelson.	G. H. Ruttan, <i>Capt. Hockey</i>
V. P. Clements, <i>Treas.</i>	F. Turner, <i>Vice-Pres.</i>	E. E. Rankin, <i>Hon. Vice-Pres.</i>	M. E. O'Donnell, <i>Capt. Ladies' Hockey.</i>	
	W. T. Hawkins, <i>President.</i>		R. W. Allen, <i>Secretary.</i>	



## The Social Life of '04 .

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**A**PPRECIATING the wisdom of the old saw that "All work and no play makes Jack a dull boy," the students of the class of '04 have not neglected the social side of life.

On the fourth of January most of us awoke in the gray dawn, shivered, wondered—and then remembered that we were in the cold Queen city of the West. At about nine o'clock we might have been seen wending our way to the red school, which held we knew not what in store for us. Soon we were wandering through the halls and gathering in the library, which has seen so many Normalite gatherings. How curious we were about the seventy strangers around us, and what old friends the room-mates we had met no longer ago than the previous night, or the acquaintance made on the train seemed! After a short time we gathered in the Assembly Hall, where we met the Principal and Instructors, who soon sent us in quest of books—an errand from which we returned with heavy burdens and our pocket-books proportionately lightened.

Our first social gathering was at a promenade in the Assembly Hall, the purpose of which was to enable us to become acquainted with one another. Introducing everyone to almost everyone else removed the thin veneer of stiffness, and a few very enjoyable hours were spent, interspersed

with musical selections and some very amusing recitations.

A few days later the Epworth League of the Methodist Church gave a reception to the students of the High School and Normal. On entering, each one was given a little book, containing a number of blank pages, and he then proceeded to get as many names as possible of those present inscribed therein. A very nice programme was rendered, and a speech was made by the Reverend Mr. Wigle, whose descriptions of the Normalites' troubles in Regina were intensely amusing. Refreshments were served, and, at a late hour, we wended our way homeward, after a delightful evening, in which we had learned to know each other better and had met a number of the townspeople.

Many of the Normalities have attended and taken part in the Epworth League and Christian Endeavour and the gatherings in connection with them.

Another enjoyable event was the Social of the Ladies' Aid Society of the Methodist Church. Here a pleasant evening was spent in conversation and in listening to an excellent programme.

The next gathering was a Leap Year Party given by the ladies of the Normal in honor of the 29th. No small part of the fun for them was keeping the matter a profound

secret, which they succeeded in doing so well that they astonished the gentlemen who thought this was impossible for their fair friends. A transformation was effected in our classroom; it was gaily festooned in red, white and blue, while the soft light from Chinese lanterns and shaded lamps gave a very pleasant effect. But the transformation was not in the rooms alone; the girls had all suddenly changed to prime old maids in the dark dresses, white kerchiefs and odd hair-dressing of the Puritan age. The time passed very quickly, spent in appropriate amusements—searching for Kate; fortune-telling by three girls who, in the weird light of their ghostly sanctum, reminded us of Macbeth's three witch friends; a few Leap year promenades; quartettes, fearful and wonderful, which brought to light talent previously unsuspected; and the turning of the wheel of fortune to obtain our partners for supper. Long tables were laid in the ladies' library, which had been decorated in red and black. The supper was followed by toasts, in which both ladies and gentlemen bore their share. In the wee sma' 'oors we departed, tired, but thanking the fates that had brought us to Normal in Leap Year.

A few weeks later a large number of the Normalites went out to the Industrial School. There were enough of us to make us thoroughly enjoy the ploughing through the snow and the imminent danger of tipping over. We were warmly welcomed by the staff of the school. Some of the Normalites assisted with a programme, in which the Indian boys and

girls, although not especially prepared, took part. Their singing was highly appreciated by the Normalites, as was also an Indian jig one of the boys danced so well. After refreshments and a little "hop" we all started for home, and the four miles drive in the bitter wind was unable to dampen our spirits.

Our debates must not be overlooked. A series of these was arranged with the Young Men's Liberal Club, and the Normalites turned out in large numbers to hear them and encourage their speakers. The subject of the first debate was, "Resolved that Canada will benefit more than Great Britain by the preferential tariff." The affirmative was taken by Messrs. Ruttan and MacKay of the Normal against Messrs. Elder and Shaw, and, of course, we were delighted when the judges decided in favor of the affirmative. The next debate was "Resolved that independence for Canada would be better than the present state." This time Messrs. Henderson and Hodgson of Normal took the affirmative against Messrs. Kerr and Brown, and again the Normal boys bore off the laurels of victory. While the judges were reaching a decision a few musical selections and recitations were nicely rendered by the students. We are looking forward to the next debate as a question of personal interest—"Resolved that the teaching profession should be restricted to gentlemen." The boys of the Normal, loyal to their fellow-workers of the fair sex, will defend the negative.

Besides these social delights, there have been merry meetings at the houses of the different girls; and the skating rink between times, when the roof did not happen to be blown off, has played an important part in our social life.

A number of the townspeople, too, have thrown open their doors to us, and so have given a touch of merry home life to the home-sick ones.

Altogether we have spent a very pleasant term here, and when the time comes for breaking up we shall carry away many happy memories as well as many a friendship that will probably last through life. No inconsiderable part of our education here has been the broadening of our ideas and sympathies by our close contact with students from all parts of Canada, from the Rockies to Nova Scotia and the Island and even from far-away England.

*F. A. CLARK.*

## Class Biographies (continued)

"Modest and simple and sweet, the very type of Priscilla."

**M**INNIE A. DUDGEON is one of our 1904 Firsts, and is a jolly girl. To know her was a privilege which, once gained, was never lost. She received most of her education in Owen Sound Public and High Schools, to which schools she is an honor. At the Model School of that lake-side town she began her pedagogical career, and there learned the art of keeping school in order to aid the intellectual progress of the rising generations. Following in this train of thought she devoted six months of her life to teaching at Presque Isle, near Owen Sound, and there left the impression of her high ideals on all those with whom she came in contact. Leaving there, her home was located in Wetaskiwin in sunny Alberta. On January 5th she joined the ranks of the Normalities at Regina, and here she proved herself a worthy student. Through her musical talent and kindly, genial manner she has won a host of friends and given a great deal of pleasure to her fellow-students. We wish her success in her future undertakings.

"A foot more light, a step more true,  
No'er from the hare-bell dashed the dew."

**M**ABEL S. DYER was born and spent her early life in the pretty little town of Port Hope, where she received her Public School education. Leaving her native home she attended Albert College at Belleville, where she obtained her second class certificate in 1903. Prompted by the spirit of the East she determined to seek her fortune in the great Western country, and came to Weyburn. This was her home for a few months previous to her attending Normal. Miss Dyer has made many friends among us, and we are all her hearty well-wishers.

"'E's little, but 'e's wise,  
'E's a terror for his size,  
Ain't you, Bobs?"

**R**OBERT J. ELEY was born in the town of Campbellford on the Trent, and received his education at the local schools. On obtaining his Senior Leaving he attended Port Hope Model, and, after two years' successful teaching, joined the class of 1904. Here he has interested himself in the various phases of Normal life—as a group leader and a valued member of the Literary Executive and as a formidable little forward in the hockey seven. On many occasions, also, his musical talent has provided entertainment, and we are sure he will continue to achieve success wherever his lot may be cast.

"She was too kind with bitter words to grieve."

**K**ATE S. GOULTER was born and educated in Gloucestershire, some fifteen miles from the historic city of Bristol, amid the romantic scenery of Western England. For some years her home was in Portage la Prairie, where her second class certificate was obtained. After teaching for some months in Manitoba she joined the class of '04 at Regina, where her clear, consistent life spoke for itself of the jewel of truth burning within.

"Clear-headed friend, whose joyful scorn,  
Edged with sharp laughter, cuts atwain  
The knots that tangle human creeds."

**J**OHAN D. GILCHRIST was born at Chatsworth, Ont., where he received his public school education. He then attended the Owen Sound Collegiate Institute, where he obtained his Junior Leaving Certificate, exhibiting special talent in English and History. His Model training was also received at Owen Sound, after which he taught four years in Grey County. His Inspectors testify that his teaching was marked with thoroughness and good discipline. Mr. Gilchrist comes to the West with a good record; here at Normal he has won a circle of friends who sincerely hope that he will cherish their friendship as long as the memory of happy times comes to their minds in recalling the name of John D. Gilchrist.

"With two-handed wrath,  
If baseness or pretention crossed his path,  
Struck once, nor needed to strike more."

**W. T. HAWKINGS.**—This tall stalwart was born near Pickering, Ont., but when very young took up his abode in Paris, where he received a thorough Public and High School education. After this he turned his attention, for a few years, to business life; but a voice within him directed his course to the path of learning. He obeyed, and took a special science course at McMaster University, Toronto, graduating in 1902. For a short time he again applied his energies to business, but with this he could not remain, as he was pointed to a higher work. Wishing some professional training, and, knowing the unlimited possibilities for teachers in the Great West, he "pulled up stakes," and on that noted morning of January 4th, 1904, we were pleased to number the pleasant yet stern and sincere Mr. Hawkings among the gallant seventy-four. During the term we learned to value highly his ready assistance in any movement of importance. In the early term he was elected President of the Athletic Association, to the success of which he greatly contributed. At books, as in sport, Mr. Hawkings certainly showed marked interest and ability, and, when we recall his earnest figure, as he expounded some profound truth with greatest eloquence, we know that in future he will command success.

"And e'en though vanquished he could argue still."

**ROBERT HENDERSON,** our much-esteemed deep and broad-minded Scotch friend was born in the beautiful and picturesque county of Hastings, Ontario. Having received his literary and professional training in the little town of Madoc, he accepted the position of teacher in a school near there, where he taught for one year, returning to Madoc to study for his second class non-professional certificate. After having been successful he removed to the little town of Emo, on the banks of the Rainy River, in New Ontario, to take charge of a school there. Here he taught for two years, returning home to accept a school in that vicinity, in which school he spent three years. He responded to the call from the North-West for teachers, and he joined the class of '04. Since coming to Regina his ability as a teacher has been shown, and a flowery and successful future as a teacher is promised.

"The burden of his song  
Was love of right, disdain of wrong."

**T**HOMAS HODGSON was born in Middlesex Co., Ont., and at a tender age moved to St. Mary's, where, in 1897, he passed his Junior Leaving examination. After a Model School course he turned his attention for seven years to agricultural pursuits in Manitoba. "Fettered by the shackles of old love" he came to Regina to attend our Normal here. Mr. Hodgson is an earnest and clear-headed young man, with a turn for argument, and his practical mind will make him a valuable addition to any community.

"Like a poet hidden in the light of thought,  
Singing hymns unbidden,  
Till the world is wrought  
To sympathy with hopes and fears  
It heeded not."

