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The Aim of the Athenaeum is to stimulate the best literary work of Acadia undergraduates, to serve as a means of communication between alumni and students, and to serve as a record of the life of the college.

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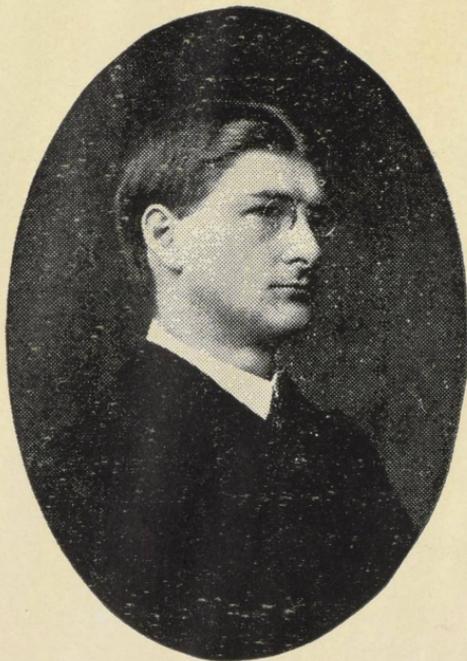
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Professor of English, Acadia University.

Professor Hannay is a graduate of Union University and of Auburn Theological Seminary. As a graduate, he studied one year at Auburn for the degree of B. D. Another year of graduate work was spent at United Free Church College, Glasgow, after which Mr. Hannay went to Germany where he studied for two years, 1908 and 1909, at the University of Halle. Returning to his native country, the United States, Mr. Hannay taught for two years in Rensselaer Polytechnic Institute, Troy, New York. From this institution, he comes to Acadia. The ATHENÆUM and, we feel sure, the whole student body, extend to Prof. Hannay a hearty welcome.

The Acadia Athenæum

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FEBRUARY 1913

No. 4

Ste. Agathe Des Monts.

Unto thine healing hills we lift our eyes,
The spent and stricken of a weary war,
For whom, unless thou helpest, yawns a door
On darkness, where the sun no more shall rise.
Hide us a little from the peril that cries
Upon our heels in cities' dust and roar,
And of thine air and sunshine unction pour
Into our wounds where Death's white arrow lies.

O kindly hills, like a strong mother's breast,
Give of thy life to pallid lips that pray;
O steadfast hills upon whose shoulders high
The skies are borne, shelter us, sorely prest,
And keep the world's rough battle far away,
And give us peace and patience—or we die.
—C. F. CRANDALL, Acadia, '99, in the *University Magazine*.

Should Acadia Adopt the Honor System in Examinations?

The answer to the above question is found in the articles below. Dr. Fox enclosed with his contribution a short article from which he himself quotes. This article, we conclude, is by President-Elect Wilson. We have placed it first.—THE EDITORS.

WOODROW WILSON, *former President of Princeton University.*

THE system arose at Princeton in the only way in which it can come into existence with real vitality, namely, upon the initiative of the undergraduates themselves. It was first put into practice amongst us in the year 1894, and, being backed by a very sincere and solid body of opinion among the undergraduates, it was an unqualified success from the first. We have every reason to believe that it has secured absolute honesty in examination. The undergraduates are very proud of it as a system characteristic of the University they chiefly love, and opinion amongst them would be sharply intolerant of any breach or relaxation whatever.

The system is very simple. It is understood that every undergraduate who observes anything irregular in examination should report the irregularity, not to the faculty, of course, but to an undergraduate committee made up of the presidents of the four classes and two additional members, one senior and one junior, elected by the other members of the committee. This committee investigates the charges with great care, taking every means, of course, to see that the person charged is given a full opportunity to clear himself and that the charge is fully and clearly established. If the committee considers the charge established, it reports the name of the individual convicted to the faculty of the University, with the simple statement that he has been found guilty of cheating in examinations. The faculty of the University makes no investigation whatever, but accepts as of course the judgment and finding of the committee, and the person convicted is dismissed from the University.

The establishment of the system has had many consequences. In the first place, the faculty has naturally followed the rule that in case anyone applying for admission to the University is found to have cheated in the entrance examinations, he must not only be refused admission to the University, but must understand that

it will never be possible for him to enter. More than that, the effect of the system upon the general undergraduate morals has been very marked and very gratifying. It has brought about a frank and candid relation in respect of all matters of behavior and honor as between the undergraduates and the authorities of the University, which has made all dealings between them satisfactory. The authorities of the University no longer feel that they are dealing with boys who are inclined to deceive them whenever it is possible to do so, but with men who handle themselves with self-respect and feel bound by the obligation of the world at large. I do not know anything in the history of the University which has had more extensive or more gratifying results or which has been less open to criticism in its operation.

You will see from what I have said that the system is so simple as really to need no exposition, and that the whole sum of my commentary is this: that it is a system that must emanate from the opinion and purpose of the undergraduates themselves, that its establishment not only expresses a sense of honor in connection with the conduct of examination, but it is sure to extend it into every relation connected with university life, and that it is a manifestation of maturity as contrasted with thoughtless and not too scrupulous boyishness.

DR. W. SHERWOOD FOX, *Princeton University.*

The honor system of conducting examinations at Princeton University is, in my opinion, the greatest influence for good in the life of the University. Its success was assured at the outset, seeing that it was established solely on the initiative of the students themselves and backed by their sincere and individual opinion. In outline it is very simple. Every student who observes any irregularity on the part of a fellow-student immediately reports the irregularity to a committee of the undergraduates. This committee probes the matter thoroughly, and gives the accused student every opportunity to exculpate himself. Their verdict is delivered to the faculty without comment, and the faculty acts forthwith upon it without investigating the matter any further. This action automatically dismisses the guilty student from the University, and makes it impossible for him ever to re-enter.

As to the success of the system I can do no better than quote the words of our former President, Woodrow Wilson. He says: "The effect of the system upon the general undergraduates morals has been very marked and gratifying. It has brought about a frank and candid relation in respect of all matters of behaviour and honor as between the undergraduates and the authorities of the University, which has made all dealings between them satisfactory. The authorities of the University no longer feel that they are dealing with boys who are inclined to deceive them whenever it is possible to do so, but with men who handle themselves with self-respect and feel bound by the obligation of the world at large. I do not know anything in the history of the University which has had more extensive or more gratifying results or which has been less open to criticism in its operation."

I desire to say without reserve that in my two years of residence in Princeton, I have seen nothing in the conduct of the students that would lead me to take exception to a single word of President Wilson's statement; on the contrary, everything I have observed is a convincing corroboration of it.

Princeton University, January 18.

DR. M. S. READ, Acadia, '91, *Vice-President of Colgate University.*

Student self-government at Colgate is concerned solely with the conduct of examinations. About two years ago, the so-called honor system was unanimously adopted by the student body and ratified by the faculty. Any changes which are made in the constitution of the honor system must receive a three-fourths vote of the student body and must be ratified by the faculty.

The main provisions of the system are the following:—Each student must, in order to make an examination valid, sign the following declaration: "I have neither given nor received aid in this examination." In case of reported frauds in an examination, the accused person or persons and witnesses are summoned by the students' committee, who conduct a formal investigation of the matter. The accusers or witnesses must be students; but a member of the faculty may present evidence of fraud in any paper handed to him. The penalty for a first offence is either a reprimand by the committee, or a recommendation to the faculty for

the separation of the student from the College. In case of a second offence, the extreme penalty is imposed.

On the whole, the system has worked admirably in keeping at a minimum dishonesty in examinations, and in developing a sense of individual and social moral responsibility among the students.

It might be added that while the honor system is the only formal exhibition of student self-government at Colgate, there is a great deal of informal co-operation between the college executive and the students in many matters relating to the general college welfare. Any extension of student self-government at Colgate is, however, improbable.

DR. J. AUSTEN BANCROFT, Acadia, '03, *McGill University*.

The honor system in conducting exams. is not in vogue at McGill. It is a system open to much criticism, and has been abused in a sufficient percentage of places tried to condemn it. I think the latter part of the last statement is correct, although I have not based it upon definite examples. It is a freak system with which I have no sympathy. I hope that you do not intend to try and introduce it at Acadia.

Dec. 26, 1912.

DR. E. GORDON BILL, Acadia, '02, *Dartmouth College*.

AN HONOR SYSTEM and an EXAMINATION should not be confused.

The explicit purpose of an *examination* is to give the instructional corps a rough estimate of a student's knowledge of a given subject. Hence, granting that college students belong to the *genus homo*, certain among them will endeavor to falsify this estimate, and so supervision has been adopted to protect the law-abiding from these would-be malefactors.

If an examination is merely to examine, it seems to me that nothing is more effective than a properly supervised examination, so conducted that all physical temptations to cheat have been removed, e. g., by having the examination tables properly placed and so hygienically constructed that unlawful written aids are not easily concealed. This is the Oxford idea.

An *honor system* in anything stimulates a high sense of honor in the student body by utilizing the law that a man's honor stiffens with use. Such a system, voluntary as it must be, should come in response to a determined, serious demand of the upper classes, this demand being created in general by some such organization as a student council. Once started, the *growth* of the honor organization can be most naturally fostered by leaving all machinery, investigations and penalties in connection with it to a popular student committee.

The *success* of such a system depends entirely on the attitude of the student body. That must be one of jealous pride as individuals and as classes. Until a sharpened sense of honor drives out even thoughts of others cheating, each man should be made to realize that it is as great a blow at his honored honor system to fail to report a suspected cheating as it is to perform the said cheating. He must feel that all the implicit attributes of an honor system, such as preservation of order in unsupervised tests, are to be faithfully guarded.

