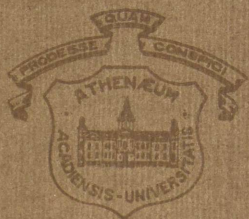


The Arcadia Athenæum



Vol. xxxviii.

January, 1912.

No. 3.

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JANUARY, 1912

No. 3

The New Year.

“What stuff is this!

Old writers pushed the happy season back—
The more fools they—we forward, dream-
ers both ;

You most, that in an age, when every hour,
Must sweat her sixty minutes to the death
Live on, God loves us, as if the seedsman,
rapt

Upon the teeming harvest, should not plunge
His hand into the bag ; but well I know
That unto him who works and feels he works,
This same grand year is ever at the doors.”

—Tennyson.

Secondary Education in a Great American City.

BY FRANKLYN S. MORSE, ACADIA '96.

IT IS difficult to state accurately and concisely just what is meant by secondary education; and what its content should be, is a problem that modern educators have not yet satisfactorily solved. Roughly speaking, secondary education covers the field between the elementary or grammar school and the college; but neither boundary is clearly defined, the more marked tendency at present being to overlap on the side of the college. A pronounced instance of this is the Fresno Junior College of Fresno, California, where two years of college work are given above the regular high school course. This tendency is more or less in evidence in the large public high schools of the United States, these schools furnishing the only higher education possible to students unable to attend college. Secondary education has, in these schools, drifted so far from its original purpose of preparation for college entrance that some colleges, notably Harvard, have modified their entrance requirements in an effort to restore the former co-ordination between the secondary school and the college. The original aim of secondary education, however, has been preserved by the private preparatory schools, which exist primarily as fitting schools for the colleges. This article will deal, therefore, with both public and private high schools; and the discussion will centre about conditions as they exist in these schools in New York City, though incidental references will be made to the secondary schools of other cities. All statistics, unless it is otherwise specified, will be from the latest report of the United States Commissioner of Education, that for the year 1909-10.

As a preliminary to the discussion of secondary education in New York City, a few general facts may prove interesting. In 1909-10, there were over 1,100,000 pupils in the secondary schools of the United States; of these 900,000 were enrolled in public, and the remaining 200,000 in private, high schools. The number of public high schools was 10,213, in which were employed 41,667 teachers, 18,890 men and 22,777 women. The private schools numbered 1,781 with 4,512 men and 6,634 women as teachers. The total number of secondary students

in New York state was 131,165, enrolled in 620 public and 209 private schools. Of the latter, 60 were for boys, 63 for girls and 86 for both sexes. The total enrolment in these private schools was 21,732 pupils, taught by 588 men and 1,006 women. These figures are sufficient to indicate the magnitude and importance of secondary education in the United States, and the breadth of the field open to a person intending to engage in secondary school work.

As a general rule the largest and best-equipped private schools are to be found in the country or in small towns, while the highest class of public high schools are located in the great cities. Boston has 14 such schools, employing 392 teachers; Philadelphia has 6, with 414 teachers; Chicago has 18, with 567 teachers; San Francisco has 5, with 93 teachers; while New York has 20, with 1,475 teachers. It will serve no useful purpose to give statistics of the private schools in or near these cities, owing to the great variation in their aims and standards. Nevertheless, the best class of private preparatory schools includes institutions that compare favorably in methods and efficiency with the best public high schools, and that surpass in equipment and endowment many of the smaller colleges.

The public high school system of New York City may be said to date from 1828, when the Public School Society of New York recommended the establishment of higher schools. No funds were available at that time, however, and nothing was accomplished beyond the addition of supplementary classes in some of the elementary schools. At length, in 1847, Mr. Townsend Harris, President of the Board of Education, brought about the founding of the Free Academy, which has since developed into the College of the City of New York. That single academy was the nucleus of the present great and rapidly growing high school system. During the last ten years the increase of these schools, both in numbers and in efficiency, has been remarkable. The growth has been so fast that the city has not been able to keep pace in providing new buildings, with the result that the overflow from the existing schools has to be taken care of in annexes. In 1901 there were 10 high schools with a total enrolment of about 15,000 students; on October 1, 1911, there were over 41,000 students provided for in 20 high schools with 21 annexes. The Morris High School has two annexes, and in addition has 12 classes which have to attend an extra afternoon session. The Washington Irving High School is at present housed in five different buildings. During the ten years from 1900 to 1910, the number of teachers increased from 557 to 1,475.

The above brief survey of the New York high school system shows plainly that opportunities exist in it for those secondary teachers that can meet the requirements of the Board of Education. To secure an appointment, each person must have a license issued by that board. To get the license, each applicant must pass four examinations: a written and an oral examination in the subject he expects to teach, a written examination on the science of education, and a physical examination. Candidates for this license must satisfy certain conditions of eligibility, which are in general; graduation from a college of recognized standing, and at least three years' experience as a teacher in a secondary school or a college. For part of the required secondary school experience, post-graduate work at college or a longer period of experience in an elementary school may be substituted.

These requirements are rigorous, nevertheless certain considerations render an appointment in the system very desirable. In the first place, favoritism cannot be shown in making appointments. The names of the successful candidates are arranged on "eligible lists" in descending order according to their examination ratings, and the law requires that each appointment must be made from the three highest remaining unappointed on the list. Another attractive feature is permanency of tenure coupled with a pension at the end of a certain period of service. After three years of probation, the license of each successful teacher is made permanent, and he is thus practically assured of a life position. In the third place, the salaries are comparatively high, with the possibility of being made higher in the near future. An agitation, kept up during the past few years by the women teachers in an effort to secure the same salaries as the men, has culminated in a revision of the salary schedules to take effect on January 1, 1912. This struggle for "equal pay" has had the effect of directing public attention to the question of teachers' salaries, and may eventually result in increases for both sexes. Another feature that renders service in the public schools of New York City attractive, is the fact that the system is free from political influences. Of the four considerations enumerated in this paragraph, this one is, for reasons not necessary to be discussed here, the most vital. All owe their existence for the most part to the so-called Davis Law, which was passed in 1900 and which, except for the salary schedules referred to above, is still in force.

The new salary schedules, though primarily intended to remove inequalities, show ultimate increases in two high school grades. The salaries of Principals remain unchanged at \$5,000 a year. First

Assistants (heads of departments) begin at \$1,680 and attain a maximum of \$3,150, the annual increment being \$210; their previous maximum was \$3,000. Assistant teachers begin at \$900, which is increased to \$1,300 in the fourth year; thereafter the annual increment is \$150 until a maximum of \$2,650 is reached. Under the old schedule a male teacher began at \$1,300 and attained a maximum of \$2,400, whereas the minimum and maximum salaries of female teachers were \$1,100 and \$1,900 respectively. It should be mentioned in this connection that a person does not necessarily have to enter the system at the minimum salary; credit is given for previous experience on the basis, roughly speaking, of two years' successful secondary teaching elsewhere being equivalent to one year of service in the New York schools.

No such definite information as the foregoing can be given in regard to the private schools in New York City. They vary in size, in equipment, in standards, and in efficiency. Some are merely tutoring schools, some prepare only for civil service or for "Regents'" examinations, some are "finishing" schools for young ladies; many are frankly commercial in methods, a few are long-established schools of high standing with an assured financial backing. These schools of the better sort perform two functions; they prepare for college directly and they act as feeders for the boarding schools in the neighborhood of the city. In view of the above facts, it will be profitable in this connection to broaden the discussion to include the conditions existing generally in the private secondary schools in the New England and Middle Atlantic states.