**R**OBERT M. HOGG began his education in one of the Public Schools of Toronto, where he gave special attention to the arts and sciences. Second class and Matriculation Standing were won by him from Whitewood School, Assa. Having chosen to follow the teaching profession, he mingled with the noted class of '04, and proved himself a persevering student. Should he decide to remain in the band of teachers, or to develop his literary talents we feel sure that his sincerity and zeal will ever be a passport to success.

"As tender as Fletcher, as witty as Beaumont,  
And great things she does in the flash of a moment."

**C**LARISSA M. HURD was born at Kimberly, Ont., where she received her Public School education. After gaining her second class certificate at Meaford, Grey Co., Ont., she taught for some time in her home province, till, longing to concentrate her labors in a Western field, she came to Regina as one of this year's Normal students. Not a little of the sunshine of our social life was shed by Miss Hurd. Her assistance in the musical programs of our Literary Society has been very valued, while as a teacher she has shown an ability and energy which will command her much success.

"We saw her charming, but we saw not half  
The charms her simple modesty concealed"

**EDITH HURLBURT** is proud to speak of her birthplace as Mitchell, Ontario, bordering on the Thames River. Here she spent her happy youth, receiving her Public and High School education. Notwithstanding the paths into which life divides, she decided to tread the "path of the teacher," and accordingly she attended Model School in her native town. Having taught successfully for two years in the Banner province of Ontario, she came westward and joined us in our Normal School of Regina. Although but a few months in our midst she has, by her loving and unassuming manner, won the esteem of all. Judging by her success in Normal, we believe a bright future opens before her.

"Thou wear'st upon thy forehead clear  
The freedom of a mountaineer."

**KATE HERRON** is one of the few Normalites of the Spring Term of 1904 who is a true Westerner. She comes from Pincher Creek, Southern Alberta. Born on a ranch, she naturally has the healthy glow and vivacity which characterise those who indulge in open-air exercises. She received her early education at the Pincher Creek School, where she obtained her second class certificate. Before coming to Regina, however, to take her Normal course she taught with marked success at Gillingham, where she won the love of the children and the esteem and confidence of parents. Kate has endeared herself to the Normal class and will certainly distinguish herself in teaching.

"Self-poised, sagacious, freed with humor fine  
Boy-faced, but grave with answerless desires."

**JOHN JOHNSTON** is a native of New London, Prince Edward Island, where he received his early education. From 1900-1902 he attended Prince of Wales' College, Charlottetown, where he obtained his first-class certificate. After teaching one year in Prince Edward Island he came West, and taught for a short time in Alberta before coming to Regina to attend the Normal School. He took an enthusiastic part in all the sports in connection with the school, especially in hockey and basket-ball. During his stay at Regina he has proved himself a good student, and capable teacher, and we are confident that he will be successful in his profession.

"See is the impress which the body wears,  
How its imperial might the soul declares."

**JAMES A. JUNKIN** was born at Fenelon Falls, Victoria Co., Ontario, where he received his Public School education. He received his education and model training at Lindsay, after which he spent a few years' teaching near Lindsay. Later he went to North Dakota, where he acted in the capacity of Principal of the Forest River Schools. From the expiration of that term until the close of '03 our friend has been a "wanderer in many lands," having travelled over the Western part of U.S. and Canada. Coming to Regina he joined the Normal Class of '04. Here he has won the esteem of his class-mates, who wish him success in his future undertakings.

"Patience and abnegation of self,  
And devotion to others."

**VIRGINIA KERSLAKE** was born in the city of Hamilton, Ont., but at an early age she moved to the city of Toronto. There she received the greater part of her education, attending the Public, High and Model Schools, and also the Central and Technical Schools of Art. A few years ago she began her career as a teacher in the district of Algoma, where she taught for a year and a half. The temptation to turn Westward drew her to Regina, and she became a member of the Normal Class of '04. Her artistic taste has been often revealed in the decoration of our Normal classrooms, and her marked success as a teacher augurs well for her future.

"The very meaning of his name  
Shall many a tender tribute win;  
The stranger own his sacred claim,  
And all the world shall be his kin."

**GEO. E. KINSMAN** was born in the County of Perth, six miles from Mitchell, Ont. When quite young he moved to Moorefield, thirteen miles from Listowel. In the latter town he received his High School education and his Model training at the village of Elora. He taught the greater part of two years in Wellington Co., and after spending a summer at home left on New Year's Day '04 for the West to attend the Normal School at Regina. The teaching group of which he was a member was much helped by his practical suggestions, and his affable, courteous manner has won for him many friends.

"At manhood's simple level  
Where'er he met a stranger  
There he left a friend."

**A**RTHUR W. KNOX was born at Shawville, in the County of Pontiac, Quebec, where he received his earlier education. In Pembroke he completed his school course, after which he sought a free life in Alberta. With eyes wide open to the advantages in the West we found him numbered among the Normal students of spring '04, where he has distinguished himself through his ambition and capability. Whether he remains in the teaching profession, or whether the pendulum of fate swings him into another vocation, we expect to see him take an honored place in our progressive Canada.

"His ready speech flowed fair and free  
In phrase of gentlest courtesy."

**F**RED J. LAWRENCE was born near the town of Seaforth, Ont., where he received his Public and High School education. After attending Model at Clinton he taught for two years near Goderich. Then leaving Ontario in the rear he found his way to Alberta, where he taught for a few months near Edmonton. On January 4th he joined the Normal class of '04 at Regina. Here he has distinguished himself through his literary and humorous abilities on the Editorial Staff. His genial and kindly disposition has won for him many friends, and his marked abilities as a teacher insure him success in the future.

"She wrought  
All kinds of service with a nobler ease  
That graced the lowliest act in doing it."

**B**EENIE A. MATHESON hails from "The Garden of the Gulf." She was born in Dundas, P.E.I., where she received her Public School education. Later she attended Prince of Wales College, Charlottetown, graduating with honors. After teaching for some years in P.E.I., Miss Matheson went to the United States, where she taught for some time. But, being a loyal Canuck, she decided last year to come to our Canadian North-West. While attending Normal, her sterling qualities have won for her the hearty respect and deep regard of the Faculty and of her fellow-students.

"She seemed the thing she was, and joined  
Each offering of the social hour  
To noble manners, as the flower  
And native growth of noble mind."

**H**ELEN M. MUNRO was born at Salem, Ontario, where, after obtaining her second class certificate and attending Model in Elora, she returned "to teach the young idea how to shoot." After a few months she came West, where she taught successfully at Miami and at Hartney. Since coming to Regina, her sincerity and her cheerfulness have won for her a large circle of friends. We may say that those who have known her will cherish the memory of her friendship as not the least of the memories of Normal days.

"So shall her life the fruitage yield,  
Which trees of healing only give,  
And green-leaved in the eternal field  
Of God, forever live."

**E**LIZABETH M. McDOWELL, one of our most promising young teachers in Normal this session, was born in Minneapolis, Minn. In her early childhood she went to Omaha, Neb., in which place she received her Public School education and also attended High School for one year. In October 1900, she came to Calgary, Alta., where, in two years, she completed her High School course. She then decided to attend Regina Normal School to fit herself further for the teaching profession. From her cheerful manner and pleasant mien we judge that she has been influenced by the sunny climes in which her home has been; and, though she has been but a few short months in our midst, we can truly say that "To know her is to love her."

"Love, roaming, shall meet,  
But rarely a nature more sound or more sweet."

**A**NNIE M. McEWEN was born near Paisley in Bruce Co., Ont., where she spent five happy years. Then removing with her parents to Massey, near Owen Sound, she lived there for seven years and then returned to Paisley. Her education was received at Owen Sound and Paisley. After teaching for two years at Paisley, attracted by the great possibilities of the West, she decided to attend Regina Normal School. During our short acquaintance at Normal Miss McEwen, with her unassuming manner, has impressed her personality upon us, and will be remembered long after Regina Normal School days have ceased to be.

## The Sports of the Spring Class of 1904

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IT has been well said that success in the world depends more on energy than on information; and, taking this to be true, how disastrous the result if from the life of the student were blotted those sportive activities so essential to bodily welfare, and so very necessary to make "intellectual training available in the struggle of life." But in this era of advancement on every side, in this century of increasing prosperity and glowing promise, the world has not forgotten to raise the standard of a better and higher education; and thus, to-day, the tendency is to unite the desire of the learned Athenian for intellectual culture and refinement, with the ambition of his Spartan neighbor for vigor of physique. Thus have we come to realise the truth of the old maxim, "Mens sana in corpore sano."

This athletic spirit, which should find place in every educational institution, from the smallest Public School to the greatest University, was not long in bursting forth among the students of the present Normal Class. During the second week, after that memorable Fourth of January, a meeting was held, and an Athletic Association formed with the following executive: Hon. Pres., Mr. Bennett; Hon. Vice-Pres., Miss Rankin; Pres., W. T. Hawkings; Vice-Pres., Miss Turner; Secy., R. W. Allen; Treas. Miss

Clements; with the captains. Many lines of sport were evidently in view, so arrangements were made at once for Skating, Hockey, Basket-ball, and Football.

A special delegation interviewed the rink manager, and completed terms for skating and for hockey practices. Here was opened one source of splendid enjoyment and healthy exercise, of which all those who could skate, and many who could not, immediately took advantage.

On Tuesdays and Saturdays the sound of the gong at five o'clock was the signal to clear the ice for the Normal's Hockey Practice. Part of the time was given the ladies of the Normal, who had decided to try their luck in hockey lines. Under the leadership of their enthusiastic captain, Miss O'Donnell, they, from the "face off," made many startling rushes that said they were winners. When they were exhausted, the boys' teams came on the ice to occupy the balance of the time (which was no doubt the lion's share) in their lively and energetic work that made one think the puck would melt.