Thus, in the infancy of an honor system, a great deal of nourishment must be supplied if its growth with the incoming classes is to be vigorous. This is most efficiently furnished by explanatory and earnest talks from the upper classmen and faculty members. For example, at Princeton, during the opening week of the college year, every freshman is brought out to a big social. The college songs and battle-hymns are learned, and well-known men speak of the glories of the 'varsity teams and of her honor system. The enthusiasm of such a meeting makes a lasting impression on the new men.

An honor system thrives best where standards of scholarship are high, where examinations are tests of a man's power rather than of his knowledge, and where even the average man has a fierce pride in upholding the high ideals of his college.

No system of honor cultivated as above suggested has ever failed; but before Acadia makes any move in this matter, she should investigate the parent honor system of the country, at the University of Virginia, the old proudly used system at Princeton, and the one adopted last fall by the Scientific School at Yale.

Dartmouth College, January 13, 1913.

DR. AVARD LONGLEY BISHOP, Acadia, '01, *Yale University*.

It is a mistake to suppose that the honor system has been officially adopted in all of the various departments at Yale. Its adoption was sanctioned by the Governing Board of the Sheffield Scientific School, however, in the spring of 1912, where it has since been in operation. Its avowed purpose was to eliminate dishonesty in examinations and in all written class work. The plan was proposed by the Student Council, and, after being whipped into shape, was finally voted upon by the undergraduates who thus showed a strong sentiment in its favor, and who wished it to be given a fair trial. It applies to all undergraduate students of the school with respect to the regular examinations, as well as to practically all of the papers written in class. To each paper a formal pledge must be appended and signed, without which no credit for the work is given by the instructor.

In its practical workings and administration, the honor system here is mainly in the hands of the students themselves. The members of the faculty are expected to co-operate, however, in testing the scheme, by reporting any infringements upon the rules which come under their notice, and by showing in every way possible their confidence in the good intentions of the student body, and their ability to carry out effectually the spirit of the honor system and its formal regulations as adopted. An undergraduate discipline committee of nine members receives all criticisms and complaints, and it is provided that, for any violation of the system, the punishment shall be imposed by the committee, whose unanimous ruling is final.

The plan has been working for too short a time to determine, with any fair degree of accuracy, its ultimate effects. There is every indication, however, that it will accomplish all that the undergraduates expected of it. It went into effect for the first time in connection with the final examinations at the close of the last college year. So far, only two or three cases have had to be dealt with by the discipline committee. The students of the Sheffield Scientific School are dead in earnest respecting the whole matter; the strong undergraduate sentiment in favor of honesty in all relations with their instructors bespeaks for the honor system here nothing but success.

January 6th, 1913.

DR. G. WALTER FISKE, *Junior Dean, Theological Department,
Oberlin College.*

For some years I have been interested in the general subject of student co-operation in college administration. As a student in Amherst College twenty years ago I was familiar with the history and success of the Amherst Senate, the first college senate in the country. This was later abolished by an unfriendly administration. I believe in as large measure of student co-operation in college administration as is consistent with efficiency.

The question of the honor system in examinations is one phase of the above general subject. This was first introduced into our Southern colleges, but has since attained considerable success in such colleges as Princeton, Amherst and Oberlin. I can testify that it has practically eliminated cheating and cribbing from all written tests both at Amherst and Oberlin, making a profound change.

The theory, of course, is this:—Sharing the responsibility puts the refractory student out of business. There is no fun fighting the government, when *he is it*. Most college men prove to be peculiarly responsive to the appeal to their honor, for fair-play and co-operation. Trust begets trustworthiness. Unless you treat older boys like men, you cannot expect them to be manly. Honor them with responsibility and they will seldom disappoint you, if the trust is a reasonable one.

Furthermore, the matter of college honor is so intimately a matter of student sentiment that I do not believe it can be controlled by the faculty. The faculty can encourage it but they cannot compel it. Only the students themselves can maintain high standards of public opinion which will enforce honesty in examinations.

I recognize that conditions vary greatly in different schools, and that certain conditions are not especially favorable to the success of the honor system. My special study of the question in a variety of American institutions leads me to the belief that the following conditions are favorable to the system:—A high ideal of what it means to be a gentleman; a high tone of student morals in general; a strong supporting student sentiment; a virile Christian leadership, including the representative men of the college aggressively and cordially behind the honor system. Annual agita-

tion of the subject will be necessary, particularly to instruct freshmen and raise the sentiment of the new students on this matter to as high a level as that of the older men.

It seems in general to be true that the loosely co-ordinated student life of a city college, in an environment pervaded by the commercial spirit, is rather unfavorable to the honor system; that connection with a secondary school tends to complicate it; and that a technical school or professional school, with the imminence of the problem of life-support, is less favorable to it than a college of arts or letters. It is difficult especially where the diploma and degree have a distinct commercial value, as in an engineering school or a medical school. The unwieldy bigness of a large college, where classes are too large and examinations over-important, also renders the honor system proportionately difficult.

At Oberlin, with nearly two thousand students, we have no difficulty at all with the system. It has had a thorough test for five years and no one would vote to return to the old system. The Honor Court for men is composed of five members of the Men's Senate, and all cases of dishonesty come before them without any interference by the faculty. A similar board for women students handles all their cases. Cases have been exceedingly rare. Immediate suspension from college for a year has been the sentence as no possible mitigating circumstances are considered possible. All cheating has been absolutely tabooed and student sentiment is strong against it. It should be said that the action of the Honor Courts has to receive the final approval of the faculty before a student is actually suspended, but there has never been any conflict of judgment, I think.

I cannot imagine any good reason why the honor system should not work entirely successful at Acadia, and I hope you will vote to establish it.

Oberlin, Ohio, January 21, 1913.



When Music Came.

THE stars were shining with steely brightness; from over the edge of the forest came the yellow flood of moonlight, like the glare of a searchlight, seeking to lighten up all the dark crannies; while down on the lake could be seen flocks of water fowl, sitting in pairs, like specks on a burnished mirror.

But Sylvani only crouched farther back into the dark corner of his open-sided hut; for the beauty of the scene hurt, till his mind seemed as if sharp thorns were thrust through it; and his loneliness was only accentuated as he saw that all things loved and were loved in return. Even now two little owls were in their habitual haunt, the hemlock tree, and were calling to each other; from the strip of barren highlands came the call of the moose, and from across the lake came the weird, sad wail of the loon, calling for its mate, which, shot by the arrow of one of the tribesmen, could not come. It, however, had not loved in vain, for the love had been returned.

This was the iron that had entered his life, for he loved,—and loved the Princess. But how could he show it? What had he to offer? The very thought wrung his soul; for Sylvani was not strong, not handsome, could perform no such feats of skill as his fellow tribesmen. When but a child he had been rescued from the paws of a lioness. Why, oh! why, had they not left him to his fate? he cried to himself, for it was a mangled boy that was rescued. All his life was he doomed to lameness. Even his face was disfigured. Never would he be able to bring in trophies of the chase, and lay them at the feet of the Princess. And the agonizing thoughts of a man who longs for freedom from enthralling bondage and cannot break the thongs, came to him.

So, through the night, he sat in front of the embers of the dying fire, listening to the splash of the waves on the gravelly shore, hearing the call of the little wild things; and it was as if he saw them, for he knew them all, and their habits. The moonlight slowly disappeared, and the stars wheeled in their courses, while an oppressive silence reigned over all. Thoughts are concentrated when loneliness is accompanied by quiet. At last, wearied and exhausted, Sylvani lay prone on the ground and slept, but even in his sleep he could not get away from the torture of hopelessness.

Day dawned. Nature awoke. A woodmouse crept up to the edge of the hut, looked in, and then scurried on. A dog stopped, sniffed at the ashes, then ran on in its chase after a rabbit. Noon came, and still he slept.

As the sun was dipping downward, Sylvani awoke. The old thoughts coming back, he crept down to his lake-side haunt, where in the reeds he could see meadow hens in their nests, peering up at him with their brown eyes, accustomed as they were to his solitary figure.

The old craving for expression—showing of ability—awoke the man power within him; and, hastily gathering a bundle of reeds, he returned to his hut. There he formed something by which thoughts could be expressed—in the form of music. Crude, indeed, but it was the outlet of the soul-hunger that had pained him.

Then the stars came out, and again the owls met in the hemlock trees, while every creature called to its mate; and the man played. As the music throbbed on the night air, a shadow fell across the ground, then softly entered the Princess and laid her hand in his.

C. W. D., '16.

Our English Spelling Needs Reforming.

THE last few years have witnessed much agitation among different educationists regarding the need of reforming our present English spelling. Probably many of us have not yet come into direct contact with any of the would-be reformers or any of their writings on the subject; while others may have heard of or even read about the matter without quite understanding the true significance of the new movement. Having had the matter brought more clearly to my attention lately, and having got possession of some of the most important facts concerning it, I wish to consider the worth of the question.

Spelling has at least two uses. Its first use is to indicate pronunciation, and its second to show derivation. All early spelling was phonetic, and at present the more nearly phonetic a sound is, the better we understand it. Some words *readily* suggest their etymology, while others are not so helpful in this respect. For instance, the word "whittle" is derived from the Anglo-Saxon "thwitel";

"pigeon" comes from the Latin "pipio," and "Rochester" from the Anglo-Saxon "Hro fresceastre." We can readily perceive how obscure the derivations of these words are. Sometimes, in fact, the spelling of certain words even misleads us in our efforts to find the derivations. Take for example "fancy" and "phantasy," in which "f" in the first word equals "ph" in the second; "ghost," from the Anglo-Saxon "gast," and "sylvan," from the Latin "silva."