A private school, unless endowed, must be efficient to be successful. Therefore it must pay salaries that will attract and hold good teachers. The test of its efficiency is the ability of its pupils to pass the college entrance examinations. Consequently, each such school has a limited number of comparatively well-paid teachers for its higher grades. As a general rule, however, the average of salaries is lower, promotion is more irregular and the tenure less secure, in the private schools than in the New York public high schools. On the other hand, the classes in the private schools are smaller, the associations with the pupils are more pleasant, the vacations are longer, and there is less official "red tape" in regard to records and examinations. There is naturally no definite standard of eligibility for positions in the private schools beyond the general requirement of college training. In addition to this, previous teaching experience and the personality of the applicant are important factors in determining the initial salary, which is in nearly

all cases a matter of bargain. If the position is in a boarding school, the teacher usually receives his board and lodging in addition to his stated salary. To offset this, however, his hours of duty are long, practically the entire day for seven days in the week. Moreover, he cannot very well marry until he has been in the school many years, as accommodations are provided for the families of but a few of the senior masters. Nevertheless, the position of a senior master in a great boarding school compares favorably, both in dignity and in remuneration, with that of a college professor. At Lawrenceville, for example, a young man, starting at what he can get, is an Assistant Master until he has been advanced to a salary of \$1,800, when he becomes a Master; during the next ten years his salary is advanced to \$2,500, which is the maximum. If, in addition, he should happen to be made Head of a House, he has furnished him, beyond his maximum salary and his own board and lodging, the living expenses of his family, thus making his position easily worth \$4,000 or even more. At Philips Exeter full professorships will in the near future carry with them salaries of \$3,500 plus lodging. At Penn Charter, an endowed day school in Philadelphia, salaries range from \$1,500 to \$4,500; but in this case neither board nor lodging is included. These few instances are sufficient to show what material inducements private schools offer.

Another point that should be considered is the future of private secondary education. Are private preparatory schools holding their own in competition with public high schools, or are they being supplanted by the latter? In 1890, the public high schools formed a little over 60 per cent. of the total number of secondary schools in the United States; in 1900, over 75 per cent.; and in 1910, over 85 per cent. For the same periods, the number of teachers in public high schools formed respectively 56, 67, and 79 per cent. of the total number of secondary school teachers. Do these figures indicate that public high schools are replacing private secondary schools? Or do they merely show that relatively the former are increasing faster than the latter? There are a number of indications that point to the second alternative as the true one. In the first place, the number of students entering college is increasing. Practically all the graduates of private preparatory schools go to college; on the other hand, of the total number of those completing their course in public high schools, comparatively few enter college. For example, of the 3,337 students attending the Morris High School this year, only 906 are preparing for college; and of these the Principal estimates that not more than 200 will complete their

preparation. Last year Harvard College made an exhaustive examination of the sources from which it drew its students, the investigation covering the ten-year period, 1901-1910. It was discovered that, out of about 10,000 public high schools in the United States, only 304 had during this period sent any boys to Harvard, and that, out of 1,320 private schools, 249 had been represented. Of the 265 public high schools in Massachusetts only 119 had sent boys during the ten-year period, 28 having sent but one boy each. Further, of the 10,000 high schools in the United States, only 14 had sent at least a boy a year, and of these 8 were in Boston or its suburbs. On the other hand there were 16 private schools, each of which had sent annually one or more boys to Harvard. In the second place, the proportion of public high school pupils preparing for college has decreased during the last twenty years. In 1890 the number preparing for college formed 14.44 per cent. of the total enrolment; in 1910, it was only 5.57 per cent. This falling off is also shown in the number studying what are primarily college entrance subjects. An examination of the numbers taking these subjects shows either an actual decrease in the public schools or a rate of increase less than in private schools. Thus the number studying Greek has decreased from 3.05 per cent. of the total enrolment in 1890 to .75 per cent. in 1910, while in private schools the decline has been much less, from 7.02 to 6.61 per cent. In Physics also the public schools show a greater rate of decrease than the private, the respective percentages being from 22.21 to 14.61 and from 18.39 to 16.46. In Chemistry and Trigonometry the public schools show a decrease, and the private ones an increase. In the former the pupils taking Chemistry decreased from 10.11 to 6.89 per cent., and those taking Trigonometry from 2.37 to 1.87 per cent.; in the latter the percentages of those taking Chemistry increased from 8.59 to 9.38, and Trigonometry from 4.37 to 5.16. Finally, in French, in Latin, and in Algebra the proportionate increases have been less in the public than in the private schools. In French the increase in the public schools has been from 5.84 to 9.9 per cent., and in the private from 17.03 to 28.67 per cent. In Latin the corresponding percentages are 34.69 to 49.05 and 31.32 to 54.71; and in Algebra, 45.4 to 56.85 and 37.12 to 57.53. It seems, then, that while public schools are growing more rapidly than private schools, they are at the same time paying less and less attention to college preparation. This fact alone, omitting altogether certain other factors that make for the existence of private schools, shows that a

legitimate field is open to the latter, and that they have no reason as yet to fear the competition of public high schools.

This general survey of private secondary education having been completed, it will be well to conclude with a brief consideration of living conditions in New York City and of the opportunities there for culture and enjoyment. The popular impression is that New York is an extravagant city and an expensive one in which to live. This is true and at the same time untrue. A young man or woman with extravagant habits will find it only too true; on the other hand, a person of simple tastes whose standard of enjoyment is not dollars and cents, will find opportunities for the best forms of entertainment unrivalled by those in any other city in America. He can enjoy the finest music, listen to the most eloquent preachers, hear the foremost men of the day, see the finest specimens of art, visit the largest museums—all with a minimum of effort or expense. The ordinary cost of living is much higher than in the Maritime Provinces, but no higher than in the West. The writer of this article has compared expenses with persons living in Calgary, Alberta, and in Sacramento, California. In each of these western cities rents and other ordinary living expenses for a family of two adults were very little less than in New York. At the same time, salaries are higher in the East than they are in California, for example. There principals of high schools receive from \$2,400 to \$3,300 a year; heads of departments about \$1,800; and teachers from \$1,080 to \$1,650. Finally, New York offers many opportunities to a student who has to earn his living while studying for a higher degree. Such a person may teach in the day or evening schools and do post graduate work at the same time. Columbia Graduate School, Columbia Teachers' College, and the Graduate School of New York University all give numerous courses in the afternoons and on Saturdays.

NEW YORK CITY, December 4, 1911.



When Paderewski Played.

THE storm was raging in all its fierceness. The streets were now almost deserted and were fast becoming blocked with snow. Since early morning the wind had been rising steadily and the sky threatening. And how a storm—the worst I had ever seen—enveloped the city. As I stepped into the shelter of a doorway I swung my arms, for I was almost stiff with the cold. I knew the street like a book and was glad to know that the theatre was only two blocks distant. So I started out again and when, a little later, I climbed the steps of the big building I was relieved that my walk was over.

I was surprised to find the theatre nearly filled. On a night like this one would expect a small audience. But then, of course, Paderewski was to play. Paderewski, whose name seemed on everyone's tongue, was to appear for the first time before a New York audience.

It was not till I had taken my seat that I realized how very weary I was. I had selected this seat with care for I wanted to be alone—alone to think, and to receive the inspiration that I felt would come—for I was musical, intensely so. The strain of the last few months was telling on me, and I realized that I was fast “going to pieces.”