With the first practice it took but a moment to notice that among the boys not one could boast of being a "star actor," except when he lost his balance and the ice flew up to meet him. Hence the greater need for lively, regular,



LADIES' HOCKEY TEAM

E. Bell,  
*Cover point.*

G. Nelson,  
*Point.*

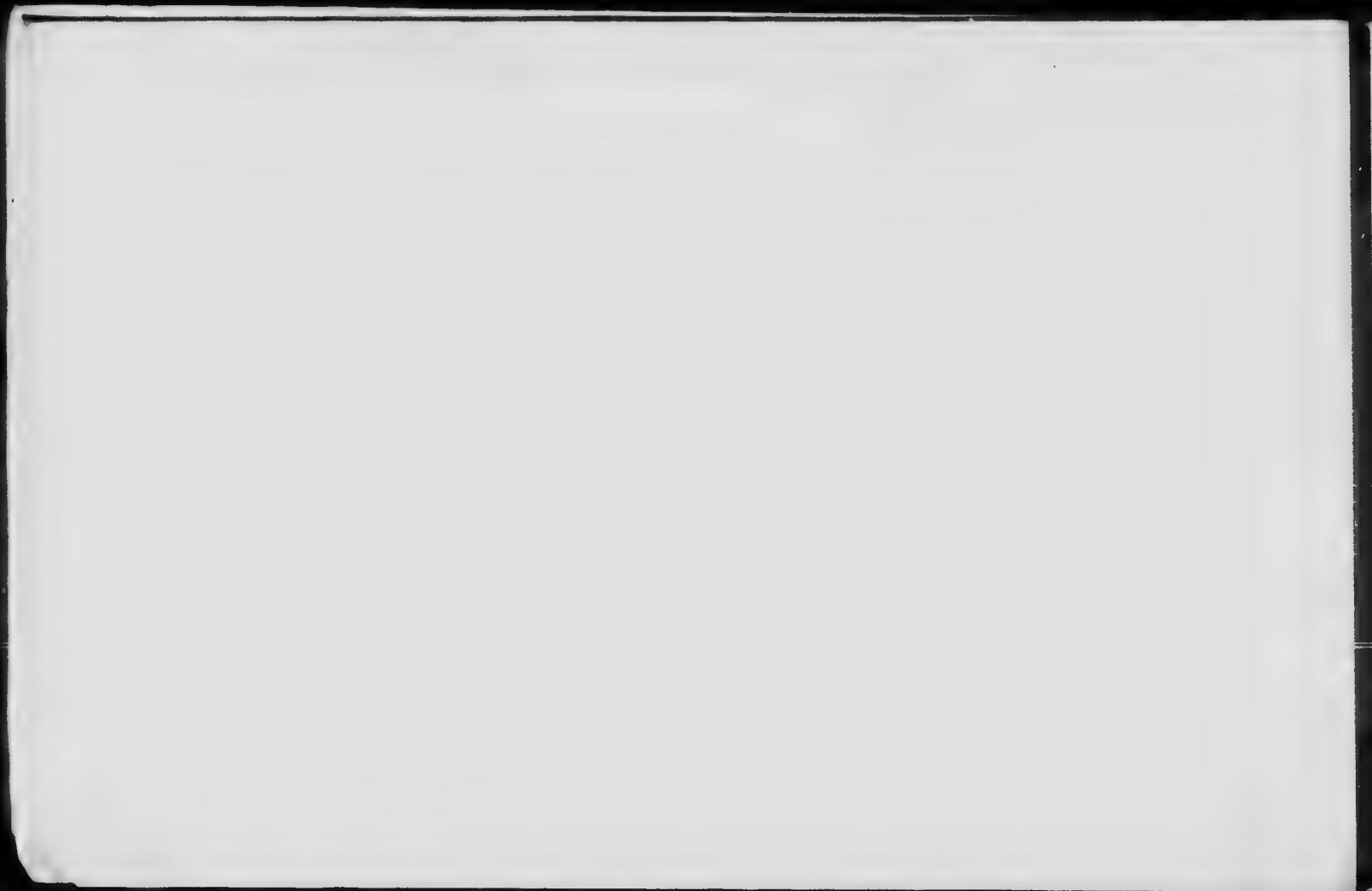
H. M. Munroe,  
*Lt. forward wing.*

F. Turner,  
*Goal.*

M. E. O'Donnell,  
*Captain.*

P. More,  
*Rover.*

L. E. Sinclair,  
*Rt. forward wing.*



and systematic training. A noble seven were selected, with Geo. H. Ruttan as captain, and every practice showed remarkable improvement. During the term the team lined up several times against the formidable seven of the High School, but in these games fortune favoured us not. The last game was a battle. A mighty host had gathered from the Normal, from the High School and from the city to witness the affray. The opposing forces had adopted the motto, "Nunc aut nunquam," for they knew our increasing strength and expected defeat. It was a terrible contest; a hand-to-hand engagement; shin-cracking and cross-checking; tripping, wrestling and body checking. Terrible! It held in bewilderment both spectators and referee. What was done was done "manu forti." In the end the High School seven came off winners but not conquerors.

But the ill-luck of the boys' hockey team was more than counterbalanced by the successes of the ladies. Their practice in puck-lifting, shooting and fancy combination play, under the direction of their able coach, C. A. Brady, proved very effective when they lined up against the envious seven forming the Ladies' High School Team. Thrice did they face their opponents, winning twice. In every game they proved themselves superior to their adversaries as stick handlers. The excellent combination play and dashing rushes of the aggressive forwards, the close-checking of Miss Bell at cover-point, and the dome-scraping lifting of Miss Nelson at point, together with the

work of Miss Turner in goal, brought forth loudest applause from the many spectators. Among the sports of this Normal Session we place first in prominence the active part taken by the ladies in hockey.

Yet this was only one side of the sporting life of the Normal, as there were other games which found favour, one being basket-ball. Having purchased a ball and the nets we were ready for the game, but for the lack of some suitable place to play were detained a short time. But at last this difficulty was solved by placing the seats of the large Assembly Room on slides, so that they could be moved easily and quickly. The game started. Those walls, which by day echoed back the high and low "Do," or trembled with some great psychological truth, after four o'clock and on Saturday afternoons, tuned their beams to the shrill screech of the Umpire's whistle. Part of the time was allotted to the ladies, the balance to the gentlemen, each enjoying the sport as well as the other. No games were played against outside teams, as there were none to oppose, but the combats of the several teams of the school proved interesting indeed. For any school no sport should find a higher place than basket-ball.

Besides hockey and basket-ball, there was still another game that found patronage. From a great number of adepts in Football a team of great strength was chosen with Mr. Henderson as captain. But the season of the year (especially when we are punished with such severity of

weather as we this winter have suffered) was averse to satisfactory progress in football circles. Yet, judging from the agility and skill shown in the few brisk practices, we all agree that we had a husky eleven, to whom opportunity meant victory.

Now that the end of the term is drawing near, ending with it all else, we look back wistfully at the many pleasant experiences connected with the sporting life of the Normal, and realise what a great factor it has been in making the social life of the class bright, cheery and lively, something that we can carry with us always, as a memory gem of the many enjoyable features of the Normal session of 1904.

Those who have been able to read thus far have noticed that the sporting activities of the present class have run in three directions—hockey, basket-ball and football—yet

all to the accomplishment of one main purpose, leading to one final goal. Looking at the great benefit of all sport, and forgetting that part which gave such full enjoyment, forgetting that part which endures but for the present, we find that the athletics have been a decided success. For, observing the nature of the games, we see that an opportunity was here given for everyone to take an active part in some healthy and energetic exercise. In hockey, skating and basket-ball the ladies, as well as the gentlemen, could find that recreation and enjoyment which supplies renewed vigor to the depressed and over-taxed brain. In this, the Athletic Association of the Regina Normal School have struck the correct chord, have sounded the proper pitch, and have adjusted a tempered time, suitable for the Athletic tone of any Educational Institution.

*GEO. H. RUTTAN.*

## Class Biographies (continued)

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"Sweetly did she speak and move  
Such a one do I remember, whom to look at was to love."

**P**EARL PALMER MORE, a native of Manitoba, was born in the pretty city of Brandon. Here she attended the Public School, where her sweet smile and winning way made her a general favorite. Two years later she obtained her Junior Matriculation certificate, and, after a few months' rest, joined the class of this year. In Regina she has not forgotten her old home town, but, at the same time, she has joined heartily in the school and social life and also in the sports connected with the Territorial Normal. Wherever her lot may be cast we wish her the best success.

"If aught of prophecy be mine,  
Thou wilt not live in vain."

**S**ARA L. McLELLAN is a native of Cumberland, Nova Scotia, where her literary training was completed at Truro. She taught successfully in the schools of that province, before coming to the Territories in September, 1903. Later, in the school of this city, she has won the respect of all by her ardent devotion to her work, and by her kindness and courtesy. Her work has proven that in thoroughness and stability of character she is not lacking. We are sure that her earnestness and energy bespeak success for her.

"Wisdom and gravity are proper robes  
By which this sovereign is best distinguished."

**R**OBERTICK A. McLEOD received his early education at the place of his birth, Orwell Cove, Prince Edward Island. After spending two years in Prince of Wales College obtained his first class certificate in 1901. He was engaged in the teaching profession for one a half years before coming West to seek his fortune in this great country. By his quiet, unassuming manner he has won many friends at Normal. We trust that success will crown his every effort to further enlighten the eyes of his fellow-men.

"We kenn'd him as a mighty man,  
Wha's name wis 'Jock' MacKay."

**J**OHAN A. MACKAY was born in Bruce County, Ontario, and received his public school education in the township of Kinloss. He then attended the Collegiate Institute, at Stratford, where he obtained his Junior Leaving certificate. After his Model training at Clinton, he taught for five years in his native county. He then engaged in insurance business, but gave it up to take a school at Glen Adelaide Assn., where he taught a short time before coming to Regina. The Normal students know him best as the editor of "Searchlight," and their Literary Society has put it on record that the reading of his paper was the most appreciated part of their entertainments. The public of Regina know him as an elocutionist, as generous with his talent as they with their applause. His many friends have been won by his genial good nature, and they have found that a warm heart lightens up the face that shines from under his Scotch bonnet, and they unanimously proclaim that "the best man in this class" is "Jock" MacKay.

"Large-limbed and human we saw him there  
Loosed from the stifening uniform of fame,  
His wise forefinger raised in smiling blame."

**J**OHAN A. McLELLAN was born in the Island Province of St. George's, where he received his Public School education. He then attended Prince of Wales College at Charlottetown, after which he returned to teach in his native town. After several years devoted to teaching he completed his education by taking an Arts course at St. Dunstan's College, making a specialty of classics and philosophy. At Regina Normal he was one of the class leaders, an able critic of the student teachers, himself above criticism. His opinions were always received with respect, and expressed in dowersy and figurative language. His natural caution, emphasised by his deliberation, rendered him a capable judge of debates, and will no doubt qualify him for addressing the juries of the future.

"The noble heart that harbours virtuous thought."

**F**REDERICK GARRET MOORE was born in Perth Co., Ont., near the flourishing town of St. Mary's, where he received his Public and High School training, securing second class non-professional standing in 1900. He attended third class Normal at Portage la Prairie, Man., in the winter term of 1903, after which he taught at Homefield, Man., till, inspired by the glowing accounts of a greater country farther West, he came to Regina. At Normal here, his sunny smile and optimism have won for him many friends, who ensure success for him in his chosen profession.

"Black were her eyes as the berry that grows on the thorn by the wayside,  
Black, yet how softly they glowed beneath the brown shade of her tresses."

**M**MARGARET S. NIXON comes from Wingham, Ont., where she attended School and obtained her second class certificate. After spending some months in Brandon she joined the other students "in their room among the gables." A clear independence in thought and action has characterised Miss Nixon and cannot fail to leave its impressions on those in whose company her lot may be cast. Our best wishes follow Miss Nixon for her future success.

Thou art passing through the world "wearing the white flower of a blameless life."

