

# The Acadia Athenæum.

"Prodesse Quam Conspici."

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## GEOLOGY AT ACADIA.

IN the last issue of the ATHENÆUM there appeared an article over the signature of Fred M. Shaw, '90, in which some sweeping charges were made against the mode of education in colleges, particularly in Acadia College. The writer seems to demand that the ordinary college accomplish the work of a professional and technical school. Although we do not believe that the Arts course exists for such a purpose, it is not our intention to criticize this, the general tenor of the article. On behalf of the class studying Geology, we desire to reply to some definite statements made by the writer, and inferences most naturally drawn from them.

In the first place Mr. Shaw seems to confound Geology with Mineralogy, and requires the student to have a definite knowledge regarding the composition and characteristics of certain minerals, while he leaves out the vast field of physical, dynamical and historical geology, and the great principles underlying these departments of the study. These last features, which we claim are the most essential to the college student, and indeed to all educated men, are seemingly ignored in the scheme of study outlined.

But although these divisions have been considered the more important, and have therefore been given the greater prominence, we have nevertheless devoted considerable attention to the study of mineral species. In this department we have done much individual work. Each student has been equipped with his own set of tools, consisting of alcohol lamp, blow-pipe, hammer, anvil, chemicals, etc., and with these he has done regular and systematic work. The student is given a mineral, heretofore unknown to him, and through a series of physical and chemical tests, he is required to describe and name the species, thus fitting him for actual field work. In this way we have determined more than a hundred species.

In referring to object study, Mr. Shaw says: "There is practically none of it done at Acadia, compared to what should be done. A beautiful museum is a fine ornament, but unless its counterpart exists in the laboratory for use as the whole basis of scientific study, it is only an ornament to set off anniversary occasions and college receptions." Whatever the past might have been, we are prepared to prove that this is not true of