I was right in thinking that I should be alone. There was no one in my little corner and so I felt at liberty to lay my head back and review my life thus far.

I was an odd creature—perhaps one in a thousand. My parents had died when I was young and I was left practically alone in the world. Bit by bit I had acquired an education. I became interested in engineering, and little by little I rose in my profession, for I loved the work.

And then a year ago, came the big promotion. I was made engineer for a big railway corporation. My first work had been to construct a line of about two hundred miles near the Pacific coast. The difficulties were great; most of the line was through rocky gorges and over high hills, and in one place we had failed utterly to span a gulf. All the discouragement that is the regular lot of the engineer came in doubled force. To-night I was in New York intending, on the morrow, to resign my position, for I felt incapable of the great task and I attributed my failure to a great extent to my lack of a technical education. So I found pleasure in cursing the fact that I was born of poor parents.

I was disturbed in my reflections, when, a little later, a gentle old maidish person and a sweet young girl of seventeen took their seats directly in front. As we waited these people talked—or rather, the elder person talked, for the young girl only listened and gave assenting nods. How pretty she was! She had deep, tender, dreamy eyes, and such a bewitching color. How could one in my mood be other than impressed by the sight of such a pretty picture. How I wished she would speak——

And then, suddenly, as I looked about, the theatre was empty. Now this was strange, for no announcement had been made. I was trying to imagine what was wrong when I discovered that the girl in front had not left, but had risen and was now facing me. Her face and form had changed and I knew that she had been transformed, by some sort of magic, to one of the fairies I had read about so long ago. It was strange to sit there in this twentieth century of doubt and disbelief and confess it, even to one's self. Even as I marvelled she beckoned to me and began to move toward the door and I could not but follow.

Outside the night was warm and summer-like. The moon was shining in all its glory. The stars twinkled everywhere. I had reached the sidewalk before I stopped short and looked about. Why, what miracle had occurred? When I had entered the building a little time before, one of the fiercest storms in winter had been raging and now all was suddenly changed to summer evening.

But there was my guide beckoning me and I followed again, full of wonder. My amazement increased, as a little later, I passed beautiful buildings of pure white stone and I knew that this was not New York. It was beautiful everywhere and I was often tempted to stop and admire, but always my guide beckoned on.

We stopped in front of one of these white buildings. As I mounted the steps I read in large letters, above the huge door, "The Hall of Ambition."

We entered the spacious hall and, turning to the right, came into a large dining-room, over the door of which was the word "Literature." Around the table were many guests. My guide motioned for silence and directed me to look closer. On the back of each guest's chair was a tablet, and, looking closer, I was surprised to find the on first three the names of Dante, Milton and Shakespeare. The sight filled me with awe: I was in the presence of the dead.

On each tablet was a brief description of the man's life, and, as we passed along, my guide waited while I read each, and often ran her fingers over the words, "the son of poor parents," evidently to impress the words on me. As we completed the round, she pointed to the *head of the table*, where the chair was empty.

We departed and entered other rooms, around which were successful men of every art—music, painting sculpture. We now entered a large room, where, instead of one large table there were many smaller ones. This room was marked "Science," and I noticed at the *head of each table* a vacant chair. We made our way to a small table at the farther end of the room, which was marked "Engineering." I almost fainted as I saw, directly in front of me, an old friend. But he could not see me and I mastered my feelings and made the round. There were Watt and Stevenson, and a host of others, whom it would take too long to name. It sent a thrill through me to think that I was in the presence of these men.

My guide touched me gently. A man rose to speak and immediately everything was hushed. He explained that the present meeting was simply for the reunion of departed spirits. He then asked that each man describe the troubles and discouragements through which he had gone. Following this he gave a brief description of his life.

Guest after guest arose and as each described some event of his life, I felt how miserably small was my own experience.

The last guest had risen and begun to speak. There was intense interest, for he was a brilliant speaker. As he closed his address he quoted the lines.

"Life is a sheet of paper white,
Thereon each one of us may write
His word or two: and then comes night.

"Greatly begin—though thou hast time
But for a line, be that sublime:
Not failure, but low aim is crime."

The applause was deafening as he took his seat.

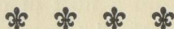
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I awoke with a start. I was still in my seat, still in the theatre. and the applause was for a man on the platform, who repeatedly bowed,

And there in front was The Girl. She surely was divine, and I watched her closely, waiting for some miracle. O, that she would speak! I waited long and at last I was rewarded. The sweet lips opened and I heard what was evidently the answer to a question. And that answer—the comfort of woman and the aggravation of man throughout these thousands of years was the one word “Because.”

Yes, she was human. The concert was over and I had missed it all, but I left the theatre with the feeling that the evening had not been entirely misspent. The seat at the head of each table was empty. I would take up my work anew.

'13.



Idylls of the King.

IN the Idylls of the King Tennyson has taken the ancient legends of King Arthur and worked them up into a connected whole. Whether there is any truth or not in these legends cannot be discovered. There are certainly many traditions of a wonderful king who fought twelve battles against the heathen English and who had many knights as his devoted companions, but the more we study the subject the more mysterious it becomes. It has served as an inspiration to poets in many countries and in many ages. England, France, Germany and Italy have felt its mystic spell from the time of Geoffry of Monmouth to the present day.

Tennyson was fascinated with the story of Arthur from his earliest youth. He shows the attraction the subject had for him in “The Lady of Shalott,” which appeared in 1832. “Sir Galahad” and the “Morte d'Arthur,” also bearing on the subject, were in the 1842 volume.

The Idylls made their first appearance in 1859 and were four in number: “Enid,” “Vivien,” “Elaine” and “Guinevere.” In 1862 the dedication was added and in 1869 “The Coming of Arthur,” “The Holy Grail,” “Pelleas and Etarre” and “The Passing of Arthur,” while “The Last Tournament” appeared in “The Contemporary Review” in 1871. The Idylls are not arranged in the order in which they were written, but according to the rise and decline of the Round Table.

Tennyson did not intend to make the Idylls allegorical until he wrote "The Coming of Arthur;" then the intention of the poems seems to be made plain. They deal with the old story of the soul of man, at war with sense, passing on its way through life to death and thence to resurrection. Arthur is the soul, coming mysteriously from heaven and washed into Merlin's arms by a great wave. Merlin represents the intellect and is intrusted with the education of Arthur. Arthur's enemies are the sensual powers in human nature meant to be overcome by the soul. Guinevere represents the heart, which as such, must be wed to the soul. The Knights of the Round Table are the high faculties in man made subordinate to the soul. The function of the queens who stand by the King during his coronation and his marriage is hard to define. Enough if we describe them as Faith, Hope and Charity, while the Lady of the Lake, who gives the soul Excalibur—the Sword of the Spirit—represents the Church. In all the Idylls this symbolism is extended to the smallest details. "The Coming of Arthur" and the Idylls which accompanied it first make known the allegory. Even those that were written before this seem to have been altered slightly to carry out the idea.

The Idylls begin with the coming of the King in all his power, and his marriage on a radiant May morning:

"Far shone the fields of May this open door,
The sacred altar blossomed white with May,
The Sun of May descended on their King."

Joyous shouts and the clang of knightly armour is heard on all sides; the world seems full of the promise of a glorious future for Arthur and his kingdom. Everywhere the note of hope is predominant.