**G**LADYS NELSON, one of the few real Westerners of this class, hails from Yorkton, Assa. She received her Third from the Yorkton Public School, and her Senior Matriculation from Wesley College, Winnipeg. In her school life here she has been distinguished by her careful work and her ready spirit to help wherever assistance was needed. Social functions have never interfered with her work in the class room, where her quiet and gentle bearing bespoke the underlying refinement of her nature. After teaching for a year she intends to return to Wesley to complete her arts' course.

"Life wanders up and down  
Through all her face and lights up every charm."

**M**YNN E. O'DONNELL is another of our far Eastern girls, having been born in Nova Scotia. Here she received her education, gaining her "B" certificate from Halifax Academy, after which she taught in Crompton Ave. Public School for some time. She then came West to McLeod, Assa., last August and taught there till the close of the year. Then she came to Regina, and the class of '04 was delighted to have her among its members. She has proved herself a devoted enthusiast in sports and every kind of merriment, as well as a successful student and teacher. Her good spirit of comradeship has brightened our Normal life, and her sparkling wit and repartee have often given food for a merry laugh.

"His fair, large front and eye sublime declared absolute rule."

**J**ONATHAN D. PECK is one of the many young men who have left their homes in Ontario to seek their fortunes in Western Canada. He was born in Huron County, where he received his Public School education, continuing this at Clinton Collegiate Institute and Model School. Mr. Peck taught one year in Simcoe County, then came West to Oxbow, where he also taught one year. By his earnest and faithful work he won the confidence of the people of his section. We predict for him a successful future in his profession.

"Scarce of earth nor all divine,  
But beyond expression fair."

**G**LADYS E. PILGRIM, one of our charming young Normal students, was born in the far-famed County of Bruce. She spent the early part of her life in the country, then removed to the town of Port Elgin on Lake Huron. Here Miss Pilgrim received most of her Public and High School training. In January 1904 she came to Regina Normal School, and in connection with her work here she has made many warm friends by her bright and cheerful manner. At the expiration of this term she will go to Battleford, where her parents reside, and we may expect to hear glowing reports of her success in the teaching profession.

"A pleasing countenance is a silent commendation."

**M.** TESSA REED was born in Georgetown, Ont., and received a great part of her High School education in the pretty town of Fergus. From Ontario Miss Reed came westward, and found a home within sight of the Foothills of the Rockies. At Calgary she took her second class certificate, and then, after a brief experience in training, the youthful mind came to Regina. Here at our far-famed Normal School she has endeavoured to learn and practice the precepts of our teachers, winning much praise from her fellow-students for her pleasant manner in facing a class. Miss Reed enters heartily into the work and pleasure of the West, and has endeared herself to her associates by her kind-heartedness and bright, lively talk.

"He hath a dally beauty in his life."

**ROBERT C. REID.**—The subject of this sketch received his academic training at Durham and Mount Forest, Ontario. At the latter place he succeeded in 1903 in obtaining his Senior Leaving certificate. He was an officer of the Cadet Corps and a member of the Collegiate Rifle Team which in June 1903 won the prize awarded by Mayor Beck of London. In August 1903, "Bob" came West. Though somewhat of that "coy, retiring nature" of Horace's lyric damsel, those who knew him best saw in "Bob" a young man in whom could be vested confidence in private or civic matters. We feel sure when he sets out "to make a plastic mind" and "lead the tender mind along the flowery paths of life" that his affable manner will win the esteem and confidence of those to whom he comes in contact.

"A spirit full of pleasant brightness."

**G**RACE RITCHIE was born in a large, old Scottish farmhouse near the pretty little town of Lynn, Leeds Co., Ont. While she was young her parents removed to Perth, where part of her education was received. But Miss Ritchie was destined to be one of our bright Western girls. She came to Alberta with her parents, continued her education in Strathcona, and graduated from the High School in 1901. She was a member of the Normal Class of one year ago, but on account of sickness had to return home. We were glad to welcome her back as one of our number this term, though only for a few weeks. Miss Ritchie showed in her teaching that she possesses one important qualification for a teacher—a manner that is very pleasant, and fitted to secure the confidence of her pupils.

"His words rolled on each other, rounded,  
Smoothed, and brought a harmony of sound."

**G**EORGE H. RUTTAN was born near Wingham, Ont., where he received his Public School education. He obtained His Primary and Junior Leaving certificates at the Harriston High School. After attending the Clinton Model School he taught for three years at Fordwich, Ont. He then went to Portage la Prairie, where he obtained his first-class certificate, taking the highest marks in the Province of Manitoba. Mr. Ruttan then went into business at Saskatoon, but mercantile life could not quench his love for the greatest of all professions, so he resolved to attend the Normal School at Regina. Here he held important offices both in the Literary Society and the Athletic Association, the duties of which he discharged with marked executive ability. He was also captain of the hockey seven which advertised the Normal in the sporting world. In our debates he has shown himself an orator of no mean standing, from whose lips the words flow with rhythmic ease. His many amicable qualities have made him a favorite with all.



GLEE CLUB.

M. A. Dudgeon.

K. Goulter.

A. Currie.

G. Kinsman.

A. Card,  
*Director.*

G. Ritchie.  
P. More.

A. McEwen.

C. A. Hurd.  
R. J. Eley,  
*Pianist.*

T. Hodgson.

M. Willoughby.

J. D. Peck.



## Parody on Shakespeare

THE quality of Normalites has not changed;  
They all flock in like gabbling geese  
Into the Assembly Room.  
They are so talkative;  
They talk to them that come and them that go.  
They're noisiest of the noisiest:  
They become the kindergarten better than the school.  
Their answers show the force of fancied power,  
The signs of self-conceit and travesty,  
Wherein doth sit the dread and awe of Principal McColl,  
Whose wisdom is above this motley host.  
Therefore, boys, tho' football is the game,  
Consider this,—  
That during your short term none of you may hope to  
see a lemon pie:  
We do all long for pies;  
But this same wish doth make us each  
More hungry still for pies.

F. LAWRENCE.

## “Pitch”—Musical and Otherwise

YOU have asked me to write something for the Journal—something which will serve as a souvenir of the term. Among other subjects suggested you mentioned one—“The Evolution of the Music Class.” I am not going to discuss the whole process, but have chosen rather an introductory step—the question of “Pitch.” You have had much fun and merriment over getting the pitch, and when in the future you think of the Normal music class or of occasions outside on which some obstreperous member “sounded loudly his own horn,” then, perhaps, by the law of association you may bring to mind my few remarks on “Pitch”—pitch as applied to music, pitch as applied to life.

In *music* this term means “The degree of acuteness or gravity of a sound as distinguished from its other qualities, as loudness, harshness, smoothness, etc.” But let us rather consider it as carried into life—especially the teacher’s life. We use the phrase “GIVING the pitch.” Does that not mean that there is someone to RECEIVE? During your stay in Regina you have unconsciously been receiving “pitch” from your new associates. Each Normal class has its own distinctive note—the sum of the individual notes. You have changed the class note and your pitch has been altered by that note. But this is past. The time has come for

each to go his own way; and though you may not all teach music yet you will prove givers of pitch—giving the keynote to the lives of the future. We will then discuss this question from its two standpoints, *giving* and *receiving*—the teacher’s and the child’s part.

Now, if the teacher is to *give* a true and correct pitch he must have, in his own mind, no indecision over the note. It should not be *flat*, but true—true to the highest. No half way up the scale of right should be given to the child as his standard for comparison, or for copy. One clear high note—distinctly sounded—the call to honor, duty and to right. We can teach only what we ourselves put in practice. If we could give pitch only at stated intervals! But forever we are unconsciously sounding our note—the child unconsciously imitating—forever following. As students you have observed your fellow-students at work in the class-room. Did you ever think of the “pitch” that each one would give? Did the teaching not give you a clear insight into the character of the person? We thought, “What clear thinkers and accurate workers Mr. — will have, for he has the skill to arouse thought.” Or, as we saw Miss — at work, we decided that her pupils would be truly refined and considerate, and we valued the

sunshine she carried with her. Thus, from observation, we learned what to desire, what to avoid. In this way a new ideal or higher standard of pitch was formed and by comparison with this our note was found to be faulty. To lead to improvement then we must first realize that the note we have already acquired is not perfect. Some there are who are tone deaf and go on singing in their own low key. We know their part in the music lesson. Is their part in the world not the same? As teachers we should have no feeling of satisfaction—we must be up and on. We must gain the pitch of self-control and lead to higher things. Perhaps we admire the clear tone and gentle voice of some friend, and we are forced to own that therein our "pitch" may be improved. Or we are brought in contact with someone who makes us feel the charm of true politeness. We compare ourselves with our polished acquaintance, and, as a result, realize that we are brusque and even rude. Here then is another ladder to ascend. It is thus that we progress towards an absolute or more perfect pitch.

But when we have attained how are we to retain? The teacher in this Western land is inclined to lower his pitch. He comes to new surroundings—to districts where he hears and sees little that is inspiring, and he is often far remote from good books and good society. His natural tendency will be to accept the pitch of his new associates instead of keeping the more correct tone in the midst of the stronger chorus. What can be done? Could he not study mankind

about him, improving from the good in the lives of others—choosing to see only the high, and striving to assimilate that as a part of his nature. Then, there are books—"The kings and queens of society"—all open to him for ennobling thought. Or, there is the book of nature in the prairie or wood about him from which at all times inspiration may be drawn. Others may choose some special course of study and find therein a preventative of that rust which comes so quickly to the teacher. In this way we may not only keep the pitch already acquired, but we may raise it higher and higher until more like our Absolute Pitch, the Christ Teacher. Our growth must ever be towards, and not from the Truth.

We may now examine *how* the teacher gives the pitch. We go to a school and find the children rough in manner, loud in tone, quarrelsome and disagreeable. The place is untidy and the whole spirit is wrong. Who has given the pitch? Is the teacher not responsible for the dirty, unkempt appearance of his pupils? That lack of pleasantness, is it not a result of the antagonistic attitude of the teacher? The test of the pitch may always be seen in the class—they act as a mirror and reflect the true image of what is above. True, there are other agencies at work, yet the teacher is accountable for the child's voice, manner and spirit while he is within the walls of the school-room. Does the lady teacher treat the small laddie with the same politeness that she would extend to her gentlemen friends? Does she

thank him as graciously for an act of assistance? Consideration and politeness on the part of the teacher may strike some responsive chord. Then in the matter of voice. How necessary for us to carry the music in ours if we would hear the pleasant tone from the child. We want the product "gentleman"—truly a *gentle* man—gentle in voice, in manner, and in spirit. Coupled with this, we would teach the child to have consideration for the rights of others, a respect for law and authority and a perfect obedience. All this is not impossible. You have, in your observation, discovered conditions for growth which are nearly ideal. And thus it is that we give pitch in character. This is far more desirable than that one teaches much matter and very bad manners. Growth of character should be our chief aim.