Let us consider some more of the defects in our present English spelling. There are in the first instance forty-two sounds represented by only twenty-six letters. Three of these letters ("c," "q" and "x") are useless, because "c" equals "k," "q" equals "kw," and "x" equals "ks." Our eighteen consonants have at least twenty-four sounds. As a simple example of this we may mention the four sounds of "s" in "sit," "easy," "sure" and "leisure." Our five vowel symbols also have at least eighteen sounds, as the different sounds of "i" in the words "bit," "bind," and "sir." Moreover, the same sound is not always represented by the same sign. We may mention as a paradigm of this, in consonants: "cat," "kitten," "queen," and "extra," where the same or very similar sound is represented respectively by "c," "k," "qu," and "ex"; in vowels: "leopard," "says," "said," and "many," in which the different sounds of "a" are noticeable. We have almost ridiculous examples of long "o," as: "so," "boat," "roe," "oh," "door," "soul," "though," "low," "owe," "yeoman," "sew," "haut-boy," and "beau." And again, there are many silent letters or groups of letters. In consonants, we may take such words as "write," "know," and "psalms," in all of which the first letters are utterly useless. We have also such words as "ease" and "fatigue," in which the final "e" of the first and "ue" of the second are wholly silent.

In view of the foregoing facts, we must conclude that there is at least some reason for considering the advisability of reforming our present English spelling.

What are the causes of these defects? The real causes originated before the introduction of printing. At that time there was no other standard for language but utility. Therefore, the *phonetic* method was fairly uniform. But with the coming of the Normans into England in the eleventh century, a great change was

wrought in the language, because they had brought over with them from France certain methods of spelling which they afterwards applied to many Anglo-Saxon words. One instance of this will suffice. The "oo" (as in "moon") is the French "au," and the Anglo-Saxon "hus" soon became "house," as we now have it.

The special cause of the defects was the result of the introduction of printing by Caxton in 1471, which tended to fix the then-existing forms of spelling. Although these spellings remained fixed, the pronunciations changed. Dr. Johnson's dictionary of 1755 finally confirmed the fixed spelling.

There was also a tendency in the fifteenth, sixteenth and seventeenth centuries to approximate the Latin. We have as an illustration of this the form "debt," which came from the Latin "debito," the old English form "det" having come from the French "dette."

The results of these defects are worthy of serious consideration. First, our present spelling is far from a sure guide to pronunciation, and, on account of its unreasonableness and arbitrariness, it must be learned only by a strenuous exercise of memory. For instance, there is no reason whatever why the following words should be pronounced as at present: "puff," "rough," "dough," and "cough."

Secondly, these defects waste the time of children learning to spell. In this connection I quote Mr. W. H. Maxwell, Superintendent of Public Schools, New York City, himself an advocate of spelling reform: "Every one of the seven hundred thousand (700,000) children in public schools in this city would be enabled to advance in his studies at least two years beyond the point which he reaches now before he is compelled to leave school." Although Mr. Maxwell is a recognized crank in these matters, yet there is undoubtedly much truth in his statements, which is based on his wide observations on present-day educational work and varied experiences in the public schools of the great metropolis. At any rate, we may safely say that a child would save at least one and one-half years, which would certainly mean a great deal to the average student.

And finally, foreigners find our language exceedingly hard to learn. They have no sooner learned a rule than they find one or more exceptions, besides arbitrary forms of every description,

so that they practically have to memorize everything in order to master our language and its spellings.

Having considered some of the affirmative arguments of this subject, we should also test certain negative objections advanced by the opponents of any proposed reform. In the first place, the *queerness* of any change seems a stumbling block to some. We may here illustrate by a sentence, from the calendar of the Truro Normal School, of Simplified Spelling, which is advocated by the American Simplified Spelling Board: "Matters of disciplin will be referd to the principal." Such individual words as "thoroly," "thru," "chapt," "welth," "hed," "abolisht," and many others may be written. Now this seeming queerness would not last very long. It would soon be unnoticed. As English people are extremely sentimental, prizing early associations and remembrances, and, in this particular instance, word forms and usages, this objection to queerness of appearance is purely sentimental and is not based on any logical reasoning. Our spelling has been and is constantly changing in form. It has been only about three hundred years since Shakespeare might have written these words: "We got up and drest ourselves for the fray, and putting on our chayne-armour shirts, for which at the present juncture we felt exceedinglie thankful. Syr Henri drest himself like a native warriour." Despite the difference between this passage and our modern spelling, we have no difficulty in reading it. It is safe to predict that in another three hundred years our spelling shall have undergone another remarkable transformation.

Another objection is the confusion that might result in many words, such as "night" and "knight," "piece" and "peace," "write" and "rite," "reign" and "rain," and "bass" and "bass." What is to be done to distinguish between them? I answer in this way: If we should have the two sentences: "Thou *art* all-powerful" and "He has learned the printer's *art*," we should have no trouble at all in distinguishing between the uses of the two words "art," because the *context* would readily govern our thoughts.

A third objection is that, if we change our spelling, we shall destroy the etymology of our words. This seems at first a serious objection, but etymology after all is only a secondary matter, and, if we can formulate a better system of spelling, we should gladly

sacrifice etymology, the smaller consideration, for spelling, the far greater. There are, for instance, perhaps a half-dozen persons in Wolfville who are really interested in etymology. Why make the vast majority suffer continuous inconvenience and struggle with the insignificantly small minority? At all events, the dictionary is always available. It may also be noticed that simplified spelling, for instance, often guides to etymology, as: "s(c)ent" comes from Latin "sentire"; "de(b)t," from French "dette"; "i(s)land" from old English "igland," and "soverei(g)n," from French "souverain." Very few of our Latin derivatives would be changed. Words such as "consist," "direct," and "majority" are phonetic now. We acknowledge, however, that the Teutonic would often be changed.

The inconvenience of changing the spelling of our present literature constitutes another objection to be dealt with. "Much money has been invested in books by publishers and printers," the objectors say. Acadia, for instance, possesses a library of eighteen thousand (18,000) volumes, besides pamphlets. All present books would be rendered more or less obsolete in spelling, and the publishers and owners would consequently be heavy losers financially. If any such change should be *abrupt*, it certainly would bring about great inconvenience and financial loss, and the present objection would be very serious indeed, but at the same time we are perfectly safe in assuming that such a change would not be sudden but would doubtless be wrought gradually. As far as the mere spelling is concerned, however, it would not matter materially whether a book were written in the old or the new spelling, because we should have no trouble on that score. At present, after reading simplified spelling a few minutes we forget the difference in forms. *This* objection, therefore, is not at all serious. Other nations, such as France and Germany, have gone much farther than we have during the last thirty years along the lines of spelling reform. Children taught to read phonetic spelling can read our present spelling readily, and can easily read the two side by side. It has *also* been proved that whereas a child requires three years to learn to read by our present spelling, he requires only two and one-half years by the phonetic.

A fifth objection is, that any reform would surely destroy the disciplinary value of our present spelling. It is said that the

present-day tendency is to take the nerve out of education by making it easy, and that the training of the memory in the public schools is being so far neglected that when a scholar enters college he finds himself tremendously handicapped by a deficient memory. We may meet this objection thus: The child may devote his extra hours to arithmetic at first, and at the age of ten or twelve years to algebra or geometry, all of which will undoubtedly tax his mental powers sufficiently well and develop them accordingly.

The final objection to be considered is that we now have a great many words with many different pronunciations. There seems to be a great deal in this argument, but at the same time it is easily overcome. There are not so many of these words as the objector imagines, and we could simply treat them as exceptions. By looking in the appendix of the Standard Dictionary, we may find that there are only about two thousand (2,000) words of disputed pronunciation, and that only about one hundred and fifty (150) of these are common, so that this objection, again, is not really serious.

Thus I have endeavored to show that there are sufficient and sound reasons for reforming our present English spelling, and that the few objections set forth to any such change are either easily dissolved or fall into insignificance in comparison with the advantages accruing from some adequate reform. At the present time we have as aggressive exponents of this new movement for spelling reform the American Simplified Spelling Board, of the United States, and the English Simplified Spelling Society, of England. The recommendations of these organizations, which consist of the foremost educationalists of our day, differ. Nor has either system proved complete as yet. Whence the longed-for reformer?

“The time is out of joint;—O cursed spite,
That ever I was born to set it right!”

W. S. R., '15.

Hoots.

“**P**HYSICIANS say that college boys who smoke have weaker lungs than those who don't. Won't someone kindly endow a chair of smoking and make the course obligatory?”—*Philadelphia Inquirer*.

No, dearie, you cannot measure a man's grey matter by his lung power; there is even a tradition that the most unfailing symptom of brain atrophy is hypertrophy of the voice.

Nature usually evens up amounts even if proportions are jumbled, and it is not unusual to see a hundred mule-power windmill attached to a quarter man-power thinking machine. Then you hear loose wheels buzzing.

Voice culture is excellent, providing, of course, that your crop is quality rather than quantity. When you hear a girl who can tra-la-la with a voice as sweet and clear as melted sugar candy, or a man who can sing so as to make you think you are soaring heavenward every time you hear him, then you wish a traction plow and a harvester could be added to the cultivating machinery.

I don't remember who first said that language was the art of concealing thought, but I can tell you to a hair's breadth with what kind of animals he associated. Bless you! he judged all of us by his friends, and thought humanity brayed.

Voice is the expression of the soul, and the soul should be the expression of God. If the voice is eighteen carat fine you don't need to test the soul. Some men who say “ain't” and know nothing about the cases following the verb “to be,” show by the modulation of their voices souls that have been started in a hot-bed and raised in favored spots. They are gentlemen.