The Idyll of "Gareth and Lynette" follows, containing the story of Gareth's rise from the humble position of kitchen scullion and his wooing of the haughty Lynette. In contrast to this is the next story of the timid Enid and her victory. The first sign of the coming strife is seen in the Idyll of "Vivien and Merlin," for by her whisperings Vivien poisons the whole court.

The first three Idylls treat of the rise and the height of splendour of the Round Table; the other books deal with its decline.

The Idyll of "Lancelot and Elaine" follows that of "Merlin and Vivien." Elaine is placed in contrast to Vivien, for she is as innocent as Vivien is worldly. Tennyson has nowhere a truer picture of woman-

hood than Elaine and her death for love of Lancelot is portrayed with his greatest tenderness. Her character is above pity—that is reserved for Arthur, Lancelot and Guinevere.

"The Holy Grail," said Tennyson, "is one of the most imaginative of my poems. I have expressed there my strong feeling as to the reality of the Unseen." Using the legend of the Holy Grail, Tennyson seeks to show that, save for a few exceptional characters, ascetic religion is wholly wrong. It breaks up social life, ruins true government and in fact, produces the very wrongs which it is intended to subdue. In this Idyll the Knights of the Round Table set out in quest of the Holy Grail, but only to Galahad comes the realization. This quest is the first cause of the downfall of the Round Table. When the Knights return they are worn out, and their disappointment at their failure to find the Grail causes them to pursue the opposite extreme from asceticism. It is Arthur who has found true spirituality in the midst of human life, not the Knights in their pursuit of a vision.

In "Pelleas and Ettarre" Tennyson is striving to represent how the ruin of a nation is brought about by a life of luxury. In this case it is the reaction following the failure of the quest of the Holy Grail. After their return the Knights lose faith in religion and become cynical. Ettarre represents the state of society at this time, and Pelleas its effect on an innocent heart.

"The Last Tournament," as "Pelleas and Ettarre," has almost the appearance of an afterthought; it seems as if it were put in solely for the purpose of teaching a moral. This story appears rather out of place in the Idylls, for Tristram does not seem to have much connection with the rest of the cycle. "The Last Tournament" itself reflects the low level to which Arthur's court has fallen. The Tournament is carried out counter to all the rules of chivalry and we perceive clearly the beginning of the end.

In its art "Guinevere" is one of the best of the Idylls. It contains the story of Guinevere's flight to the Abbey of Almesbury, her repentance and her last interview with Arthur. The description of this interview is one of Tennyson's finest pieces of work.

The prologue, "The Coming of Arthur," is set in contrast to "The Passing of Arthur." In Tennyson's idea these two are not Idylls but the framework in which the Idylls are contained. A sense of failure pervades "The Passing of Arthur." Love, friendship, the fidelity of his Knights—all have proven false. He is mortally wounded in the battle with Modred and lies dying in a chapel near the battle field.

He is deserted by all his Knights except Sir Bedivere, yet in spite of this the grandeur of his character shines clearly forth.

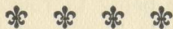
Arthur himself is the dominant figure of the Idylls. It is he who gives the tone to the poems. Tennyson idealises him and represents him as the blameless king in the age of chivalry—a born ruler of men, who leaves the impress of his character on everyone with whom he comes in contact. But however just the one-man rule may be, it is not the right rule, for true progress does not lie in one individual dominating all others. The really great ruler sacrifices himself to develop the individuality of others. This Arthur does not do. Tennyson does not prove his case for despotic power, for in the end all of Arthur's Knights, except one, desert him, and his influence over them is gone.

In another aspect Arthur is the culture hero. He makes a civilized country out of a wilderness; he develops architecture, agriculture, and law and order, but before everything he is the great warrior.

In spite of all these great qualities, however, we feel a great lack in Arthur. He is cold, unreal, and seems not of this world. He follows a great ideal, but in him we miss the intensely human side of some of the characters. It is only in "The Passing of Arthur" that we seem to see the man and not the king. He realizes the failure of his ideal and in his suffering becomes a man instead of a god. His tragic death, the passing of the barge down to the sea accompanied by the three queens froms a fitting ending to a noble life.

"From the great deep to the great deep he goes."

G. V. SHAND, '13.



Library Notice.

The work of having the ATHENÆUM bound and placed in the Library is somewhat retarded by the absence of certain volumes and numbers.

Vol. 8, 1881-2 lacks October, November, December.

9, 1882-3 lacks May.

10, 1883-4 lacks May.

11, 1884-5 lacks whole volume.

21, 1894-95 lacks whole volume.

30, 1903-04 lacks December, January, February, March.

If you have any of the above, we trust you will make an effort to help us. Address communication to the Librarian.

The Library.

IF we have one word in the English language that more clearly than any other expresses the spirit of the modern, as compared with the old-time library, that word is utility. Libraries are no longer mere storehouses of knowledge for the use of the studious few, rather are they centres of growth and power for the world of men. How can the library be made most useful and aid the greatest number of individuals? This is the question which the Acadia library is trying to answer to-day.

Starting with a small collection of books at the opening of the institution in 1839, the library has increased year by year, by gift and by purchase, until there are gathered together now, about seventeen thousand volumes. This does not include bound volumes of magazines which number about 1,500, and which, with the aid of the Reader's Guide to periodical literature, are most valuable to the students.

Books alone, however, cannot constitute a library in the modern sense, they must be organised and made to give out whatever good they contain. It has been proved that a library of ten thousand volumes, thoroughly classified and catalogued, can be used to far greater advantage than one ten times greater not so well organized. The Acadia library is at present being thoroughly recatalogued; the well-known Dewey classification is in use, and a dictionary catalogue is gradually nearing completion.

The increasing number of students who make use of the library, is the greatest possible proof of its value to the institution. However, until adequate provision is made for the care of the books and for the accommodation of the readers, the best results cannot be obtained. The single room set aside for the purpose is daily proving itself more inadequate. We hope in the near future that Acadia may have a new library building, in every way modern. It is a great step ahead when a college gets a new home for its books, Such an event cannot help but give the institution new life. Acadia has grown step by step by means of new buildings, new departments, new professors; may she soon make another advance by securing a new home for her book treasures!

The Acadia Athenæum

VOL XXXVIII

WOLFVILLE, N. S., JANUARY, 1912

No. 3

HARVEY TODD REID, 1912, *Editor-in-Chief.*

R. I. BALCOM, '12.

J. L. ILLSLEY, '13.

M. B. MCKAY, '14.

AUSTIN A. CHUTE, '12.

LENA M. NOWLAN, '13.

C. DOROTHY BURDETT, '14.

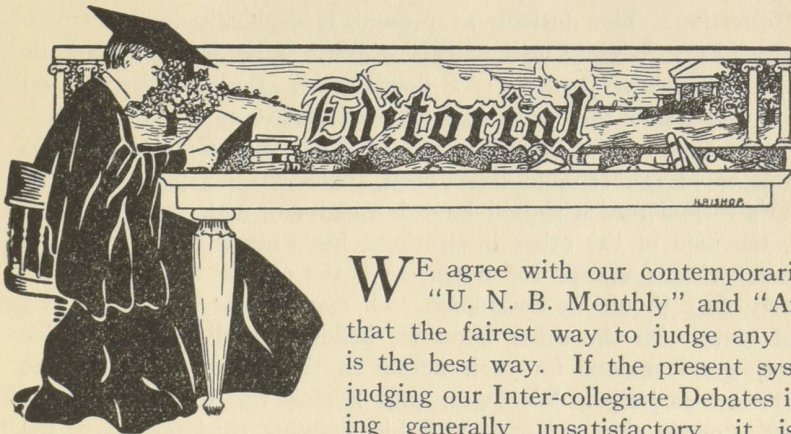
HORACE R. BISHOP, '14, *Staff Artist.*

RAYMOND R. HALEY, '13, *Business Editor.*

ASSISTANTS:

GUY C. PHINNEY, '14.