But, again, to do this work successfully the teacher must be a gentleman or a gentlewoman, and this influence must also be brought to bear upon the child early in life. Ruskin very pointedly says: "The human soul is not a machine of which you can polish the cogs with any kelp or brick near

at hand . . . The whole period of youth is essentially one of formation, edification, instruction. There is not an hour of it but is trembling with destinies—not a moment of which, once past, the appointed work can ever be done again, or the neglected blow struck on the cold iron." What a grave responsibility, then, must the teacher face.

Now let us see some of the results of *pitch-giving*. In the music lesson, pitch was given as a preparatory step, but had to be used through the lesson for comparison. There were many voices, but they were all tuned to one note and we had harmony. So—in life—the home and school give the introductory steps in pitch; the note which puts the child *in* or *out* of harmony with his fellows. He passes this stage, and becomes a citizen of the world—a member of life's music class, and affects and is affected by his brother choiristers. He has ever his standard of Absolute Pitch to reach forward for, and thus he makes or mars the highest music and harmony that can exist. How important then to aid in The Evolution of Life's Music Class.

E. E. RANKIN.

## Class Biographies (continued)

"Lofty of aim, strict honor's highest sense,  
Scorns both alike, the art of flattery or desire."

**E**THEL M. ROBERTSON was born at Milleroches, Stormont County. She afterwards moved to Cornwall, where she attended the Public School and the Collegiate Institute, graduating from the latter with a Senior Leaving Certificate. She taught successfully for one year in her native town, after which she decided to transfer her field of action to the Canadian North-West. During her residence in Regina she has proved an agreeable class-mate, while her quaint and jolly mirth added sunshine to our class. In argument she could advance her points with marked ability. Her future pathway will be bright if her Normal career may speak correctly.

"Cool as an icicle, and determined as the rock it hangs upon."

**A**ALEXANDER F. SAMPLE was born near the town of Vankleek Hill, Ont. He received his education in the Aberdeen Public School and in the Vankleek Hill High and Model Schools. After teaching for three years in Prescott and Glengarry Counties he heard and responded to the Macedonian cry from the North-West. So we found him, in the opening days of 1904, in the Capital of the Far West. During the Normal term he has shown himself an able student, and his genial disposition has won him many friends.

"Of easy temper, naturally good, and faithful to her word."

**B**BARBARA A. SINCLAIR hails from the Orkney Isles, and few of the members of the '04 Normal Class can claim so distant a birthplace. She came to Canada at an early age and has since resided near Yorkton, Assa. There she obtained her Public School education, and at Regina her third class Normal training. She taught successfully for two years, and then pursued her studies at Manitoba College, Winnipeg. The Normal Class of '04 were indeed fortunate in counting Miss Sinclair among its members. Her fellow-students will always remember her sunny spirit and kind, sympathetic manner, and will rejoice in the successes which she will, without doubt, attain.

"She's eye, eye see blithe and gay,  
She's eye see blithe and cheerie."

**E**ILA E. SINCLAIR received her early training in Glengarry, Ont. and her High School training in Winnipeg. She also received third class training in the latter place. She then entered the teaching profession and taught a few months in a district in Southern Manitoba. But her health failing she went to Calgary to recuperate. After remaining there for one year she came to Normal at Regina for the spring term of 1904. Here Miss Sinclair was a general favorite and was welcomed in every line of social life. She was always cheerful and bright, and took sunshine with her wherever she went. Her musical talent was greatly appreciated by all, and the pleasure was always increased by her willingness to take part in whatever line of entertainment was required. During our short acquaintance with her she has won our affections, and our best wishes go with her for prosperity and happiness in whatever sphere of life her lot may be cast.

"Short but sweet! Ah, better so."

**E**LEANOR ISABELLA STUART was born at Whitewood, Assn. Here she received her Public School education; but her ambition led her to take a High School course. She attended Wapella Public School, where she received her third and second class certificates. She is one of our "sweet sixteens," but she makes up in quality whatever she may lack in quantity. Her vivacity and quick sympathy mark her as one of our successful teachers.

"An abridgment of all that is pleasant in man."

**E**DMUND TAYLOR was born in the busy city of Peterboro, Ont. He attended the Local Schools and received his Junior Leaving certificate from the Collegiate in 1902. Coming West he taught in Manitoba and in the vicinity of Regina. The successful management of the hockey team was greatly due to his untiring energy. He displayed the same zeal in teaching, and we feel confident that this sterling attribute, added to his quick sympathy and affable manner will insure him success.

"sterling worth gains love and respect"

**WILLIAM T. THOMPSON**, a fine young man from Eastern Ontario. His Public School education was completed in Early School District. Later he moved to Guelph, where he gained his Junior Leaving Certificate. Then coming to Regina he attended the High School, and in 1903 obtained his first-class non-professional certificate. Mr. Thompson, as one of our class students, has proven himself a man worthy of our respect and esteem. Not only in his capacity as a teacher but in every way he has proven himself to be a clear-headed and practical thinker. He is a gentleman in the sporting life of the class, especially at hockey. He is a person on whom can be relied upon, his class mates will surely look for him to be a distinguished personage among his

"so unaffected, so unassuming, so unobtrusive, yet so refined."

**FLORENCE TURNER**, the daughter of English parents, first breathed God's balmy air at her birth in the town of Cassara Craig, Ontario. The greater portion of her life has since been spent in the town of Frederick, the capital of Ontario's banner county. Here she received her Junior Leaving and non-professional training. After teaching for two years in Caybrook, Huron County, she came to Vancouver, B. C., to pursue her studies in the said profession; and now she has made herself one of the number of our class known since the early '04's. Miss Turner has been able to possess herself of those qualities which mark one as a leader in any community. She has been a favorite with all. In events pertaining to literary or society functions, she has held a prominent position. As a friend she attends at Normal and all the class and faculty, who predict for her a bright future, are well attuned by one who is always true to the compass of reason.

"There is a garden in her face  
Where roses and white lilies grow."

**B**ERTHA A. UPTON comes from the little town of Clifford in Western Ontario. There she received her Public School education, after which she joined the Westward bound throng, and came to Pincher Creek in Southern Alberta. In 1902 she attended Calgary High School, and the following summer was successful in obtaining a second class certificate. Since coming to Normal Miss Upton's excellent traits of character and keenness of intellect give sure promise of success. When others fail to quote any beautiful outburst of the poetic mind she is one on whom we can rely. Judging from her ability as a teacher at the Normal School no one can doubt the continued success of Miss Upton when she enters upon her field of labor.

"Rich brown eyes, with a face of command,  
A queen every inch, proud, impressive and grand."

**M**MARGARET G. VALENS was one of the many people who came from Bruce County. In the Public Schools of that place she received her early education, but her thirst for knowledge could not be satisfied there, and the year 1902 found her a faithful and diligent student in the Hamilton Collegiate. After passing her examinations in the summer of 1903 she came West to her home at Elkhorn, Man. Her many friends of the '04 Normal class will long remember her bright, expressive face. Her charming manner and earnestness of purpose will insure for her the highest success.

"A gentleman in word and deed."

**H**ERBERT A. WADE was born in the English metropolis, London. After completing the Common School course at Pupil Teacher's Centre he entered Queen's College, from which he graduated with honors in 1900. He then began a training course in Winchester Teacher's College, where he spent two years. Coming to Canada he was engaged in the teaching profession in the Edmonton district. Mr. Wade's many contributions to the "Searchlight" mark him as a man not only of literary ability but of wide knowledge of modern affairs, at home or abroad.

"Full of old saws and modern instances."

**WILLIAM WILLSON** hails from Lanark Co., Ontario. He received his education at Carleton Place High School. After receiving his second class certificate he taught for several years in his native county. Coming West he joined the present Normal class. His apparently stern exterior hides a kindly heart, while the proverbs that issued from those ruddy lips mark him as one of the sages of the day.

"Her truer instincts sought the life  
That speaks without a mystery from kindly eyes."

**MARGARET E. WIGMORE** was born and educated at Norwood, Peterboro Co., Ont. She also attended Model there, afterwards teaching at Round Lake for a year. In July 1903, she came West to Alberta, where she taught in Westward Ho! district for a few months. Feeling that Normal had charms for her she attended the early session of '04, where she became greatly interested in the course until illness confined her for a month to the house. However, she returned with renewed energy and soon gained what she had lost. During the term her true graciousness has won for her many warm friends, who will be pleased to see the success we are sure awaits her.

"The blessings of her quiet life  
Fell on us like the dew,  
And good thoughts where her footsteps pressed  
Like fairy blossoms grew."

**MAY WILLOUGHBY** spent the happy days of her childhood among the beautiful surroundings of "Water Lily Farm," about two miles from Smith's Falls, Ontario. Here her Public and High School education was received. Showing a special aptitude for teaching she attended Prescott Model School. For two years she taught successfully in the village of Algonquin near Brockville. During our short term Miss Willoughby has been a general favorite, and has shown that she possesses the gift of instructing the youthful mind. As she has taken her place as one of our most successful teachers we expect to hear glowing reports of her success till some other destiny claims her.

"Fortune has her throne upon a rock,  
But brave men fear not to climb."

**A.** C. WEST, the subject of this brief sketch, was born at Folly Village, Colchester County, Nova Scotia, on May 25th, 1880. He received his Public School education in his native town, after which he completed his High School education at Acadia Mines on the north shore of Cobequid Bay. After teaching for two years near his home Mr. West caught the Western fever, and in the summer of 1901 came out to Manitoba, where for two years he engaged in farming. But farm life not being very congenial to him, and seeing the great demand for teachers in this great country of ours, Mr. West very wisely decided to qualify as a teacher in the N.W.T. During his attendance here at the Normal School Mr. West has shown himself to be a man of sterling qualities and of irreproachable moral character. He has gained the reputation of being one of the coolest teachers in the class. No doubt his name will be cherished, especially by many of the young ladies, for his kindness and sympathy, and, above all, for his fatherly advice given in times of greatest need.

"He is generous and noble, as well as valiant and honorable."

**JAMES ALEXANDER YOUNIE** was born in Oxford Co., Ontario, and here spent his early schooldays at Embro. His secondary training was received at the Woodstock Collegiate, where he developed his liking for science. He next entered the University of Toronto, and was a graduate of '03. Here he unselfishly fulfilled the duties in connection with several offices of the different associations and leagues of his Alma Mater. Leaving Toronto he entered and received a thorough business education at the Woodstock Business College. Coming West, the first four months of '04 claimed his attention at the Regina Normal School, where his ability and worth was soon recognised by his classmates. Here he was elected President of the "Literary Society," which office he filled in such a way that gained for him the respect and admiration of his fellow-students. His pleasant ways have won him many friends, who all wish him prosperity in the years to come.

## Rubbing Out Sunshine

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ONE evening I stood clearing off the blackboard, and thinking, thinking of the day just gone, and of its trials—small in themselves, but so numerous as to have left me decidedly melancholy.