Yes, of course. I know young roosters who crow most lustily during sleeping hours and think that, if they cock-a-doodle-doo every time they cluck the rest of the flock will run to them. But, dearie, cockrels of that kind cannot tell whether a pullet is laughing with them or at them.

Emptiness is a condition of noisiness. The rumble of an empty waggon is eternal quietness compared with the booming of an empty head. What you thought was lung power was the resonance of brain cavity. The vacant mind is betrayed by the voice.

No, the case is not hopeless, for the resounding chamber may become filled with brain muscle under proper cultivation; the growth, however, must be from within. Donkeys have had their ears trimmed, and their manes and tails have been allowed to sprout so that they took good pictures; but the first time they opened their mouths they revealed the deception. They hadn't developed horse-sense.

The animals that scared their enemies by the reverberating growth have long since been overcome by the animals that think. Thought is power and order, noise is weakness and confusion; and to conclude that the one is related to the other, is to attribute the works of the Almighty to Beelzebub.

It also shows, dearie, that your own processes of discernment need oiling.

K. R. I. X., '16.

Open Rink.

Feeling dull, and blue, and lonely?

In despair?

Trouble, sorrow, disappointment,

Everywhere?

Never mind! the skies are brighter

Than you think.

Don your coat and rubber collar;

Take your skates and half a dollar;

Go to rink!

Spirit troubled? lessons tangled

In a knot?

Test tomorrow; brain not working

As it ought?

Close your books; forget the worry;

Spare the ink!

Don't let thoughts of test deject you;

Be a sport, the Sems. expect you

At the rink!

J. G. McK., '15.

The Acadia Athenæum

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J. L. ILSLEY, 1913, Editor-in-Chief.

H. R. HALEY, '13. V. K. MASON, '14. S. W. STACKHOUSE, '15.

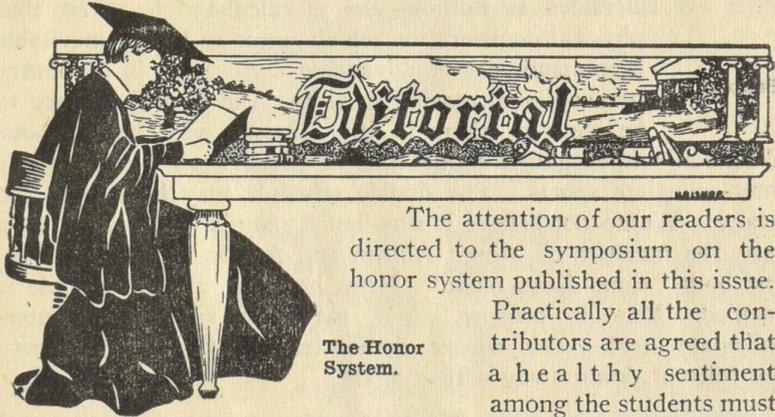
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Assistants:

A. R. GOUCHER, '15. N. ROGERS, '16.



The attention of our readers is directed to the symposium on the honor system published in this issue.

The Honor System.

Practically all the contributors are agreed that a healthy sentiment among the students must

be the basis of the system. Have we such a sentiment at Acadia? If not, why not? If we could all resolve to *make* the honor system work, then go ahead and put it into operation; a feat would be accomplished of which any college could well be proud. As it is, many of the students look wise and mysterious when you mention honor system to them, and, with that cynicism which they think proves them to be well versed in the intricacies of human nature, insinuate that such a system would be very convenient for some fellows, but not generally practicable. These wisecracks would do well to exchange their cynicism for a little faith. We see no reason why Acadia cannot, by utilizing her Student Council, successfully operate a system, which, often under less favorable conditions, has had such beneficial results in other colleges.

Every stick, stone, tree and building of Wolfville and vicinity has lately borne a placard telling us that "China is Awake."

**China is
Awake.**

We are glad to hear it, and we are also glad to note that the Y. M. C. A. men are initiating such an interesting, timely and instructive course of study as that of the Chinese revolution. Of more immediate concern to Acadia than the world-changing fact that China is awake is the simple, local truth that Acadia's Y. M. C. A. is awake.

We are happy to note the revival of intercollegiate hockey. We believe in athletics, mainly because the ideals set up by athletics are calculated as nothing else is calculated to arrest that physical degeneration which seems to be the inevitable accompaniment of advancing civilization in a country of rapidly increasing wealth. And if athletics are to be desired, there is little reason why hockey, our

Hockey.

Canadian winter game, should not be given a place among our inter-collegiate sports. The double schedule may have been too heavy. We do not believe it was, but it may have been. At any rate, the faculties of Mount Allison and Acadia considered it so, and both "came down on it." Now, however, a new schedule is formed. May it prosper. And may the success of inter-collegiate hockey this winter demonstrate to those in authority the folly of doing away with it again.

But while we believe in hockey, we believe it should be kept in its place; and when practice games are arranged for Saturday evenings from 7 to 8 o'clock, hockey is certainly

**Hockey vs.
Athenæum.**

not being kept in its place. The Athenæum Society, unfrequented though its sessions may be, still has a few rights. One of these is exemption from conflicts

on Saturday evenings.



The Month

Hark to the winter bells,
 Long the wayside gently pealing,
 Merrily, cheerily,
 Over hill and valley stealing;
 List to the rippling tones,
 O'er the fleecy snow repeating,
 Far and near, sweet and clear;
 Happy hearts with joy are beating.

—*Mekin.*

THE dreaded mid-year exams. are ended and the regular routine of studies has again commenced. We sincerely hope that all were successful, although we fear that some were not. The rink is now a great source of attraction to those who skate or play hockey. At the time of writing, the inter-class hockey league is in full swing, and under the direction of Coach Brown the college team is rapidly getting ready for the intercollegiate games. We trust that Acadia will retain the cup for another season.

Dr. Cutten, before the Science Society, gave the public the opportunity of hearing his lecture on "Why We Laugh." This was given on Tuesday evening, January 13th, and a large number of the students and townspeople took advantage of the opportunity. Dr. Cutten first defined and differentiated between wit, humor, satire, pun, repartee, bull, etc., and then mentioned the most prominent writers and authors connected with the above. The lecture was further made most interesting and entertaining by the various illustrations given in describing and explaining these provocatives of laughter. The Science Society certainly deserves great credit for its active

**Dr. Cutten's
 Lecture.**

interest in the welfare of the College, and we cannot but feel that the public is greatly obliged for these lectures which are being given, from time to time, open to all. No one can afford to miss them.

R. C. E., '13.

The second lecture of the series to be given before the Science Society was given by Dr. Herrmann on Tuesday evening, January 7th. The subject was "German Education." and the lecture was very interesting and instructive. Every boy and

**Dr. Herrmann's
Lecture.**

girl in Germany must attend school from the sixth to the fourteenth year. There are three schools, the common school, middle school, and higher school. The pupils begin with reading, writing and religion, which studies are kept up all through their course. After leaving the common school every one must attend a continuation school held in the evenings. At this school they continue the studies started in the common school and learn things in connection with their work. They are required to attend this school until they are eighteen years old. Those who wish to go to the universities must first attend the higher schools, where languages are taught in addition to the other work. The university is a post-graduate school. There are no restrictions on the students, who may attend or "cut" lectures at their pleasures. There is only one examination, which is held at the end of the course, and leads to the degree of Ph. D.

Every able-bodied man in Germany is required to serve in the army, either two years in the infantry or three years in the cavalry. They may escape this, however, by attending the middle school, as those who attend this school have the privilege of serving only one year. Consequently this is the most popular school and has flourished greatly in late years. It gives a thorough general education with two languages. No one is allowed to teach in Germany, even in the common schools, who has not received a license. To get this license one must attend a normal school for six years and pass examinations on about fifteen subjects.

H. P. D., '14.

This has been a long-felt need at Acadia, and we are glad that the move to form such a musical club has been successful

at last. Miss Langley, the capable violinist at Acadia Seminary, has undertaken the leadership; other officers have been elected, and the orchestra is on a good working basis. At present there are about twenty from the Seminary and College who are enrolled, and good work is being done at the practices, which are held in Assembly Hall, Saturdays, 1.30 to 3.30 p.m. This orchestra is deserving of the support of the students, and any qualified to assist in the music would aid much by coming and joining. A concert will be given before Easter. We see no reason why, with the material we have at Acadia in both stringed and wind instruments, this may not prove a big success and something which will be kept up from year to year.

R. C. E., '13.

At the regular meeting of the Athenæum Society, January 18th, the report of the committee to choose inter-collegiate debaters was received. The following men have been chosen:—

**Debating
Team.**

J. L. Ilsley, '13 (leader), E. M. A. Bleakney, '13, C. A. S. Howe, '15. We congratulate these men on their appointment. Let us do all we can to assist them; it

means a lot of hard work for these fellows, and any help will certainly be appreciated.

R. C. E., '13.

The Junior-Freshman debate, which was postponed from December 14th, was given on the first Saturday evening of the new year. The attendance was small, many of the students not having returned from vacation. Although the speakers were at a disadvantage for the above reason, the debate was good. The subject was: "Resolved, that the Hague Committee should be substituted by an International Committee of Arbitration." The Freshmen supported the affirmative, and were represented by Leslie (leader), Jacobs and Rogers. Hovey (leader), Beck and MacKay spoke for the juniors. The subject was discussed in a scholarly way, the many good features of the proposed change, as well as the disadvantages were well spoken of, and the points strongly taken. The Freshmen debated well, but as is natural, showed that lack of convincingness and insight into a question which alone comes through experience in debating. The judges decided in favor of the Juniors. Two new men, Beck and Jacobs, were brought out in this debate, and their work was very complimentary to them.