E. DENNIS, '15.



WE agree with our contemporaries, the "U. N. B. Monthly" and "Argosy," that the fairest way to judge any contest is the best way. If the present system of judging our Inter-collegiate Debates is proving generally unsatisfactory, it is very essential that some remedy be applied.

True, the system of deciding our debates by the greater number of points has its defects. But, on the other hand, the system that supplants it must be proven to be a more effective and satisfactory one before it can be adopted, and we beg to suggest that right here is the trouble. In the case of taking a majority of judges there are defects. If one judge decides the contest has been even and the other two have taken different sides, we have a tie, which either must be declared as such or prejudice one way or the other will have caused the neutral judge to come to some decision. Of course it does not seem fair that one judge, simply by piling up enormous points for one side should give that side the decision, perhaps undeservedly. This even against

the opinions of the other two judges. But when two fairly even teams have met, we think that competent judges can be had, who can be relied upon to show utmost discretion. If we show the fairness and discretion in picking our judges, which we expect them to show in judging, we think that a great deal of grievance can be removed. In our opinion the point system in the hands of competent and fair judges (and it is our place to see that they are such) is a much better system as far as independent results are concerned.

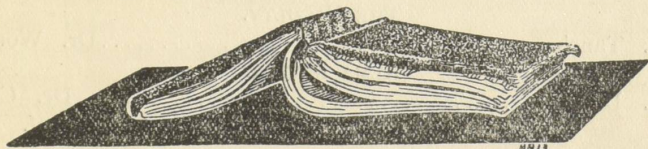
However, if dissatisfaction prevails regarding our present method, we would heartily commend any movement which should bring about mutual satisfaction.

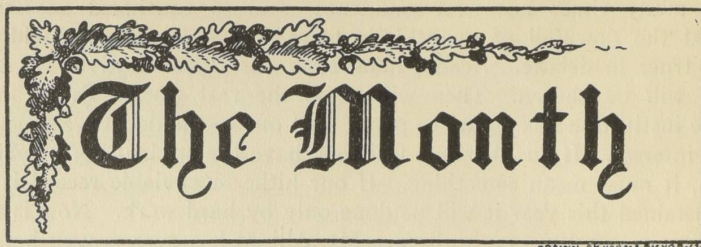
IT is fitting at this time that we should take a survey of our College questions. Perhaps the thing nearest our heart is the hockey question. The outlook at present is decidedly against there being any inter-collegiate hockey this winter. That is, as far as our league is concerned. Hockey is a good sport. Perhaps there is no intercollegiate game that arouses such excitement as a good hockey game—such as we have been having of late years. Candidly we do not think the league should have been abolished this year—that is, one year's formal notice should have been given. Our men, and, we believe, the men of the other institutions, have made their plans and spent much time (perhaps too much) over the matter for this winter, and surely they should be considered. Of course, this is the student's point of view. On the other hand we believe the different faculties have very good reasons for their action in the matter. We do not intend to act as judge. We regret that hockey has to be abolished. All must concede that athletics is a big drawing card nowadays for any university and it will be a long time before anything will arise to take the place of hockey at Acadia.

WHEN the "Navy" question is discussed at Sackville this spring we can depend that the best men of Mt. Allison and Acadia will give their best to the subject. Acadia's prospects are fairly good for a trio of strong men, but don't forget that genius plus hard work is what wins. Genius alone is a very unstable factor. We point with pride to our debating record, and we think the secret of success has been that first, Acadia has always been represented by her best; and secondly, they have shown their worth by their diligent work. We

have won our way to the top, not by chance, but by consistent effort. How many times has over-confidence—due to continued success—caused the downfall of an athletic team. This, it seems, would be even truer in debate. Acadia men, soon our representatives for this year, will be chosen. Then will come the real work. Every man in the institution has a part to play. Get out to the debates and show your interest. If our debaters feel they have the student body behind them, it must mean something. If our hitherto enviable record is to be sustained this year it will be done only by hard work. Now is the time to work up enthusiasm. Mt. Allison has ever proven herself a worthy rival, and if we add another to our list of victories this year, it will be only because we have proven decisively our superiority.

AT the time of writing we regret very much to hear of Prof. Durkee's enforced departure from Acadia on account of ill health. Although Prof. Durkee has been with us only a year he has shown himself a hard and conscientious worker. When a student at Acadia Prof. Durkee was actively connected with the ATHENÆUM, being Editor-in-Chief during his senior year. We extend to him the regret of the student body and trust that rest will restore his health that he may return soon to resume his work among us.





THIS spring we shall meet certain of the other colleges in the forum and on the field. The thing for us to remember is that Acadia must win. In the meantime, Midyear's Exams. and all their attendant horrors—enough said.

SENIOR BANQUET.

The annual banquet of the Senior class proved a very enjoyable occasion to all present.

Guests, students and others, to the number of sixty-odd, gathered at 8.30 p. m. Tuesday, December 12, at the Royal Hotel where, for a half-hour, songs and other amusements were indulged in.

At nine dinner was served, and a most pleasurable time was spent in social festivities, in toasting and in song. The toasts were given and replied to as follows:—

THE KING.

Pres. Balcom.....National Anthem.

THE LADIES.

H. T. Reid.....W. P. Potter.

THE FACULTY.

J. W. TanchDr. Wortman.

ALMA MATER.

C. A. Dawson.....Dr. Cutten.
Prof. Perry.

The merry-making ceased with 1912's grand old class-yell:—

Samasema, Samasema, Saka, Rica, Rah!
Tamarama, Hamashama, Tamarica, Yah.
Decalica, Dominica, Perieca, Pelve,
Acadia, Acadia, Nineteen Twelve.

The guests of the evening were Dr. and Mrs. Cutten, Dr. and Mrs. Wortman, Prof. and Mrs. Perry.

Nineteen hundred and twelve will probably graduate the largest class in the history of the college.

THE COLLEGE GIRLS' PLAY.

"A Midsummer Night's Dream" was presented by the Young Women's Christian Association, in College Hall, December 15. The play was under the personal direction of Miss Annah Remick, teacher of Expression in Acadia Seminary, and much of its success was due to her efforts. Miss Freeland, the Violin teacher of the Seminary, and her pupils rendered the music throughout the evening and helped to make the play an especially good one. The costumes were very pretty and the parts well rendered by all. Miss Wilson as "Puck" was probably the favorite of the evening.

The following is a cast of the characters:

THESEUS, <i>Duke of Athens</i>	LENA NOWLAN.
LYSANDER, <i>in love with Hermia</i>	EDNA GIBERSON.
DEMETRIUS, <i>his rival</i>	MILDRED WELTON
DEMETRIUS, <i>his rival</i>	MILDRED WELTON.
EGEUS, <i>an Athenian noble, Father of Hermia</i> ,...	MINNIE SCHAFFNER.
PHILOSTRATE, <i>Master of the Revels</i>	NINA HUBLEY.

THE HARD-HANDED MEN OF ATHENS.