Everything had gone wrong. Nine o'clock had brought few pupils, but half past nine a full school; boys and girls had proved alike dull; and as I stood, brush in hand before the blackboard, I wondered whether or not it was worth while clearing it for a new set of questions. I turned towards the east wall and noticed the map on the board, and the complete failure of the geography lesson came to my mind. The sight of that map angered me. I became annoyed with myself, my pupils, and, above all, with the map, with which was connected the most miserable failure of a miserable day.

I began impatiently to rub it off—but not all. The yellow chalk mark refused to be erased. It was growing somewhat darker, being nearly sunset, and I brushed and brushed, but it remained as before—a dull yellow spot.

All at once it grew brighter. I glanced over my shoulder and saw the cause. The sun had suddenly shone full and clear through the west window and the light brightened

the spot on the board. It had been shining dimly before and I had been trying to rub it out.

Rubbing out sunshine!

It appeared ridiculous, and I laughed to myself and felt thankful that none of the pupils were there to see it.

How they would have laughed!

How foolish it would have seemed!

Foolish teacher!

I tried to picture their faces as they laughed at me, but do what I would I could see before me only a number of little lips pursed in a pout. Then before my mind came the day's classes—the hard example; the earnest workers; the unsolved problem; the impatient teacher; the disappointment and vexation of the class; time lost; hurry; more and more impatience; less and less work by pupils; the geography lesson; the dismissal of my boys and girls without a parting smile or a pleasant good-night—and again the attempt to rub out sunshine.

But this time I did not laugh, for I realised that they HAD seen me—seen me really rubbing out sunshine; the kind that may be rubbed out. Sunshine shone in the morning faces. I rubbed it out by my impatience.

Who does not at times make the same mistake?

One evening I saw a child come to its mother to show a drawing; but the mother was in a hurry and said impatiently, "What a scrawl!"

"Rubbing out sunshine!"

I went one evening to a "beezness meetin'" in a Scotch settlement. While waiting for the opening of the meeting, one man, in the course of conversation, remarked, "Is't no graund weather for the grain?" "Ay, but it's an awfu' year on corn," said the other.

A simple remark, yet it showed his disposition. He was accustomed to rubbing out sunshine.

How often we rub the sunshine out of our own lives and

those of our friends by our impatience or discontent!

Our world is full of sunshine for us unless we shut it out by the clouds of anger, discontent, malice or others of a kindred nature.

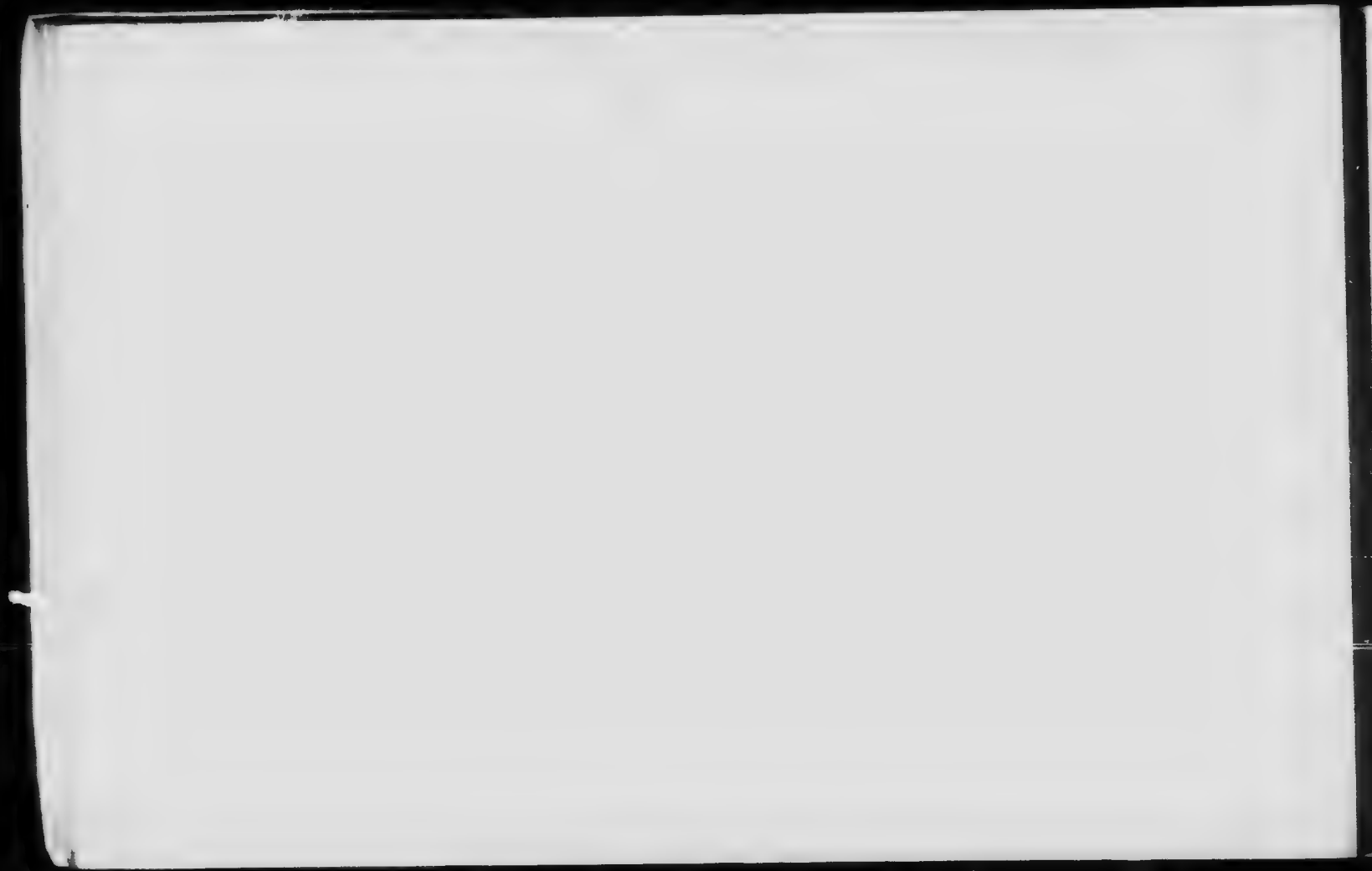
Let the sunshine into the room in which you work. By your sunny life and manner remove the clouds which o'ershadow the happiness of your friend and you will enjoy God's sunshine together. If other clouds shade your life, look for the silver lining and remember the sun shines behind them. Then, when trouble passes—as it will—and the way becomes pleasant; when the sunshine falls full and clear upon us, let us not rub it out.

*ROBERT HENDERSON.*



**GENTLEMEN'S HOCKEY TEAM.**

	L. H. Bennett, <i>Hon. President.</i>	J. E. Taylor, <i>Secretary.</i>
G. H. Ruttan, <i>Cover point.</i>	J. Johnson, <i>Goal.</i>	C. A. Brady, <i>Point.</i>
W. D. Thomson, <i>Right wing.</i>	R. W. Allen, <i>Rover.</i>	R. J. Eley, <i>Centre.</i>
		F. G. Moore, <i>Left wing.</i>



## Picture Study in the Public Schools

THE study of pictures having become recognised as a legitimate school exercise, I may be excused from a presentation of its advantages and permitted to confine myself to a consideration of the aim, the material, and the method of study.

There has been a tendency to regard the picture merely as material for a language lesson. While many pictures are suitable for this purpose, it must not be considered that this is, strictly speaking, picture study, subordinating as it does the impression to the expression. In a picture lesson proper we must have clearly in our mind that the principal aim is to enable the pupil to *obtain the thought* of the artist. We may require him to express himself orally or in writing in order to find out what he really understands this to be, but the expression is not an essential part of the study—it may be omitted altogether.

There is a language of form as well as a written and spoken language, and all should learn to "read" it with ease, even though they may never be able to "speak" it with power. They should be able to use it to obtain ideas, although they may not be able to use it to impart them. In Literature one need not be a good writer in order to be

an appreciative reader. "He that runs may read" as readily in Art as in Literature.

The ability to interpret the best Art is nevertheless a matter of growth and education. The highest Art is that which deals with the highest thought and in which the material is arranged with the most consummate skill. The recognition of this is more mental than visual, involving as it often does a varied acquaintance with Literature, some knowledge of the rules of Art, a large experience of life, and considerable reasoning power, and is therefore not possible to the immature mind.

The old way of treating this phase of education was to consider it as unimportant and so ignore it. The new way is to surround the children with beautiful pictures by the best artists and teach them their recognised beauties. The first produced very few having any knowledge or appreciation of good Art. The second produces an appreciative class who are apparently well-trained observers, but whose knowledge is really superficial and whose appreciation is artificial, for they have seen through other's eyes and omitted several necessary stages in their own development.

Children cannot properly appreciate masterpieces of Art.

and reproductions of the work of great artists are seldom suitable for young children to study. These pictures were not painted for them. It is true that some may be chosen whose subjects accord with the children's interests—and this is often done—but they contain every trick of color, perspective, light and shade, and arrangement of which the artist was master. These, which mean so much to us, only obscure the picture to the child.

The pictures that naturally appeal to children are often far from being really beautiful. They are, however, beautiful to them. Their sense of the beautiful has simply not been developed. They select according to their own standards of beauty, and it is not right for us to endeavour to force our standards upon them all at once. The pictures studied by children, therefore, need not be such as appeal to grown people as perfect specimens of Art. It is sufficient that they mean development to them. They should not be allowed, however, to lower their taste by looking at simpler or poorer ones than those they have acquired the ability to appreciate, but it must be kept in mind that education and not instruction is the aim.

In selecting pictures, therefore, to suit the various grades of intelligence in the standards of the public schools we must not only consider the suitability of the subject but must see that the treatment is essentially clear and direct, even at the expense of many recognised artistic qualities. Outline drawings colored with flat washes, such as appear

in the Christmas "Graphic," and in other magazines from time to time, are very good for early work. There are often excellent things also by leading black-and-white artists in some of the better class comic papers. Reproductions of the art of primitive races are peculiarly suitable for study in the early stages of the child's development. For the higher standards we may take advantage of good magazine pictures as in Harper's and Scribner's Magazines, many of which are in color, and all of which have been specially designed for reproduction. Prints of good pictures may be gradually introduced if judiciously selected. They must not only be very simple in treatment but must not deal with knowledge or experiences beyond the range of the child. Do not forget also that they are only copies and that the best pictures, not having been painted for reproduction, do not necessarily lend themselves to copying, especially those in which the color is the principal charm. The study of an original, even by a second-rate artist, would be worth more than the study of many of the very best prints.