R. C. E., '13.

The old and much discussed question of "Capital Punishment" was debated by the Juniors and Sophomores in Assembly Hall, Saturday evening, January 11th, at the Athenæum Society's regular meeting. The Juniors took their ground that capital punishment should be abolished. Gibson (leader), Robbins and Dawson showed why death should be the punishment for murder, and what the results would be if any other ground was taken. The Sophomores had a well balanced team and the fellows did well, as was shown by the nature of their speeches and the manner in which they were delivered. The arguments advanced by the Juniors won for them the victory, their points having more weight and carrying more conviction. Mr. Haverstock's speech and his forcible and pleasing delivery are deserving of special note. The winning of this debate gives the Juniors first place in the league. The remaining debates in the league will be held after mid-year.

Junior-Sophomore Debate.

R. C. E., '13.

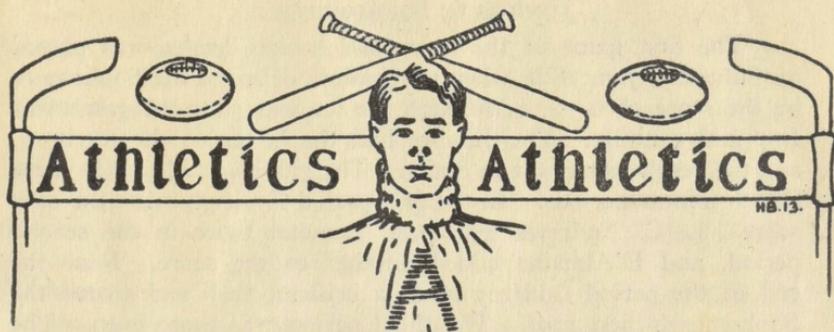
The members of the football team were entertained on Wednesday evening, January 15th, at a dinner given by Mr. C. R. Bill, at the Royal Hotel. The boys assembled at the hotel after rink and spent a very enjoyable time. Mr. Bill is a warm friend of the student body, and his kindness is much appreciated.

Dinner to the Football Team.

H. P. D., '14.

Winners This Month.

Poems—1st., J. G. MacKay; 2nd., J. G. MacKay.
 Stories—1st., C. W. DelPlaine; 2nd., J. G. MacKay.
 Articles—1st., W. S. Ryder; 2nd., F. T. Beck.
 Month—1st., R. C. Eaton; 2nd., H. P. Davidson.
 Personals—1st., R. C. Eaton; 2nd., A. K. Magner.
 Exchanges—1st., F. L. Swim; 2nd., F. W. Thorne.
 Jokes—1st., F. W. Thorne; 2nd., F. L. Swim.



The Hockey Season.

DURING the Christmas vacation the hockey delegates from our Colleges met in St. John and drew up the plan for the season. King's College had been admitted to the league and a double-game schedule was drawn up. This meant that there would be twelve games in the season, each College playing the others twice, once in the home rink and once on the other's ice. This plan met with disfavor in some of the college faculties, the objection being raised that there were too many games; and hence this scheme was thrown out. A new meeting of the delegates were arranged on the same basis as in previous years, each College playing the others but once during the season. The dates of our games this year are:—Feb. 5 we play Mt. Allison at Sackville; Feb. 14, U. N. B. meets us in the home rink; on Feb. 28 we play Kings in Windsor.

Since vacation the various class teams and college teams have been doing good work in their regular practices. Coach Frank Brown of Moncton, who was with us two years ago, has been training our new men. We are fortunate to secure the services of so capable a man for this position. The playing this year in the main has been fast, although the ice has been poor on account of the changeable weather. Our team this year, as in other years, has profited much by being able to meet and practice with the town team. This gives us a strong opposing team to play and profit by. The team will be practically a new one, Captain Curry being the only one who has made the team before. The material we have is good and the outlook is encouraging.

JUNIORS 6; SOPHOMORES 2.

The first game of the inter-class hockey league was played on Saturday, Jan. 18th, when the Juniors defeated the Sophomore by the score of 6—2. Although the ice was poor the game was fast and exciting. The Juniors had the better of the territory, and the result was never in doubt. The game was played in three fifteen-minute periods. In the first period Eveleigh made the only score. L. C. Andrews got past Leaman twice in the second period, and D'Almaine added another to the score. Near the end of the period Godfrey made a brilliant rush and scored the Sophomore's first goal. The third period was more even. The Sophomores tried hard to keep the Juniors from scoring, but they again succeeded in landing the puck within the net. Chipman added another to the Sophomores' score, but L. C. Andrews soon retaliated, and the game ended with the score 6—2. Coach Brown refereed in a satisfactory manner, and was not backward in imposing penalties. The teams lined up as follows:—

<i>Juniors.</i>		<i>Sophomores.</i>
	Goal.	
Lutz.....	Leaman	
	Point.	
	Cover.	
Sproule (Capt.).....	Godfrey	
	Rover.	
L. C. Andrews.....	Shand	
	Centre.	
Eveleigh.....	Chipman	
	Left Wing.	
D'Almaine.....	W. S. Ryder	
	Right Wing.	
L. G. Andrews.....	Dennis (Capt.)	

FRESHMEN 4; ACADEMY 3.

The second game was played Wednesday, January 22nd, between the Freshmen and Academy. Their line-up was:—

<i>A. C. A.</i>		<i>Freshmen.</i>
	Goal.	
Armstrong.....	Morrison	
	Point.	
D'Almaine.....	Smith	

	Cover.	
Allan.....		Porter
	Rover.	
Stackhouse.....		Rogers
	Centre.	
Parker (Capt.).....		Archibald (Capt.)
	Left Wing.	
Moore.....		Ingraham
	Right Wing.	
Henshaw.....		McNeil

The ice was good and the game fast and very interesting. The penalty box was utilized to a great extent, sometimes its capacity being overtaxed. The teams were evenly matched and the score was uncertain for either side. The Freshmen missed many good chances of scoring. The splendid work of Moore and Parker in combination was noticeable. The game ended 4—3 to the delight of the Freshmen.

Hockey.

A flash of light, and a whirling stick,
 The musical ring of steel,
 And the boys in the garnet and the blue
 Are out on the icy field.
 A sudden shot and a whistling puck—
 When a goal is scored it is not all luck!
 A hush in the gallery,—someone's down—
 A hush, and a sudden fear,
 For sometimes glory and sorrow blend,
 And victory costs too dear.
 Then cheers again—he is up and gone—
 The whistle blows and the game goes on!
 A thrill of excitement follows fast
 In the wake of the flying feet,
 For hearts beat time to another tune
 When science and valor meet.
 Then the clang of a bell and the game is done,
 With a victory lost, and a victory won!

J. G. McK.



'63—Edwin D. King is engaged in law business in Halifax. in the firm of King and Barss. He has recently returned from an extended trip to the Pacific Coast.

'64—Harding H. Bligh, K. C., D. C. L., is engaged in the Government service at Ottawa as librarian of the Supreme Court.

'65—Rev. Thomas A. Blackadar is pastor of the Bass River Baptist Church. Silas M. McVane, formerly Professor of History at Harvard, has retired. Rev. Allan D. Steele is pastor emeritus of the Amherst Baptist Church.

'66—Leander S. Morse is Inspector of Schools for Digby and Annapolis Counties, N. S. Address, Digby, N. S.

'67—Wilbert D. Dimock is editor of the Truro News. Address, Truro, N. S. Wallace N. Graham is Justice of the Supreme Court of Nova Scotia. Address, Halifax.

'68—Lewis Hunt, M. D., D. C. L., is a medical doctor in Sheffield, England. Edmund C. Spinney, is engaged in insurance business in Chicago. John W. Wallace is practicing law in Wolfville, N. S.

'69—Albert E. Coldwell is Clerk of the Town Council in Wolfville. He was formerly Professor of Natural Sciences at Acadia. Johnstone Hunt is engaged in law in Halifax.

'75—Howard Barss is successfully engaged in the grocery business in Wolfville, N. S.

'81—Rev. E. D. Webber is pastor of the Wolfville Baptist Church. During the past year a magnificent brick and stone church has been erected, which reflects much credit on the work of the pastor.

'83—Charles W. Williams, who was pastor of the Congregational Church in Avalon, Catalina Island, California, died at Los Angeles, Ca., Dec. 4. He was formerly a pastor in Dartmouth, N. S.

'86—Rev. J. W. Brown is Field Secretary of the Nova Scotia S. S. Association. Address, Wolfville.

'85—Rev. Mr. Mellick, ex. '85, of Lawrencetown, is recovering from a recent surgical operation. Howard S. Freeman is a land surveyor. Address, Liverpool, N. S. Rev. Selden W. Cummings has recently moved to Pasadena, Cal.

'87—Charles H. Miller is practicing medicine in Ashmont, Mass. Address, Peabody Sq. Rev. I. W. Porter is Secretary of the Home Mission Board of Nova Scotia. His address is Wolfville, N. S. Samuel K. Smith is medical practitioner in Port Huron, Michigan.

'88—H. H. Wickwire is M. P. P. for Kings Co. His home is in Kentville, N. S., where he practices law.

'89—Edward M. Bill, K. C., is engaged in his chosen profession at Saskatoon, Sask. He was recently chosen as one of the lawyers to consolidate and publish the city ordinances.

'90—Dr. W. W. Chipman, 285 Mountain St., Montreal, was medical attendant to H. R. H. the Princess of Connaught during her recent illness. J. F. Herbin, who has written many books of historical and literary interest about the Land of Evangeline, is engaged as a jeweller and optician in Wolfville. Rev. G. P. Raymond, who is resting for a year, resides on his farm in Berwick, N. S.