NICK BOTTOM, <i>the Weaver</i>	JEAN MACGREGOR.
PETER QUINCE, <i>the Carpenter</i>	MARY MARSTERS.
SNUG, <i>the Joiner</i>	OLLIE BORDEN.
FRANCIS FLUTE, <i>the Bellows-Mender</i>	LULU ZWICKER.
TOM SNOT, <i>the Tinker</i>	DOROTHY BURDITT.
ROBIN STARVELING, <i>the Tailor</i>	GEORGIE LENT.
HIPPOLYTA, <i>Queen of the Amazons</i>	ANITA ELDERKIN.
HERMIA, <i>Daughter of Egeus, in love with Lysander</i> ..	FRAUDENA GILROY.
HELENA, <i>in love with Demetrius</i>	ALICE HAROLD.
OBERON, <i>King of Fairyland</i>	JOSEPHINE CLARKE.
TITANIA, <i>his Queen</i>	GRACE BLENKHORN.
PUCK, <i>or Robin Goodfellow</i>	RAE WILSON.
PEAS BLOSSOM.....	GWENDOLYN SHAND.

COBWEBS, <i>an elf</i>	EMMIE PATTILLO.
MOTH.....	MARJORIE BATES.
MUSTARD SEED, <i>an elf</i>	MYRTLE VANWART.

SPECIAL FAIRIES:—MISSES HAZEL SMITH, KATHLEEN SAUNDERS, BLANCHE ROSE and JENNIE PRESCOTT.

PROPYLAEUM.

The Propylaeum Society is having especially good programmes this year. In one of its meetings the comparative values of simplified spelling and phonetic spelling were debated, the champions of phonetic spelling being victorious. In the meeting of December 16, the Society was entertained by a real Christmas tree and a real Santa Claus. Those who had helped the college girls to make "The Midsummer Night's Dream" a success were invited to be present and a very merry hour was spent by all.

LECTURES.

On Tuesday evening, November 28, Dr. Spidle, Professor of Church History and Philosophy, delivered a lecture to the Ministerial Society on "Christian Science." The deep intrinsic interest of the subject was equalled only by the charmingly clear and lucid manner in which it was unfolded by Professor Spidle.

On the following Saturday evening, December 2, Dr. H. T. DeWolfe lectured to the Athenæum Society—and public—on "Evolution and the Idea of God." The lecture was brilliant, scholarly and intensely interesting.

DEBATED.

On Saturday evening, November 25, the Sophomores upheld the affirmative and the Seniors the negative of this question: "Resolved, that Canada should contribute financially to the British Navy rather than follow the Laurier Naval Policy." The Sophomore debaters were Messrs. Easton, Bruce and MacKay, while the Seniors were represented by Messrs. Logan, Baker and Dawson. The judges, Prof. Pattison, Rev. Mr. Webber, and Prof. Thompson, awarded the victory to the Seniors.

The Juniors debated the Freshmen on the evening of December 9. Messrs. Howe, Kinley and Ryder of '15, supported this resolution: "Resolved, that the present Protective Tariff is better for Canada than a Tariff for Revenue Only." After a close debate the Freshmen won. The Junior debaters were Messrs. DeWolfe, R. C. Eaton and Bleakney. Dr. Spidle, Dr. Tufts, and Prof. Pattison acted as judges.

CLASS LEADERSHIP PRIZE.

We congratulate Miss Margaret Palmer, of Dorchester, upon winning the Class of 1905 Class Leadership Prize of Fifty Dollars. This is awarded to the members of the Sophomore class who has made the highest standing in the subjects of the Freshman year. Mr. A. C. Bruce, of Shelburne, was a close second to Miss Palmer.

INTERCOLLEGIATE DEBATE.

Readers of the ATHENÆUM may be interested to know that Mt. Allison has chosen the affirmative of the Navy Resolution which we published last month on this column. That is to say, Mt. Allison advocates cash contribution to the British Navy, while Acadia upholds Canada's present policy of building a navy of her own. The debate will be held in Sackville sometime during March, 1912.

ATHLETICS.

The main athletic attraction through December was basket-ball. As was generally expected, the Seniors defeated all the other classes and the Academy, and easily won the league. They scored 209 points altogether, while only 33 points were scored against them. The players on the winning team were: P. T. Andrews (Capt.), H. T. Reid, Forwards; J. B. Crant, Centre; H. A. Logan, H. H. Pineo, Defence. The standing of the teams in the league is in the following order: Seniors, Juniors, Sophomores, Academy, Freshmen.

The privilege of reporting the annual Freshman-Academy football game is this year denied us. Contrary to custom and college tradition the game was not played.

FOOT-BALL BANQUET.

The Banquet which the A. A. A. A. tenders every year to the Football Team was held in Chipman Hall on Thursday evening, December 7. The guests present were Dr. Cutten, Dr. Archibald, Dr. DeWolfe, Dr. Moore, Professor Coit, Mr. ——— Clarke, Mr. Jas. Howe, Dr. Avery DeWitt, and the nineteen football players. The toasts were as follows: The King, proposed by C. A. Britten; the Ladies, proposed by R. R. Haley and responded to by E. A. Bleakney; The Faculty, proposed by J. L. Ilsley and responded to by Dr. DeWolfe; and Dr. Archibald; Our Team, proposed by W. P. Potter and responded to by J. Howe, Professor Coit, Pres. Cutten and Captain H. H. Pineo.

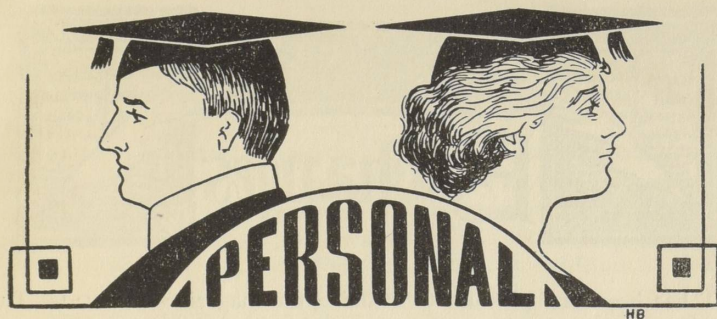
At the close of the banquet, "A's" were awarded to Brown, '12, Logan, '12, Andrews, '12, Grant, '12, Lyons, '13, Andrews, '14, Morrison, '14, McKinnon, '14, Stultz, '14, Higgins, '14, Freda, '14, Spencer, '15, Atkins, '15, and McKeen, '15.

ACKNOWLEDGEMENT.

On Monday evening, December 18, C. R. Bill tendered an informal banquet to the Acadia football team. Mr. Bill's interest in college activities deserves the hearty appreciation of all Acadia students. The Intercollegiate Debating Committee is indebted to him for some excellent debating material.

Additional electric lights are being installed in the class rooms to provide more adequately for early and late classes.





Carman B. Johnson, '05, is practising dentistry in Calgary, Alberta. His sister, a member of the same class, resides in the same city; she is the wife of Rev. A. S. Tuttle, a Methodist minister there.

Arthur H. Taylor, '03, was married last December in New Haven.

David H. Webster, '06, is a surgeon in New York City.

Frank H. Eaton, '07, is pastor of the Freeport Baptist church.

John H. Geldart, '08, is in Shanghai, China, being a secretary of the Young Men's Christian Association of China and Korea.

J. M. Shortliffe, '08, and F. S. Goucher, '09, are studying at Yale and maintaining Acadia's high reputation there.

G. H. Magner, '09, has given up his position at the General Electric Company, Schenectady, and is instructor at a large boys' school in Garden City.