Supposing that we have selected a picture suited to the power of comprehension of the class, and one that lends itself to detailed study; how shall we proceed to obtain the idea represented? Analysing what we do when we study a picture it would appear that to get our general impression we (1) pick out the principal objects, (2) note what they are doing or where they are placed, (3) decide

what scene is represented by all these. When we have become used to looking at pictures, and if the particular picture contains nothing unusual, we observe all this almost at a glance. We next (4) endeavour to interpret the thought represented by studying the details more closely, (5) study the Art of the picture for further help in the interpretation, (6) consider the artist, (7) examine the technique. The technique, or how the work was done, would only be considered by artists and Art students. Only in the higher standards should the artist be studied in connection with his work and only after several examples of his work had been taken. The Art (centrality, symmetry, unity, &c.) should be only gradually introduced and not at all in the lower standards. The interpretation, or what the picture means, should be taken to some extent in all grades, but an

interpretation should not be forced upon the pupils. What they get out of a picture should be the result of their own observation and thought. In the lowest grades most of the time would be spent in picking out the objects and observing what they were doing in order to lead to a correct judgment of what was represented and to lead them later to correctly estimate details in seeking an interpretation.

In studying a picture with any class there is great danger of over-teaching it. Unless the pupils actually see the points indicated and deduce their significance, the assistance they are receiving tends to prevent their ever being able to properly appreciate a work of Art for themselves or forming a correct taste.

LINDLEY H. BENNETT.

## The Effect on an Amateur Author of Having His First Contribution to the "Searchlight" Accepted

THE shock came so suddenly that I think for a moment my heart really stopped beating, and as I stood staring with misty eyes at the page in front of me the lines of type seemed to jump up and down, as the telegraph wires appear to do when one is travelling in a train.

I had just come out of the news agent's store and was hurriedly turning over the pages of the "Searchlight" in the hope of finding that the editor had accepted my contribution, and now the unexpected had happened. It was pouring with rain, but I stood heedless of the torrent that ran down the back of my neck, shielding with my umbrella the precious page upon which the condescensions of my wit were set forth for all the world to enjoy and marvel at. Passers-by jostled me; a boy butted me in the back with a basket of fish, but in my present state of mind I only answered with a seraphic smile; two ladies indignantly murmured something about "people taking up all the sidewalk"; a woman with a baby executed a charge on my right flank; a boy in a neighboring doorway suggested that he should come out and thatch me; but I still read on. At last I realised that I had a mission in the world, apart from the cheerful occupation of teaching the young

idea . . . My thoughts—the essence of my brain—would be read by thousands of people. I was a humorist; it was my mission to bring cheerfulness on earth to all men, so that my name would be blessed in every household.

Musing thus, I resolved that as I was now a humorous writer it was my duty to make jokes whenever possible; consequently when I accidentally struck my umbrella into an old gentleman's ear I smiled, and said: "I earnestly apologise." I thought it funny; but he evidently did not, and said so in very unmistakable terms.

At the next newsagent's store I bought a second copy of the "Searchlight" to see if my article looked just like the other. I proudly mentioned to the newspaper man that the latest number contained a remarkably humorous article entitled, "The Troubles of a Carrotty-hair Dye Dispenser," which was the title of my masterpiece. I went to six different paper stores that evening and bought a copy of the "Searchlight" in each one. I could have bought them all at the one store I know, but I wanted all the storekeepers to think there was an increased demand for the paper and order more. I wanted to send the circulation up, then the editor would jump to the conclusion that it was because of



"DREADNAUGHTS" OF '04.

R. Henderson, F. G. Lawrence, J. D. Peck, A. Sample, A. C. West.

*Captain.*

W. D. Thompson, R. J. Reid, A. Knox, G. Kinsman, L. H. Bennett.

*Secretary.*

F. G. Moore, R. J. Eley, G. H. Ruttan, J. A. MacKay, W. P. Cumming.



my masterpiece. Then, again, I thought to myself, journalists would come and want to interview me for all sorts of newspapers, and would take my photo for publication, seated in my motor-car, or on my bicycle, or playing golf, or in my boarding-house study. I have no motor-car, or bicycle, neither can I play golf, and when I want to go from my study into my bedroom I merely have

to stay where I am; but I decided that I could alter all this if the British public were yearning for details of me.

I burst into the bosom of my family from whom I had kept my literary aspirations a dead secret, and read to them my effusion aloud. My wife asked me what it all meant, and my eldest boy said, "*Awful rot they do put in the papers now-a-days, don't they Dad?*"

H. A. WADE.

## "Phonics"

---

WHEN I was asked to write "something" for the Souvenir I surprised the editor by saying I would take "Phonics" for its subject. There are others, I take it, besides the editor, who will be astonished to see my name coupled with "Phonics." It has been a topic that has provoked much discussion, not only in the class as a whole, but in the teaching groups.

After listening to some of these discussions I have often wondered how we ever learned to read by the "alphabet" or "look and say" methods. There are only a few of us who have learned to read by Phonics, yet the most of us can read fairly well. However, if we have started in the more approved way it is quite possible we wouldn't now be stumbling in our pronunciation over such words as "girl," or "vase," or "simultaneously."

We are taught that Phonics, if it is not the only way, is at least the best way to teach reading. Some of us prefer the "look and say" method, some even the alphabetical, and others again, various combinations of these methods. But no matter which is our method I feel certain that when the name Phonics is mentioned it will recall the classes we have taught to read, it will likely recall our own beginning in reading, and not unlikely will it recall our beginnings in other subjects and in other activities.

It is then not so much on Phonics as on what it suggests that I purpose to base this rambling composition. Its first suggestion will perhaps be about the classes we have started and will be starting in reading. This is an important subject in every grade, but in none more important than in the First. It is important because a knowledge of it is a means whereby we acquire all other knowledge, but it is important here for another reason. It is the first lesson for the new pupil and his impression of it will likely bias his whole conception of school life. If the teacher is cross or morose, and the lesson dull or gloomy, the child will think an education is not so fine after all if it has such an effect on the teacher, who to him is an embodiment of all knowledge and wisdom. If on the other hand the teacher is cheerful and sympathetic and the lesson bright and attractive the child will form a favorable impression of school which is likely to be a determining influence throughout his whole course. Since, then, so much depends on the start I would advise that you make your beginning, or in other words your Phonics, as encouraging as possible.

The same may be said of your first day in a new school. The impression you create that day will largely determine the character of your work for the year. If you appear among your pupils with a "touch me not" and a "stand

*offish*" kind of air you may get work done, and have it done well, but you are not likely to accomplish the best results. Your ultimate aim should be to build character, and when you have inspired your pupils to do their work well, because they love to do it so, then only are you attaining the best possible results. Such will be your influence if you can be one of the children and realize how your teaching is being received, as well as think how it is being imparted. If you wish to have this influence you must win their confidence on the first day, and to do this you must not forget your Phonics.

This characteristic is one with which the teacher more often starts than closes his career, yet there is no qualification which is more important that he should retain. The teacher's chief power consists in his ability to go out of himself and become "as a little child," and the voice which is awakened by this power is sympathy. The teacher loses much of this power every time he gets into a rut, so to speak. From the nature of his work he is liable to fall into stereotyped ways of doing things. Soon he has no use for other methods than his own and he is on the narrow way, which, contrary to the working out of the Scriptural simile, will lead him to destruction unless he becomes as a little child.

This I believe is the most common, and at the same time, the worst fate that can befall the teacher. Like all other

ailments it is more easily prevented than cured. It might be prevented by intimate association with the children and by keeping in touch with their feelings and ways of thinking. The teacher should also do extra professional reading and keep in touch with the outside world. Some American States endeavor to prevent the teacher from falling into this groove of stagnation and acquiescence in routine by having him attend a teacher's institute a month out of every year. Though this yearly attendance may be irksome to the teacher it undoubtedly serves the purpose of keeping him in touch with the best methods and inspired with the highest ideals. Other States try to obviate this calamity by having their teachers take yearly trips to different parts of the world to study its geography and present history at first hand. The contact they will thus have with the outside world must have a broadening tendency and an inclination to keep teachers from becoming mentally torpid and indifferent. I can conceive of no plan more effective and, at the same time, more pleasant.

Whatever plan we adopt to avoid the ruts we are so liable to run into, whether travelling, regular attendance at a teacher's institute, extra professional study or intimate association with children, it all tends to the same end, that of keeping a receptive mind or to use the language we have adopted, *keeping in touch with our Phonics.*

J. E. DAVIS.

## Principles Gleaned from Normal Life

THE Normal term is fast coming to a close. Short though it was, we have learned much. We have been made better acquainted with what psychologists call the complete method of education—the inductive deductive method. We have taught all our lessons by this method, and doubtless all of us will faithfully pursue it in our own schools.

Apart from the principles underlying methods, we have gleaned a few striking principles from Normal life itself. The first principle gleaned is the principle of doing one's duty. The first duty of Normal life is the learning of lessons. There may be some who learn their lessons but yet fail to get from the Normal all that they ought to get; and those who failed to learn their lessons have unquestionably failed to get the full advantage of the course. The curriculum of the Normal School is the resultant of years of reflection and trial. It represents methods and purposes which many experiments of success and of failure have proven to be the best forces for training mind and for forming character. Every Normal student who profits by these forces is obliged to relate himself to them by hard intellectual attention and application. Our teachers are

not given to enthusiasm or to fads, but preach common sense, and common sense says: "Know your subject; teach it according to the complete method, and the desired results will naturally follow."

The duty of learning one's lessons leads to a further principle. It is the principle that every young man and woman attending Normal should come to a worthy conception of himself or herself. They must come to the conviction that they are living, positive factors; that they have a character to form; that they have the power to influence another's character; and that they have a career to fulfil.

No other educational institution brings so prominently before its students the principle of reverence for man. In our lectures on "History of Education" we were taught how man has come up out of his past to his present height of character and achievement. Every subject on the curriculum represents some result accomplished by past generations, and when we teach these subjects we cannot but have the most sacred regard for the worthies who toiled and wrought for the civilization and progress of the world.

*J. A. MacLELLAN.*



CLASS LEADERS.

R. Henderson.  
J. A. Junkin.

R. J. Eley.  
F. A. Clark.

H. G. Wade.  
J. A. McLellan.



## A Soliloquy

### I.

WHY art thou sad my soul? And why cast down?  
Because I think of home. My fancy takes  
Me, in one giant stride, away, far east,  
To that fair land of sunshine and of flowers;  
Land of my birth; to one small spot, more dear  
To me than all the rest, round which do flock  
Sweet memories of childhood, boyhood, youth.  
I think of hill and dale, of leafy woods,  
Of balmy summer breeze, and sunlit stream;  
Of each familiar haunt of days gone by.  
Ah, yes! And I can see *that* in my home  
Without which 'twould be none; those faces dear,  
Around the supper-table. All are there,  
But one. Ay, and my friends, the young and gay,  
Who gathered there, I see. I hear the songs  
We used to sing. How charming now they seem,  
As their sweet strains come floating through the air!  
The picture fades! 'Tis gone! I am alone!  
And all I have of home is memory.