'91—Horace G. Estabrooks is Supt. of Home Missions for British Columbia. J. Edmund Barss is teacher at Hotchkiss school at Lakeville, Conn. William B. Burnett is a medical doctor in Vancouver, B.C. Address, 801 Burrad St. Rev. W. J. Litch is

general missionary for British Columbia. Rev. R. Osgood Morse is pastor of the Baptist congregation in Summerside, P. E. I. Mr. Morse is distinguished for his literary ability, and is the compiler of the "Records of Acadia Graduates." Rev. E. B. McLatchy is supplying for the Baptist Church at Florenceville, N. B.

'92—W. L. Archibald is the efficient Principal of the Acadia Collegiate Academy. Rev. J. B. Ganong, who recently resigned the pastorate of the Baptist Church at Havelock, N. B., has accepted the call to the North Sydney Church, and has recently begun work there. Dr. Frank A. Starratt is Professor of Theology at Colgate University, Hamilton, N. Y. H. S. Ross, K. C., has an article in the Pulp and Paper Magazine on Workmen's Compensation Act which everybody should read. M. H. McLean is vice-president of the well-known firm The Trust and Deposit Co. of Chicago. A. V. Pineo, formerly of Kentville, has established a law business in Edmonton, Alberta.

'93—John C. Chesley is Clerk to the Board of City Assessors in St. John, N. B. William D. Harris is a medical practitioner in Lynn, Mass. Clifford T. Jones is engaged in the law profession in Calgary, and is very successful. Arthur Jost is a medical doctor in his native town, Guysboro, N. S. Mildred McLean is teacher of English in Bellevue College, Nebraska. Arthur F. Baker has recently accepted the pastorate of Mt. Pleasant Baptist Church, Vancouver, B. C. Fred C. Harvey is doing medical work in Spokane, Washington. Henry J. Starratt is a successful orchardist in Paradise, N. S. Rev. I. E. Bill is pastor of the Capital Hill Baptist Church, Denver, Colorado.

'94—Bradford S. Bishop is a physician at Freeport, N. S., and has a large practice. He is a great Acadia man, and turns many students here. Edward Blackadar is a prominent medical doctor in Halifax. He is editor of the Acadian Recorder. Mary H. Blackadar is missionary in Vizianagram, India. Bradford Daniels is Professor of English at Tacoma, Washington. Lindsay Slaughenwhite is pastor of Baptist Church at Clarks Harbor, N. S. Lew F. Wallace is General Baptist Home Missionary for the New England States. Address, 501 Tremont Temple, Boston. M. B. Whitman is Baptist clergyman at Sable River, Shelburne Co., N. S.

'95—Neil Herman has reconsidered his resignation from the Immanuel Baptist Church, Truro, and has decided to remain. His health has somewhat improved. Daniel P. McMillan is a pathologist for the Chicago schools, and not a professor as stated in our last issue. William R. Foote is in Wonsan, Korea, as missionary under the Canadian Presbyterian Mission Board. Ralph Gullison is missionary at Bimlipotam, India. William R. Parsons is a lawyer of note, in Yorkton, Saskatchewan. Herbert A. Stuart, who married Fay M. Caldwell, of this class, is employed by a railway in Hammond, Louisiana.

'96—C. A. Tufts has a lucrative and growing practice in Saskatoon. He is a member of the law firm, Cruise and Tufts, and is one of our many graduates who have been successful in the West. C. Gormley is proprietor of Acadia Lodge, Wolfville, N. S., and does electric wiring of houses as a side-line. Ernest Haycock is professor of Chemistry and Geology at Acadia College. Rev. William J. Rutledge is at present living in Berwick, from which Baptist Church he recently resigned.

'97—William I. Morse is an Episcopal clergyman in Lynn, Mass. Mrs. Ernest Bishop (formerly Miss Emma Best) is living at her home in Somerset, Kings County, N. S. Rev. D. E. Hatt, who recently had the pastorate of Dorchester, N. B., Baptist Church, is now engaged at Vernon, B. C., Baptist Church. Charles R. McNally is Baptist pastor in New London, Conn. Etta J. Yuill is the very successful principal of schools in Penticton, B. C. C. L. Freeman is a member of the law firm Boyle, Pardee and Freeman, Edmonton, Alberta. This firm is considered one of the best in the city.

'98—Arthur S. Burns is a medical doctor. Address, Kentville, N. S. F. B. A. Chipman is partner in the law firm of E. M. McDonald, Pictou, N. S. Mrs. Edgar Card (who was Miss Blanche Burgess) is living at her home in Dorchester, N. B. Elizabeth Churchill is Baptist Missionary in Bobili, India. . .

'00—Rev. John A. Glendenning is missionary to the Savara people in India. Address, Parlakiniedi, Ganjam District, India. Rev. J. A. Huntley is pastor of Central Baptist Church, New York. A. H. Chipman is farming at Elbo, Saskatchewan. Rev. S. S.

Poole, pastor of Middleton Baptist Church, was engaged by the Acadia Y. M. C. A. to give an address on Sunday evening, January 11th. This was much enjoyed and appreciated.

'01—Avard L. Bishop is Professor of Economics at Yale. Mr. Bishop is very successful in his work. Harry L. Bustin is principal of the Bridgetown High School. Arthur S. Lewis, ex-pastor of Yarmouth, has recently left to take up his work in the Baptist Church at New Westminster, B. C. Wallace I. Hutchinson is engaged in the Nova Scotia forestry department.

'02—Ira M. Baird, ex-pastor of the Temple Baptist Church, Yarmouth, and now pastor in New London, Conn., was recently married to Miss Ethel Weddleton of Yarmouth. Rev. Ivan M. Rose, '11, pastor of the Pubnico Church, officiated. H. J. Perry is teacher in Benedict College, South Carolina, U. S. A. Rev. John McFadden is pastor at Clementsport Baptist Church, N. S.

'03—P. W. Durkee, who recently resigned from the Professorship of Engineering here at Acadia on account of ill health, is now filling a responsible position with the Calgary Electric Company, Alberta. Arthur H. Taylor is actively engaged in social work at Worcester, Mass. H. W. Cann is President of the Sackville branch of the Sackville Bible Society. He succeeded Dr. J. R. Inch. Congratulations to Prof. and Mrs. H. G. Perry on the birth of a son, Dec. 28th.

'04—She who was Miss Muriel E. Haley is with her husband, Dr. Theodore H. Boggs, at Dartmouth College. Gordon H. Baker is pastor of Temple Church, Outremont, Montreal, rather than at Westmount, as was wrongly stated in our last issue. The ATHENÆUM congratulates Dr. and Mrs. Avery DeWitt on the birth of a daughter Jan. 13th.

'05—Edith Stearns and sister, Clara Stearns, are both teaching in Vancouver public schools. Rev. Donald J. McPherson is engaged in pastoral work at Springhill, N. S.

'06—Miss Nora Bentley is teaching in Vancouver. Address, "The Merrill Mansions." Ralph K. Strong is instructor in Chemistry in the Technical Schools, Pittsburg, Pa..

'07—Miss Helena B. Marsters shas recently returned from her home in Halifax, N. S., to resume her work in the teaching profession at Pense, Alberta. Ida M. Crandall is at her home in Vancouver. 3048 Spruce St. Miss Mary I. Currie is teaching in the Hume Edition of the Nelson, B. C., Schools. She is doing well, and is an efficient teacher. William J. Wright is engaged under the Geological Department of our Dominion Govt. At present he is mapping out the tin and manganese mines at New Ross, Nova Scotia. Gordon H. Gower, Principal of the Model School, Vancouver, B. C., has recently been appointed inspector of schools for B. C.

'08—Mildred W. Daniels has the principalship of the schools in Fernie, B. C. She is making a big success in her work there. Clarence R. Messinger is teaching in Vancouver. He was in a law firm but decided to teach. His address is 102 Seventh Ave. West, Vancouver, B. C. Miss Jenny McLeod is teaching in the George Jay School, Victoria, B. C. Miss Jean S. Haley, S. B., our librarian, who has been ill at her home for a month, has recently returned and resumed her duties.

'09—Miss Annie Eaton is teaching in Revelstoke, B. C. Address of Edward Daniels, who is engaged in teaching, Kaslo, B. C. Victor Woodworth is teaching school in Chilliwack, B. C. Victor Jenkins, who was recently married, is teaching school at Napinka, Manitoba. E. E. Fairweather, graduate of this class, also of the law school in Halifax, is working in the Department of Railways and Canals at Ottawa. This is a position of great importance, and Mr. Fairweather is doing well. Address, 137 Slater St., Ottawa.

'10—Fannie Benjamin is teaching in the Seymour St. School, Vancouver. Address, 1350 Walnut St. Elsie Clarissa Porter is at her father's home in Truro, N. S. Miss Mary Evelyn Slack's address is 7013 St. Charles Avenue, New Orleans. James O. Steeves is in the real estate business at Milestone, Saskatchewan. Mr. A. Gordon MacIntyre has recently been given the very responsible position as editor of the Canadian Pulp and Paper Magazine. This is an up-to-date Canadian paper of high order, and we congratulate Mr. MacIntyre on his appointment. He recently visited the Weymouth Pulp Mills in the interest of his work, and made a few days'

visit to Bear River, N. S. Miss Kathleen Mitchell has returned from her work in the West and is now at home in Wolfville. She speaks highly of the splendid work Acadia graduates are doing out West. Arthur H. Chute is now touring through the Holy Land. Miss Beatrice Almore Hennigar is at present at her home in Chester Basin, N. S. Cyril March is a member of newly established real estate firm of March, Alton and Archibald. The third mentioned is Mr. Leon Archibald, ex-'10. We are pleased that so many of our Acadia men are doing well in the West. Hettie Crandall spent Christmas at home in Bedford. She lately visited friends in Wolfville and returned to Boston, where she is engaged in teaching.