Dorothy Manning, '09, is teaching in Vancouver, B. C.

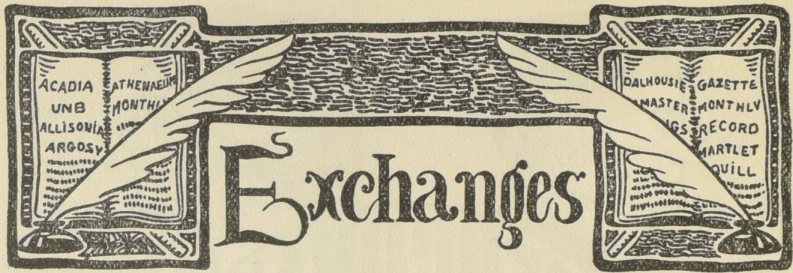
John C. Peacock, '07, has a pastorate in Prince Edward Island.

Rex Eaton, '10, is one of our many graduates who is teaching in the West.

A. R. Kaiser, '11, attended Harvard for a few months after graduation, then went to Regina. Now he is in England travelling for March, '10, and Allen, Real Estate agents, Regina.

Thomas S. Roy, '11, and wife are occupying the parsonage of the Digby Baptist church.

Some former members of the class of 1912 are now doing some startling things. Aaron A. Gates has married. J. L. Patillo is travelling in the interests of his father's firm, T. S. Patillo & Co., Truro. W. D. Wilson is pastor of a church in Prince Edward Island. C. E. Steeves recently passed the Canadian Civil Service Examinations.



IT has been real pleasure to examine the magazines received. The average article is quite practical and informing. They are easier to produce than those demanding imaginative genius. Yet surely the latter are needed, and their scarcity unfortunate in a literary magazine. The romantic or inspired may be of less importance than the historical and scientific, but it has a place and a large one in modern life.

The *Harvard Monthly* is full of good things. Some will be interested in the review of Chinese affairs of the recent years, and the cautious prophecy of possible developments in Chinese government. It is not probable that many will share in one's admiration of the novelist Henry James, as that is expressed in "An Appreciation," yet his description of James' ability to use subtle English and expressions needing patient intelligence in order to be grasped is a worthy one.

The biographical sketch of Wendell Phillips is a truthful account of a man who gave himself without stint to the accomplishment of needed reforms in industrial and national life.

We read with interest the discussion of Bi-Lingualism in the *U. N. B. Monthly*. With a ready pen and frequent reference to facts and expressed opinions, the writer has defended the continued use of both French and English as official languages in Canada. The spicy argument repays perusal, even though it may not thoroughly convince.

Anyone desiring a concise sketch of the Lemieux Act and its works will do well to pick up the *McMaster Monthly*. The writer leaves the impression that here is one of the many cases where Canada is in the van in applying successful methods to the solution of national problems. Lovers of Tennyson will find a sympathetic interpretation of his "Two Voices" in the same magazine.

Kings College Record completes the article on "Canadian Literature." Drummond and Service receive just notice of their work. A perusal of the article recalls the fact that while Canadians are busy in raising wheat, building railroads and making good citizens of her immigrants, they are able to find time for literary work of genuine merit.

As an agricultural magazine the production of McDonald College Que., is excellent. Its contents are of wide interest because of their worth. "Mastery for Service"—the college motto—is made the title of an article of true ring. Breezy and careful notes on the local college life are a pleasing feature. We insert this quotation from *N. Y. Globe*:

LOGIC.—David said, "All men are liars."

Therefore, David was a liar.

Therefore: what David said was not true.

Therefore: David, being a man, was not a liar.

But if David was not a liar, what he said was true—namely that all men are liars.

Therefore: David was a liar.

The Argosy has a pleasantly written discussion of the value of hobbies. It suggests that the "all round" man may not be the most useful or successful. "Devotion to one object is an indispensable requisite to success." "The crowning fortune of a man is to be born with a bias to some pursuit which finds him in employment and happiness." This should prove cheering to any of us who lament deficiency in some special line or lines of talent. Few college papers can hope to equal *The Argosy* in the amount of information given about one-time students—information of great interest to both present and past students.

College life is crowded—says *The Dalhousie Gazette*—for a few, the few being those who are the mainstay of college activities. It wisely and justly urges a more general participation in all phases of college life, rather than a curtailment of activities.

Others received: *Halifax Academy Annual*, *Maritime Students' Agriculturist*, *Xaverian*, *Collegian*, *Varsity Tri-weekly*.

Academy Notes.

GENERAL.—The half-yearly exams. are now over. No serious sickness, except on Sundays, has visited our number and the term has been thoroughly enjoyed by all. We hope that all the students of this term will be able to return, and that many new-comers will be added to our number.

Y. M. C. A. This branch of our school life has not received the attention that it deserves this term, in spite of the efforts of the officers the meetings have been poorly attended. Let us all try to make this society one of which we can be proud next year.

LYCEUM.—A record term has been reported from this society both in attendance and in the class of entertainments. The meetings throughout have been varied, instructive and entertaining. Class rivalry has supplied the interest necessary for the success of a society of this nature.

ATHLETICS.—On account of unfavorable weather the annual Freshman-Academy football game did not take place this year. Football was hardly over before basket-ball began in earnest. The interclass league has caused considerable excitement. The Academy team winning one game of the four gets second place from the bottom. They won their only outside game over Truro Y. M. C. A. team to-day (the 18th.)

The following captains have been elected: Hockey, F. McNeil; baseball, W. P. Welton; track, F. F. Fowlie; also the following business managers: Hockey, F. C. Downing, baseball, W. G. Archibald, track, C. M. Snow. "H's" have been awarded to Lawson, Barss, Wilton, Archibald, Ryder, Kinsman, Snow, Crabtree, Foster and J. G. McKay in football; Porter, H. G. McKay, Gibson and D. Kitchen in basketball.

C. M. SNOW,
G. B. BLAIR,
F. F. FOWLIE.

Acadia Seminary Notes.

SINCE the last issue of the ATHENÆUM little has happened which would be of special interest to the college world. The event of greatest importance was the Y. W. C. A. Fair, held on Saturday, December 2. About \$100 were realized, which will be used partly for the use of delegates to Muskoka or Silver Bay and partly to add to the sum being raised for Hospital equipment. The thanks of the Y. W. C. A. are extended to all who, by gifts or attendance, made the fair so much of a success. It is a matter for regret that so few of the college students thought it worth while to attend. Reciprocity is not yet a dead issue.

On Sunday evening, December 17th, a special service was held in the Seminary Chapel. The following is the programme of the service:

Processional Chorus.....Edward Fletcher.

CHAPEL CHOIR.

Scripture Reading.....Luke 2: 8-20.

MISS DYKEMAN, *President*.

Solo—"This Day is Born a Saviour".....H. J. Stewart.

MISS FOWNES.

Prayer.....Principal DeWolfe.

Response.....Edward Fletcher.

CHAPEL CHOIR.

Hymn, No 78, *Chapel Hymnal*.

Address, "*There was no room for Him in the Inn.*"

PRINCIPAL DEWOLFE.

Violin Solo, "*Heilige Nacht*,".....Old German Folk Song.

MISS FREELAND.

Reading, "*The Christmas Angel*,".....Henry Van Dyke.

MISS SCHWARTZ.

Duet, "*Hark, Hark, my Soul*".....Harry Rowe Shelley.