### II.

Why art thou sad, my soul? And why cast down?

Because I am a wanderer. I come  
To this far place, I call it by the name  
Of Home. Determination holds me fast.  
I will not stir; my plans once formed, I stay.  
Anon the struggle grows less hard. I feel  
Warm Friendship's glow; the genial influence  
Of comradeship. The numbness doth subside,  
Which bound me. Nature smiles again, a bright  
Glad smile, and soon the name of Home doth seem  
No longer such a mockery. The light  
Of cheerfulness and joy breaks in. And then  
I think of what I had before forgot.  
These pleasant times, this genial intercourse  
Of kindred minds, will last how long? Ah, me!  
A few short days! This class will disappear.  
'Twill scatter like the chaff before the wind,  
And I shall be a stranger as before.

### III.

Why art thou sad, my soul? And why cast down?  
Because I am so weak. I know full well  
That which I ought to do, and not to do.  
I make a plan, a high resolve, and then,

For sake of selfish ease or pleasure vain,  
I drift away, with any wind that blows,  
Again I stop. I turn. I say once more  
That I will govern, guide, control myself,  
And straightway I forget my high resolve,  
And drift again, a ship without a helm.  
I indolently take the path that hath  
Of roses most, and of resistance least:  
Till, after oft-repeated failures, I  
Sink low in pain and self-disgust, that I  
Am fitter to be called a child than man

IV.

O, be not sad, my soul! Be not cast down!  
The darkest hour doth come just ere the dawn.  
Look not on Life's dark side. Be cheerful, gay!  
Sorrow doth sup thy life. Why mourn for that  
Which lies not in thy power to change? For friends  
Not at thy side? For comrades thou must leave?  
Be sure that they are none the less thy friends,  
Though absent. New ones thou canst make where'er

Thy lot is cast. And these whom thou hast known  
For but brief space, shall e'er remain with thee  
A pleasant memory. Then face the world  
With that best ammunition, a light heart.  
And art thou weak? Then rouse thyself! Be strong!  
Be not a child, the slave of every whim,  
Among a race of men! O, shame! Rise up,  
Above thy petty weaknesses; thy aim,  
(How glorious!) to be a perfect man!  
And then, bethink thyself! There is a Power,  
A mighty God, who rules the Universe;  
Whose hand doth move each planet as He wills  
Whose eye sees everywhere. He is thy friend.  
He knows thy frame. And His almighty aid  
Is thine but for the asking. He will be  
Beneath, above, and round thee, if thou wilt  
But ask and trust. Then what hast thou to fear?  
Beneath His guidance thou shalt walk secure.  
Then seek His aid! Then brace thy will! Look up!  
Be joyful! Be exultant, O, my soul!

G. KINGSLEY.

## “Twilight”

---

**S**LOWLY passed the hours of a day whose breath was heavy with the heat of summer: drawing nearer was the evening when toil should cease, and the toil-worn and care-spent ones should be free to wander in the fields, and to stray by the clear, murmuring streams which were swept by the drooping branches of the willow. The long, level rays of the sun flooded the earth as I turned my footsteps down the green, untrodden path that led to the water beyond. That mighty stillness which subdues and awes, while it delights us, had settled over the earth, and involuntarily my steps grew quieter as I passed along.

From the lane came the sweet yet heavy perfume of the trillium, and o'er its verdant surface lay a soft and tender light. A restful spirit crept over the weary earth which was like a great soul exhausted by hard and ceaseless toil. A gentle breeze stole through the trembling leaves of the willow as it hung over the edge of the cool, fragrant ravine. The modest, blue eye of the violet, nestling in its bed of moss, drooped that the tears of evening might fall unseen, while the deep, delicate chalice of the orchid was filled with the tokens of sorrow which departing evening left.

In the deep, cool recesses of this secluded spot, the spicy,

green breath exhaled by the graceful ferns mingled sweetly with the murmur of the rannel as it slipped or fell from one pebbled course to another. The brave, little hare-bell leaned lovingly from its crevice in the gray rock, and waved gently as it was kissed by the soft, evening breeze.

“Nature with folded hands seemed there,  
Kneeling at her evening prayer.”

Drawn slowly onward through the fairy glen, at length the larger water lay before me. No shade darkened its surface, and the sunshine was reflected from a thousand tiny, gleaming ripples, which lapped the stern rock, and gently rocked the boat which drifted at its moorings. Softest tints of rose, of violet, and of primrose touched the waters and mingled with the rich, dark green of the bending elm. A few, short moments and the brighter, deeper hues were changed to a tender glow, which gilded the moving surface and glorified the distant, rugged heights that towered afar in their grand magnificence. Rose gave way to gold, and gold to gray, and, as the long swell of the wave, broke with a sob and donned its cap of white,—the daylight faded into dusk.

From time to time the dull, brown bittern wading at the water's brink lifted high its slender neck and gazed across

the rapidly darkening expanse, while, through the nodding forest rang the sharp, shrill echo of the plaintive snipe which sought its closely hidden ground-built nest. As if to pay their last tribute to the parting day, a hundred black birds, spotted here and there with red, piped their sweet, sad song from a great tree that rocked them as they sang. The squirrel's noisy chatter mingled with the drumming of the wood-pecker, and, across the waters drifted the monotone of the owl, whose pure white form was clearly outlined against the dark green of a wide spreading maple. A bugle's clear, sweet note rang "adown the water's waste," and woke a thousand echoes where all had settled to repose.

Twilight fell and brought with it sweet rest. Earth's heavy burden was lifted and sweet peace stole over all. The weary mother turned from where her child had lain all day tossing with fevered heat from side to side. She lifted her face toward the spot where, full of beauty and of

promise, rose the Evening Star, while the cool, sweet wind kissed her anxious brow and whispered comfort. The laborers rested, drinking in their draught of freshness, gathering strength for the morrow's labor. Through the open casement flowed the evening balm and gave new courage to the patient sufferer.

What joy that twilight brought to all! To the old whose sun still lingered on life's horizon, to the young in whose veins life's blood pulsed warm, and even to the heart-sick prisoner as he gazed upon the solemn approach of God's grand mysterious night. As he gazed he could not but feel that "He stills lives and cares for the ones He created." Slowly the twilight blended with the night, and, as I turned to cross the threshold of my home, very true seemed the poet's song:

"Twilight! from thee we learn to bear  
What man has borne before;  
Thou layest a finger on the lips of care,  
And they complain no more."

FLORENCE TURNER.

## Cultivation of Self

---

"All are architects of Fate  
Working in these walls of Time."  
"For the structure that we raise,  
Time is with materials filled."

**H**INDRANCES and difficulties are the chisels and mallets, which shape the strong life into beauty. The rough ledge on the hill-side grumbles about the drill and the blighting powder which rends the tranquility of its ages; it is not pleasant to be torn with powder, to be worked upon by the quarriers. But, look again! See the noble statue, chiselled into graceful beauty, telling for ages in the public gardens the grand story of courage and fidelity.

The statue would never have awakened from the marble if it were not for the blasting, the carving and the polishing. The angel of our higher and nobler selves would remain in the rough quarry of our lives, forever unknown, if it were not for the blasting of adversity, the chiselling of obstacles and the sand-papering of countless annoyances.

"We rise by things that are 'neath our feet;  
By what we have mastered of good, and gain,  
By the pride deposed and the passion slain,  
And the vanquished ills that we hourly meet."

A STUDENT.

## Valedictory

We part! but in the years to be  
Fond memories shall cling to each;  
As shells bear inland from the sea  
The murmur of the rhythmic beach.

**A**H YES! The time has all too quickly come when we must break the circle that four short months has done so much to strengthen. How hard it seems to shake those beautiful blossoms from the tree of Friendship! We linger on the threshold, loath indeed to clasp the hand and repeat that word which changes the early class of '04 into a shadow shape of memory. But the current is ever coursing on which carries us with it, farther and deeper into the strange enigma of life, and there is no alternative. The season has approached when each of us must part to take a separate path, no matter how reluctant we feel to tread it. A strong yearning steals over us to live the sunshine of our class life over again. But no! It can remain with us now only as one of the sunset hues of time over whose rays, before we clasp them all in memory, let us cast one lingering backward glance.

Here, four months ago we gathered.—representatives from nearly all parts of Canada—fresh from homes where old, kindly faces used to smile upon us, to meet as strangers in a western city. Fond home ties had been broken, old

friendships had been severed and we were left to make new acquaintances and to lavish new affections.

This is always hard to do with the memory of such a loved and cherished past stealing in on our new surroundings. But the people of Regina helped us very early to like our new found home. They showed us from the outset a friendship and hospitality which has so steadily increased, that now, at parting, the fibres which unite us as friends seem hard indeed to break.

Our teachers too, early tried to make us feel as though we had come to an institution where far more of sunshine rested than of storm. Our intercourse with them has added a culture and refinement to ourselves, and has stamped in us a respect and admiration for them that our memories shall ever treasure.

Then as a class, Oh! what reminiscences creep up! First we got acquainted, then we studied each other to find so many different natures, so many different traits. Discussions have shown it, and so have our sports and social gatherings. But, just as varying bells unite to make one perfect chime, so each varying disposition has given its own music and has helped to blend us into one harmonious group. Our associations as a class have fashioned in our

minds many flawless pictures of friendly intercourse and pleasurable companionship, and it is little wonder that something within us makes us hang the head and shrink from saying farewell to such a multitude of happy recollections.

But life is a season of changes, and now the old, bright past must give way to a strange, new field. We have been preparing ourselves to carry out with efficiency the duties that time shall demand of us. Our past class life has been fitting the way for this new future, and now, as smiling spring casts a golden tinge around the reddening sunsets, we enter on our new field of action. Just as Nature's buds are opening on every hand, so do lives of brilliant promise shine among our ranks. This gives our picture another side, and wonderfully helps to lessen the pain of parting, for

however regretful we are to separate, new hopes and aspirations steal away not a little of the pang. Our influence thus far has been acting in a narrow sphere, and now we go our several ways to scatter it over a wider, greater field. We have been walking in a garden, as it were, and gathering a few of its leaves, we now divide to spread the fragrance. Oh! what a glorious mission. And in after years, when, in our quiet moments, we lay aside the graver themes, and idly turn the leaves of memory's sketch book, may we see on every page some one of the early class of '04, nobly fulfilling his or her part in the great drama of life.

"Now at the gate of our garden we stand,  
And the moment has come for the clasp of the hand;  
We'd fain stay together, but time cannot dwell,  
So we'll seal all the past with a quiet farewell."

*J. A. MacKAY.*



God Bless '04

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ESTABLISHED IN 1897.



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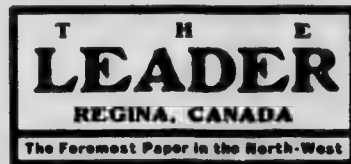
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