'11—Miss Helen Cancroft has returned from New York and is living at her home in Pleasant Valley, Yarmouth Co. Miss Olive Sipprell has recently received an appointment to the principalship of the schools at Chillewa, near Medicine Hat. Cyril D. Locke has recently been made President of the British Club at Yale. Mr. Locke is doing well at Yale—and we congratulate him on this honor.

'12—Christmas reports speak well of the work our 1912 graduates are doing at Yale and Harvard. Mr. John B. Grant is working in his father's hospital at Ningpo, China. Mr. Aaron Gates, ex. 1912, is taking a course in Theology at McMaster University. We congratulate Mr. and Mrs. Gates upon the birth of a son recently. Rev. George W. Miller, pastor of the Wolfville Presbyterian Church, on account of his health has gone to the West Indies for the winter. His position will be occupied for him until he returns. Ralph W. Donaldson has recently been elected treasurer of the Students' Council at Truro Agricultural College. R. T. Bowes has a position in Ottawa.

'13—Paul Bill, ex. 1913, is in business in a produce firm in Winnipeg. Mr. Bill holds a position of responsibility and is making good at it. His address is 368 Notre Dame Ave. Aubrey S. Bishop has returned from Florence, C. B., where he has been engaged in pastoral work. A. DeW. Foster, M. P. for Kings, was recently invited to speak before the Canadian Club of Boston. His subject was "The New Hudson Bay Route." Herbert E.

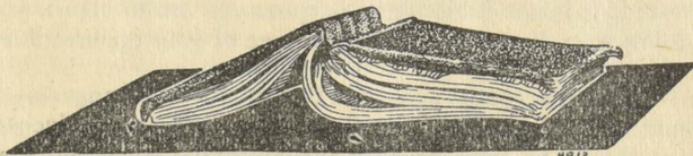
DeWolfe, a former member of '13, was ordained at the Margaretville Baptist Church, Dec. 20th. Rev. Mr. DeWolfe is very successful in his new work, and we wish him a prosperous future. Lloyd Black, ex. '13, paid a visit to Wolfville recently. He is at home this year at Amherst.

'15—Frank Nicholson and Grant McNeill, ex. '15, are attending Queens College, Kingston. The former is taking Engineering and the latter a course in Medicine.

Shakespeare.

Others abide our question. Thou art free.
We ask and ask : Thou smilest and art still,
Out-topping knowledge. For the loftiest hill
That to the stars uncrowns his majesty,
Planting his steadfast footsteps in the sea,
Making the heaven of heavens his dwelling place,
Spare but the cloudy border of his base
To the foil'd searching of mortality ;
And thou, who didst the stars and sunbeams know,
Self-school'd, self-scann'd, self-honour'd, self-secure,
Didst walk on earth unguess'd at, Better so !
All pains the immortal spirit must endure,
All weakness that impairs, all griefs that bow,
Find their sole voice in that victorious brow.

—*Matthew Arnold.*





The mid-year examination period, a time of trouble and worry, late hours and hard work, has once more come and gone. Another milestone in our college course has been passed, and we return to the exchanges with renewed strength and increased interest.

We wish to compliment the *Argosy* on its splendid Christmas number. "The Spirit of Christmas" is one of the best stories we have reviewed this year. The plot is extremely well laid and holds the attention of the reader throughout.

Referring our readers once more to the importance of the college magazine, a fact which we do not think can be over emphasized, we quote the following extract from the *University Monthly*:—"College magazine are published for three avowed purposes: to encourage undergraduates in habits of careful, interesting writing; to provide readable material for subscribers, and to express through a convenient medium student sentiment on matters of student concern. The undergraduate is expected to furnish the substantial, the permanently valuable part of the magazine. And, further, if you want your college magazine to be worth while, a credit to your community, work for it, show a little intelligent interest; if it is not fulfilling its purpose you are to blame, you are not doing your duty nor taking advantage of your opportunities."

Numerous accounts appear in this month's exchanges of Mock Parliaments. These are both interesting and instructive—every student should be familiar with parliamentary laws, and the best way to secure this familiarity is through the agencies of the Mock Parliament.

The *Acta Victoriana* still maintains its high rank; the January issue is filled with articles and stories which are all of a high character and testify to the diligence of its editors. "Eugenics"—a scientific movement for race improvement—is of a high order. The writer, after explaining in a general way just what the science is, maintains that something should be done, and that we should awaken to a realization of the possibilities of work in this great movement.

An editorial on "Culture and Victoria" is also worthy of notice. It says:—"The best and highest aspirations of the human soul have been summed up before in words that we shall not scruple to use again, as the quest of the true, the good, the beautiful. Now through what agency should this harmonious development be induced? The most potent factor must always be the home. If the home fails where must the lack be supplied? It must necessarily be in the schools, and especially in the university; our college must face the responsibility for producing men and women who shall later make the cultured homes."

We gratefully acknowledge the following exchanges:—*The Harvard Monthly, Acta Victoriana, Queen's Journal, Bates Student, The Varsity, Blue and White, McGill Daily, The Mitre, Vox Lycei, The Okanagan Lyceum, The M. S. A., The Olympian, The University Monthly, The Argosy, The Allisonia, The Dalhousie Gazette.*

Shrines and Pilgrimages.

Among the most famous shrines of the world is that of St. Anne de Beaupre in Quebec. Thousands of people go there every year, and at certain seasons there are special pilgrimages when vast numbers congregate. They come filled with care, trouble, and disease: they go there,—the lame, the halt, the worried, and the distressed:—they go from there restored in body and mind. It is not our purpose here to discuss the philosophy of these cures, we simply record the fact.

At Wolfville, Nova Scotia, there is a shrine known as Acadia. While many visit here every year and some remain for months,

at a certain season of the year when the apple blossoms' smile is breaking into a joyous burst of laughter, when the fragrant odors, the balmy air, the glorious sunshine, the twinkling waters, the springing herbs, and the glorious landscape proclaim health and happiness; then a special pilgrimage is proclaimed.

From even the most remote villages of the Maritime Provinces and from more distant points the pilgrims come. Some are weary of body, some are shattered of nerve, some are oppressed by business cares, some are cumbered with much serving.

The pilgrims are many. They visit old and familiar spots; notwithstanding the enchantment of the view, old friends are more enticing. The trees, the blossoms, the atmosphere—everything is so restful. The exercises are interesting. Too soon the time comes for the pilgrims to say good-bye, and they return bearing with them a twig of apple blossom as the pilgrim of old carried his branch of palm. Note the miracle! They are restored in body and mind ready for another year's hard work. We will not discuss the philosophy of these cures, we simply record the facts.

The date of the 1913 Acadia pilgrimage is May 24-28.

The Reunion classes are 1873, 1878, 1883, 1893, 1898, 1903, 1908.—*Acadia Bulletin*.

Academy Notes.

GENERAL.—We regret that some of our students could not get back after the Christmas vacation, but are pleased to see some new faces in our classrooms. As our President was among the unfortunate ones, J. H. McNeil has been appointed President for this term.

As the Christmas spirit has been hard to shake off, not all of us have been able to make high marks so far, but we hope to do much better in the coming weeks. We realize the necessity of this if we expect to get our diplomas in the spring.

Y. M. C. A.—The work of the Y. M. C. A. is being carried on more successfully this term. More students are attending the meetings, and a greater interest is being shown. On January 16th, a special business meeting was held and plans were made to make the meetings more interesting.

LYCEUM.—The meetings at the Lyceum, Saturday evenings, have not lacked in attendance, and a good programme is always given.

ATHLETICS.—The Freshman-Academy hockey game was played on Wednesday, January 22nd, and resulted in a score of 4—3, in favor of the Freshmen. The game was fast from start to finish, the teams being evenly matched. The line-up is given in the Month column.

EDITORS } W. WELTON,
 } R. N. SHORT,
 } L. A. RICHARDSON,

Seminary Notes.

THE Seminary opened for the work of the winter term, Saturday, January 4th. The girls returned for the most part with unusual promptness. More than twenty new pupils have been registered in the various courses. The Seminary Residence is filled and several are boarding at approved places in the Town.

The organization of the Acadia Orchestral Club, under the direction of Miss Beatrice Langley of the Seminary, is an event of importance. We hope in a future number to report more fully concerning the work of this new Club.

At the suggestion of Mr. L. W. Archibald and under his direction a toboggan slide has been erected on the College grounds. Several toboggans have been purchased, and if Professor Coit can promise us any snow we shall find that facile is the descent to the—bottom. At present it is largely used by children who slide down upon shingles and other impediments.

Arrangements are being concluded for a game of basket-ball between the Seminary team and the Freshettes.

With commendable enterprise the Y. W. C. A. of the Seminary served refreshments at the rink, and will do so hereafter on the occasion of "open rink." The proceeds will go to defray the expenses of delegates to Muskoka.

Reading circles in Mission Biography are being organized. These circles will meet once a week for study and reading in the lives of men and women eminent in the work of world-wide missions.

PERSONAL.—Miss Elmore Eaton, of the Business Class of '12, is at present in Revelstoke, B. C.

Miss Flossie Walker, who completed the course in Sttenography last year, is with T. Eaton Co., in Winnipeg. Miss Walker hopes to return to the Seminary next year.

Miss Marion Simpson, Sophomore Matriculation course, '11, is at present teaching near Davidson, Sask. She writes, "I like the West immensely.