MISS FRANTZ and MISS WILSON.

Christmas Prayer.....Henry Van Dyke.

MISS MITCHELL.

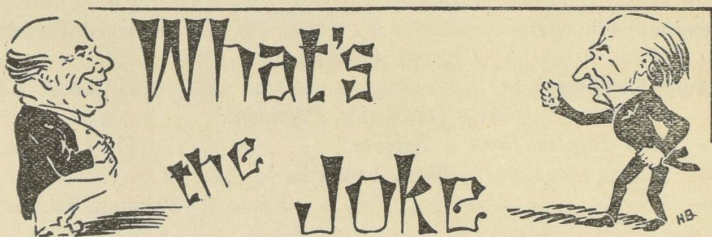
Hymn, No. 74, *Chapel Hymnal*.

Benediction and Recessional Chorus.....Edward Fletcher.

The entire service was inspiring and solemnizing.

The Compositions by our Director of Pianoforte written especially for the use of the girls in chapel are fine examples of strong and dignified sacred music. We hope shortly to have them published under the auspices of the Seminary and placed on sale, believing that their common use will do much to elevate the tone of public worship.

The Examinations are over. The Fall Term of 1911 has passed into history. By the time these notes are read the new term will have begun. Some of the old faces will be missed, and there will be new faces to take their places. Regret for those who do not return and a greeting for those who come for the first time; and to all the girls of Acadia Seminary, here at school and out at work in the world, the very best wishes for 1912.



Kinley—Does Stackhouse take the Morning Herald?
 Scott—No, he takes the Evening Harold.

Prof. Coit—Mr. Rogers, will you please read section 68 to the class?
 Rogers—Out loud, sir.

Miss Raymond—Miss Coes is a true British subject.
 Miss Palmer—Yes?

Miss R.—Just see her loyalty to Britten the evening of the Senior banquet.

Rheinhardt—Do you see that queer bump at the base of my head?
 C. L. Andrews—That's the bump that loves the girls.

Ph-nn-y, '14 (rubbing his head)—Gee! the whole back of my head is a bump.

Prof. Haley (in fr. Physics)—Suppose we were to place some *heavy* object on the Equator—say you or me—

Miss W-ls-n, '15—Oh! the horrid thing.

Dr. DeWolfe—Where was the Sermon on the Mount preached?

Brilliant Junior—On the Horns of Manhattan.

Hovey (finds another hole in his pocket)—These Academy mice are the worst pickpockets in the world.

Wrighton—Young man, are you married?

Dr. DeWolfe—Please listen, Mr. Smith, while I read this extract from your last Bible test.

When our Saviour was born his parents took him to the Temple. When he was forty days old they returned and found him disputing with the doctors.

Lewis—Did you meet any of the fellows going to Theological Guild meeting?

Wheelock—Yes, I just met B-k-r and Ph-l Andr-ws.

Miss Cl- -ke, '12—I am still in that horrid dilwmma.

Miss Sh-nd—What dilemma is that?

Miss Cl- -ke—*Which?*

Prof. Coit—How much does γ (gamma) help you in these equations, Mr. Van Amburg?

Gammy Atkins—I don't help him any professor, honestly I don't.

Phinney, '15—I haven't studied this math. at all lately; I must brush the cobwebs from my brain.

Harlow—Yes, use a vacuum cleaner.

Grant (at last act of Midsummer Night's Dream)—Where did that statue come from?

Carey R.—Why that's the thing I hang my hat on every Saturday afternoon.

Farmer Pineo—We broke down their defence every time.

Astonished Freshette.—Oh, whose D fence did he say?

Dr. Cutten (In Psychology)—Mr. McD-n-ld, can horses see behind them?

J-hn Mc---Oh yes sir. That's why we put blinders on them when "we" go driving.

ODE TO CHIP HALL BATH TUB.

B-d K-tch-n while viewing a chasm,
 Got frightened and had a bad spasm.
 He said, "I will go
 Where chasms don't grow,
 For I don't like the country that has 'em.

Foster—Who does most of the talking in Junior Bible?

Gibson—Hudson does a good deal,

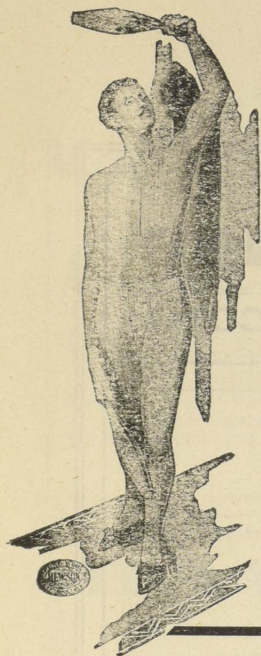
Foster—I thought it was B-rn-tt.

Gibson—Oh, no! the discussion is usually pretty deep.



Acknowledgements.

Miss N. Hubley, Miss A. Longley, Miss B. Coes, Miss E. Wigmore, Miss R. Wilson, Miss A. Chambers, L. W. Slack, Miss F. Snell, G. D. Hudson, H. C. Laws, A. G. Hirtle, H. G. Raymond, E. C. Dalmain, F. Y. Craig, Prof. Spidle, J. B. Grant, R. A. Durkee, L. T. Currey, Miss F. Freeman, W. E. Prick, W. L. Kinsman, C. G. Bane, G. Lunn, F. C. Burnett, Miss A. Slocum, Miss M. Manning, Miss L. Zwicker, Miss D. Crowell, Miss A. Elderkin, Miss E. Smallman, F. Logan, C. R. Dyas, A. G. Webster, P. B. Eaton, J. W. Fanch, Miss M. VanWart, Miss M. Schaffner, Alex. Gibson, L. T. Hayward, \$1.00 each. A. B. Balcom, J. Howe, Miss C. D. Burditt, \$2.30 each. Miss A. Redden, Miss M. L. Heckman, \$1.30 each. J. MacDonald, G. R. Lewis, \$0.15. H. T. Reid, \$0.45.



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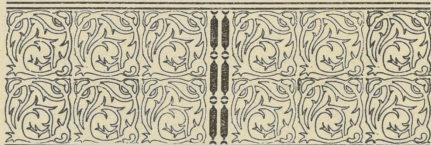
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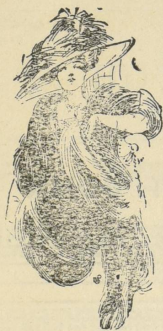
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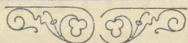
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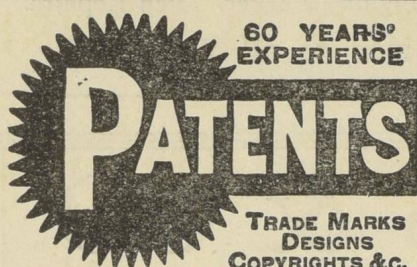
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Poor eyesight is one of the defects of the present generation, and the time to wear glasses is not determined by your age, but by the condition of your eyes. Students particularly should guard zealously their eyesight.

Astigmatism will cause your eyes to smart and burn, cause headaches in front and in back of head; will cause you to see floating spots in the air, and bring dizziness and dimness of vision.

If you wear glasses be sure they fit you correctly

Toric Lenses bring greater comfort than the ordinary flat kind—ask about them.

Your work will be promptly attended to by
THE - COLLEGE - OPTICIAN

STERLING W. STACKHOUSE

ROOM TWENTY-SIX

CHIPMAN HALL