Miss Elsie Estabrooks, President of the class of '09, writes: "I am enclosing a post office order for \$20.00 from the class of '09. I am afraid that it will be late for the Hospital Fund, but there are other places it can be used, I am sure." We thank the class of '09 for this tangible expression of regard, and promise to use the amount in a way that will secure the largest returns.

If the various classes would from time to time place in the hands of the Principal larger or smaller sums which might be available as prizes or aids, the help afforded in many instances would be considerable, and the interest of the pupils in their Alma Mater would be greatly stimulated.

Last year the class of '08 held a reunion and offered a Bible prize. Cannot some one of the classes of recent years emulate this example?
PER COM.

My Garden.

A Garden is a lovesome thing, God wot!

Rose plot

Fringed pool,

Fern'd grot—

The veriest school

Of peace; and yet the fool

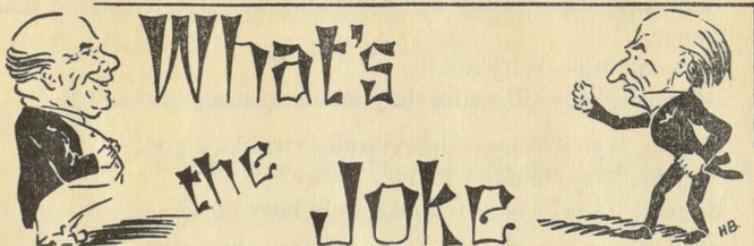
Contentds that God is not—

Not God! in gardens! when the eve is cool?

Nay, but I have a sign;

'Tis very sure God walks in mine.

—T. E. Brown.



Prof. Haley (in Freshman Physics)—“We’ll have to wait until Mr. Archibald gets through yawning. We can’t continue our work in this draught.”

Kinley, '15—“You didn’t write the test in Biology this morning?”

Tamplin, '16—“No, I had a splinter in my finger.”

Kinley, '15—“Why don’t you stop scratching your head?”

Smith, '16—“Why is a nautical mile longer than a statute mile?”

Ryan, '16—“Because things swell in water.”

Smith, '16—“Porter didn’t.”

Dotty, '15—“What are you staring at?”

Harlow, '15—“At Ingram’s head.”

Dotty, '15—“You’re always staring into vacancy.”

(Foster, '14, and a fair Freshette returning from Nicklet) : *Miss Foster*

She—“My, but those chocolates in Rand’s look good!”

Foster, '14—“Yes! Let’s walk closer so you can see them better.”

Evans, '16 (at Y. M. C. A. and Y. W. C. A. reception)—“May I have the pleasure of a topic with you?”

Miss P-n-o, '16—“Yes, I can give you eight.”

Evans, '16—(Collapses).

McKay, '14—“Why has Leslie, '16, such long legs?”

Delplaine, '16—“Because his body is so far from his feet.”

From a Freshman Geometry paper:—“Let the two planes A. B. & C D, meet two other planes, P Q & R S, respectively.”

(Query: Did they raise their hats?)

Bancroft, '14—"They are not going to have telephone poles any longer."

Corkum, '14—"Why not?"

Bancroft, '14—"Because they are long enough now."

Rogers, '15—"Why is the ATHENÆUM like a girl?"

Rogers, '16—"I don't know. Why?"

Rogers, '15—"Every fellow should have one."

Prof. Black (in Freshman English)—"Mr. Elliot, what is an anecdote?"

Elliot, '16—"A short funny tale."

Prof. Black—"Corect. Can you give me an example?"

Elliot, '16—"A rabbit has four legs, and one anecdote."

De s'pranno take de high note,

De basso take the low,

But I prefer de bank note,

What makes de ole mare go.

Chipman, '15 (at rink)—"May I have the last band?"

Miss R-g-ld—"It is engaged."

Chipman, '15—"Then I will sit here with you until he comes."

Mike (at class-room door)—"May I speak to Miss Burdett?"

Prof. Herrmann—"Ach! I will not have it! I will not be so disturbed! Don't you know I have one class on, you foolish boy?"

Porter, '16 (gazing at his last dime)—"Money has wings and house deposits make it fly."

Ryan, '16—"Yes, and some houses have wings, for I have seen many a house fly."

Porter, '16—"Say, you're smart, old man, but I always thought no part of a house except the chimney flue."

Hunt—"I tell you, an operation for appendicitis is no joke."

Crowell—"No, but if it were, it would be a side-splitting one."

Swim, '15—"What are you looking so sore about, Goucher?"

Goucher, '15—"I was stung by a Cross Bee."

Gibson—"I don't like that girl of yours, Beck."

Beck—"Why don't you like her, Gibson?"

Gibson—"Weel, she wis nasty tae me. When she dees I'll no gang tae her funeral; but I'll gang tae yours, Beck, wi' pleasure."

Crosby, '16—"After all, we come to college to study."

Miss DeWolfe, '16—"Yes, after *all*."

Rogers, '16—"Do you obey the Bible injunction to love your neighbor?"

Duclos, '16—"I try to, but she won't let me." *Didn't know he noticed it.*

C. W. Smith, '16—"Did you see those autos s(kid)?"

Miss Steeves, '16—"Sir, how dare you call me that?"

Mike (skating on Mud Creek)—"Oh, that we might glide through life this way together!"

Miss Robins, '16—"Well, the 'gliding through life this way' part suits me all right."

Wilson, '16—"Where did you ever learn such big words? How did you manage it?"

Miss Clarke, '16—"Oh! the enlarging of a minute vocabulary is incomprehensible at any institution but the Fredericton High School, but there is exhibited illustrative exemplifications of how its miraculous simplification is simultaneous with euphonism."

Wilson, '16—"Excuse *me!*"

Foster, '14—"I am going for a walk to clear out my head before the exam."

Thorne, '15—"That is the only thing wrong with it, it is too clear now."

Miss McLeod, '16—"No; I have a date on tonight."

Miss Chute, '16—"Couldn't you postpone it?"

Miss McLeod, '16—"No! It is a mandate."

Prof. Tufts—"Do you skate in Germany?"

Prof. Herrmann—"Oh, no! We skate on Tannery Pond."

W. E. Ryder, '15 (fondling red hairpin, which he has found on street)—"It is just the color of her auburn hair."

Bishop, '13 (in barber shop)—"What kep you so long Hovey?"

Hovey, '14—"I had to wait until they shaved half a man."

Bishop, '13—"Who was it, Max McKay?"

Hunt, '15—"I had plenty of callers while I was sick in Windsor, the boys often used to come down to see me."

Chute, '13—"You must have devoted friends."

Hunt, '15—"Not particularly. What I had was a pretty nurse."

Elliott, '16 (in front of jewellery store window)—"Which of these stones do you like best?"

Curry, '16—"I like the Ruby."

Chair House Committee—"You have been drinking. I smell it on your breath."

Kinsman, '16—"Not a drop. I was eating frogs' legs. It is the hops you smell."

Calaban—"Tell me how to get this pitch off my clothes. I have tried everything I can think of."

Archibald, '13—"Try a song. You always get off the pitch when you try to sing."

Potter has given up *Reading* the evening times.

Ingraham has been trying to Read the Seminary News, but is poorly read.

Page, '15—"What is the hardest thing you have to encounter, Professor?"

Prof. Thompson—"No doubt it is the head of the average Freshman."

Bubbles (in jewellery store)—"Ah! ah! er! ahem! er!"

Jeweller (to clerk)—"Bring in the tray of engagement rings."

Brown, '15 (at receptions)—"Have you your topic card filled?"

Miss Coes, '14—"Yes, I have."

Brown, '15—"I am so glad."

Prof. Haycock (in Soph. Chem.)—"Oxygen is what we breathe by day. Now, Mr. Tamplin, what is Nitrogen?"

Tamplin, '16—"What we breathe by night."

Dr. Thompson—"Give the principal parts of occido."

Calhoun, '16—"O-kiddo,—O-kid-dearie,—O-kiss-us-sum."

Baggage-master (at station)—"Will I check your baggage, Mr. Allaby?"

Allaby, '13 (on three days' trip to Halifax)—"Oh, no! I'm going home and only need an umbrella."

If you meet some ancient joke,
Decked out in a modern guise,
Don't frown and call the thing a poke,
Just laugh—don't be too wise.

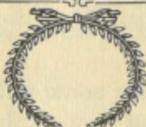
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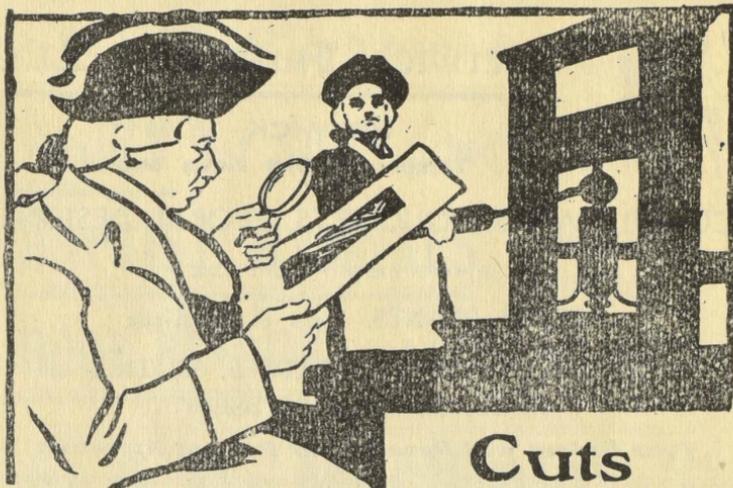
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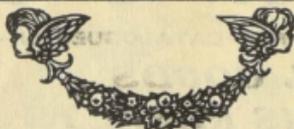
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